

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Text type: Non chronological report</p> <p>Children will know: how to structure a non chronological report.</p> <p>Children will be able to: Draft and write a non chronological report incorporating all of the features.</p> <p>Proof read and evaluate their own and others' work.</p>	<p>Text type: Playscripts <u>Greek Legend</u></p> <p>Children will know: the features and structure of a playscript.</p> <p>Children will be able to: Explore the text through analysis of features & exploring its structure (story map, boxing up etc)</p>	<p>Text type: Playscripts <u>Greek Legend</u></p> <p>Children will know: how to structure a playscript.</p> <p>Children will be able to: Draft and write a playscript as a shared text. Draft and write their own playscript.</p> <p>Proof read and evaluate their own and others' work.</p>	<p>Text type: Persuasive adverts</p> <p>Children will know: the features and structure of a persuasive advert (subheadings, paragraphs, rhetorical questions)</p> <p>Children will be able to: explore the text through analysis of features & exploring its structure (boxing up based on features.)</p>	<p>Text type: Persuasive adverts</p> <p>Children will know: how to structure a persuasive advert (subheadings, paragraphs, rhetorical questions)</p> <p>Children will be able to: plan and write a shared version of the model text, including use of new grammar skills. Editing skills will be developed.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Improve their vocabulary by using a thesaurus.</p>	<p>Text type: Persuasive adverts</p> <p>Children will know: how to structure a persuasive advert (subheadings, paragraphs, rhetorical questions)</p> <p>Children will be able to: plan and write a version of the model text, including use of new grammar skills. Editing skills will be developed. Proof read for spelling and punctuation errors. Improve their vocabulary by using a thesaurus.</p>

Reading	Skill: Retrieval	Skill: Inference	Skill: Clarifying	Skill: Predicting	Skill: Summarising	Skill: Evaluating
	Find information the author has told you.	Work out the information the author has not told you.	Work out what words mean from how the author has used them.	Use clues to guess what the author thinks.	Explain or order the main idea of what the author wrote.	Explain what the author has written and why they wrote it as they did.
GPS	Apostrophes for contraction	Appropriate use of apostrophes.	Expanded noun phrases	Expanded noun phrases	Use nouns and pronouns effectively (to avoid repetition)	Use nouns and pronouns effectively (to avoid repetition)
Spellings	Words ending in -ous	Words ending in -ous	Words with the /s/ sound spelt sc	Words with the /s/ sound spelt sc	Possessive apostrophes with plural nouns	Possessive apostrophes with plural nouns

Maths

Decimals

Children will know:

To recognise decimals as tenths, hundredths using place value.

Children will be able to:

count up and down in tenths, write tenths as decimals by using their place value headings, write hundredths as decimals by using their place value headings.

Key skills:

Counting and writing decimals. Recognise tenths and hundredths.

Decimals

Children will know:

how to write a decimal

Children will be able to:

count up and down in tenths, write tenths as decimals by using their place value headings, write hundredths as decimals by using their place value headings and write the decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

Key skills:

Represent and read decimals up to 2 decimal places.

Comparing and ordering decimals

Children will know:

how to compare and order decimals.

Children will be able to:

order and compare numbers with up to two decimal places, using the signs $<$, $>$ (and $=$) to show this comparison.

Key skills:

compare and order decimal. Understand ascending and descending.

Recognising and representing fractions.

Recognise equivalents.

Children will know:

how to recognise and represent fractions. what the term 'equivalent' means.

Children will be able to:

recognise representations of fractions. -begin to understand equivalents of fractions.

Key skills:

To recognise and represent fractions. Understand equivalent fractions

Equivalent fractions

Children will know:

what fractions are, what the term 'equivalent' means'

Children will be able to:

recognise representations of equivalent fractions, draw diagrams of equivalent fractions

Key skills:

To recognise equivalent fractions

Fractions of amounts

Children will know:

the steps needed to find a fraction of amount

Children will be able to:

-solve problems involving fractions to calculate quantities where the answer is a whole number. -use my knowledge of fractions to divide quantities to solve problems involving whole numbers. -solve problems involving non-unit fractions to calculate quantities, where the answer is a whole number.

