

Subject	Wb – 2.11	Wb – 9-11	Wb – 17-11	Wb – 24-11	Wb – 1-12	Wb – 8-12	Wb – 15-12	
English	FMD	Poetry	The Miraculous Journey of Edward Tulane					
Maths	Geometry of shapes	Addition and Subtraction			Multiplication and Division			
Science Classification of plants and animals	We are learning to understand that we can classify animals and plants. A vertebrate is an animal with a backbone. An invertebrate is an animal without a back bone. Scientists sort living things using a process of classification. Lesson One Animal cards to sort	We are learning to know that fish and amphibians are vertebrates. Fish are cold-blooded vertebrates that live in water. Amphibians are coldblooded vertebrates that live both in water and on land. Fish have gills that help them to take oxygen from the water. Lesson Two Diagrams of fish and amphibian	We are learning to know some of the key features of reptiles, birds and mammals. Reptiles are coldblooded vertebrates with scaly skin. Birds are warmblooded vertebrates with feathers that can fly. Mammals are hairy, warm blooded vertebrates that breathe air. Lesson Three Table to record	We are learning to understand and describe the key features of insects, arachnids and molluscs. Insects are invertebrates, they have no backbone, six legs and three body parts Molluscs are invertebrates, they have no backbone and a soft body, some have shells. Arachnids are invertebrates, they have no backbone, eight legs and two body parts. Lesson Four Classification	We are learning to know that plants can be classified into two main groups; flowering and non-flowering plants. To know that a flowering plant produces seed in order to reproduce. To know that a nonflowering plant grows from spores instead of seeds. Lesson Five Sorting cards Carroll diagram	We are learning to understand that plants and animals can be classified according to characteristics Scientific knowledge and understanding: Scientists classify animals into two groups: vertebrates and invertebrates Vertebrates have a backbone or spinal column, whereas an invertebrates does not Animals can be classified by whether they are cold-blooded or warmblooded Lesson Six Assessment lesson	DT task	
Computing	Logo - Lesson 1 Introduction to logo	Logo - Lesson 2 Drawing letters	Logo - Lesson 3 Change line colour and thickness and use	Logo - Lesson 4 Using procedures	Branching databases - Lesson 1 Yes or No?	Branching databases - Lesson 2	Branching databases - Lesson 3	

			the repeat command.			Understanding branching databases	Creating a branching database	
PE Yoga Water and land Safety	Ball Skills - Lesson 6 To use tracking and sending skills with feet. Land Based Water Safety - Lesson 1 To explain how common water hazards can lead to dangerous situations.	Yoga - Lesson 1 To explore connecting breath and movement. Land Based Water Safety - Lesson 2 To make safe and responsible decisions in different water based-scenarios.	Yoga - Lesson 2 To explore poses and begin to connect them. Land Based Water Safety - Lesson 3 To demonstrate how to contact emergency services and provide clear, accurate information.	Yoga - Lesson 3 To perform and remember a sequence of poses with control. Land Based Water Safety - Lesson 4 To practise safe rescue techniques.	Yoga - Lesson 4 To develop flexibility and strength. Land Based Water Safety - Lesson 5 To understand how the body reacts in cold water and how the huddle position helps keep us safe.	Yoga - Lesson 5 To develop flexibility and wellbeing. Land Based Water Safety - Lesson 6 To apply water safely knowledge to make safe decisions in a range of scenarios.		
Geography	We are learning to know that Mediterranean Europe is located in Southern Europe. Mediterranean Europe is the southern part of Europe and is almost completely surrounded by land. 'Mediterranean' comes from the Latin words meaning the middle of the land. Millions of years ago the sea had dried up	We are learning to know that the Mediterranean climate is warm and dry in the Summer, cool and wet in the Winter. We can find out information about climate from graphs that show temperature and rainfall. The latitude of Mediterranean Europe is one reason why the climate is warm and dry. The Gulf Stream keeps the	We are learning to know that the warm, dry climate in Mediterranean Europe allows olives to grow. Plants have to be tough to survive the hot, dry summers in Mediterranean Europe. Olive trees grow very well in hot, dry places. The Mediterranean climate is good for growing oranges, lemons, limes, grapes and olives.	We are learning to know there are many mountain ranges in Europe. A mountain range is a series of mountains or hills. There are many mountain ranges in Mediterranean Europe including the Alps, the Apennines and the Pyrenees mountains. There are active volcanoes in Italy. Lesson Four	We are learning to know that Athens and Venice are settlements in Europe. Mediterranean Europe has several large settlements including Lisbon, Madrid, Rome, Venice and Athens. Athens is the capital city of Greece. Venice is a city in Italy located in a lagoon. Lesson Five	We are learning to Describe and understand key physical and human features of Mediterranean Europe. To know: • Mediterranean Europe is located in southern Europe. • The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. • The warm, dry climate in Mediterranean	DT task	

