

	<b>Week 1 Wb 25<sup>th</sup> April</b>	<b>Week 2 Wb 2<sup>nd</sup> May</b>	<b>Week 3 Wb 9<sup>th</sup> May</b>	<b>Week 4 Wb 16<sup>th</sup> May</b>	<b>Week 5 Wb 23<sup>rd</sup> May</b>
<b>English</b>	<b>'Stone Age Boy' (Fiction)</b> Dictionary skills to define topic related words. Make inferences about the book. Writing in role as 'Boy' (diary)	<b>'Stone Age Boy' (Fiction)</b> Drama conventions to explore and perform part of the book. Character Description – Stone Age Boy. Plan own narrative.	<b>'Stone Age Boy' (Fiction)</b> Write, edit and improve own narrative.	<b>'The History Detective Investigates: Stone Age to Iron Age' (Non-fiction)</b> Formal writing – job advert for a Stone Age hunter.	<b>'The History Detective Investigates: Stone Age to Iron Age' (Non-fiction)</b> Explanation text – How tools have developed over time.
<b>Maths</b>	<b>Statistics -</b> Pictograms and tables.	<b>Statistics -</b> Bar charts and tables.	<b>Time -</b> Months and years, hours in a day, telling time to 5 minutes and telling time to one minute.	<b>Time -</b> Using a.m. and p.m., 24-hour clock, finding the duration, comparing the duration	<b>Time -</b> Start and end times, Measuring time in seconds and problem solving with time.
<b>Science</b>	<b>Plants</b> To describe the functions of different parts of the flowering plants (roots, stem/trunk, leaves, flowers)	<b>Plants</b> To explore requirements of plants for growth and life	<b>Plants</b> To explain how plants can adapt to their habitat	<b>Plants</b> To investigate the way water is transported within plants	<b>Plants</b> To explain the part flowers play in the life cycle of flowering plants
<b>Computing</b>	<b>Entry assessment Information Technology</b> Introduce book creator (logging in, explore)	<b>Information Technology</b> Adding pictures and videos to a book.	<b>Information Technology</b> Adding and format text to a book.	<b>Information Technology</b> Adding audio to your book.	<b>Information Technology</b> Create a draft of a stone age book.
<b>History</b>	<b>Entry Assessment – What 10 Words?</b>  <b>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</b> Annotate artists reconstruction of a Stone Age scene.		<b>How different was life in the Stone Age when man started to farm?</b> Locate farming on a timeline. Explain the impact of farming		<b>What can we learn about life in the Stone Age from a study of Skara Brae?</b> Make deductions of the way of life by studying evidence from the past.

<b>Geography</b>		<b>Entry Assessment – KET Connected Geography – Why do so many people live in megacities?</b>  What are megacities and where are they located?	<b>Connected Geography – Why do so many people live in megacities?</b>  Why is Milton Keynes the UK's fastest growing city?	<b>Connected Geography – Why do so many people live in megacities?</b>  Why did Baghdad become the first city in the world with one million people?	
<b>Art</b>	<b>Collage</b> Practice basic collage techniques/skills such as ; over lapping, layering and emphases given on using small pieces.	<b>Collage</b> Experiment with a range of natural material to create a Stone Age related collage.	<b>Collage</b> Design and create a simple mosaic	<b>Collage</b> To create a piece of artwork using Chromebooks /iPad, linked to the Stone Age.	<b>Worldwide artist study: Andy Warhol</b> Create a piece of artwork in his style linked to the Stone Age. Create a fact file about him.
<b>DT</b>	<b>Food -Famous chef Jamie Oliver</b> <ul style="list-style-type: none"> <li>•Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. <ul style="list-style-type: none"> <li>•Follow instructions.</li> </ul> </li> <li>•Make healthy eating choices from and understanding of a balanced diet. <ul style="list-style-type: none"> <li>•Join and combine a range of ingredients e.g. snack foods.</li> <li>•Work safely and hygienically.</li> </ul> </li> <li>•Prepare and cook a range of predominately savoury dishes using a range of cooking techniques.</li> <li>•Understand seasonality and know where and how ingredients are grown and captured.</li> </ul>				
<b>RE</b>	<b>What kind of world did Jesus want? (Gospel)</b> What qualities do teachers have?	<b>What kind of world did Jesus want? (Gospel)</b> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.	<b>What kind of world did Jesus want? (Gospel)</b> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	<b>What kind of world did Jesus want? (Gospel)</b> Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.	<b>What kind of world did Jesus want? (Gospel)</b> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
<b>PE</b>	<b>Net and Wall – Tennis</b> Hitting targets (throwing)	<b>Net and Wall – Tennis</b> Introduce winning points (no rackets)	<b>Net and Wall – Tennis</b> Mini ladder tournament (throwing to win points)	<b>Net and Wall – Tennis</b> Introduce rackets	<b>Net and Wall – Tennis</b> Forehand/backhand rallies
<b>PSHE/RSHE</b>	<b>Being my best</b> Healthy eating - what makes a balanced diet? Identify food groups and create a healthy meal.	<b>Being my best</b> Illness – look at how and why people get ill and what importance medicine has on our bodies.	<b>Being my best</b> Health and wellbeing debate - 'all children should be made to do at least 30 minutes exercise a day'	<b>Being my best</b> I am fantastic Identify and talk about personal achievements	<b>Being my best</b> Getting on with your nerves! to understand that messages travel through our body from our brain.

<b>Music</b>	<b><u>Bringing Us Together</u></b> History of music – how the disco genre was created.	<b><u>Bringing Us Together</u></b> Listen to and appraise disco songs. What elements do they have in common? Are there any differences?	<b><u>Bringing Us Together</u></b> Listen and appraise 'Bringing Us Together'. How do we know it is a disco song?	<b><u>Bringing Us Together</u></b> Listen and appraise 'Bringing Us Together'. Focus on the theme of friendship. What other songs do we know with this theme?	<b><u>Bringing Us Together</u></b> Understanding the link between tempo and dance styles
<b>Languages (KS2)</b>	<b>All about school</b> To ask and explain where things are in the classroom	<b>All about school</b> To describe contents of my pencil case.	<b>All about school</b> To express opinions about school subjects	<b>All about school</b> To listen to commands and follow instructions	<b>All about school</b> To ask and answer questions about places in school
<b>Oracy</b>	<b>Social and emotional Oracy:</b> <ul style="list-style-type: none"> <li>•Speak with confidence in front of an audience</li> <li>•Begin to recognise different roles within group talk e.g., chairperson</li> <li>•Adapt the content of their speech for a specific audience</li> </ul>				
<b>Career Links</b>	Actor Sports Person Graphic Designer	Linguist Musician	Mathematician	Performer	Dietician Chef Public speaker
<b>Community Links</b>			Farming	Musical groups/performers within our community.	
<b>Local Context</b>	Cornish Caretakers			Local Music Appreciation.	
<b>Cultural Capital Enrichment</b>					M&M productions Jungle Book Jubilee celebrations.
<b>British Values</b>	<b>Democracy:</b> <b>Rule of Law:</b> <b>Individual Liberty</b> <b>Mutual Respect:</b> <b>Tolerance: RE:</b> <b>British Values: Picture News</b>				
<b>British Values: Whole School</b>	<b>Tolerance:</b> Ramadan, VE Day, Pentecost, Deaf Awareness Week <b>Liberty:</b> Collective Worship, Child Safety Week, International Dance Day, World Fairtrade Day, Walk to School Week <b>Democracy:</b> Link to Local/National Elections (usually held in May). <b>Mutual Respect:</b> The Queen's Official Birthday				