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| **SUBJECT** | **WEEK 1**  **24/2/25** | | | | **WEEK 2**  **3/3/25**  **Pancake Day Tue 4th**  **Book Week Thur 6th** | | **WEEK 3**  **10/3/25**  **S Factor Heats** | | | **WEEK 4**  **17/3/25**  **Healthy Week - DSIDE**  **Comic Relief**  **21st March**  **S Factor Final** | | | | **WEEK 5**  **24/3/25** | **WEEK 6**  **31/3/25** |
| **READING**  book clip art reading - Clip Art Library  **Reading for Pleasure: Mega Monster by David Walliams to finish**  **START THE CREAKERS BY TOM FLETCHER IN BOOK WEEK (WEEK 2)** | Danny`s Secret Fox  Improve thinking aloud skills and make predictions | | | | The Creakers by Tom Fletcher - Book Week Introduction  Making predictions and learning about the author | | Survival in Ancient Egypt – Comprehension questions | | | Ancient Egyptian Gods – Comprehension Questions | | | | ASSESSMENT  WEEK – NFER SPRING TERM TEST | Go through last weeks paper on how they can gain more marks |
| **WRITING**    **INCLUDING GENRE(S)** | **Week 1 - Ancient Egypt**  **Why move to the Nile?**  ***Writing to Persuade***  **Letter**  Focus on layout and organisation  **Why move to the Nile?**   * Letter   Organise writing into paragraphs around a theme  Maintain correct tense (including present perfect tense) throughout a piece of writing | | | | **Week 2 - Ancient Egypt**  **Why move to the Nile?**  ***Writing to inform***  **Diary**  Focus on layout and organisation  **Life of an Egyptian Farmer**   * Diary   Organise writing into paragraphs around a theme  Maintain correct tense (including present perfect tense) throughout a piece of writing  Use subordinate clauses to extend sentences and add detail | | **Week 3 – Ancient Egypt**  **Why move to the Nile?**  ***Writing to inform***  **Diary**  Focus on layout and organisation  **Life of an Egyptian Farmer**   * Diary   Organise writing into paragraphs around a theme  Maintain correct tense (including present perfect tense) throughout a piece of writing  Use subordinate clauses to extend sentences and add detail  Using apostrophes for contractions in diaries | | | **Week 4 – Ancient Egypt  Writing to Inform**  **Instructions**  Focus on subordinate clauses and paragraphing. Also look at  tense  **Instructions for mummification**  Instructions – mummification  Include verbs and adverbs  Fronted adverbials | | | | **Week 5 – Ancient Egypt  Writing to Inform**  **Instructions**  Focus on subordinate clauses and paragraphing. Also look at  tense  **Instructions for mummification**  Instructions – mummification  Include verbs and adverbs  Fronted adverbials | **Week 6 –**  **GPS SKills Focus Week** |
| **SPELLING**  spelling clipart - Clip Art Library | Homophones and near homophones | | | | Homophones and near homophones | | Adding the prefixes bi- (meaning ‘two’ or ‘twice’) and re- (meaning ‘again’ or back’) | | | Words ending in the /g/ sound spelt gue  And the /k/ sound spelt que | | | | Words with a /sh/ sound spelt ch | Statutory Spelling Challenge Words |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | Apostrophes for possession focus tasks | | | | Conjunction activities | | Prepositions activities | | | Commas for lists activities  Inverted Commas  focus | | | | Nouns focus week | Go through last week’s paper on how they can gain more marks |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **MULTIPLICATON AND DIVISION**  Divide 2 digit by 1 digit with remainders  How many ways?  Problem Solving – mixed problems x2 lessons  Measure in m and cm | | | | **LENGTH AND PERIMETER**  Measure in cm and mm  Metres, Centimetres and Millimetres  Equivalent Lengths (m and cm)  Equivalent Lengths (mm and cm)  Compare lengths | | **LENGTH AND PERIMETER**  Add lengths  Subtract lengths  Measure Perimeter  Calculate Perimeter  Problem Solving Length | | | **FRACTIONS**  Understand the denominator of unit fractions  Compare and order unit fractions  Understand the numerator of non-unit fractions  Understand the whole  Compare and order non-unit fractions | | | | **FRACTIONS**  Divisions on a number line  Count in fractions on a number line  Equivalent fractions as bar models  Equivalent fractions on a number line  Equivalent fractions | **MASS**  Use scales  Measure Mass  Measure Mass in KG and G  Equivalent Masses  Compare Mass |
