



	Week 1 06/01	Week 2 12/01	Week 3 29/01	Week 4 26/01	Week 5 02/02	Week 6 09/02
<b>Reading</b>	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising	Pugs of the Frozen North text By Phillip Reeve and Sarah McTyre  Comprehension Retrieval, vocabulary, inference, prediction and summarising
<b>Writing</b>	Skills for a character description	Modelled write: character description	Independent write: character description as a character from the Pugs of the Frozen North	Skills for setting diary	Model write: diary entry	Independent write: Diary entry as a character from the Pugs of the Frozen North
<b>Maths</b>	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Perimeter	Length and Perimeter	Length and Perimeter
<b>Computing</b>	Introduction of Scratch and comparing a programming environments	Programming of sprites and implementing a code	Sequences using an event block to create a project	Ordering commands into a sequence	Combining motion and sound into one sequence	Making an instrument-creating a music instrument in scratch
<b>DT</b>	I know how to	I know how to create a	I know how to weave	I know how to follow	I know how to follow	I know how to evaluate

	disassemble and evaluate pre-existing products.	design specification.	using different materials.	my design specification to create my product.	my design specification to create my product.	my work.
<b>Geography</b>	To know the position of the Arctic and Antarctic on a world map and a globe.	To know physical geographical features of the polar regions.	To know the human geographical features of the polar regions (land use).	To know the human geographical features of the polar regions (settlements).	To compare the physical geographical features of England and Canada.	To compare the physical geographical features of England and Canada.
<b>Music</b>	How to hold a recorder and play B	Compose a short rhythmic pattern	Play A and B	Play A and B	Play G, A and B	How to compose a tune using BAG.
<b>PE / Games</b>	To be able to create interesting point and patch balances	To develop point and patch balances on apparatus	To development stepping into a shape jumps using apparatus	To develop the straight, barrel and forward roll.	To include rolls in sequence work using apparatus	To be transition smoothly into and out of balance
	To develop throwing towards a moving target	To develop throwing to get players out	To identify and develop the skills needed to avoid being hit	To develop and apply dodging skills within a game	To develop catching skills	To develop catching skills and be confident to attempt this within a game
<b>RE</b>	To know the key rituals and beliefs of Sikhism.	To know the story of Guru Gobind Singh and why he is significant to Sikhs and the five volunteers.	To know that the festival of Vaisakhi celebrates the founding of Sikhism and the members of the Khalsa.	To know the five K's and the significance of the Kesh and Kara to the Khalsa.	To know the five K's and the significance of the Kanga, Kacha and the Kirpan to the Khalsa.	I can identify the Five K's and what significance they have to the Sikh faith.
<b>RHE</b>	I can identify individuals in my wider world that inspire me and explain why.	To know about a person who has faced difficult challenges and achieved success.	To know how to set goals to achieve outcomes, manage frustration and reflect on my learning.	Safety:  I can explain ways in which someone might change their identity depending on what they are doing online	Safety:  I can explain the difference between 'belief', 'opinion' and 'fact' and can give examples of how and	Safety:  I can explain why some online activities have age restrictions and why it is important to follow them.

					where they might be shared online.	
<b>Science</b>	Know how we see objects in light and describe dark as the absence of light.	Know some sources of light and that objects are easier to see if there is more light.	Know that light is reflected from surfaces.	Know that light from the sun can be dangerous and that there are ways to protect our eyes.	Know that shadows are formed when the light from a light source is blocked by an opaque object.	Identify patterns in the way that the size of shadows change.
<b>Spanish</b>	I know how to say the names of some animals in Spanish.	I know how to read the names of some animals in Spanish.	I know how to write some names of animals in Spanish.	I know which animals are masculine and feminine in Spanish using un and una.	I know how to use soy and animal names in a conversation.	I know how to read and write simple sentences about animals in Spanish.

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