



	<b>Week 1</b> 01/01	<b>Week 2</b> 09/01	<b>Week 3</b> 15/01	<b>Week 4</b> 22/01	<b>Week 5</b> 29/01	<b>Week 6</b> 05/02
<b>Reading</b>	Pugs of the Frozen North text immersion	Retrieve, infer, building fluency: Non-fiction (History)	Retrieve, infer, building fluency: Picture books	Retrieve, infer, building fluency: Poetry	Retrieve, infer, building fluency: Non-fiction (Science)	Retrieve, infer, building fluency: Classic novels
<b>Writing</b>	Skills for narrative writing: direct speech, nouns and pronouns.	Model write: continuing the story of Pugs of the Frozen North, focusing on Captain Jeggings.	Independent write: continuing the story of Pugs of the Frozen North, focusing on Grandad.	Skills for setting description writing: fronted adverbials, conjunction, nouns and prepositions.	Model write: using language from the Ice Palace and image to prompt.	Model write: using language from the Ice Palace and new image to prompt.
<b>Maths</b>	To use and recall the 3, 4 and 8 times tables	To divide using the 1, 2, 3, 4, 5 and 8 times tables and to begin using the associative and distributive law for multiplying	To use pictograms and scaled bar charts	To solve multiplication and division word problems	To find unit and non-unit fractions of quantities	Review.
<b>Computing</b>	Know that animation is a sequence of drawings or photographs.	Know that animated movement is related to a sequence of small changes in images.	Know that an animated story can be broken down into settings, characters and events.	Know the importance of working consistently and carefully to create and evaluate an animation	Know the importance of working consistently and carefully to create and evaluate an animation	Know the importance of working consistently and carefully to create and evaluate an animation
<b>DT</b>	I know how to disassemble and evaluate pre-existing products.	I know how to create a design specification.	I know how to weave using different materials.	I know how to follow my design specification to create my product.	I know how to follow my design specification to create my product.	I know how to evaluate 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>	I can listen to a song and move to a rhythm.	I can learn the lyrics of a song.	I can clap a rhythm that contains quavers and know that a quaver is worth half a crotchet.	I can create a rhythm on a rhythm grid that contains quavers.	I can play a rhythm reading a rhythm grid.	I can play the glockenspiels to accompany a song.
<b>PE / Games</b>	To know how to improve / show flexibility in movements.	To know how to hold balances with control and confidence.	To know how to hold balances on the apparatus.	To know how to complete a cartwheel.	To know how to develop the quality of my actions, shapes and balances.	To be able to describe how my performance has improved.
	How to hold the club and to successfully hit the ball.	How to successfully hit the ball using a wedge.	How to successfully strike the ball for distance.	How to successfully hit the ball using a wedge with more control.	How to successfully hit the ball using a wedge with more control.	Use putting and chipping skills in small games.
<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 discuss what I already know about living in the wider world.	To know about a person who has faced difficult challenges and achieved success.	To know a dream that is important to me and take responsibility for my own learning.	To know how to manage feelings of frustration and reflect and learn from experiences.	To know how to set goals to achieve personal outcomes.	I can apply my knowledge to demonstrate that I know the steps I will need to overcome challenges.

<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.

Livingstone