

| Subject                        | Spring 1   |  |   |  |   |   |                    |
|--------------------------------|--|--|---|--|---|---|--------------------|
|                                | Week 1<br>6th Jan  | Week 2<br>13th Jan   | Week 3<br>20th Jan  | Week 4<br>27th Jan   | Week 5<br>3rd Feb   | Week 6<br>10th Feb  | Week 7<br>17th Feb |
| <b>English</b>                 | Cold Task  | Spelling – words that can nouns & verbs<br><br>Fiction Unit - Portal story<br>Hook<br>Story Map<br>Vocabulary<br>Comprehension | Spelling – words with an oa sound spelled ou & ow<br><br>Grammar<br>Boxing up<br>Sentence imitation<br>Short burst writing  | Spelling – words with the soft c spelt ce<br><br>Character description & dialogue toolkit<br>Innovation (shared writing)   | Spelling – words with the prefixes dis, un, over & im<br><br>Story Planning<br>Hot Task   | Spelling – words with f spelt ph<br><br>Cold Task<br>Non-Fiction Unit – Greek monsters (informational writing)  | Half term          |
| <b>Maths</b>                   | <b>Algebra</b><br>1-step function machines<br>2-step function machines<br>Form expressions   | <b>Algebra</b><br>Substitution<br>Formulae<br>Form equations<br>Solve 1-step equations<br>Solve 2-step equations               | <b>Algebra</b><br>Find pairs of values<br>Solve problems with two unknowns<br>Decimals<br>Place value within 1<br>Place value – integers and decimals<br>Round decimals | <b>Decimals</b><br>Add and subtract decimals<br>Multiply by 10, 100 and 1,000<br>Divide by 10, 100 and 1,000<br>Multiply decimals by integers<br>Divide decimals by integers | <b>Decimals</b><br>Multiply and divide decimals in context<br><br><b>Fractions, decimals and percentages</b><br>Decimal and fraction equivalents<br>Fractions as division<br>Understand percentages<br>Fractions to percentages | <b>Fractions, decimals and percentages</b><br>Equivalent fractions, decimals and percentages<br>Order fractions, decimals and percentages<br>Percentage of an amount – one step<br>Percentage of an amount – multi-step<br>Percentages – missing values | Half term          |
| <b>Religious Education</b>     | LQ: Who was the Buddha? Why is he important to many Buddhists and how do they show this?   | LQ: Who was the Buddha? Why is he important to many Buddhists and how do they show this?                                       | LQ: What did Buddha teach about the Four Noble Truths and how might they affect a Buddhist's way of life?   | LQ: How does the Eightfold Path help on the road to Nirvana (enlightenment)? How does this benefit the sangha (Buddhist community)?  | LQ: Why do many Buddhists meditate? Are worship and meditation different things and why this might be? How does being part of the sangha (Buddhist community) help?   | LQ: What is the 'Buddhist way of life'? How might what pupils have learned about influence and inspire them?  | Half term          |
| <b>Science</b>                 | <b>Knowledge Harvest Classification</b><br><i>Living things and their habitat</i><br><br>LQ: Can I describe how living things can be classified into broad groups? | LQ: Can I describe what a classification key is?   | LQ: How can we classify plants?   | LQ: What microorganisms are also living things?  | LQ: What are the 5 main groups of microorganisms?   | <u>Scientist Study</u><br>LQ: Who was Carolus Linnaeus?   | Half term          |
| <b>History</b>                 | <b>Knowledge Harvest</b><br>LQ: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?  | LQ: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?                         | LQ: Why was Athens able to be so strong at this time?   | LQ: What was so special about life in 5th Century BC Athens that makes us study it?  | LQ: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?   | LQ: In what ways have the Ancient Greeks influenced our lives today?  | Half term          |
| <b>Art &amp; Design</b>        |  | <b>Greek Mosaic</b>  | <b>Greek Jewellery</b>  | <b>Greek Jewellery</b>   | <b>Greek Pottery</b>  |   |                    |
| <b>Design &amp; Technology</b> |  |  |   |  |   | <b>Build a model of the Parthenon</b>   | Half term          |
| <b>Physical Education</b>      |  | DANCE: LQ: Can I copy and repeat a dance phrase showing confidence in my   | DANCE: LQ: Can I work with others to explore and develop a dance idea?<br>NETBALL: LQ: Can I use a  | DANCE: LQ: Can I use changes in dynamics in response to a stimulus?<br>NETBALL: LQ: Can I move   | DANCE: LQ: Can I demonstrate a sense of rhythm and energy when performing bhangra style   | DANCE: LQ: Can I perform a bhangra dance, showing an awareness of timing, formations and  | Half term          |

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|                      |  | <p>movements?<br/>NETBALL: LQ: Can I develop passing and moving to maintain possession?<br/>TAG RUGBY: Can I select the appropriate skill, choosing when to run and when to pass?</p> | <p>variety of attacking skills to lose a defender?<br/>TAG RUGBY: Can I move into space to support a teammate abiding by the rules?</p> | <p>into and create space to support a teammate?<br/>TAG RUGBY: Can I use defending skills to gain possession?</p> | <p>motifs?<br/>NETBALL: LQ: Can I use defending skills to gain possession?<br/>TAG RUGBY: Can I work as a defending unit to prevent attackers from scoring?</p> | <p>direction?<br/>NETBALL: LQ: Can I develop accuracy in the shooting action under pressure?<br/>TAG RUGBY: Can I use a variety of attacking skills to beat a defender?</p> |                  |
| <b>Life Learning</b> | <p>Class Promises<br/>British Value<br/>ECO, Prayer &amp; Pupil Leader</p> | <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p>                                       | <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p>         | <p>I can identify problems in the world that concern me and talk to other people about them</p>                   | <p>I can work with other people to help make the world a better place</p>   | <p>I can describe some ways in which I can work with other people to help make the world a better place</p>   | <p>Half term</p> |
| <b>Computing</b>     |  | <p>What is a blog?</p>  | <p>Planning a blog</p>  | <p>Writing a blog</p>   | <p>Sharing and posting comments</p>   |   | <p>Half term</p> |
| <b>Spanish</b>       | <p>Greedy mouse story – recognise food vocabulary</p>                      | <p>Please may I have? (food)</p>  | <p>Food preferences</p>   | <p>What colour is it? (food)</p>  | <p>Describing food</p>  | <p>I'm hungry</p>   | <p>Half term</p> |