Key skills: Find a fraction of a whole number

Arithmetic focus	Multiplying whole numbers by 10 and 100.	Recognising basic division using arrays.	Linking division as the inverse of multiplication.	Divide a 2 digit number by a 1 digit number without remainders.	Divide a 2 digit number by a 1 digit number with remainders.	Dividing multiples of 10 and 100.
Science	Flow 1 - Teeth and their functions	Flow 1 - Teeth and their functions	Science Week	Flow 1 - Teeth and their functions	Flow 2 - Digestive System	Flow 2 - Digestive System
Animals Including Humans	COLD TASK					
Overarching questions	Show LO: What are the names of human teeth?	Think LO: I can apply what I have learnt so far.		Solve LO: I can investigate using what I have learnt.	Show LO: What is the purpose of the digestive system?	Think LO: I can apply what I have learnt so far.
What are the functions of teeth?	Do LO: What are the functions of teeth?	Explain LO: I can explain my reasoning.		Children will know: the different types of human teeth, how to care for teeth and how teeth can be damaged	Do LO: What parts of the body are used for digestion and what are their functions?	Explain LO: I can explain my reasoning.
What is the digestive system?	Children will know: the different types of human teeth, how to care for teeth and how teeth can be damaged	Children will know: the different types of human teeth, how to care for teeth and how teeth can be damaged		Children will be able to: explain the function of each type of tooth	Children will know: the key organs in the human body, how to care for the digestive system and how it can affect health	Solve LO: I can investigate using what I have learnt
	Children will be able to:	Children will be able to: explain the			Children will be	Children will know: the key organs in the human body, how to care for the digestive system and how it can affect health

explain the
function of each
type of tooth

function of each
type of tooth

able to:
place the key
organs and body
parts involved in
digestion, explain
the function of
each body part
within digestion,
explain different
models of the
digestive system

**Children will be
able to:**
place the key
organs and body
parts involved in
digestion, explain
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models of the
digestive system

<p>Geography / History</p> <p>History - Ancient Greece</p> <p>Geography - Fieldwork Study</p>	<p>LO: To explore the beliefs of the Ancient Greeks.</p> <p>Children will know:</p> <ul style="list-style-type: none"> -beliefs of the Ancient Greeks -some of the Greek gods and goddesses <p>Children will be able to:</p> <p>Explain how the Ancient Greeks impacted our life today:</p> <ul style="list-style-type: none"> • Beliefs <p>Beliefs</p>	<p>World Book Day 6th March</p>	<p>LO: To understand the significance of the Battle of Marathon.</p> <p>Children will know:</p> <ul style="list-style-type: none"> -the significance of the Battle of Marathon and order the key events of the Battle. <p>Children will be able to:</p> <ul style="list-style-type: none"> -use Greek Battle of Marathon primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints. <p>Invasion</p>	<p>Assessment lesson -</p> <p>What was life like in Ancient Greece? Where can we see the influence of Ancient Greece on our world today?</p>	<p>What is Hockley woods like as an ecosystem?</p> <p>Children will know:</p> <ul style="list-style-type: none"> -what an ecosystem is. <p>Children will be able to:</p> <ul style="list-style-type: none"> -predict what we might find in an ecosystem. -plan a FieldTrip and work as a group to decide what they will collect data on. -make links to the Amazon rainforest as an ecosystem. <p>* Fieldwork session booked for May 8th 2025</p> <p>Greek workshop</p>
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<p>PSHE</p> <p>Healthy Me UK 8-9 4-HM</p>	<p>My friends and me</p>	<p>Group dynamics</p>	<p>Smoking</p>	<p>Alcohol</p>	<p>Healthy Friendships</p>	<p>Assessment week. What does it mean to be healthy?</p>
	<p>Children will know: how different friendship groups are formed and how they fit into them.</p> <p>Children will be able to: identify feelings they have about friends and friendship groups.</p>	<p>Children will know: that there are people who take on the role of leaders and followers in a group and understand the role that they take in different situations.</p> <p>Children will be able to: understand how different people and groups impact them.</p>	<p>Children will know: the facts about smoking and how it affects their health.</p> <p>Children will be able to: recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from others.</p>	<p>Children will know: the facts about alcohol and how it affects their health.</p> <p>Children will be able to: recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from others.</p>	<p>Children will know: when people are putting them under pressure.</p> <p>Children will be able to: identify feelings of anxiety and fear associated with peer pressure.</p>	

