



	<b>Week 1</b> 05/09	<b>Week 2</b> 09/09	<b>Week 3</b> 16/09	<b>Week 4</b> 23/09	<b>Week 5</b> 30/09	<b>Week 6</b> 07/10	<b>Week 7</b> 14/10	<b>Week 8</b> 21/10
<b>Reading</b>	Transition activities	To predict  To understand the meaning of words in context  Class novel immersion – The Jumbies – Tracey Baptiste	To retrieve and summarise  Topic - Anglo-Saxons	To retrieve  Science – sound	To retrieve and infer  Poetry If – Rudyard Kipling  Mr Mistofelees – TS Elliot  Chocolate Cake – Michael Rosen	To infer  Picture book  Cloth Lullaby: The Woven Life of Louise  Bourgeois – Amy Novesky  Varmints – Helen Ward  Voices in the Park – Anthony Browne	To retrieve and infer  Author Study – Jennifer Killick  Alex Sparrow and the really big stink  Mo, Lottie and the Junkers  Crater Lake	To retrieve and infer  Disney Songs  Under the Sea  Reflection  Let it go
<b>Writing</b>	Transition activities	Transition activities	The Jumbies  Describe a Caribbean setting in a postcard home	The Jumbies  Holiday brochure for a Caribbean Island				
<b>Maths</b>	Transition activities	Transition activities	To order and compare numbers to 10,000	1, 10, 100, 1000 more or less  Roman numerals	Rounding to the nearest 10, 100 or 1000	Add and subtract in 1s, 10s, 100x or 1000s  Add 4 digit numbers	Subtract 4 digit numbers	Efficient subtraction and checking strategies

<b>Science</b>	Transition activities	Transition activities	Sound Identify how sounds are made, associating some of them with something vibrating	Sound Recognise that vibrations from sounds travel through a medium to the ear	Sound Find patterns between the pitch of a sound and features of the object that produced it.	Sound Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Sound Recognise that sounds get fainter as the distance from the sound source increases.	Sound Apply my knowledge of sound to demonstrate and explain how sounds are used to make music.
<b>History</b>	Transition activities	Transition activities	Anglo-Saxons To know who the Anglo Saxons are and where they are in world history..	Anglo-Saxons To know what daily life is like.	Anglo-Saxons To know how the beliefs of the Anglo Saxons impacted their way of life.	Anglo-Saxons To know who the key people of the era were and why they were important.	Anglo-Saxons To know who the key people of the era were and why they were important.	Anglo-Saxons To know the struggle between the Anglo Saxons and the Vikings
<b>RE</b>	Transition activities	Transition activities	To know how Hinduism originated and where.	To know that Brahman takes three forms—Brahma, Vishnu and Shiva.	To know the Hindu holy book and that there are three parts.	To know the worship rituals of Hindus.	To know that Hindus believe in a cycle of birth, death and rebirth.	To identify the key beliefs and worship rituals of the Hindu faith.
<b>DT</b>	Transition activities	Transition activities	Food technology. To know the nutritional value of what I eat and drink during different	Food technology To know how some foods are processed	Food technology To know the rules for basic food hygiene, preparation and storage	Food technology To apply my knowledge and create a Caribbean inspired dish.	Food technology To apply my knowledge and create a Caribbean inspired dish.	Food technology To evaluate my Caribbean inspired dish for its nutritional content.

			seasons					
<b>Music</b>	Transition activities	Transition activities	Ukelele with Soundstorm	Ukelele with Soundstorm	Ukelele with Soundstorm	Ukelele with Soundstorm	Ukelele with Soundstorm	Ukelele with Soundstorm
<b>PE</b>	Transition activities	Transition activities	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
		Transition activities	Tag rugby To know how to tag in game.	Tag rugby To know how defend my tag by movement of the body.	Tag rugby To know how to attack by finding a space.	Tag rugby To know how to attack and defend by using a change in speed	Tag rugby To know how to pass while stationary	Tag rugby To know how to pass a rugby ball while moving
<b>RHE</b>	Transition activities	Transition activities	Living in the wider world To discuss what I already know about living in the wider world.	Living in the wider world To know the different roles I have within my life.	Living in the wider world To know how to communicate with others in a group, to help me feel valued and to consider feelings.	Living in the wider world To know and understand the benefits of democracy.	Living in the wider world To know how to value the different contributions that people and groups make to the school community.	Living in the wider world To apply my knowledge to demonstrate how to make a positive impact in my class and school.
<b>Spanish</b>	Transition activities	Transition activities	Me Presento To know how to take part in a simple	Me Presento To know how to introduce myself in	Me Presento To know how to say the numbers 1—20	Me Presento To know how to ask and answer the question	Me Presento To know how to ask and answer the question	Me Presento To know how to tell you my nationality

			conversation about how I am feeling	Spanish		"How old are you?" verbally and in writing	"where are you from?" verbally and in writing	using the correct masculine or feminine form
<b>Computing</b>	Transition activities	Transition activities	Digital literacy  To know how networks physically connect to other networks.	Digital literacy  To know how networked devices make up the internet.	Digital literacy  To know how websites can be shared via the World Wide Web.	Digital literacy  To know how content can be added and accessed on the World Wide Web.	Digital literacy  To know how the content of the World Wide Web is made by people and that there are rules around who uses it.	Digital literacy  To know the consequences of unreliable content.

Livingstone