Week	3/6	10/6	17/6	24/6	1/7	8/7	15/7
	Gentleness Year 4 TTC	Phonics Check		Self-Control	Assessmen t Week KS2	Assessment Week- KS1	
English 1 /2-Diary Poetry Postcards, story sequel 3/4/5/6- Setting descriptions, diaries, letters, thought bubbles Newspaper report Oracy-Debate, persuasive speeches Leaflet	On Sudden Hill Escape From Pompei	On Sudden Hill Escape From Pompei	On Sudden Hill Let Your Voice be Heard-linked to General Elections	Grandad's Camper Let Your Voice be Heard-linked to General Elections	Grandad's Camper Let Your Voice be Heard- linked to General Elections	Grandad's Camper	
Guided Reading Pupils should be taught to: (Year 2) Coverage in bold • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with • appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far	George's Marvellous Medicine	Georges Marvellous Medicine	Georges Marvellous Medicine	Georges Marvellous Medicine	Georges Marvellous Medicine	Georges Marvellous Medicine	Georges Marvellous Medicine

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read Pupils should be taught to understand what they read by: • developing positive attitudes to reading and understanding of what they read • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Poetry for a Change	Poetry for a Change	+*My Dad and the End of the Rainbow	My Dad and the End of the Rainbow	My Dad and the End of the Rainbow	My Dad and the End of the Rainbow	
reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally							
identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry							
[for example, free verse, narrative poetry] Pupils should demonstrate understanding of what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text							
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more							
than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non- fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say							

SPAG-KS2-Thursday Sessions	n/a	Expanded Noun Phrases Embedded Clauses Modal Verbs	Apostophes Plural Endings	Commas, Colons,Semi Colons	Revision	Revision	
Maths White Rose Year 1/2 Year 3 Year 4 Year 5 Year6	Position and Direction All-Shape	Position and Direction All-Shape	Money Year 3 Statistics Year 4/5/6 Position and Direction	Money Year 3 Time Year 4 Position and Direction Year 5 Decimals Yr 6 Problem Solving/Consolidatio n	Shape KS2 NFER Year 3 Time Year 4 Position and Direction Year 5 Decimals Yr 6 Problem Solving/Con solidation	Year 3 Time Year 4 Position and Direction Year 5 Decimals Yr 6 Problem Solving/Consolidation	Word problems four operations Year 4 Time Year 5 Decimals Yr 6 Problem Solving/Consolidat ion
Science Yr 1/2 Healthy Animals [i) notice that animals, including humans, have offspring which grow into adults ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions vi) gathering and recording data to help in answering questions	Hatching Eggs	Babies	Stranded	Healthy Hearts	Lunch Box		Picnic-Summer Fair
Yr 3 /4-Greatly Green Growers content i) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ii) explore the	Let's Investigate	Roots, Shoots and so much More	Fruit, Shoot, Leaf, Root	Crucial Requirements	Data		

						1
requirements of plants for life and						
growth (air, light, water, nutrients						
from soil, and room to grow) and						
how they vary from plant to plant						
iii) investigate the way in which						
water is transported within plants						
Working scientifically i) asking						
relevant questions and using						
different types of scientific						
enquiries to answer them ii) setting						
up simple practical enquiries,						
comparative and fair tests iii)						
making systematic and careful						
observations and, where						
appropriate, taking accurate						
measurements using standard						
units, using a range of equipment,						
including thermometers and data						
loggers iv) gathering, recording,						
classifying and presenting data in a						
variety of ways to help in answering						
questions v) recording findings						
using simple scientific language,						
drawings, labelled diagrams, keys,						
bar charts, and tables vi) reporting						
on findings from enquiries,						
including oral and written						
explanations, displays or						
presentations of results and						
conclusions vii) using results to						
draw simple conclusions, make						
predictions for new values, suggest						
improvements and raise further						
questions viii) identifying						
differences, similarities or changes						
related to simple scientific ideas						
•						
and processes ix) using straightforward scientific evidence						
to answer questions or to support						
their findings	A Change of Hoort Have	How fast do l	How for can you	Data Data Data!		
Yr 5/6 –revision and Consolidation	A Change of Heart-How	How fast do I	How far can you	Data, Data, Data!		
linked to Olympics	does the body change	recover?	Investigation			
identify and name the main parts of	with exercise?	How does heart				
the human circulatory system, and		rate vary for				
describe the functions of the heart,		different				
blood vessels and blood iii.		exercises?				
recognise the impact of diet,						
exercise, drugs and lifestyle on the						

