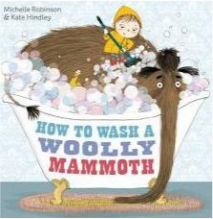
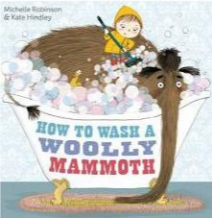
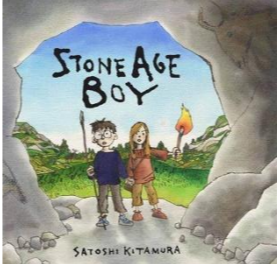
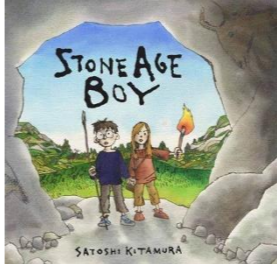
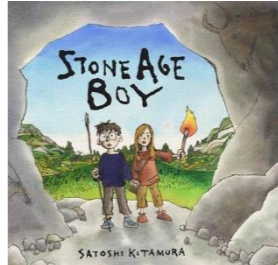
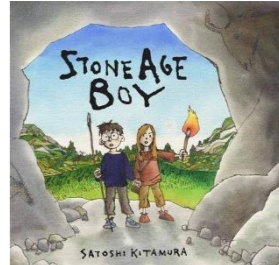


Theme: Stone Age to Iron Age

Driver: History

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



	English		<p>Unit: Instructions</p> <p>Supporting Text: How to Wash a Woolley Mammoth</p>  <p>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</p>	<p>Unit: Instructions</p> <p>Supporting Text: How to Wash a Woolley Mammoth</p>  <p>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</p>	<p>Unit: Diary Entry</p> <p>Supporting Text: Stone Age Boy</p>  <p>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</p>	<p>Unit: Diary Entry</p> <p>Supporting Text: Stone Age Boy</p>  <p>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</p>	<p>Unit: Character Description</p> <p>Supporting Text: Stone Age Boy</p>  <p>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 using conjunctions, adverbs and prepositions to express time and cause 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</p>	<p>Unit: Character Description</p> <p>Supporting Text: Stone Age Boy</p>  <p>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 using conjunctions, adverbs and prepositions to express time and cause 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</p>
	Enrichment	<p>Launch: Trip to caves. Stone Age artefacts display and fact cards in the classroom.</p> <p>Key Questions: 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>Media/Visual Literacy: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39?scrybrkr=ec1da90a https://www.youtube.com/watch?v=rLFGra2TITE</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><u>Text: Marv and the Mega Robot</u></p> <p><u>Judaism</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>reading books that are structured in different ways and reading for a range of purposes.</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p><u>Text: Marv and the Mega Robot</u></p> <p><u>Spain</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Retrieve and record from fiction.</p>	<p><u>Text: Marv and the Mega Robot</u></p> <p><u>United Kingdom</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>retrieve and record information from non-fiction</p> <p>predicting what might happen from details stated and implied</p>	<p><u>Text: Marv and the Mega Robot</u></p> <p><u>Skeletons</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>predicting what might happen from details stated and implied</p>	<p><u>Text: Marv and the Mega Robot</u></p> <p><u>Black History Month</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>retrieve and record information from non-fiction</p> <p>predicting what might happen from details stated and implied</p>	<p><u>Text: Marv and the Mega Robot</u></p> <p><u>Andy Goldsworthy</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p>	

	Maths		<p>Unit: White Rose: Place Value</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>NC Link: count in multiples of 4,8, 50 and 100. Compare and order numbers up to 1000.</p>	<p>Unit: White Rose: Place Value</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>NC Link: count in multiples of 4,8,50 and 100. Compare and order numbers up to 1000.</p>	<p>Unit: White Rose: Place Value</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>NC Link: Add and subtract mentally, including three-digit numbers and ones.</p>	<p>Unit: White Rose: Addition and Subtraction</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>NC Link: Add numbers with up to 3 digits, using formal written methods of columnar addition. Estimate the answer to a calculation.</p>	<p>Unit: White Rose: Addition and Subtraction</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>NC Link: Subtract numbers mentally, including a 3 digit number and tens.</p>	<p>Unit: White Rose: Addition and Subtraction</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>NC Link: 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>Unit: Skeletons</p> <p>Lesson: Can I name bones in the human body and their functions?</p> <p>NC Links: • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Unit: Skeletons</p> <p>Lesson: Can I identify and name bones in a range of animals?</p> <p>NC Links: • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Talk about criteria for grouping, sorting and classifying (non-statutory).</p>	<p>Unit: Skeletons</p> <p>Lesson: Do all animals have a skeleton and are all skeletons the same?</p> <p>NC Links: • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Talk about criteria for grouping, sorting and classifying (non-statutory).</p>	<p>Unit: Movement</p> <p>Lesson: What are joints and how do we move?</p> <p>NC Links: • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory). Communicate their findings in ways that are appropriate for different audiences (non-statutory).</p>	<p>Unit: Nutrition and diet</p> <p>Lesson: What are the five food groups?</p> <p>NC Links: • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they Eat. • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. • Working scientifically – Using straightforward scientific evidence to answer questions or to support their findings. Talk about criteria for grouping, sorting and classifying (non-statutory).</p>	<p>Unit: Nutrition and diet</p> <p>Lesson: What is a balanced diet?</p> <p>NC Links: • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>

