	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	# Stone age to iron age						
Literacy	Journey Story - To entertain	Journey Story - To entertain	Journey Story - To entertain	Journey Story - To entertain	Journey Story - To entertain	Journey Story - To entertain	Poetry
Maths (unit)	**Year 3** Addition and Subtraction **Year 4** Area	**Year 3** Addition and Subtraction **Year 4** Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division
Science Sound	INSET DAY	**Good vibrations** To identify how sounds are made, associating some of them with something vibrating.	**Hearing Sounds** To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the volume of a sound and the strength of the vibrations that produced it.	**Higher and Lower** To find patterns between the pitch of a sound and features of the object that produced it.	**String Telephone** To recognise that sounds get fainter as the distance from the sound source increases.	**Soundproofing** To investigate ways to absorb sound.	**Making Music** To make a musical instrument to play different sounds. Assessment
Geography Counties, regions and features of the UK	To name and locate the countries and cities of the UK.	To name and locate the main rivers and seas of the UK.	To name and locate some of the counties of the UK.	To use a map or atlas to locate areas of high ground in the UK.	To identify ways that London has changed over time.	To describe and understand how the UK has changed over time.	Assessment
R.E. What is it like to follow God? What is the Trinity?	To make clear links between the story of Noah and the idea of covenant.	To make links between the story of Noah and how we live in school and the wider world.	To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	To make links between how some Christians choose to live their lives and in their community.	To engage in the idea of Incarnation.	To explore the Christian understanding of incarnation.	To express the Christian understanding of the term 'The Trinity'.
PSHE Rights, rules and responsibilities	To understand the difference between rights, wants and needs, and that rights come with responsibilities.	To recognise their responsibilities at school and at home to themselves and others.	To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this.	To understand why rules and conventions are needed at home and at school.	To develop skills to participate in making and changing rules at home and at school.	To understand how decisions can be made democratically in our class through simple debating and voting.	To understand how children and adults in school might be democratically elected to represent others.

Computing NCCE Creating media - animation	To explain that animation is a sequence of drawings or photographs.	To relate animated movement with a sequence of images.	To plan an animation.	To identify the need to work consistently and carefully.	To review and improve an animation.	To evaluate the impact of adding other media to an animation.	Assessment
PE - Indoor Dance - Machines	INSET DAY	To create and perform movements inspired by machines on my own.	To create and perform a machine dance with a partner.	To work with a small group to create a machine dance with three sections.	To practise and improve my group's machine dance.	To practise and improve my group's machine dance.	To perform a machine dance confidently and evaluate my performance.
PE - Outdoor Football	To control a ball using your feet.	To pass a ball using your feet.	To dribble and turn with a ball using your feet.	To defend in a 1v1.	To kick a ball to score a goal.	To work as part of a team when you compete in a small-sided game.	To work as part of a team when you compete in a small-sided game
MFL Les instruments	To recognise, recall and remember five different instruments with their definite article/determiner in French.	To recognise, recall and remember a further five different instruments with their definite article/determiner in French.	To consolidate the pronunciation and spelling of all ten instruments in French.	To further consolidate all ten instruments in French with a particular focus on the definite article/determiner.	To use the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in French.	To use the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in French.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.
DT - Construction Create their own roundhouse. Joining items together.	To understand how roundhouses were constructed in the Iron Age.	To experiment with the wattle and daub building technique.	To design our own roundhouse.	To construct the timber frame of our roundhouse.	To construct the wattle and daub wall of our roundhouse.	To construct the thatched roof of our roundhouse.	To evaluate our work.
Music Haiku music and performance Kap 4	To describe the Hanami festival using suitable words and sounds	To represent a blossom tree using sounds	To identify musical features using descriptive vocabulary	To work as a group to create a piece of music celebrating the Hanami festival	To work as a group to create a piece of music celebrating the Hanami festival.	To perform a piece of music to celebrate Hanami	To perform a piece of music to celebrate Hanami
Extended Writing opportunities				Science - Explain how a string telephone works			