	and it then flooded back. Lesson One	temperature of Mediterranean Europe warm in the summer and mild in the winter. Lesson Two	Lesson Three			Europe allows olives to grow. • There are several mountain ranges in Mediterranean Europe Application of Geographical Skills: Describe an area including its physical and human features. Locate countries in Europe. Lesson Six – Assessment lesson		
History Ancient Greece	We are learning to know the Ancient Greeks worshipped many gods. The Ancient Greeks worshipped many Gods. Zeus was the King of the Greek Gods and controlled the sky and the weather. The influence of the Greek religion saw many similar Gods later in the Roman religion. Lesson Seven	We are learning to know that Greek Myths feature gods, half-humans and monsters. Ancient Greek Myths are stories that feature gods, creatures and monsters. The Ancient Greeks retold myths as a way of explaining the world around them. A centaur is a creature from Greek	We are learning to understand that in the past people removed art, architecture and artefacts from Greece. The Parthenon is a temple from Ancient Greece built on the Acropolis in Athens. A long time ago, people from England removed some sculptures, known as the Elgin Marbles, from the Parthenon and	We are learning to know that the city-states came together to compete in the Ancient Greek Olympic Games. The Olympic Games were a festival to honour the Greek God Zeus. City-states would send men to compete in activities such as running, jumping wrestling and boxing. The	We are learning that the Ancient Greeks left a legacy that influences how we live and learn today. The Ancient Greeks began to use a democratic system where citizens voted for their leaders; many countries around the world do this today. Our modern Olympic Games are based on the	We are learning to explain the legacy of Ancient Greece. I know that Athens was the birthplace of democracy. I know that the Spartans were fierce warriors and lived very modestly. I know Alexander the Great created a vast empire. I know that Plato, Socrates and Aristotle were Ancient Greek Philosophers. I	DT task	

	Research the Ancient Greek gods.	mythology that is half human half horse. Lesson Eight Choose a Greek Myth to read. Pics to support	they are now in a museum in London. Some people think the Parthenon Marbles should be returned to Greece. Lesson Nine Pictures needed	Ancient Olympic Games left a legacy as the Olympics happen now in modern times. Lesson Ten Sports resource	Ancient Greek Olympic Games. The Ancient Greeks began asking questions about life, thinking scientifically and solving mathematical problems- things we still do today. Lesson Eleven. Information on Ancient Greece.	know the Ancient Greeks built important buildings with large columns and that this style has been copied around the world. I know the Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. Lesson Twelve Assessment Lesson		
Art Space	We are learning to understand that artists can create the illusion of three dimensions. Understand the following terms: two-dimensional (height, width), and three dimensional (height, width, depth). Observe the relationship between two-dimensional and three-dimensional shapes: square	We are learning to understand how artists use foreground, middle ground and background to create depth. Understand the following terms: foreground, middle ground, background. Artists can use foreground, middle ground and background to create an illusion of depth. Lesson Two Pencils, A3 sugar paper	We are learning to identify foreground, middle ground and background. Understand the following terms: foreground, middle ground, background Artists can use foreground, middle ground and background to create an illusion of depth. Lesson Three Scissors, thin A3 cardboard,	We are learning to create foreground, middle ground and background. Understand the following terms: foreground, middle ground, background Artists can use foreground, middle ground and background to create an illusion of depth. Lesson Four Masking tape, lots of thin	We are learning to create foreground, middle ground and background. Understand the following terms: foreground, middle ground, background Artists can use foreground, middle ground and background to create an illusion of depth. Lesson Five Masking tape, lots of thin	We are learning to understand that artists can use colour and detail to add depth. Artists can use colour to show depth in a picture. Artists can use detail to show depth in a picture Lesson Six Acrylic paints, brushes, water and oil pastels.	DT task	

	to cube, triangle to pyramid, circle to sphere and cylinder. Artists can make what they depict look three dimensional, despite working in two dimensions. Lesson One 3D shapes, sketching pencils		colouring pencils	cardboard, scissors.	cardboard, scissors.			
DT Cushion Covers							DT task	
Music The 'A' Train	We are learning to know that Duke Ellington was an American jazz musician known for writing and performing 'swing'.	We are learning to that 'Take the A Train' was performed by a big band.	We are learning to know that Ella Fitzgerald was an American jazz singer known for 'scat' singing.	We are learning to know that the melody in 'Take the A Train' has an AABA structure.	We are learning to know that Louis Armstrong was an important jazz trumpeter and singer.	We are learning to know that we can evaluate a performance to make it better next time.		
PSHE Family and Friends	We are learning to recognise the qualities of a good friend and to be able to reflect on their own friendship skills.	We are learning to develop strategies for managing friendship problems and to be able to support their friends.	We are learning to understand about and be able to cope with changes in friendship patterns and situations.	We are learning to be able to identify and value similarities and differences between themselves and their classmates.	We are learning to be able to see things from another point of view, and to use this in resolving conflict.	We are learning to identify people who are special to them and to recognise how they affect each other.	We are learning to recognise different patterns of family life, including their own and those of others they know.	

RE Are all homes spiritual places.	Ways of knowing – Theo.	Ways of knowing Livvy.	Ways of knowing – Sophie.	We are learning to know that spirituality can be expressing a number of different ways.	We are learning to know that the way in which a person expressed their spirituality is affected by context.	We are learning to explore different ways in which people express their spirituality (Christianity).	We are learning to explore different ways in which people express their spirituality (Judaism).	We are learning to explore different ways in which people express their spirituality (Hinduism).
French	• Identify common classroom objects • Use definite/indefinite articles (<i>a</i> vs <i>the</i>)	• Identify and name colors • Describe the color of a classroom objects	• Ask someone's age • State your own age	• Understand and repeat classroom instructions • Respond physically to teacher commands	• Consolidate the unit's vocabulary • Complete a short unit assessment or project			