<p>RE</p> <p>Overarching Question: Why is there so much diversity of belief within Christianity?</p>	<p>LO: To understand that Diversity exists within the Christian faith</p> <p>Children will know: -the difference between 'religion' and 'belief'.</p> <p>Children will be able to: - discuss how we know the truth. - understand why the Christian church welcomes diversity.</p>	<p>LO: To know the Church is a global community of Christian believers.</p> <p>Children will know: -how Christianity spread around the world.</p> <p>Children will be able to: - use Bible texts to learn about the Great Commission and how Christianity spread around the world.</p>	<p>LO: To know the diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost</p> <p>Children will know: -how to compare and contrast different festivals around the world.</p> <p>Children will be able to: - describe differences between festivals across the world.</p>	<p>LO: To have the knowledge to describe different expressions of Christian worship including the Eucharist and pilgrimage</p> <p>Children will know: -how to compare and contrast different expressions of Christian worship.</p> <p>Children will be able to: -describe different elements of worship around the world.</p>	<p>LO: To adopt an awareness of the concept of denominations within Christianity, along with examples (Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army)</p> <p>Children will know: - the variety of denominations within Christianity.</p> <p>Children will be able to: -use pictures to describe different denominations of Christianity.</p>	<p>LO:To share our understanding of diversity within Christianity</p> <p>Children will know: - the differences in how Christian beliefs are practised around the world.</p> <p>Children will be able to: -express an understanding of the basics of Christian belief. -describe how beliefs are practised locally, nationally and globally.</p>
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<p>Music</p> <p><u>Feelings through Music</u></p> <p><i>How does music teach us about our community?</i></p>	<p>Children will know:</p> <p>Tempo: 97 bpm (Andante, a walking pace)</p> <p>Time Signature: 2/4 (2 crotchets in every bar)</p> <p>Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests</p> <p>Key Signature: G major (1 sharp)</p> <p>Simple melodic patterns using G A B D E</p>					
	<p>Let your spirit fly</p> <p>Children will know:</p> <p>-How to listen to music and identify how singers together create a harmony.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Let your spirit fly</p> <p>Children will know: -How to respond to music, discussing the composer's intention, using musical vocabulary.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Frere Jacques</p> <p>Children will know:</p> <p>-How to sing a song as part of an ensemble, following a leader/conductor.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>Frere Jacques</p> <p>Children will know:</p> <p>-How to create own melody inspired by a given theme.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>The Other Side of the Moon</p> <p>Children will know:</p> <p>-How to play and perform an instrumental part as part of the song being learnt.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>	<p>The Other Side of the Moon</p> <p>Children will know:</p> <p>-How to play and perform an instrumental part as part of the song being learnt.</p> <p>Children will be able to:</p> <p>Combine the skills of musicianship in their listening, singing, composing, improvising and performing lessons.</p>

Art / D&T

Art and Design

Sculpture and Form

LO: To research Ancient Greek pottery.

Children will know:
-what Ancient Greek vases look like and the designs they show
-about the work of Ergotimos and Theodoros Papagiannis

Children will be able to:
-Discuss the work of other sculptors.
-make sketches (focusing on shading and colour)

LO: To explore patterns and texture.

Children will know:
-what Ancient Greek vases look like and the designs they showed.

Children will be able to:
-experience surface patterns and textures.
-Analyse and interpret natural and man-made forms of construction.

LO: To design an Ancient Greek vase.

Children will know:
-what Ancient Greek vases look like and the designs they showed.
How to plan and develop ideas in their sketchbook and make choices about the media used.

Children will be able to:
-design their own Greek vase based on the olympic games

LO: To make an Ancient Greek vase.

Children will know:
-the steps needed to make their own Greek vase.
-How to effectively use clay to make a vase.

Children will be able to:
-begin to make their own vase based on their original design.

LO: To decorate an Ancient Greek vase.

Children will know:
-the steps needed to decorate their own Greek vase.

Children will be able to:
-select from a range of tools.
-decorate and paint their finished product based on their original design.

LO: To evaluate a finished product against a criteria.

Children will know:
-the success criteria for their finished product.

Children will be able to:
-self evaluate and peer evaluate their designs

Computing

HTML

LO: To know examples of HTML tags.

Children will know:
examples of HTML tags.

Children will be able to:
Identify examples of HTML tags.

LO: To know the effects of changing the HTML and CSS.

Children will know:
what changing the HTML and CSS does to alter the appearance of an object on the web.

Children will be able to:
-Do a creative commons image search.

LO: To understand the term 'copyright'.

Children will know:
that copyright means that those images are protected and we should do a 'creative commons' image search to use images from the internet.

Children will be able to:
Explore using the elements tool to alter text and images.

LO: To identify websites with fake news.

Children will know:
What 'fake news' is and ways to spot websites that do this.

Children will be able to:
Identify websites with fake news.

LO: To understand the 'inspect' tool.

Children will know:
What the 'inspect' elements tool is.

Children will be able to:
Use the 'inspect' elements tool.

LO: To understand the 'inspect' tool.

Children will know:
What the 'inspect' elements tool is.

Children will be able to:
Use the 'inspect' elements tool.