

	Week 1 -	Week 2 -	Week 3 -	Week 4 -	Week 5 -	Week 6-	Week 7-
Geography Q	What is special about Yorkshire?						
Novel	The worst witch 						
Writing text	Journey				Bake me a story (non fiction)		
Writing	<u>Fiction: Adventure</u> Immersion into text alongside vocabulary sessions. Skill work: Expanded noun phrase and adverbs. Create a setting description through modelled plot point writing, sentence dictation and sentence building Use the forms a or an according to whether the next word begins with a consonant or a vowel				<u>Determiners</u> Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] <u>Conjunctions</u> Conjunction – although Using conjunctions to express time and cause Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]		
Maths	Addition and subtraction				Multiplication and Division		

Fluency Bee	Comparison to 100 Add and subtract 1s Comparison to 100 Add and subtract 1s Add and subtract 10s						
Science- Skeletons Movement Nutrition and Diet	Pushes, pulls and twists	Friction	Investigating friction	Magnets	Investigating magnet	Uses of magnets	Brain dump
Links to prior learning	basic idea of force (from everyday language: "push a door, pull a drawer") - Experience in manipulating objects: you push/pull toys, twist lids, open jars - In KS1: asking simple questions, observing, grouping, comparing movement	Experience that surfaces can feel "rough" or "smooth" - Noticing that some surfaces slow movement (e.g. walking on grass vs. on tiles)	friction - Basic measuring skills (time, distance) - Understanding of fair tests (i.e. keeping factors same except the one you change)	Basic idea of attract/repel from everyday life (e.g. fridge magnets) - Awareness of metal objects	The basic concept of magnets (above) - Experience testing objects with magnets - Some familiarity with measuring or comparing	Knowing what magnets do (attract/repel) - Everyday examples (door magnets, fridge magnets, compass) - In cross-curricular work (geography: compasses)	
Working scientifically	Pose questions like "Which takes more force to	Ask: "Which surface will slow	Design an experiment: change one variable		Plan how to test magnet strength	Pose question: "Why are magnets useful?"	

	push: cart A or cart B?" - Plan a simple fair test: apply a constant force and see how far an object moves - Measure or time movements - Record via tables or diagrams	the toy car most?" - Set up comparative tests: have the same object move over different surfaces - Time or measure distance moved - Record data (tables, bar charts)	(surface type, object weight, wheel size) and see its effect - Make predictions - Ensure fair test (only one variable changes) - Repeat trials for reliability - Record data & present (tables, charts)	Explore: Which materials are magnetic? - Pose question: "Do all metals attract?" - Test various objects with a magnet - Classify materials into "magnetic / non-magnetic" - Record findings (tables, drawings) - Ask: Do all magnets behave the same?	(distance, number of paperclips) - Predict which magnet is stronger or which objects it will attract - Keep variables constant (same material, same shape) - Record results (graphs, charts)	- Research real-world uses (electric motors, compasses, magnetic storage, magnetic separation) - Design an investigation or demonstration (e.g. make a simple compass)	
Provision	Week 1 - Sorting game: Picture cards of actions – sort into push/pull/twist. Week 2 – Vocabulary sorting: Match pictures to “lots of friction / little friction. Week 3 – Fair-test investigation: How does surface type affect how far a car travels? Week 4 – Magnet testing station: Provide mixed objects (paperclip, plastic spoon, coin, rubber, nail, key). Sort into <i>magnetic</i> or <i>non-magnetic</i>. Week 5 – Pole investigation: Label magnet poles with stickers; test what happens when like or unlike poles meet. Week 6 - Magnet museum: Display and label real-life items that use magnets (fridge door, toy train, whiteboard magnets, bag clasp, compass).						
Geography -	Essential prior learning lesson Recap the 4 countries of the Great Britain and capital cities – England, Ireland, Scotland, Wales	What is a county? Yorkshire is the county we live in Yorkshire is made up of different cities – Leeds, Sheffield etc	What is a settlement? Curriculum learning goal: To describe different types of settlements	What is a settlement? I know the different types of settlements –Nucleated, Linear, Dispersed.	Can I explain the location of features in my local area? Curriculum learning goal: To discuss why physical and human	Fieldwork – data collection opportunity How has my local area changed over time?	Brain dump