	1	1	ı		1	
way their bodies function iv.						
describe the ways in which						
nutrients and water are transported						
within animals, including humans						
Working scientifically i. planning						
different types of scientific						
enquiries to answer questions,						
including recognising and						
controlling variables where						
necessary ii. taking measurements,						
using a range of scientific						
equipment, with increasing						
accuracy and precision, taking						
repeat readings when appropriate						
iii. recording data and results of						
increasing complexity using						
scientific diagrams and labels,						
classification keys, tables, scatter						
graphs, bar and line graphs iv. using						
test results to make predictions to						
set up further comparative and fair						
tests v. reporting and presenting						
findings from enquiries, including						
conclusions, causal relationships						
and explanations of and degree of						
trust in results, in oral and written						
forms such as displays and other						
presentations vi. identifying						
scientific evidence that has been						
used to support or refute ideas or						
arguments						
D.T./Art						
KS1- Food						
https://www.stem.org.uk/resources	Preparing to Cook	Tasty Toast	Delicious Dippers	Scrumptious Scones	Brilliant	
/collection/462629/10-food-based-					Bread	
sessions						
Understand how we need to						Picnic-Summer
						Fair
prepare to cook for safety and						
hygiene						
Practical skills and techniques a)						
learn to use hand tools and kitchen						
equipment safely and appropriately						
and learn to follow hygiene						
procedures; b) use a range of food						
ingredients;; i) cut, peel and grate						
ingredients, including measuring						
and weighing ingredients using						

measuring cups; j) begin to use simple finishing techniques to improve the appearance of their product, such as							
KS2-DT linked to History with growing confidence, select from a wide range of tools and equipment, explaining their choices;; b) independently take exact measurements and mark out,;	Roman Architecture	Roman Arches	Roamn Roads	Roamn Aqueducts	The Aqueduct Challenge		
c) use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; d) cut a range of materials with precision and accuracy; e) shape and score							
materials with precision and accuracy; f) assemble, join and combine materials and components with accuracy; gi) refine the finish using techniques to improve the							
appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. apply their understanding of how to strengthen, stiffen and reinforce							
more complex structures in order to create more useful characteristics of products; consider their design criteria as they make progress and are willing							
to alter their plans, sometimes considering the views of others if this helps them to improve their product; d) evaluate their product against their original design criteria; I.C.T.	Comparing Tools	Joining Blocks	Make a Change	Adding Sprites	Project	Follow My Design	
KS1- • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple	Companing roots	Johning Blocks	iviane a Citalige	Adding Sprites	Design	Tollow Iviy Design	
programs							

		1			1		1
Use logical reasoning to predict the behaviour of simple							
programs							
programs							
KS2-							
design write and debug programs	Moving a Sprite	Maze Movement	Drawing Lines	Adding Features	Debugging	Making a Project	
that accomplish specific goals,					Movements		
.solve problems by decomposing							
them in smaller parts							
use sequence, selection and repetition in programs							
use logical reasoning to explain							
how some simple algorithms work							
and to detect and correct errors in							
algorithms and programs							
History	Famous sportspeople –	A day in the life	Swifter, higher,	Organising a	Organising a		
EYFS/KS1-	Meet the athletes		stronger	vegetable Olympics	vegetable		
Be taught about the lives of					Olympics		
significant individuals in the past							
who have contributed to							
national and international							
achievements. · Know where							
the people and events they							
study fit within a chronological							
framework and identify							
similarities and differences							
between ways of life in different							
periods.							
KS2-JV							
Understand that the past is	N1/-						
represented and interpreted in	N/a	Effects of an	Social				
different ways and give reasons for		Empire-	Social	Political	Religious	Culural	
this Describe and begin to make links		Technology		rontical	Kenglous	Calarai	
between main events, situations							
and changes within and across							
different periods and societies							
Identify and give reasons/results for							
historical events, situations and							
changes							
Describe some of the similarities							
and differences between different							
periods, e.g. social, belief, local, individual							
muividual							
	1						i

