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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English – Writing	**Non-fiction** Biography Who were the Wright Brothers?	**Non-fiction** **Recount** When was the First Flight?	Non-fiction Persuasive writing Why is Bessie Coleman Significant?	**Non-fiction** **Newspaper report** Why is Amelia Earhart Significant?	**Non-fiction** **Explanation text** Why Was the Moon Landing Special?	**Non-fiction** **Non-chronological report** How Did We Learn to Fly?	**Fiction** **Poetry** Emma Jane's Aeroplane
English – Phonics and Spelling	**Spelling** *Bridge to Spelling* ***What do I need to know to think about spelling?*** ***How do I use the Complete the code chart to help me to spell?*** /r/ rh	**Spelling** Bridge to spelling **Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?** ll ss ff zz	**Spelling** Bridge to Spelling **Why do some words end in k or ck? Why do some words end in ch or tch?** /c/ c k ck ch cc que	**Spelling** Bridge to spelling **When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?** s /s/, /x/, /z/, /sh/, /ch/	**Spelling** Bridge to spelling **Why do I swap the y for an i when I add the suffix -ed? Why do I drop the e when I add the suffix -ing?** /y/ y /igh/ y /i/ y /ee/ y	**Spelling** Bridge to spelling **Consolidation**	**Spelling** Common Exception Words

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English – Grammar and Punctuation	**Grammar and Punctuation** Capital letters Full stops Commas in a list Past tense verbs *Time connectives*	**Grammar and Punctuation** Capital letters Full stops Question marks Commas in a list Adverbs Sentence openers	**Grammar and Punctuation** Capital letters Full stops Commas in a list Verbs Persuasive phrases	**Grammar and Punctuation** Capital letters Full stops Commas in a list Reported speech Formal tone	**Grammar and Punctuation** Capital letters Full stops Commas in a list Co-ordinating Conjunctions Subordinating Conjunctions Capital Letters for Proper Nouns	**Grammar and Punctuation** Co-ordinating Conjunctions Subordinating Conjunctions Capital Letters for Proper Nouns Subheadings	**Grammar and Punctuation** Apostrophes Nouns and Verbs Suffix -ed and -ing Poetic devices

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Mathematics	**Addition and Subtraction** Subtract a 1-digit number from a 2digit number (across a 10) 0 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10)	**Addition and Subtraction** Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems	**Shape (2D)** Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes	**Shape (2D)** Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes	**Shape/Money** Sort 3-D shapes Make patterns with 2-D and 3-D shapes Count money – pence Count money - pounds (notes and coins) Count money - pounds and pence	**Money** Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound	**Money** Find change Two-step problems Assessment
R. E	**Prophecy and Promise** Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. Know that a prophet or prophetess communicates	**Prophecy and Promise** Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of	**Prophecy and Promise** Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt. Know that a prophet or	**Prophecy and Promise** Talking about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. Can children share what they know about Mary?	**Prophecy and Promise** . Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. Using artistic expressions to create a personal response to Isaiah's picture	**Prophecy and Promise** Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE) Can children listen, talk and write about	**Prophecy and Promise**

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	God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. Talking about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus. Using artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2). Can children recognise that Christians believe the person Isaiah spoke of was Jesus? Can children express a personal response to Isaiah's dark and light picture language?	Jesus from the Gospel of Luke. Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. Can children retell the story of the Annunciation of John the Baptist? Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt. Can children wonder about how Mary felt?	prophetess communicates God's message, inspired by the Holy Spirit, (and that Isaiah and John the Baptist are prophets). What is Elizabeth inspired to say by the Holy Spirit? Recognise that the Church teaches that Mary is the mother of God who prays for them and with them. Can children recognise some Christians call Mary the mother of God in prayers?	Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. Identify Zechariah's special message about John's future (Lk 1:76) Can children identify Zechariah's special message about John's future?	language about light and darkness (Is 9:1-2). Can the children use artistic expression to reflect Isaiah's picture language linked to the birth of Jesus? Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE) Can children use religious vocabulary to describe the	ways Christians from other cultures and countries prepare during Advent? Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church. Can children sequence the first part of Luke's Gospel?	

