

**Maths: Unit 13**  
**Division**

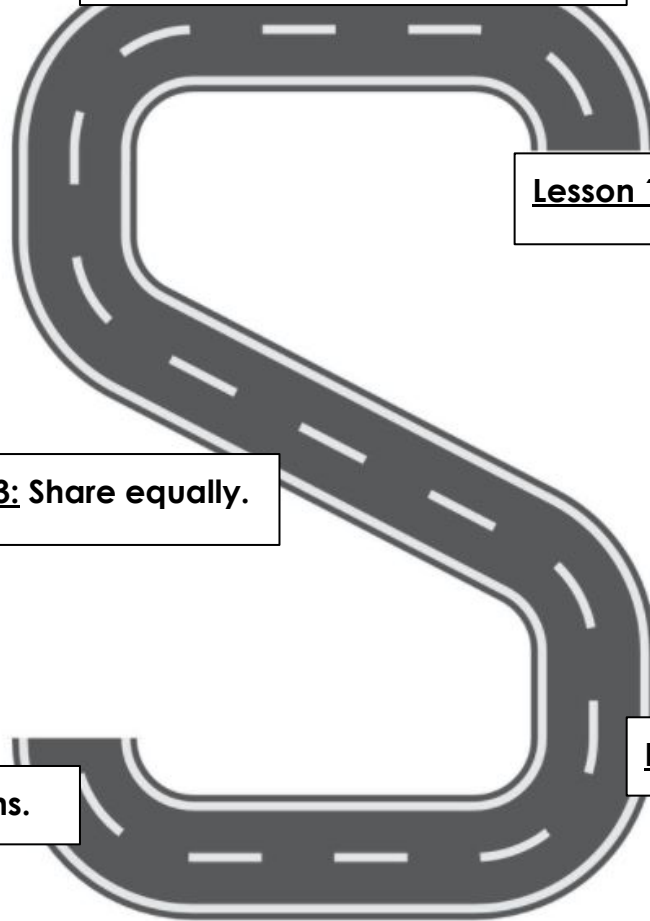
**Lesson 2: Make equal groups.**

**Lesson 1: Make equal groups.**

**Lesson 3: Share equally.**

**Lesson 4: Share equally.**

**Lesson 5: Solve word problems.**



**Maths: Unit 14**  
**Halves and quarters**

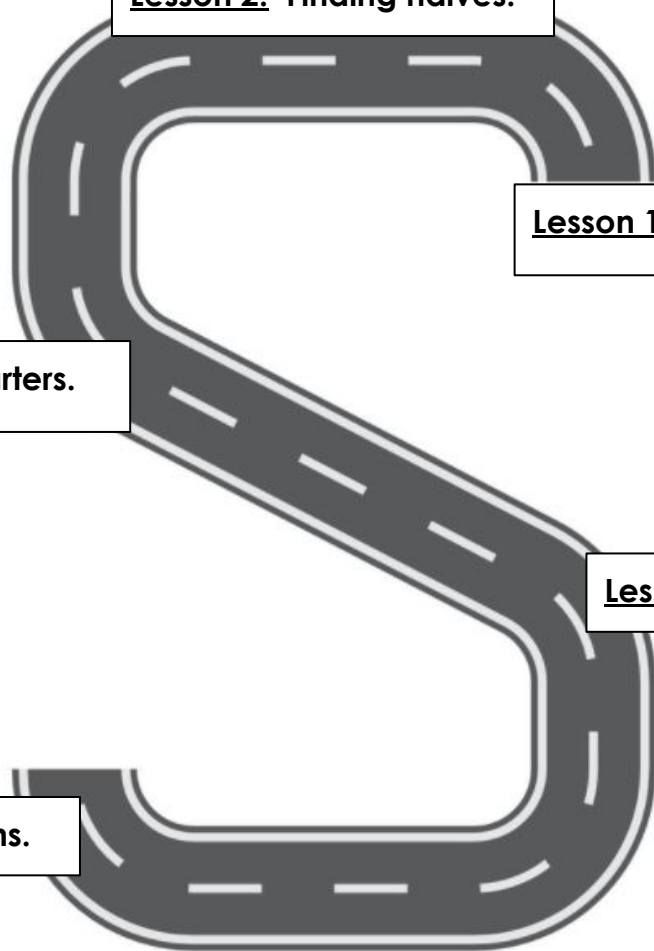
**Lesson 2:** Finding halves.