| **LEARN BY HEARTS** | Multiply by 8 | | | | Multiply by 8 | | Divide by 8 | | | Divide by 8 | | | | Equivalent Fractions | Equivalent Fractions |
| **SCIENCE – Physics – Light and Shadows** | Assessment on Forces Topic from Last Half Term | | | | ANIMALS INCLUDING HUMANS  NC objective.  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Where do animals get their energy from? | | ANIMALS INCLUDING HUMANS  NC objective.  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  What makes a healthy balanced diet for humans? | | | ANIMALS INCLUDING HUMANS  NC objective.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  LO: What is a skeleton and what is it for? | | | | ANIMALS INCLUDING HUMANS  NC objective.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  LO: Do all animals have a skeleton? | ANIMALS INCLUDING HUMANS  NC objective.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  LO: What is a muscle and what does it do?  LO: Why are muscles in the arm attached near the elbow, not further down the arm? |
| **COMPUTING** | 3.5 EMAIL  Communication  • Children can list a range of different ways to communicate.  • Children can use 2Connect to highlight the strengths and weaknesses of each method.  • Extension: Children can order the various types of communication that have been used through history. | | | | 3.5 EMAIL  Composing Emails  • Children can open an email and respond to it.  • Children have sent emails to other children in the class.  • Extension: Children can use the search option in the address book to find a classmate when sending an email. | | 3.5 EMAIL  Using Email Safely: Part 1  • Children have written rules about how to stay safe using email.  • Children have contributed to classmates’ rules.  • Extension: Children understand the importance of draft. | | | 3.5 EMAIL  Using Email Safely: Part 2  • Children have created a quiz about email safety which explores scenarios that they could come across in the future.  • Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it. | | | | 3.5 EMAIL  Attachments  • Children can attach work to an email.  • Children know what CC means and how to use it. | Last Lesson  Email Simulations • Children can read and respond to a series of email communications. • Children can attach files appropriately and use email communication to explore ideas. • Extension: Children know why the terms CC and BCC are used • Children understand when to use CC or BCC |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | WHY WERE PEOPLE ABLE TO PROSPER IN THE DESERT LAND OF ANCIENT EGYPT?  **Hook Day**  When and where were the Ancient Egyptians? What do we already know about the Ancient Egyptians?  What do we want to know?  To understand the types of evidence that we have   * writing * artefact   Know where the Egyptian period lies in the chronology of British and world history; place on a timeline | | | | WHAT WAS LIFE LIKE FOR DIFFERENT PEOPLE IN ANCIENT EGYPT?  The Farming Year and why the Nile was so important in the life of Egypt.  (Compare the lives led by different people in Ancient Egypt - e.g. slaves, pharaohs and farmers.) | | ARE YOU SURPRISED BY RELIGION IN ANCIENT EGYPT?  What did the pharaohs and other rich and powerful Egyptians believe about death? How did that affect their actions? | | | WHAT IMPRESSES YOU ABOUT THE PYRAMIDS?  To understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use - link to work in reading (Scarab’s secret) and writing (How to make a pyramid) | | | | HOW DO WE KNOW SO MUCH ABOUT THE ANCIENT EGYPTIANS?  Learning about Howard Carter and the tomb of Tutankhamun  Hieroglyphics and papyrus paper task | HOW IMPRESSIVE DO YOU THINK THE ANCIENT EGYPTIANS ACHIEVEMENTS WERE? |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART  **FL2.12** How does the Bible help Christians to live a good life?  **The reli*gion studied in this unit:***  *Christianity* | Understand why the Bible is such an important book for Christians  Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God.  Think of some questions to ask a Christian | | | Develop an awareness of Christian rules and what Christianity has to say about ‘right’ and ‘wrong’, values and commitment. | | Learn that Jesus taught his message by using parables.  