			Rural / urban Bradford / The Yorkshire Dales	Know what makes each of the settlements	features are in particular locations.		
Sticky Knowledge	- England, Scotland, Wales and Ireland are part of Great Britain. - A physical geographical feature is naturally made. - A human geographical feature is man made. Compass point helps navigate people on a map and in a location.	- A county is a region of a country. - Bradford is located in West Yorkshire. - Yorkshire is split into north, south, east and west. Yorkshire is made of different cities, villages and towns.	- A settlement is a place where people live. - Rural areas are vast land spaces with a few houses or buildings and a few people. - Urban areas are a continuously built-up area with a population of 50,000 or more. Bradford is located in the north of England	- A village has houses, a primary school, a few shops, a Post Office and a village hall. - A town has lots of houses, primary and secondary schools. A city has lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and often a cathedral.	- A physical geographical feature is naturally made. - A human geographical feature is man made. - A map has a key to identify key places and features. A map uses colour to identify different types of land.	- Data is collected to find out information. Data is used to analyse the purpose of something - Bradford has less rural land now than 100 years ago. - Bradford has a greater population than 100 years ago.	
Skills	Asking Geographical questions	Asking Geographical questions	Asking Geographical questions	Describe and follow a journey between two places/features using letter/number coordinates as the start and finish.	Asking Geographical questions	Present data using bar charts, pictograms and tables	Present data using bar charts, pictograms and tables
Links to prior learning	Name and locate the countries, capital cities and	Name and locate the countries, capital cities and surrounding seas of the UK.	Use geographical vocabulary to refer to physical and human features.	Differentiate between physical and human geographical features and describe some of	Differentiate between physical and human geographical features and describe some of	Identify similarities and differences between places.	Identify similarities and differences between places.

	surrounding seas of the UK.			these features in their locality.	these features in their locality.		
<i>Provision</i>	Week 1 - County match: Match major UK counties to famous landmarks (e.g., Yorkshire – Dales). Week 2 - Build-a-settlement: Use Lego or junk materials to create one of each type. Week 3 - Photo analysis: Bradford vs. Yorkshire Dales – circle human and physical features. Week 4 – Mini-fieldwork: Look at Google Earth view of Bradford – identify pattern type. Week 5 - Mini-survey: Record types of buildings and transport seen. Week 6 – Map analysis: Look at an OS map of Bradford — why are certain places built where they are? Week 7 - Poster creation: “Bradford: Then and Now” showing key changes in land use.						
PSHE-Story Project Ruby's Worry	Lesson 1: I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming.	Lesson 2: I can explain what to do if I can't ask my family or friends for help.	Lesson 3: I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems.	Lesson 4: I can describe some simple self-care techniques I can use when I am feeling worried.	Lesson 5: I can explain how children sometimes feel lonely and what children can do if they feel that way	Lesson 6: Reflection and Evaluation	
Computing	Email	Email	Email	Email	Branching databases	Branching databases	
<u>DT</u>	Lesson 1: Food around the world To explain why food comes from	Lesson 2: Seasonal food To explain the benefits of seasonal foods	Lesson 3: Cutting and peeling To develop cutting and peeling skills	Lesson 4: Tasting seasonal ingredients To evaluate seasonal ingredients.	Lesson 5: Making a mock-up To design a mock-up using criteria.	Lesson 6: Evaluating seasonal tarts To evaluate a dish.	Brain dump

	different places around the world.						
<u>Religious Education</u> Where do our morals come from?	How do we know what is right and wrong?	What do some Christian and Jewish people believe about right and wrong?	How do people remember rules?	Is all religious guidance the same?	How do some Buddhists make moral decisions?	What helps you make moral decisions?	Brain dump
RE Skills	Talk about what is right and wrong. Explain different religious and non-religious viewpoints. Can discuss and share their own ideas and views. .	Explain what the Ten Commandments are and their importance to some Jewish and Christian people. Apply knowledge of religious scripture.	Explain what some people do to help them remember religious guidance. Talk about symbolism relating to guidance.	Make links between Christian, Hindu, Jewish and Muslim guidance. Compare different rules and guidance and how they might be useful when considering moral decisions.	Explain the Buddhist five precepts and Eightfold Path. Make links and comparisons between different religious and non-religious guidance.	Assess the value of rules and guidance. Present their own ideas about making moral decisions.	
<u>Spanish</u>	numbers and ages						
<u>Music</u> Jazz	Ragtime To sing and clap a syncopated rhythm for a ragtime-style song.	Traditional Jazz To improvise a call and response.	Scat singing To be able to scat sing using the call and response format.	Jazz motifs To create a jazz motif.	Swung rhythms To adapt a familiar tune using jazz rhythms.		

PE	Dance Hockey
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