

**Geography**

Lesson 1 - To know find old buildings on a map of Telford

Lesson 2- To begin to understand the features of a compass.

Lesson 3 - To look at and understand what a four-figure grid reference is.

Lesson 4- To walk around Telford use ariel photograph to see the key features they will see on their walk.

Lesson 5- **To use the eight points of a compass, four and six-figure grid references, symbols and key to create their own OS map for their walk to the library.**

Lesson 6 - Local Wellington walk using the OS map to follow on a walk to the Library

Week 7 - What are the benefits and limitations of using an ordinance survey map over modern technology?

 **D&T**

Key question: What are the key features in Giorgio Morandi’s work?

Week 1 - To look at the work of an artist (Giorgio Morandi)

Week 2 - To understand how to arrange and draw a still-life image from observation

Week 3 - To sketch an outline of the still life objects using symmetry lines

Week 4 - To know how to use sketching techniques to add depth and shading to the still life objects - To know that ’tone’ means the lightness or darkness of something

Week 5 - To be able to draw my still life picture using my sketching skills

Week 6 - To improve my sketch by doing a second draft

Week 7 - To share and evaluate my piece of work in our class gallery.

**Science – Electricity**

Key question: How does electricity flow?

Week 1- To identify common appliances that run on electricity.

Week 2- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Week 3 - To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Week 4- To learn what electrical conductors and insulators are and predict which objects conduct electricity

Week 5 - To recognise some common conductors and insulators, and associate metals with being good conductors.

Week 6 - To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Week 7 – Reflect and fill in independent answers for our key question

Basecamp:

November - December

**ICT**

Week 1 - To experiment with scratch

Week 2- To set activities for three different sprites

Week 3- To recognise and compare motion blocks

Week 4 - To create a sequence of motion blocks

Week 5 - To build a sequence of commands

Week 6 - To show multiple sprites

Week 7 - To create my own scratch programme

**Reading Good Dog Carl - Alexandra Day**

Week 1 – Understanding the characters

Week 2 – Add writing to the book

Week 3 – Perform the book

Week 4 – What happens next?

Week 5 – Evaluate the book



**Writing - Rabbit & Bear**

Week 1 – Compare summer and Winter

Week 2 – Letter to Rabbit and bear – what is Gravity?

Week 3 – Describe the journey of the snowball

Week 4 – Recipe for bear

Week 5 – Write about Rabbits bad habits

Week 6 – List of hygiene rules

Week 7 – Description of The Wolf





**PSHE**

Key question: What can we learn from Christians and Muslims?

Week 1- To consider the idea that we are all inspired by other people sometimes

Week 2 - To predict the consequences of good or bad choices.

Week 3 - To know and understand the meaning of one of Jesus’ parables.

Week 4 - To learn how and why forgiveness works to mend broken relationships, and be aware that forgiveness is not easy.

Week 5 - To understand what Jesus’ miracles show about him.

Week 6 - To reflect upon whether happiness can be found in

possessions.

Week 7 - To reflect on their learning and apply ideas about

good and bad choices and temptation for themselves.

**German**

Lesson 1 - Colours (Bonfire night

Lesson 2: -Days

Lesson 3 - Months

Lesson 4 - Asking and answering the date

Lesson 5 - Asking and answering birthdays

Lesson 6 - Christmas phrases

Lesson 7 - Christmas songs

**PE**

Week 1- To translate ideas from a stimuli into movement with support.

Week 2 – To translate ideas from a stimuli into movement with support.

Week 3 – To begin to improvise both independently and with a partner to create a simple dance.

Week 4- To improvise both independently and with a partner to create a simple dance.

Week 5 – To begin to compare and adapt movements and motifs to create a longer sequence.

Week 6 – To compare and adapt movements and motifs to create a longer sequence.,

Week 7 – To reflect on our own routines and use simple dance vocabulary to describe it.

**Maths (main)**

Key Question: Other pupils will be accessing a bespoke curriculum for maths which reflects their age and stage of learning.

Week 1 – Addition and subtraction with 3 digit numbers

Week 2 – Multiplication and division with 4 times table

Week 3 – Assessment week

Week 4 – Estimations with addition and subtraction

Week 5 – Multiplication with 8 times table

Week 6 – Division with 8 times table

Week 7 – Multiplication and division with 2,4 and 8 times table