Revisit the idea that Jesus taught to love God and love your neighbour.  Reflect on what we can learn from a parable of Jesus. | | Explore Jesus’ teaching through using parables.  Learn that:  Jesus taught an obligation to care for and help others. People will be judged according to how they are for others.  Reflect on what we can learn from a parable of Jesus. | | | | | Consider the meaning of friendship and of being a true friend.  Think about situations when we have to change or do something really difficult to be a better person. | | Give an example of Jesus caring for and healing people.  Give reasons why Christians show care for others. |
| **SPANISH** | * Recognise, say and understand numbers 1-10 | | | | * Say and understand numbers 1-10 * Use their counting to complete activities and play games. | | * Say and understand colours * Use their knowledge of saying the colours in Spanish and use them to complete activities and play games. | | | * Say and understand colours * Say what is your favourite colour | | | | Recap on counting and colours in Spanish – sing some songs to do this.  -Recap on how to say what your favourite colour is in Spanish.  Role Play activity with a partner.  (My name is…  My favourite colour is …)? | Revisit previous learning |
| **MUSIC**    **Egyptians**: ‘Tutankhamun!’ song- Sing Up | -Listen and respond to ‘Tutankhamun!’ song- Sing Up. It’s quite a rhythmic and ‘wordy’ song, so begin by learning the words and the rhythms (after having a listen to the style of the music, which has an Egyptian feel to it).  - Use cup drumming to perform along with the strong beat of ‘Oh When the Saints’, along with the song on Charanga. They will know this song from ‘Gospel Medley’.  Talk about New Orleans/style of music/Fusion of Jazz and European. Show a clip of a marching band in New Orleans and compare to a performance of a British marching band. What is different? What is the same? | | -Practise the first two verses of Tutankhamun. (Sing Up)  -Sing along with ‘Oh When the Saints’ (Charanga), following the words. Speed up the song to 120%, as it is a little slow. Talk about the origins of the song.  -Using chime bars, take it in turns in pairs to play along in the ‘Improvisation’ section, using notes CDE GA. | | | -Watch another band performing live in New Orleans and talk about the instruments being played, showing pictures.  -Show the chn the chime bar notes to accompany the song (using G, D, A). Clap and say the note names first, taking note of the rests.  -In pairs, have some practise time.  -Take it in turns to perform. Partner to play cup drums to accompany. Swap. | | -Go to the ‘Whole song with activities’ section and sing/dance/perform the chime bar sections with cup drumming.  -Swap.  -Learn verse 3 of Tutankhamun. Sing the whole song. | | | - Go to lesson to of ‘When the Saints’, improvising and composing section, and use notes GAB DE to improvise. Partners use cup drums to improvise rhythms to accompany.  -Show a slightly different version of the chime bar accompaniment and perform (see Jamboard). This shouldn’t need much practice. | | | | -Practise and perform ‘Egyptian Dawn’ on chime bars. (Charanga). Show the stave to read, but make a copy using note names which will be easier to follow for some.  -Perform ‘Tutankhamun’ and add untuned percussion.  -If time at the end of the unit, learn Sand Dance from Sparkyard (Out of the Ark). |
| **PE**  Real PE – St. Matthew's Primary School, Luton  Core Real PE Unit 4  Co-ordination – Sending and Receiving  Counter Balance - with a partner  Creative Cog  In this unit, the children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.  **Creative Skills**  **Exceeding**   * I can link actions and develop sequences of movements that express my own ideas. * I can change tactics, rules or tasks to make activities more fun or more challenging.   **Expected**   * I can respond differently to a variety of tasks. * I can make up my own rules and versions of activities.   **Emerging**   * I can select and link movements together to fit a theme. * I can begin to compare my movements and skills with those of others. | Gate Masters  Tunnels  Ball chasing  Always, Sometimes, Rarely | | | Gate Masters  Tunnels  Develop ball chasing combinations  Always, Sometimes, Rarely | | Gate Masters  Ball chasing  Tunnels  Always, Sometimes, Rarely | | Rock, Paper, Scissors  Balance Transfer (competitive)  Stance  Always, Sometimes, Rarely | | | Rock, Paper,   |  | | --- | |  |   Scissors  Stance  Mirror Challenge Beam  Always, Sometimes, Rarely | | | | |
