

### LRR



Week 1: To understand what they read by checking that the book makes sense to them and discussing their understanding.  
 Week 2: To predict what might happen from details stated and implied.  
 Week 3: To draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.  
 Week 4: To explore the meaning of words in context.  
 Week 5: To discuss and interpret the meaning of the language used by the author, considering the impact this has on the reader.

### ENGLISH

Global Warming, Alma, Float  
 To plan their writing by identifying the audience for and purpose of the writing.  
 To use semicolons, colons, or dashes to mark boundaries between independent clauses.  
 To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  
 To draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  
 To evaluate and edit by assessing the effectiveness of their own and others' writing.

### MATHS

Week 1 – Place Value  
 Week 2 and 3 - Calculating  
 Week 4 – Time  
 Week 5 – Area  
 Week 6 – Percentages

### PE

Rounders  
 Week 1 – To further develop the ability to hit the ball, focusing on aim.  
 Week 2 – To develop the importance of positioning fielders in relation to the batter.  
 Week 3 – To develop a clear understanding of the rules of rounders.  
 Week 4 and 5 – Gameplay – To participate in a competitive game of rounders where the children will implement the skills/knowledge they have learnt.

### GERMAN

Out of this world  
 Week 1: I can understand words used on an ID card.  
 Week 2: I can ask for and give personal information.  
 Week 3: I can name planets and use adjectives to describe them.  
 Week 4 & 5: I can read and understand simple information about the planets.  
 Week 6: I can create an imaginary planet and make a poster with information about it.

### MUSIC

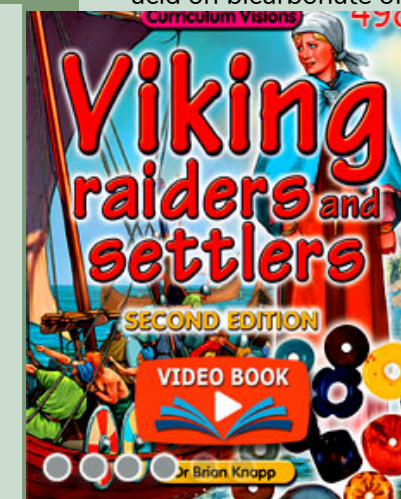
Week 1: To know what a drone is.  
 Week 2: To improvise over a drone using untuned, tuned percussion or melodic instruments.  
 Week 3: To know what a groove is  
 Week 4: To improvise over a groove using untuned, tuned percussion or melodic instruments.  
 Week 5: To develop improvisation into a short ternary piece (drone, groove, drone)  
 Week 6: To perform short ternary piece.

### HISTORY

To create a timeline to relate the Vikings to the Anglo-Saxons.  
 To understand the structure and life of Anglo-Saxon England.  
 To use historical maps to identify where the Vikings originated from.  
 To identify the reasons the Vikings had for invading and raiding Britain (Long ships, farming, land, wealth).  
 To understand the resistance by Alfred the Great and Athelstan, first king of England.  
 To know key battles between the Vikings and Anglo Saxons, focusing on the Battle of Stamford Bridge.  
 To what extent were the Anglo Saxons successful in their power struggle against the Vikings?

### SCIENCE

Lesson 1: To compare and group materials together, according to whether they are solids, liquids or gases.  
 Lesson 2: To observe that mixing and dissolving are reversible changes.  
 Lesson 3: To set up simple practical inquiries, comparative and fair tests.  
 Lesson 4: To explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.  
 Lesson 5: To investigate changes associated with burning and the action of acid on bicarbonate of soda.



### RE

RE - Key Question: What is the best way for a Sikh to show commitment to God (Waheguru)?  
 To know that showing commitment to something may be a good thing.  
 To understand why people show commitment in different ways.  
 To describe how different practices enable Sikhs to show their commitment to God.  
 To understand that some of these practices will be more significant to some Sikhs than others.  
 To express what I think about the best way a Sikh could show commitment to God.

### PSHE

Week 1: Recognising me  
 Week 2: Safety with online communities  
 Week 3: Being in an online community  
 Week 4: Online gaming  
 Week 5: My relationship with technology  
 Week 6: Staying happy and safe online



### ICT

Computing Drawing Vectors  
 Lesson 1: The drawing tools  
 Lesson 2: Create a vector drawing.  
 Lesson 3: Being effective.  
 Lesson 4: Layers and objects  
 Lessons 5 and 6: Designing and manipulating objects.

### DESIGN AND TECHNOLOGY

Lesson 1: To investigate and evaluate bread products according to their characteristics.  
 Lesson 2: To learn how bread products are an important part of a balanced diet and can be eaten in different ways.  
 Lesson 3: To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. materials.  
 Lesson 4: To design a new bread product for a particular person or event.  
 Lesson 5: To make bread based on a plan and design.  
 Lesson 6: To evaluate a finished product.