MFL-KS2 French	n/a	Colours/Fruit-Ice	Seasons	We/They	Revision	Revision	
JV	11/ 4	Cream Flavours	Scasons	vvc/ mcy	revision	NCVISION	
Respond to simple questions with		Creaminavours					
support from a spoken model or							
visual clue							
Respond to spoken instructions							
Recognise numbers 1–20							
Discriminate sounds and identify							
meaning when items are repeated							
several times							
Greet others with confidence and							
reply to the questions							
Know a well-known children's song							
in language studied							
Sing a song from memory, with							
clear pronunciation							
Identify common nouns							
Begin to know some key vocabulary							
e.g. body parts, colours							
memory							
Experiment with writing simple							
words							
Copy accurately in writing some key							
words							
Copy or label using single words or							
short phrases							
Music-Reflect, rewind, replay	Peer Gynt	Brandenburg	Diary of a Fly	Fantasia on	Sugar plum	The Robots	
Charanga	,	Concerto	, ,	Greensleeves	Fairy		
KS1Find their singing voice and use					/		
voices confidently. Sing melody							
accurately. Sing with a							
sense of awareness of pulse and							
rhythm. Recall and remember							
songs and sequences of sounds.							
Respond physically when							
performing composing and enjoying							
music. Identify well defined musical							
features.							
Identify pulses in music Identify							
pulse and join in getting faster and							
short sounds. Perform a rhythm to							
a given pulse. Explore different							
sound sources. Identify and name							i
instruments. Create and change							
a given pulse. Explore different sound sources. Identify and name							

Identify how sounds can be changed. Play a variety of tuned and untuned instruments. Handle and play instruments with control. Identify different groups of instruments. Contribute to the creation of a class composition.							Performance Skills Singing
Choose sounds and instruments carefully and make improvements to their own and other's work.							
Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing confidently as a class, in small groups and alone. Begin to have an awareness of improvisation with the voice Internalise short melodies and play these on pitched percussion. Create movements that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.	Compline/Johnny Be Good	Dido and Aenaes Overture	Symphony No 5	Minute Waltz in D flat	Central Park in the Dark	Clapping Music	
PE-Athletics Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running. Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance.		Balance Bikes Year 1		Action Ants KS1			

Fig. 1. Sec. 1	1	T	1	1		1	1
Complete an obstacle course with					1		
control and agility.							
Pupils should continue to apply and							
develop a range of skills, learning							
how to use them in different ways					1		
and to link them					1		Sports Day
							Sports Day
to make actions and sequences of							
movement.					1	KS2 Residential	
Pupils should be taught to use						l liez riesiaeria	
running, jumping, throwing and							
catching in isolation and in							
combination.							
Swimming							
To develop basic pool safety skills		Woggle Goggle					
	Woggle Goggle	MARRIG GORRIG		Wogglo Cogglo	Woggle		
and confidence in water.				Woggle Goggle	Goggle		
To develop travel in vertical or							
horizontal position and introduce							
floats.							
To develop push and glides, any					1		
kick action on front and back with							
or without support aids.							
To develop entry and exit, travel							
further, float and submerge.							
To develop balance, link activities							
and travel further on whole stroke.					1		
To show breath							
control.Introduction to deeper							
water.							
Treading wate							
R.E.	How Old?	Commitment	Bar and Mitzvah	How Doing Good	The Best	What are you	
1/2-I can explain why I could do	Timeline.				Ways for	committed to?	
certain things at certain ages. I can	Timeline.				the Jewish	SSAMMACCA LOT	
tell you what I am most committed					faith?		
					IdIUI!		
to in my life.I can talk about one of							
the ways Jews show commitment					1		
to God. I can talk about a way that					1		
Jews show commitment to							
God and say why this might be							
important.							
3/4/5/6-Do People Need to go to					1		
church to show they are Christians?	Special Places	Similarities and	Holy Communioun	Christian Values	Why is a	Special Places	
-I can reflect on a range of special	Special Flaces	Differences	Euchrist	S.IIISCIAIT VAIACS	place of	Special Flaces	
places and identify why they have		Dillerences	Lucinist		worship		
the impact on me					important?		
that they do.			1	1		1	

I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians							
P.S.H.E./Citizenship Split Year 3 /4 and 5/6 for Jigsaw Unit	Changing Me Picture News Special person	Changing Me Picture News Special person	Changing Me Picture News Special person	Changing Me Picture News Special person	Changing Me Picture News Special person	Changing Me Picture News Special person	
Wider Opportunities Clubs Craft-prep for summer fair Art Project Gardening Club		Author Visit KS2 Balance Bikes Year 1	City Visit-Meseum Workshop and Meal	KS1 Action Ants Olympics Community Breakfast	Grisdale Croft Transition Day UCC KS2 Raby Estate	KS2 Outdoor and adventurous Book Bus Taize Service	Performance Evening Sports Day Summer Fair Sleepover Community Breakfast Leavers Assembly