

Subject	Week 1 6/1/25	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25	
Reading 2 shared 2 fluency 1 comprehension	Reading fluency – performing simplified acts from the play Inferences – characters feelings and motives Summerise – Looking at key historical events Comprehension – Looking in the text for clues Themes and conventions – comparing different versions of the texts				Non-fiction texts Literal retrieval Text structure and organisation Using features of non fiction texts to find information		
Writing Class Reader:	Ice-Trap Shackleton narrative (diary)	Ice-Trap Shackleton narrative (diary)	Ice-Trap Shackleton narrative (diary)	Various Non-Fiction texts Survival Guide	Various Non-Fiction texts Survival Guide	Various Non-Fiction texts Survival Guide	
SPaG	Words ending -	Words ending -	Challenge words	Words ending		Challenge words	
Maths Arithmetic							
Science Forces that oppose motion	Water and Air resistance -to activate prior knowledge about air resistance -explicit strategy instruction -	Water and Air resistance -to plan an investigation 'Does the width of paper helicopter's wings affect air resistance?' -make resources	Water and Air resistance -to investigate a key question scientifically -to make predictions -to collect data	Water and Air resistance -to draw conclusions from data collected	Water and Air resistance -to make observations -to understand that water resistance is greater than air resistance		
PDL/Jigsaw/6 Strands Dreams and Goals	British Values: democracy No Outsiders Assembly	No Outsiders Text: Rose Blanche LO: to justify my actions	Jigsaw -I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	Jigsaw -I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	Jigsaw -I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this,	Online Safety I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	

				-I can describe the dreams and goals of young people in a culture different to mine	e.g. through sponsorship	
Computing Programming 2 - Microbit	Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.	Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.	Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work	Choose appropriate blocks to complete the program and attempt the challenges independently.	Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program	
RE - Concept: Belonging	LO: to express a personal response to the concept of belonging and give examples of how belonging might affect our own lives.	LO: to describe how belonging can be applied in their own and others' lives.	LO: to describe what it means to belong to something. LO: to describe how belonging is important to Muslims.	LO: to evaluate by describing the important to believers and to themselves of belonging		
Geography Why do Oceans matter?	Explain the importance of our oceans	Locate and describe the significance of the Great Barrier Reef	To explain the impact humans have on coral reefs and oceans	To understand ways to keep oceans healthy/begin planning a fieldwork enquiry	To collect data on types of litter polluting a marine environment	Evaluate/present and data
DT Construction - Bridges	LO: to explore how to reinforce a beam (structure) to improve its strength	LO: to identify beam and arch bridges	LO: to create a range of beam and arch bridge designs	LO: to identify stronger and weaker structures	LO: to find different ways to reinforce structures	
PE						

Health related exercise					
MfL French Shopping in France					
Music The Blues					