**Lesson 1:** Finding halves.

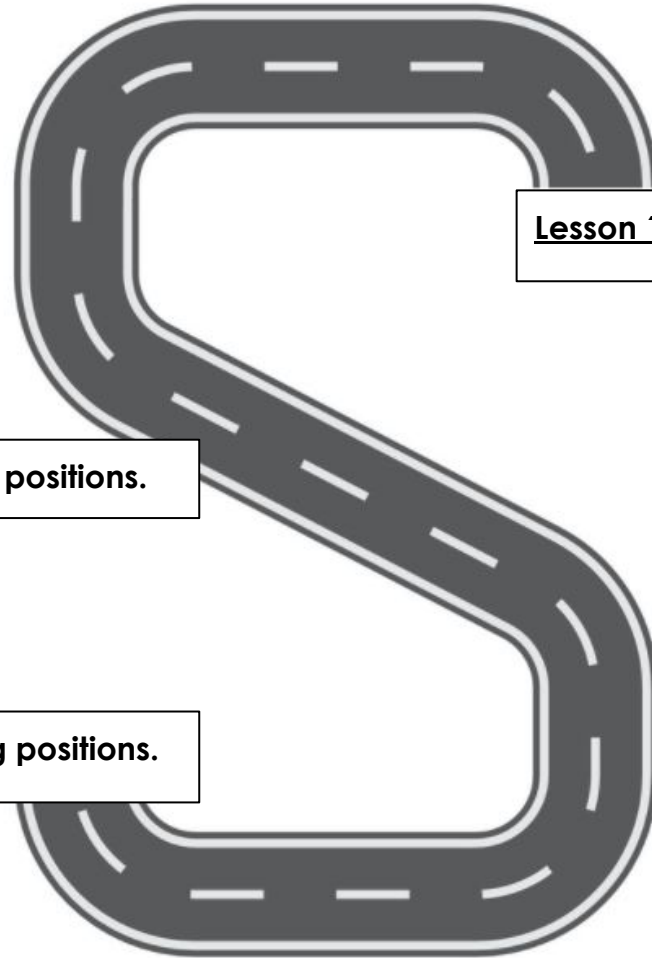
**Lesson 3:** Finding quarters.

**Lesson 4:** Finding quarters.

**Lesson 5:** Solve word problems.



**Maths: Unit 15**  
**Position and direction**



**Lesson 1:** Describing turns.

**Lesson 2:** Describing positions.

**Lesson 3:** Describing positions.

## English: Toys in Space

Writing outcome:  
To write a fantasy  
story about some  
toys who are  
taken onto a  
spaceship,  
changing the  
characters in the  
story.

Lesson 3: Write in third person.

Lesson 4: Use ? and !

Lesson 2: Write in first person.

Lesson 5: Use an -est suffix.

Lesson 1: Write descriptively.

Lesson 6: Use an -ing  
and -ed suffix.

Lesson 8: Write a letter.

Lesson 7: Write descriptively.

Lesson 9: Use present tense verbs.

Lesson 12: Write a story.

Lesson 10: Write a diary entry.

Lesson 12: Plan a story.

Lesson 11: Write descriptively.

## Science: Animals incl. Humans

### Lesson 2: Enquiry Question: Are all humans the same?

Success Criteria: I know that humans have key parts in common, but these vary from person to person. I can compare parts of my own body and compare two people.



Pattern Seeking

### Lesson 3: Enquiry Question: What if everything tasted the same?

Success Criteria: I know that humans find out about the world using their five senses: sight, touch, taste, hearing and smelling. I can explore objects using different senses.



Comparative and Fair Testing

### Lesson 4: Enquiry Question: Are amphibians and reptiles the same?

Success Criteria: I know that animals vary in many ways having different structures and have different skin coverings. I can name a range of animals which includes animals from each of the vertebrate groups. I can describe the key features of these named animals and label them on a picture / diagram.