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					symbolism of the Advent wreath and how this helps Christians to prepare during Advent?		
Science **CST Link: Stewardship / Care for Creation** God has given us the responsibility to care for the world and all living things within it. We are called to care for God's wonderful world and protect the plants, animals and habitats within it.	**Living Things and their Habitats** To explore and compare the differences between things that are living, dead, and things that have never been alive. Identifying and classifying	**Living Things and their Habitats** To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identifying and classifying	**Living Things and their Habitats** To identify and name a variety of plants and animals in their habitats, including micro-habitats.	**Living Things and their Habitats** To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Living Things and their Habitats** To observe closely, using simple equipment.	**Living Things and their Habitats** To use observations and ideas to suggest answers to questions.	**Living Things and their Habitats** To use observations and ideas to suggest answers to questions. Assessment.

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Computing	**Digital Photography** Taking photographs	**Digital Photography** Landscape or portrait	**Digital Photography** What makes a good photograph	**Digital Photography** Lighting	**Digital Photography** Effects	**Digital Photography** Is is real?	**Digital Photography** Assessment
History	**Who were the Wright brothers?** Discovering the history of the first flight through photographs and a timeline.	**When was the first flight?** Understanding why the first flight was a significant event.	**Why is Bessie Coleman significant?** Learning about the achievements of Bessie Coleman.	**Why is Amelia Earhart significant?** Developing an understanding of primary sources and using them to learn about people and events in the past.	**Why was the Moon landing special?** Asking questions about events in the past and investigating why the Moon landing was significant.	**How did we learn to fly?** Learning to sequence events on a timeline; identifying what has changed and what has stayed the same.	**Assessment**

Design Technology	**Mechanisms: Fairground Wheel** To design a fairground wheel.	**Mechanisms: Fairground Wheel** To plan the build.	**Mechanisms: Fairground Wheel** To build the frame and wheels.	**Mechanisms: Fairground Wheel** To survey design opinions.	**Mechanisms: Fairground Wheel** To add pods and decoration.	**Mechanisms: Fairground Wheel** To add pods and decoration.	**Mechanisms: Fairground Wheel** To test and present.

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P.E.	**Dance Unit 1 – Water** The Water Cycle **Ball Skills Hands Unit 1** Develop bouncing: Introduce sending with control.	**Dance Unit 1 - Water** Water: Responding to stimuli: changes in effort **Ball Skills Hands Unit 1** Introduce aiming with accuracy	**Dance Unit 1 - Water** Rivers: Changes in space and effort **Ball Skills Hands Unit 1** Introduce power and speed when sending a ball	**Dance Unit 1 – Water** Creating sequences **Ball Skills Hands Unit 1** Introduce stopping a ball	**Dance Unit 1 - Water** Rivers: Changes in space and relationships **Ball Skills Hands Unit 1** Develop stopping, combining sending skills	**Dance Unit 1 – Water** The Sea: Changes in levels, direction and effort **Ball Skills Hands Unit 1** Combine sending and receiving skills	**Dance Unit 1 – Water** Consolidation **Ball Skills Hands Unit 1** Consolidation
MFL **CST Link: Human Dignity** We recognise the dignity and uniqueness of every person by greeting others politely and respectfully. Children understand that using polite	**Les salutations (Greetings)** Pupils will be introduced to some very basic greetings in the foreign language to allow for a simple, short exchange by the end of the lesson.	**Les salutations (Greetings)** Consolidate the greetings taught in the previous lesson and progress to learning how to say 'my name is…'	**Les salutations (Greetings)** Consolidate the vocabulary taught in the previous lessons and progress to learning how to ask the question 'how are you?'	**Les salutations (Greetings)** Consolidate the vocabulary taught in the previous lessons and progress to learning three different responses to the question 'how are you?	**Les salutations (Greetings)** Consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'goodbye'	**Les salutations (Greetings)** Consolidate the vocabulary taught in the previous lessons and progress to learning how to say 'see you later'.	Assessment

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greetings in French is one way of welcoming others, showing respect and recognising that every person is valued and loved by God.							
Music	**The cup song and The Christmas Nativity** • Sing songs with fast and slow tempos • Know that fast and slow/ the speed of the beat is called tempo • Recognise when the speed of the beat (tempo) changes • Copy rhythms on untuned percussion • Create rhythms for others to copy on percussion						
	• Compose rhythms based on word chants to perform on cups • Write their own rhythms in stick notation and perform • Create rhythm patterns using Chrome Music Lab • Perform some songs as part of a school concert						
PSHE/RHE	**To learn that we are unique, with individual gifts, talents and skills.** Children will know: - Our bodies are good; - The names of the parts of our bodies; - That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. - Our bodies are good and we need to look after them; - What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; -How to maintain personal hygiene.						