| | Week 1 wc 1.9.25 (3 days) | Week 2 wc 8.9.25 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|----------------------|---|--|---|---|--|--|---|----------------------------------|
| English | Retell Cinderella | Character description / expanded noun phrases. | Alternative Setting | Alternative Setting | Non- chronological report | Non Chronological report | Non Chronological report | Non - Chronological report |
| Mathematics | Place Value | Place Value | Place Value | Addition and Subtraction | Addition and Subtraction | Addition and Subtraction | Addition and Subtraction | Addition and Subtraction |
| Science | Can we group and identify living things in different ways? | How are animals and plants grouped? | What animals lives by the sea? / Blue whale | What animals lives by the sea? / Blue whale | What is biodiversity in a habitat? | How does biodiversity change within a habitat over a year? | How can we improve biodiversity in a habitat? | Assessment |
| Computing | ONLINE SAFETY TBC | | | | | | | |
| Geography Oddizzi | Rivers What is a water cycle? | | What is a river and where is the world's longest? | | How are rivers used around the world? | | What are the stages and features of a river? | |

| History | | When did the key events of the Ancient Egyptian period occur? Time line | | How was the society of Ancient Egypt organised? Plan Bee - To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. | | Who were the pharaohs and why were they important? Plan Bee - To find out about Tutankhamen and how artefacts can teach us about the past. | | Who were the Ancient Egyptian Gods and Goddesses? Plan Bee - To understand the importance of artefacts in helping us find out about the past. |
|----------------------|---|--|---|--|---|--|---|---|
| Art | Light and Dark Tints and shades | | Painting techniques | | Composition | | Still life | |
| Design Technology | | Mechanical systems: Can pupils work independently to produce an accurate, functioning car chassis? | | Can they design a shape that is suitable for the project? | | Can pupils attempt to reduce air resistance through the design of the shape? | | |
| Languages French | Phonics : To know: CH OU ON OI | | Phonics : To Know: I IN IQUE ILLE | | Musical instruments: To learn the name of 5 instruments in French | | To learn 5 more instruments in French | |
| R.E. | What does a Hindu shrine look like? | How does a Hindu family perform puja? | How can we use our senses to describe the mandir? | Does good always defeat evil? | Who are Rama and Sita? | Why do Hindus have divas? | 7.How else do Hindus celebrate Divali? 8.So, how do Hindus worship? | |
| PHSE | Family / friends VIPS | Fabulous friends | Is this a good relationship? | Falling out | What is bullying? | Standing up to bullying | R | eview |

| P.E | Dance: to create | To create actions – to | To link | To change | To canon and | To canon and | To canon and unison to make our |
|-------|------------------|-------------------------|-----------------|----------------------|------------------|----------------|---------------------------------|
| | actions /move | move in contact / | actions/dynamic | pathways | unison to make | unison to make | line dance look interesting |
| | unison | interact with a partner | s to show dance | /direction in a line | our line dance | our line dance | Perform dance |
| | | Dodgeball | ideas | dance | look interesting | look | Dodgeball |
| | Dodgeball | | | Dodgeball | Dodgeball | interesting | |
| | | | Dodgeball | | | Dodgeball | |
| MUSIC | Recorder | Recorder | Who is Mozart? | Who is Mozart? | Who is Mozart? | Who is | Who is Mozart? |
| | Who is Mozart? | Who is Mozart? | Recorder | Recorder | Recorder | Mozart? | Recorder |
| | | | | | | Recorder | |
| | | | | | | | |