|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Spring A | Week 1  8/01 | Week 2  15/01 | | Week 3  22/01 | Week 4  29/01 | Week 5  5/02 | | | Week 6  12/02 |
| Events |  |  | |  |  |  | | |  |
| Wider Experiences | Epiphany enrichment |  | |  |  | CST: Dignity of the human person (Children’s Mental Health Week) | | |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | How do the forces governing the Earth, ‘Gravity’ and ‘Air resistance, give us an understanding of God’s work?  **(Science)** | | What makes people leave their homes?  **(Topic)?** |  | Why is it important to treat others with dignity? | | |  |
| Guided Reading | The Door | | | | | | | | |
| Independent Questions | The girl who stole an elephant | Tracking Basking Sharks | | The wolves of Willoughby Chase  **(Cute, Fluffy –and hard as nails) for parent workshop** | My Corner of the Ring | The Unluckiest Boy in the World | | | Johnny and the Dead |
| SPaG | Poems | | Ambitious vocabulary | | Modal Verbs | | | Fronted adverbials | |
| Writing | **King of the Sky**  **Paragraph 1- Poetry paragraph** Give them a structure. Then they can stand up and perform their poetry  **Paragraph 2-** Use ambitious vocabulary- talk about the senses.  **Final Write-** Narrative  Rome – St Peters Square  France – Eiffel Tower  London – Big Ben  **Describe the smells, and senses in each place and what the pigeon felt. Describe a pigeon companion in one of the settings.**  Write in the first person and in the past tense. | | | | **King of the Sky**  **Paragraph 1-** About mining-how to stay safe and what you ought to do (Modal Verbs)  **Paragraph 2-** how to care for pigeons/life cycle (fronted adverbials)  **Final Write-** Prequel  **The old man and his pigeons.**  **Write in the first person and in the past tense.** | | | | |
| Math’s | Multiplication and Division B | | | | Fractions B | | | | Decimals and percentages |
| RE | Unit 4: Mission (Local Church) | | | | | | Unit 6: Sacrifice (Lent) | | |
| Science | **Forces**  Cover sheet  **Fabulous Forces**  LO: To identify forces acting on objects | **Forces**  **Gravity-** *work in Floorbook*  How do the forces governing the Earth, ‘Gravity’ and ‘Air resistance, give us an understanding of God’s work?  **(Science)** | | **Forces**  **Air Resistance**  LO: To plan my investigation  Working scientifically:  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | **Forces**  **Air Resistance**  LO: To investigate the effects of air resistance  Working scientifically:  record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  **LO: To review my investigation**  Working scientifically:  identify scientific evidence that has been used to  support or refute ideas or arguments | **Forces**  **Water Resistance**  LO: To explore the effects of water resistance  **Friction**  LO: To explore the effects of friction | | | **Forces**  **Marvellous Mechanisms**  LO: To explore the use of mechanisms |
| Topic | **Anglo-Saxons and Scots**  Cover sheet +  -Timeline  **LO: To understand why the Romans left England by completing a timeline**  **History:**   Develop an increasingly secure knowledge of history, local British and world.   Record knowledge in a variety of ways , using dates and key terms appropriately.   Construct and organise a response by selecting and organising relevant, historical data.    Begin to offer explanations about why people in the past acted as they did. | **Anglo-Saxons and Scots**  -Map  **LO: To understand where the Anglo-Saxons and Scots came from and settled**  **Geography:**   * Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics. | | **Anglo-Saxons and Scots**  Settlements – work in Floorbook  Chn also design their settlement in the sketchbook.  **LO: To understand Anglo-Saxon Settlements**  BQ: What makes people leave their homes?  **History:** - Analyse a range of source materials to promote evidence about the past. - Begin to offer explanations about why people in the past acted as they did.    **Geography:** Use maps, atlases, and globes to locate countries and describe the features studied. Use compass points and grid references, symbols, and keys (inc ord survey maps) to build knowledge of the UK.  *Forest School -*  Build their own Anglo-Saxon Settlement  **Design and Technology**   * Generate innovative ideas, drawing on research. * Accurately assemble, join and combine materials/ components. * Identify the strengths and weaknesses of their ideas and products | **Anglo-Saxons and Scots**  Examining Artefacts  **LO: To examine Anglo-Saxon artefacts and understand what they can tell us about their culture**  **History:**  Analyse a range of source materials to promote evidence about the past. Give reasons why some events, people or developments are seen as more significant than others  Devise, ask and answer more complex questions about the past, considering key concepts in history  *Forest School -*  To cook an Anglo-Saxon meal  **Design and Technology - cooking**   * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | **Anglo-Saxons and Scots**  Painting our own Anglo-Saxon Jewellery  **LO: To create Jewellery inspired by Anglo-Saxons**  **Art**  Select own images and starting points for work  **Develop watercolour techniques** | | | **Anglo-Saxons and Scots**  Religion- create a fact file on one of the Gods.  **LO: To explore how the Anglo Saxons practised religion.**  **History**   * Record knowledge and understanding in a variety of ways, using dates and key terms appropriately * Select sources independently and give reasons for choices * Analyse a range of source material to promote evidence about the past * Construct and organise response by selecting and organising relevant historical data |
| **Computing** | **Game Creator**  Setting the Scene | **Game Creator**  Creating the Game Environment | | **Game Creator**  The Game Quest | **Game Creator**  Finishing and Sharing | **Game Creator**  Evaluation | | | / |
| **Music** | **Trombone** | **Trombone** | | **Trombone** | **Trombone** | **Trombone** | | | **Trombone** |