Observing, Classifying and Grouping

### Lesson 1: Enquiry Question: Are humans animals?

Success Criteria: I know that humans have key parts in common. I can label parts of the body on pictures and diagrams.



Observing, Classifying and Grouping

### Lesson 5: Enquiry Question: Do carnivores eat 'meat'?

Success Criteria: I know that animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. I can describe what a range of animals eat.



Observing, Classifying and Grouping

### Lesson 6: POP Task Big Question: What if animals did not have young?

**History**  
**How have explorers changed the world?**

**Lesson 2: WALT:** Recognise the achievements of different explorers.

**Lesson 1: WALT:** Know what an explorer is.

**Lesson 3: WALT:** Record events on a timeline.

**Lesson 4: WALT:** Use photographs to find out about the past.

**Lesson 6: WALT:** Describe the significance of some people and events within history.

**Lesson 5: WALT:** Recognise changes and similarities (continuities) over time.

## **PSHE: Relationships**

Lesson 2:  
Making friends

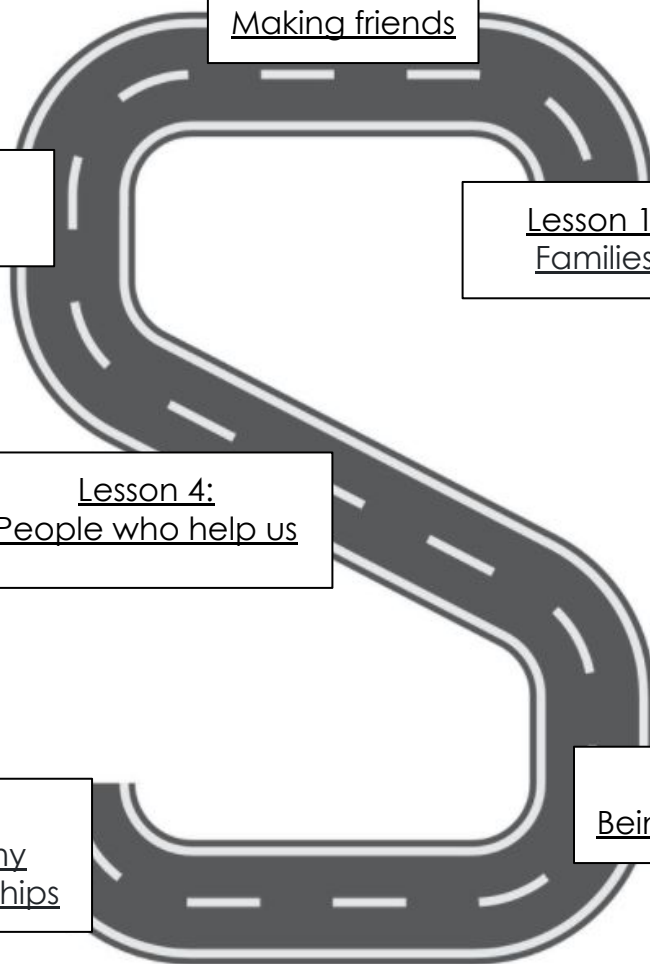
Lesson 1:  
Families

Lesson 3:  
Greetings

Lesson 4:  
People who help us

Lesson 6:  
Celebrating my  
special relationships

Lesson 5:  
Being my own best friend



**Music:**  
**Pitch and tempo**  
**(Theme: Superheroes)**

**Lesson 2:**

**Pitch and tempo: Pitch patterns**

To create a pattern using two pitches.

**Lesson 1:**

**Pitch and tempo: High fliers**

To understand the concept of pitch.

**Lesson 3:**

**Pitch and tempo: Faster than a speeding bullet**

To understand the concept of tempo.

**Lesson 5:**

**Pitch and tempo: Final performance**

To perform confidently as part of a group.

**Lesson 4:**

**Pitch and tempo: Superhero theme tune**

To create a superhero theme tune.



## Art

### Craft and design: Woven Wonders

We will also be exploring the King's coronation and creating artwork inspired by the work of other artists to celebrate this historic event.



