

Theme: Stone Age to Iron Age

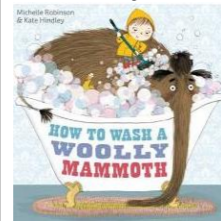
**Driver:** History

The Big Question: How did Britain change from the Stone Age to the Iron Age?



**Unit: Instructions**

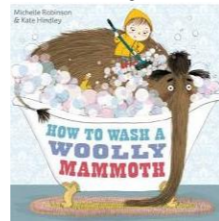
**Supporting Text: How to Wash a Woolley Mammoth**



**NC Link:** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
 extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  
 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
 using conjunctions, adverbs and prepositions to express time and cause  
 using fronted adverbials  
 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
 using commas after fronted adverbials  
 indicating possession by using the possessive apostrophe with plural nouns

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**Unit: Character Description**

**Supporting Text: Stig of the Dump**



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**Unit: Diary Entry**

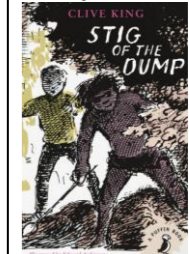
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	Enrichment	<p><b>Launch:</b> Trip to caves. Stone Age artefacts display and fact cards in the classroom.</p> <p><b>Key Questions:</b> Would you survive living in the Stone Age? What would life have been like in the Stone Age? How is life similar or different now?</p> <p><b>Media/Visual Literacy:</b>  <a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39?scrlybrkr=ec1da90a">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39?scrlybrkr=ec1da90a</a>  <a href="https://www.youtube.com/watch?v=rLFGra2TITE">https://www.youtube.com/watch?v=rLFGra2TITE</a></p>						
	SPAG Focus		Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses, imperative verbs	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses, imperative verbs	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses
	Guided Reading		<p><b>Text: Marv and the Mega Robot</b></p> <p><b>Judaism</b>  <a href="https://www.history.com/topics/religion/judaism">https://www.history.com/topics/religion/judaism</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  reading books that are structured in different ways and reading for a range of purposes.  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning</p>	<p><b>Text: Marv and the Mega Robot</b></p> <p><b>Spain</b>  <a href="https://kids.nationalgeographic.com/geography/countries/article/spain">https://kids.nationalgeographic.com/geography/countries/article/spain</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning  identifying main ideas drawn from more than 1 paragraph and summarising these  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Retrieve and record from fiction.</p>	<p><b>Text: Marv and the Mega Robot</b></p> <p><b>United Kingdom</b>  <a href="https://kids.nationalgeographic.com/geography/countries/article/united-kingdom">https://kids.nationalgeographic.com/geography/countries/article/united-kingdom</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  retrieve and record information from non-fiction  predicting what might happen from details stated and implied</p>	<p><b>Text: Marv and the Mega Robot</b></p> <p><b>Forces and Magnets</b>  <a href="https://school-learningzone.co.uk/key_stage_two/ks2_science/forces_and_motion/magnets_and_forces.html">https://school-learningzone.co.uk/key_stage_two/ks2_science/forces_and_motion/magnets_and_forces.html</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  identifying main ideas drawn from more than 1 paragraph and summarising these  predicting what might happen from details stated and implied</p>	<p><b>Text: Marv and the Mega Robot</b></p> <p><b>Black History Month</b>  <a href="https://kids.britannica.com/kids/article/Black-History-Month/636407">https://kids.britannica.com/kids/article/Black-History-Month/636407</a>  <a href="https://kids.britannica.com/kids/article/Bronze-Age/352883">https://kids.britannica.com/kids/article/Bronze-Age/352883</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  retrieve and record information from non-fiction  predicting what might happen from details stated and implied</p>	<p><b>Text: Marv and the Mega Robot</b></p> <p><b>Charles Babbage Biography</b>  <a href="https://www.britannica.com/biography/Charles-Babbage">https://www.britannica.com/biography/Charles-Babbage</a></p> <p><b>NC Link:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  identifying main ideas drawn from more than 1 paragraph and summarising these</p>

