

Week	<u>Science</u> <u>Everyday Materials</u>	<u>Computing</u> Digital Literacy Information Technology (Data Handling)	<u>Creative Curriculum</u> History, Geography, Art, DT Great fire of London	<u>PSHE</u> Good to be me	<u>RE</u> <u>Christianity:</u> <u>Salvation</u>	<u>PE</u> Hockey	<u>Music</u>
1	To use materials key words. To give the name and properties of materials.	To know the school e-safety rules and how to respond to something that I'm worried about.	To share what they know about the new topic of Great fire of London. To create a concept map of their ideas.	To recognise, name and deal with their feelings in a positive way.	Where do God, Incarnation, Gospel and Salvation fit into the Big Story of the Bible?	To follow simple instructions when playing hockey. To know how to dribble with the ball.	To understand that music is used for different and specific purposes.
2	To find out about the properties of wood. To suggest ways of testing the different properties of wood and to explore uses of wood. What if? Imagine that everything was made of wood.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	To locate and name the area of London affected by the fire. How do we know about the Great Fire of London? What happened in the Great Fire of London? To explore the art related to the Great Fire of London.	To think about themselves, learn from their experiences and recognise what they are good at.	Can I retell the Easter story?	To be able to accurately pass a ball with a hockey stick.	To explore, choose and organise sounds, and be able to describe them using signs and symbols.
3	To explore how the shapes of solid objects made from some materials can be changed by	To recognise common uses of information technology beyond school	To sequence the events of the Great Fire of London. To find out about the Great Fire of London from Samuel	To know how to set a simple goal. To contribute to the life of the class	How do Christians feel when they read the Easter story?	To be able to pass the ball whilst moving. To be able to	To use our voices expressively through singing and chanting.

	<p>squashing, bending, twisting and stretching.</p> <p>To name the different forces.</p> <p>To accurately record my results.</p>		<p>Pepys' diary.</p>	<p>and the school.</p> <p>To dispel stereotypes in the in jobs.</p>		<p>shoot.</p>	
4	<p>Outdoor learning</p> <p>To know the difference between waterproof and absorbent materials.</p>	<p>To use technology safely and respectfully, keeping personal information private.</p>	<p>TASC</p> <p>To understand why the Great Fire of London spread so quickly.</p> <p>To design and build fire fighting equipment.</p> <p>To select and use materials to make models based on their properties.</p>	<p>To listen to other people and work and play cooperatively.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>How do Christians show their beliefs about Jesus as a saviour in Church worship?</p>	<p>To be able to tackle correctly</p> <p>To understand how to defend in hockey</p>	<p>To explore sounds that we can make using our bodies, and express our feelings through movement.</p> <p>To create musical patterns, rehearse and perform with others and make improvements to our own work.</p>
5	<p>Outdoor learning</p> <p>To know why materials sink and float.</p>	<p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>What have we learnt about the Great Fire of London?</p> <p>To explore how London changed after the Great Fire.</p>	<p>To consider social and moral dilemmas that they come across in everyday life.</p>	<p>What can I think, talk and ask about whether the text has something to say for me by exploring different ideas?</p>	<p>To understand how to attack in hockey.</p> <p>To be able to play as part of a team in a hockey match.</p>	<p>To play untuned musical instruments and explore how the musical elements can be used to make music expressive.</p>