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| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| English | To write a diary entry from the point of view of a character from ‘The Tine Forest’. | To describe a setting of an image from ‘The Tin Forest’ text. | To write an advertisement to visit the new forest from ‘The Tin Forest’. | To describe the character ‘The Iron Giant’. | To write a recount about meeting the Iron Giant. | To write a letter to the Army to save the Iron Giant. | Write a new chapter/ending for the book ‘The Iron Man’. |
| Maths | Number, place value and the four operations. | | | | | | |
| Science | To compare and group materials. | To observe what happens when magnets are used. | To apply knowledge of other forces such as pushes and pulls. | To investigate magnetic forces. | To plan a simple practical enquiry including fair testing. | To set up a simple practical enquiry, including fair testing. | To identify changes related to simple scientific ideas and processes. |
| P.E  Outdoor  Football | To keep close control of a football in different situations. | To dribble and pass the ball with increase control, confidence and accuracy. | To develop different ways of receiving the ball and passing accuracy. | To develop first touch and understanding of timing of pass. | To improve dribbling whilst under pressure. | To create space to strike for goal using a variety of techniques. | To apply skills into game situations. |
| Topic | To make a paper plane and participate in a competition to see how far it flies. | To place different forms of transport on a timeline. | To order events of the earliest trains and railway. | To describe a famous steam locomotive. | To explain the growth and impact of the railway. | To explain who invented the aeroplane. | To explain whom Amelia Earhart was. |
| Games  Indoors  Dance | To create and link together basic Bollywood actions. | To explore the use of small and large actions. | To explore hand and whole body gestures. | To explore turning and spinning at different levels. | To collaborate with the class to perform a class dance. | To reflect, improve and perform, pair and class dance. | To reflect, improve and perform, pair and class dance. |
| Computing  PowerPoint | To record ways to stay safe on the internet. | To understand the tools and functions within PowerPoint. | To change the background of a slide. | To add text to a slide. | To insert images. | To create an animation. | To present using power point. |
| MFL | To say simple greetings. | To ask and answer questions. | To ask “What is your name?” and answer the same question. | To ask “How old are you?” and answer the same question? | To talk about family. | To present my family. | To recap and apply new learning in conversations. |
| Art | To describe Van Gogh and his work. | To create different marks using paint. | To change the tone of a colour using paint. | To sketch a picture in the style of Van Gogh. | To paint a picture in the style of Van Gogh. | To add texture to a painting?. | To review own work and the work of others. |
| PSHE | To identify what makes a good friend. | To explain the features of a positive friendship. | To understand acceptable actions in a friendship. | To share strategies for solving friendship problems. | To understand the importance of respecting others. | To identify the effect of bullying, in different forms. |  |
| Music | To understand the context of the music I listen to. | To listen to and appraise a song. | To perform a song. | To improvise when performing. | To play and perform a song, including musical instruments. | To compose a musical performance. | To perform. |