	Maths	<p><b>Unit: White Rose: Place Value</b></p> <p>Lesson 1 – Represent numbers to 100 Lesson 2 – Partition numbers to 100 Lesson 3 – Number line to 100 Lesson 4 – Hundreds Lesson 5 – Represent numbers to 1000</p> <p><b>NC Link:</b> count in multiples of 4,8, 50 and 100. Compare and order numbers up to 1000.</p>	<p><b>Unit: White Rose: Place Value</b></p> <p>Lesson 6 – Partition numbers to 1000 Lesson 7 – Flexible partitioning of numbers to 1000 Lesson 8 – Hundreds, ten and ones Lesson 9 – Find 1, 10 or 100 more or less Lesson 10 – Number line to 1000</p> <p><b>NC Link:</b> count in multiples of 4,8,50 and 100. Compare and order numbers up to 1000.</p>	<p><b>Unit: White Rose: Place Value</b></p> <p>Lesson 11 – Estimate on a number line to 1000 Lesson 12 – Compare numbers to 1000 Lesson 13 – Order numbers to 1000 Lesson 14 – Count in 50s</p> <p><b>NC Link:</b> Add and subtract mentally, including three-digit numbers and ones.</p>	<p><b>Unit: White Rose: Addition and Subtraction</b></p> <p>Lesson 1 – Apply number bonds within 10 Lesson 2 – Add and subtract 1s Lesson 3 – Add and subtract 10s Lesson 4 – Add and subtract 100s Lesson 5 – Spot the pattern</p> <p><b>NC Link:</b> Add numbers with up to 3 digits, using formal written methods of columnar addition. Estimate the answer to a calculation.</p>	<p><b>Unit: White Rose: Addition and Subtraction</b></p> <p>Lesson 6 – Add 1s across 10 Lesson 7 – Add 10s across 100 Lesson 8 – Subtract 1s across a 10 Lesson 9 – Subtract 10s across 100 Lesson 10 – Make connections</p> <p><b>NC Link:</b> Subtract numbers mentally, including a 3 digit number and tens.</p>	<p><b>Unit: White Rose: Addition and Subtraction</b></p> <p>Lesson 11 – Add two numbers (no exchange) Lesson 12 – Subtract two numbers (no exchange) Lesson 13 – Add two numbers (across a 10) Lesson 14 – Add two numbers (across a 100) Lesson 15 – Subtract two numbers (across a 10)</p> <p><b>NC Link:</b> Subtract with up to 3 digits, using formal written methods columnar subtraction. Solver problems using number facts, place value and more complex subtraction.</p>
		Science	<p><u>Unit: Forces and Magnets</u></p> <p>Lesson: What are the forces acting on objects?</p> <p><b>NC Link:</b> Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p><u>Unit: Forces and Magnets</u></p> <p>Lesson: How can a toy car move over different surfaces?</p> <p><b>NC Link:</b> Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p><u>Unit: Forces and Magnets</u></p> <p>Lesson: What are magnetic and non-magnetic materials?</p> <p><b>NC Link:</b> Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p><u>Unit: Forces and Magnets</u></p> <p>Lesson: What are the strengths of magnets?</p> <p><b>NC Link:</b> Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p><u>Unit: Forces and Magnets</u></p> <p>Lesson: What are the magnetic poles?</p> <p><b>NC Link:</b> Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>

Computing		<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Yes or no questions</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Making groups</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular Link: Maths-Statistics</b></p>	<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Creating a branching database</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular Link: Maths-Statistics</b></p>	<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Structuring a branching database</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular Link: Maths-Statistics</b></p>	<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Using a branching database</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular Link: Maths-Statistics</b></p>	<p><b><u>Teach Computing: Branching Databases</u></b></p> <p><u>Lesson: Two ways of presenting information</u></p> <p><b>NC Link:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Cross Curricular Link: Maths-Statistics</b></p>
	Art & Design		<p><b><u>Unit: FORM AND SPACE Prehistoric Art</u></b></p> <p><u>Lesson: Andy Goldsworthy</u> How does Andy Goldsworthy use form and space?</p> <p><b>NC Link:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to create sketch books to record their observations and use them to review and revisit ideas taught about great artists, architects and designers in history.</p> <p><b>Cross Curricular Link: History</b></p>	<p><b><u>Unit: FORM AND SPACE Prehistoric Art</u></b></p> <p><u>Lesson: Using form and space</u> Can I use form and space?</p> <p><b>NC Link:</b> to create sketch books to record their observations and use them to review and revisit ideas taught about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Cross Curricular Link: History</b></p>	<p><b><u>Unit: FORM AND SPACE Prehistoric Art</u></b></p> <p><u>Lesson: Creating our own Stone Age jewellery</u> Can I create my own piece of Stone Age jewellery using clay?</p> <p><b>NC Link:</b> to create sketch books to record their observations and use them to review and revisit ideas taught about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Cross Curricular Link: History</b></p>		