	Computing	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>	<p>Teach Computing: Computing Systems and Networks - Connecting Computers</p> <p>NC Link: 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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cross Curricular Link: Maths-Statistics</p>
		Art & Design	<p>Unit: FORM AND SPACE Prehistoric Art</p> <p><u>Lesson: Andy Goldsworthy</u> Can I research Andy Goldsworthy?</p> <p>NC Link: 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>Cross Curricular Link: History</p>	<p>Unit: FORM AND SPACE Prehistoric Art</p> <p><u>Lesson: Using form and space</u> Can I join two pieces using scoring?</p> <p>NC Link: 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>Cross Curricular Link: History</p>	<p>Unit: FORM AND SPACE Prehistoric Art</p> <p><u>Lesson: Creating our own Stone Age jewellery</u> Can I create my own Sculpture?</p> <p>NC Link: 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>Cross Curricular Link: History</p>		

	Design & Technology		1 st lesson taught over the week	<p>Unit: Food</p> <p>LO: How can I follow a healthy diet?</p> <p>NC Link: 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>Cross Curricular Link: Science Nutrition</p>	<p>Unit: Food</p> <p>LO: What foods are grown and what are caught?</p> <p>NC Link: 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>Unit: Food</p> <p>Lo: Can I design a meal for a stone age person?</p> <p>NC Link: 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>Cross Curricular Link: Science Nutrition</p>	<p>Unit: Food</p> <p>LO: Can I follow hygiene procedures to make a meal?</p> <p>NC Link: 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>Cross Curricular Link: Science Nutrition</p>	<p>Unit: Food</p> <p>LO: Can I evaluate how well a product has been designed?</p> <p>NC Link: 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>Cross Curricular Link: Science Nutrition</p>
	Geography				<p>Unit: The UK</p> <p><u>Lesson: Locational Knowledge</u></p> <p>What are the countries and cities of the UK?</p> <p>NC Link: 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>Unit: The UK</p> <p><u>Lesson: Physical Geography</u></p> <p>Where are the main rivers and seas in the UK?</p> <p>NC Link: 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>Unit: The UK</p> <p><u>Lesson: Human Geography</u></p> <p>What effect have humans had on London?</p> <p>NC Link: 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>Unit: Stone Age to Iron Age</p> <p><u>Lesson: Chronology</u></p> <p>What does prehistory mean?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>				<p>Unit: Stone Age to Iron Age</p> <p><u>Lesson: Significant People and Impact</u></p> <p>How did hunter-gatherers survive in the Stone Age?</p> <p>NC Link: a non-European society that provides contrasts with British history</p> <p>Cross Curricular Link: DT Food</p>	<p>Unit: The Stone Age</p> <p><u>Lesson: Childhood</u></p> <p>What was Stone Age art?</p> <p>NC Link: a non-European society that provides contrasts with British history</p> <p>Cross Curricular Link: Art</p>
	MFL	<p>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson 1: Hello!</u></p> <p>NC Link: 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>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson 2: What’s Your Name?</u></p> <p>NC Link: 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>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson 3: How Are You?</u></p> <p>NC Link: 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>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson 4: Goodbye!</u></p> <p>NC Link: 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>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson 5: Numbers 0-10</u></p> <p>NC Link: 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>Unit: Twinkl Spanish – Meet and Greet</p> <p><u>Lesson: How Old Are You?</u></p> <p>NC Link: 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>Charanga Unit: Writing Music Down</p> <p>Lesson 1 – Home is Where the Heart is (part 1)</p>	<p>Charanga Unit: Writing Music Down</p> <p>Lesson 2 – Home is Where the Heart is (part 2)</p>	<p>Charanga Unit: Writing Music Down</p> <p>Lesson 3 – Lets Work it Out Together (part 1)</p>	<p>Charanga Unit: Writing Music Down</p> <p>Lesson 4 – Lets Work it Out Together (part 2)</p>	<p>Charanga Unit: Writing Music Down</p> <p>Lesson 5 – Please Be Kind</p>	<p>Charanga Unit: Writing Music Down</p> <p>Lesson 6 – Assessment Checkpoint</p>
	PE	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>	<p>Unit: Invasion Games (Cricket & Multi-Skills)</p> <p>NC Link: 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>Cross Curricular Link: Maths Counting</p>

	RE		Unit: Judaism <u>Lesson: EXPLORE</u> What are the key aspects of the Jewish Faith?	Unit: Judaism <u>Lesson: EXPLORE</u> What are the key aspects of the Jewish Faith?	Unit: Judaism <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	Unit: Judaism <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	Unit: Judaism <u>Lesson: REVEAL</u> What are the key aspects of the Jewish Faith?	Unit: Judaism <u>Lesson: RESPOND</u> What are the key aspects of the Jewish Faith?
	PSHE		keeping/staying safe Staying Safe Learning Out of Windows Assessment – Summative <i>SG– Protective Behaviours, Keeping Safe at home and out.</i> <i>BV – D, RL and IL</i>					