

Autumn 1	Week 1 (two days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
W/C	31/08	06/09	13/05	20/09	27/09	04/10	11/10	18/10
English	Poetry	Diary	Biography	Biography	Fiction	Fiction	Non-chronological report	Non-Chronological report.
Maths	Place value		Number: addition, subtraction, multiplication and division.					Geometry: position and direction.
History Victorians	To be able to understand that timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.	To be able to examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.	Ask perceptive questions to evaluate an artefact or historical source.	Articulate the significance of a historical person, event, discovery or invention in British history.	To be able to compare and contrast leadership, belief, lifestyle or significant events across a range of time periods	
Geography								Explain interconnections between two or more areas of the world
Science		To be able to give reasons for classifying plants and animals based on specific characteristics.	To be able to describe how living things are classified into broad groups according to common observable characteristic.	To be able to give reasons for classifying plants and animals based on specific characteristics.	To be able to give reasons for classifying plants and animals based on specific characteristics.	To be able to give reasons for classifying plants and animals based on specific characteristics.	To be able to identify scientific evidence that has been used to support or refute ideas or arguments.	To be able to make a key to classify plants.
R.E. Creation (Science: conflict		Can you outline the importance of creation on the time line of the	Can you identify what type of text some Christians say Genesis 1 is, and its purpose?	Can you identify the type of text Psalm 8 is, and its purpose?	Can you make clear connections between Psalm 8 and some ways Christian's	Can you explain why some Christians find science and faith compatible?	Can you identify key ideas arising from Genesis 1 and discuss whether these	Assessment

or complimentary?)		'big story' of the Bible?			respond to God as Creator?		are helpful or inspiring, justifying your responses?	
Art		Develop fine brush strokes.	Use colour for effect and explain why including using limited colour palettes and justify choice.	Designing printing blocks by simplifying initial sketch book ideas.	Designing printing blocks by simplifying initial sketch book ideas.			
ICT We are app planners.						Develop an awareness of the capabilities of smartphones and tablets	Understand geolocation, including GPS	Identify interesting, solvable problems.
Music	(Specialist teacher)							
PE		Cricket coach	Cricket coach	Cricket coach	Cricket coach	Cricket coach	Cricket coach	Cricket coach
French (specialist teacher)								
PSHE		My year ahead	Being a global citizen 1	Being a global citizen 2	The learning character	Our learning character.	Owning our learning character.	Owning our learning character.