	<b>Design &amp; Technology</b>						<p><b>Unit: Food</b></p> <p><u>Lesson: Research</u> What did Stone Age people eat?</p> <p><u>Lesson: Design</u> What is the purpose of my food item?</p> <p><b>NC Link:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Cross Curricular Link: Science Nutrition</b></p>	<p><b>Unit: Food</b></p> <p><u>Lesson: Design</u> What ingredients will I need for my Stone Age meal?</p> <p><u>Lesson: Make</u> How can I make my Stone Age meal?</p> <p><b>NC Link:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Cross Curricular Link: Science Nutrition</b></p>
	<b>Geography</b>			<p><b>Unit: The UK</b></p> <p><u>Lesson: Locational Knowledge</u></p> <p>What are the countries and cities of the UK?</p> <p><b>NC Link:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Unit: The UK</b></p> <p><u>Lesson: Physical Geography</u></p> <p>Where are the main rivers and seas in the UK?</p> <p><b>NC Link:</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Unit: The UK</b></p> <p><u>Lesson: Human Geography</u></p> <p>What effect have humans had on London?</p> <p><b>NC Link:</b> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		

	History	<p><b>Unit: Stone Age to Iron Age</b></p> <p><u>Lesson: Chronology</u></p> <p>What does prehistory mean?</p> <p><b>NC Link:</b> a non-European society that provides contrasts with British history</p>				<p><b>Unit: Stone Age to Iron Age</b></p> <p><u>Lesson: Significant People and Impact</u></p> <p>How did hunter-gatherers survive in the Stone Age?</p> <p><b>NC Link:</b> a non-European society that provides contrasts with British history</p> <p><b>Cross Curricular Link: DT Food</b></p>	<p><b>Unit: The Stone Age</b></p> <p><u>Lesson: Childhood</u></p> <p>What was Stone Age art?</p> <p><b>NC Link:</b> a non-European society that provides contrasts with British history</p> <p><b>Cross Curricular Link: Art</b></p>
	MFL	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson 1: Hello!</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson 2: What’s Your Name?</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson 3: How Are You?</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson 4: Goodbye!</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson 5: Numbers 0-10</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p><b>Unit: Twinkl Spanish – Meet and Greet</b></p> <p><u>Lesson: How Old Are You?</u></p> <p><b>NC Link:</b> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>
	Music	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 1 – Home is Where the Heart is (part 1)</p>	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 2 – Home is Where the Heart is (part 2)</p>	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 3 – Lets Work it Out Together (part 1)</p>	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 4 – Lets Work it Out Together (part 2)</p>	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 5 – Please Be Kind</p>	<p><b>Charanga Unit: Writing Music Down</b></p> <p>Lesson 6 – Assessment Checkpoint</p>
	PE	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending/ Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending/ Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending/ Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending / Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending / Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>	<p><b>Unit: Invasion Games (Basketball &amp; Gymnastics)</b></p> <p><b>NC Link:</b> Play competitive games and apply basic principles suitable for attacking and defending / Running / Throwing skills with increased height, speed or distance. Develop flexibility, strength, technique, control and balance.</p> <p><b>Cross Curricular Link: Maths Counting</b></p>

	RE		<b>Unit: Judaism</b> <u>Lesson: EXPLORE</u> What are the key aspects of the Jewish Faith?	<b>Unit: Judaism</b> <u>Lesson: EXPLORE</u> What are the key aspects of the Jewish Faith?	<b>Unit: Judaism</b> <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	<b>Unit: Judaism</b> <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	<b>Unit: Judaism</b> <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	<b>Unit: Judaism</b> <u>Lesson: RESPOND</u> What are the key aspects of the Jewish Faith?
	PSHE		<b>Jigsaw Unit: Being Me in My Own World</b> <u>Lesson: Getting to know each other</u>  I can recognise my worth, value myself and know how to make someone else feel valued and welcome.	<b>Jigsaw Unit: Being Me in My Own World</b> <u>Lesson: Our Nightmare School</u>  I will learn how to face new challengers positively, I will recognise different emotions e.g. happy, sad and be able to identify If other people are feeling these emotions.	<b>Jigsaw Unit: Being Me in My Own World</b> Lesson: Our Dream School  I will understand why rules are needed and know how to make others feel valued.	<b>Jigsaw Unit: Being Me in My Own World</b> <u>Lesson: Rewards &amp; Consequences.</u>  I can recognise that my behaviour brings rewards/consequences.	<b>Jigsaw Unit: Being Me in My Own World</b> <u>Lesson: Our Learning Charter</u>  I can work cooperatively in a group and make responsible choices.  <b>Cross Curricular Link:</b> <b>English</b>	<b>Jigsaw Unit: Being Me in My Own World</b> <u>Lesson: Action – Owing our learning charter</u>  I can understand my actions affect others and to see things from their point of view.