| **PSHE**  **Drug, alcohol and tobacco education**    **Swimming on Tuesdays at Bramley Baths** |  | | | |  | |  | | | **Drug, alcohol and tobacco education**  Tobacco is a drug  **LESSON ONE**  **Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people**  Pupils   * are able to define what is meant by the word ‘drug’ * can identify when a drug might be harmful * recognise that tobacco is a drug | | | | **Drug, alcohol and tobacco education**  Tobacco is a drug  **LESSON TWO**  **Pupils learn about the effect and risks of smoking tobacco and second-hand smoke**  Pupils   * know the effects and risks of smoking and of second-hand smoke on the body * can express what they think are the most important benefits of remaining smoke free   recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke | **Drug, alcohol and tobacco education**  Tobacco is a drug  **LESSON THREE**  **Pupils learn about the help available for people to remain smoke free or stop smoking**  Pupils   * know about some of the support and medicines that people might use to help them stop smoking * can explain what they might say or do to help someone who wants to stop smoking   understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started |
| **MINDMATE**    **Strong Emotions** | **MINDMATE LESSON**  **Lesson**: **Introducing strong emotions, including anger**  *I know it’s ok to feel strong emotions sometimes*  This lesson fits into the Strong Emotions strand. It focuses on recognising that experiencing strong emotions at times, such as anger, is normal. Children explore strategies for coping with these strong emotions and think about a strategy which might work for them in terms of calming down. Children will also think about explaining the steps involved in their chosen ‘calming down’ strategy | | | |  | |  | | |  | | | |  |  |
| **ART**    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | **Egyptian art**  **Explore Egyptian artwork focussing on the characters in each piece**  **Exploring examples of Egyptian art- particularly drawings of human figures. What features tell us that these images are Egyptian?**   * recognise when art is from different historical periods * recognise when art is from different cultures | | | | **Egyptian art**  **Ancient Egyptian Hieroglyphics – Introduce and allow children to explore using these in their sketchbooks**   * recognise when art is from different historical periods * recognise when art is from different cultures | | **Egyptian art**  **Creating our own pictures of Egyptian people in the style of Egyptian Art**   * recognise when art is from different historical periods * recognise when art is from different cultures   **Papyrus Craft Activity in a further session** | | |  | |  | | |  |
|  | **DT**  Image result for art clipart |  | |  | | | |  | **Mechanical systems**  **Make moving Easter card**  Planning session     * design a product and make sure that it looks attractive * choose a material for both its suitability and its appearance   Planning session—  Explore some premade levers and linkages, looking at how they work.  Make some simple levers and linkages with prepared pieces. | | | **Mechanical systems**  **Make moving Easter card**  Making Session   * Make a product and   work accurately to measure, make cuts and make holes. The Easter card should have moving parts. Children should know how to strengthen a product by stiffening a given part or reinforce a part of the structure   * Review as they work, making changes as necessary to improve the finished product. | | | **Mechanical systems**  **Make moving Easter card**  Evaluation Session   * explain how to improve a finished model * know why a model has, or has not, been successful * Write ‘tips; for next year’s cohort of children who will be doing this. |