

AUTUMN 1 MTP			Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	White Rose	3	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
	White Rose	4	Place Value	Place Value	Place Value	Place Value/	Addition & Subtraction	Addition & Subtraction
	White Rose	5	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Multiplication & Division A
	White Rose	6	Place Value	Place Value	Four Operations	Four Operations	Four Operations	Four Operations
English	Hamilton	3/4	Poetry: Michael Rosen	Poetry: Michael Rosen	Poetry: Michael Rosen	Fiction: Traditional Tales	Fiction: Traditional Tales	Fiction: Traditional Tales
	Hamilton	5/6	Poetry: Theme of Hope	Poetry: Theme of Hope	Poetry: Theme of Hope	Fiction: Adventure Stories	Fiction: Adventure Stories	Fiction: Adventure Stories
Science	Hamilton Living Things & Their Habitats	3/4	Is It Living?	A Kingdom of Plants	Amazing Invertebrates	Fantastic Fish & Astounding Amphibians	Brilliant Birds & Remarkable Reptiles	Magnificent Mammals
	Hamilton Living Things & Their Habitats	5/6	Flowering Plant Reproduction	Ways that plants reproduce asexually	Life Cycles: Insect & Amphibian	Mammalian & Bird Lifecycles	Life cycles around the world	Becoming natural scientists
Art	Sculpture & 3D (3/4)	3/4	Structural shapes	Constructing in 3D	Seeing space	Abstract sculpture	Surface decoration	
	Sculpture & 3D (5/6)	5/6	What is installation art?	Space and scale	Everyday amazing	Creative concepts	Viewer experience	
I.T.	Computing Systems & Networks: Networks (Yr3 unit)	3/4	What's a network?	A file's journey	How a website works	Routers	What is packet data?	
	Programming Music (Yr6 unit)	5/6	Tinkering with Scratch music elements	Scratch Soundtracks	Planning a soundtrack	Programming a soundtrack	Battle of the Bands	
History	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	3/4	How long ago did Prehistoric man live?	What does Skara Brae tell us about life in the Stone Age?	Who was the Amesbury Archer?	How did bronze change life in the Stone Age?	How did trade change the Iron Age?	What changed between the Stone Age and the Iron Age?
	Were the Vikings raiders, traders or settler?	5/6	When and why did the Vikings come to Britain?	Were the Vikings raiders, traders or something else?	Where did Vikings go and how did they get there?	Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?	What are the impacts of Viking raids and settlements on local communities in Britain?	What were the Vikings' achievements and how did they impact the world?
French	French greetings with puppets	3/4	French greetings	French greetings-day and night	How are you feeling?	French finger rhymes		
	Portraits-describing in French	5/6	Portraits-getting French adjectives to agree	Simple descriptions in French	Describing people in French	Describing personality traits in French	Writing portraits of friends in French	
Music	Creating a composition in	3/4	Telling stories through music	Creating a soundscape	Story sound effects	Adding rhythm	Musical mountain	

	response to an animation (Yr3)							
	Looping & Remixing (Yr5)	5/6	Body percussions loops	Mixing loops	Learning the original	Looping fragments	Remix	
PSHE	2 class plan/ 1 st year of 2 year cycle	3/4 5/6	Dan's Dare (Yr3)	An email from Harold (Yr4)	OK or not OK pt1 (Yr4)	OK or not OK pt2 (Yr4)	Collaboration Challenge (Yr5)	Give and Take (Yr5)
R.E.	2a.1 What do Christians learn from the Creation story?	3/4	Explore the image of Creation (Display) in pairs, discuss links/ images they identify as linked to Creation. Mind map in books	Tell the creation story from Genesis 1 1-25 in child friendly language Create a time-line of events - show how this is at the start of the Big Story	Read Genesis 1:26-31 focus on the idea of being made 'in the image of God' and of being given control over the earth	Describe what Christians do because they believe God is Creator (for example, follow God, wonder at how amazing God's creation is; care for the Earth in some specific ways.	What might the story of Adam and Eve show about human nature and how to act?	Describe how and why Christians pray to God, say sorry, forgive and ask for forgiveness.
	U2.8	5/6	Muslims Who are the Muslims in our region? I can... ...name two of the main branches of Islam ...talk about how many Muslims there are in your region, the UK and the world.	What helps Muslims through the journey of life? I can... recall the Five Pillars and name them, using technical vocabulary ...explain how the Five Pillars express ibadah for Muslims ...describe some ways in which Muslims perform Shahadah and why it is important ...give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today	Why is Zakah/charity important to Muslims? How is charity important to you? I can.... give three reasons why zakah is a good thing for Muslims ...explain the difference between zakah and sadaqah ...give three examples of ways in which zakat might be used ...say why it is good for Muslims and for me to be generous	Why do Muslims want to go on pilgrimage? I can.... describe three things that Muslims do on Hajj ...explain why Muslims do these things on Hajj ...explain why these things matter to Muslims ...connect what Muslims do on Hajj to the Prophet Muhammad ...explain what benefits Muslims gain from Hajj rituals ...give three examples of how Hajj practices help Muslims to show unity, equality, purity, and self control ...suggest two ways in which at least one of these values are useful in the wider world, including my own life	Where do Muslims get guidance for living? I can.... recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice ...suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.	What does it mean to be a Muslim in Britain today?