#### Lesson 2: Wool wrapping

To choose, measure, arrange and fix materials.

#### Lesson 1: Is it art?

To know that art can be made in different ways.

#### Lesson 3: Exploring thread

To explore plaiting, threading and knotting techniques.

#### Lesson 4: Warp and weft

To learn how to weave.

#### Lesson 5: Fibre art

To combine techniques in a woven artwork.

## **DT: Wheels and axles**

### **Lesson 2: Fixing broken wheels**

To identify what stops wheels from turning.

### **Lesson 1: How do wheels move?**

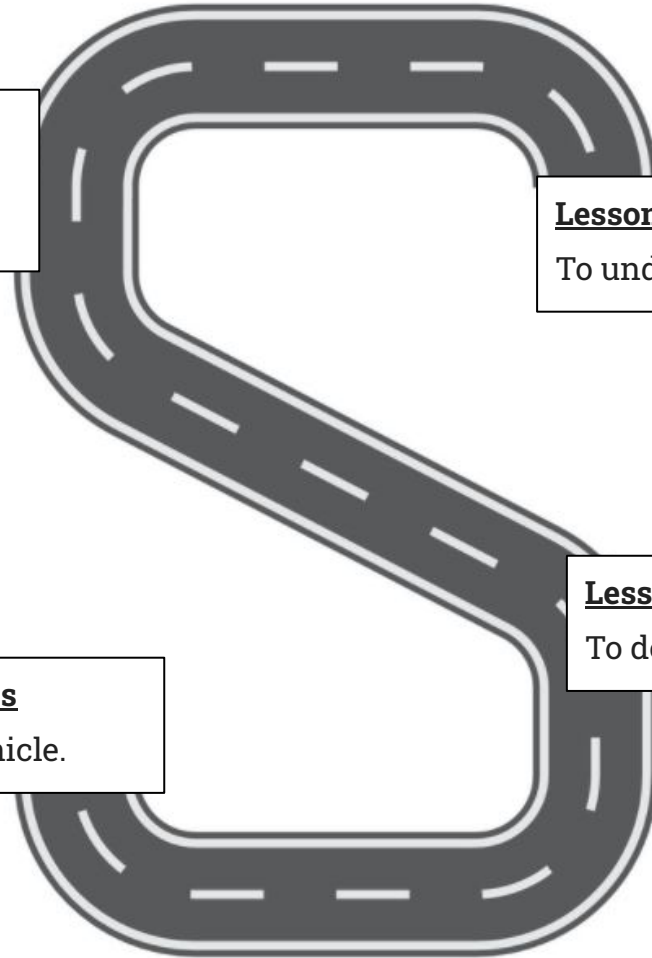
To understand how wheels move

### **Lesson 3: Designing a vehicle**

To design a moving vehicle.

### **Lesson 4: Wacky races**

To build a moving vehicle.



## Creating Media: Digital Writing

Lesson 2 Adding and removing text.

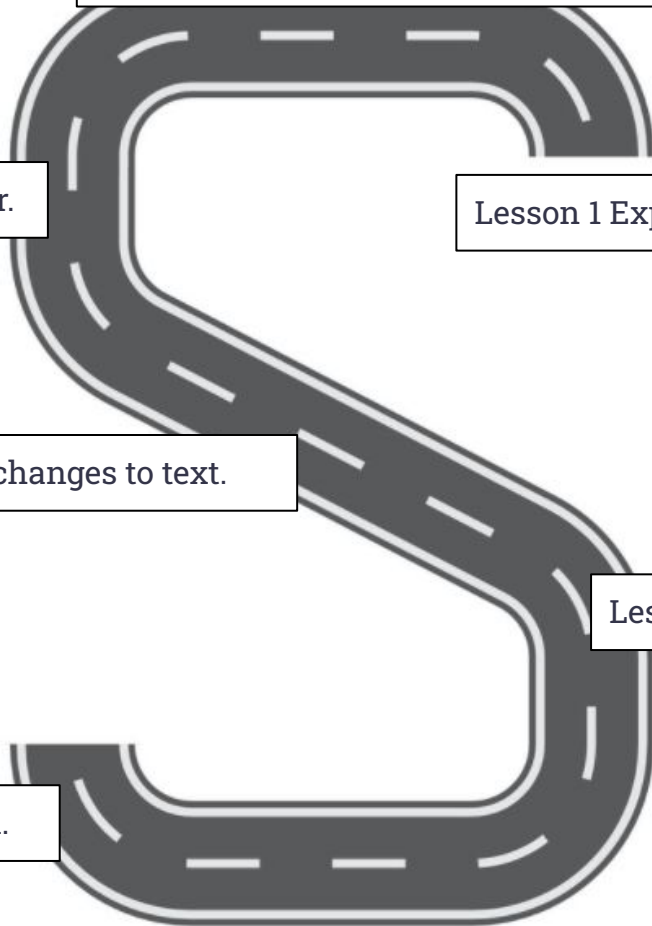
Lesson 3 Exploring the toolbar.

Lesson 1 Exploring the keyboard.

Lesson 4 Making changes to text.

Lesson 5 Explaining my choices.

Lesson 6 Pencil or keyboard.



## **PE: Net and wall**

**Lesson 2:** To play against an opponent and keep the score.

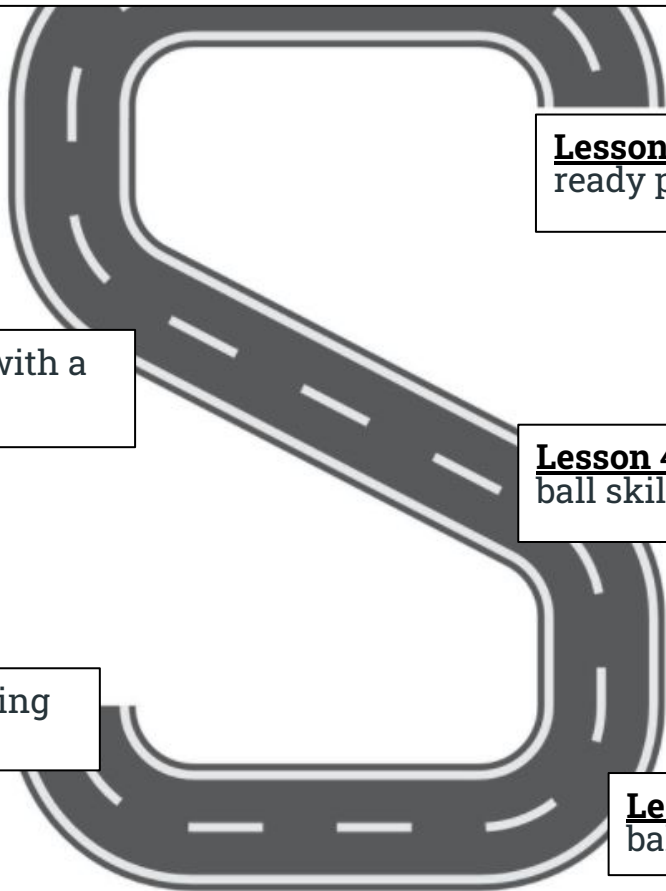
**Lesson 1:** To defend space, using the ready position.

**Lesson 3:** To explore hitting with a racket.

**Lesson 4:** To develop racket and ball skills.

**Lesson 6:** To develop hitting over a net.

**Lesson 5:** To develop sending a ball using a racket.



## **RE: Judaism**

(God and the Covenant)

What do Jewish people believe about God and the covenant?

### Understand practices and lifestyles.

1. Recognise, name and describe some Jewish artefacts, places and practices.

### Understand beliefs and teachings.

1. Name some Jewish symbols.
2. Explain the meaning of some Jewish symbols.
3. Describe some of the teachings of Judaism.
4. Describe some of the main festivals or celebrations of Judaism.

### Understand values.

1. Identify how they have to make their own choices in life.
2. Explain how actions affect others.
3. Show an understanding of the term 'morals'.

### Reflect.

1. Identify the things that are important in their own lives and compare these to religious and non-religious beliefs.
2. Relate emotions to some of the experiences of religious and non-religious figures studied (i.e. Moses, David, Jesus).
3. Ask questions about puzzling aspects of life.