



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	<p><u>Iron Man by Ted Hughes</u> Read chapter 1</p> <p>*front cover illustrations and examine * Description of Iron Man</p> <p>Grammar *vocab *adjectives *fronted adverbials</p> <p>Spellings *Words with the prefix 're-' 're-' means 'again' or 'back.'</p>	<p><u>Iron Man by Ted Hughes</u> Read chapter 2</p> <p>*recount of 1<sup>st</sup> encounter with Iron Man *Free verse poem * role play * debate /discussion *persuasive letter from father</p> <p>Grammar *formal/informal language *layout devices *paragraphs</p> <p>Spellings *The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p>	<p><u>Iron Man by Ted Hughes</u> Read chapter 3</p> <p>*recount as Hogarth about trapping Iron man *short list poem on scrap yard</p> <p>Grammar *expanded noun phrases *present perfect verbs</p> <p>Spellings * The prefix 'mis-' This is another prefix with negative meanings.</p>	<p><u>Iron Man by Ted Hughes</u> Read chapter 4</p> <p>*descriptive writing *questions to the Iron man *role play *television interview</p> <p>Grammar *questioning *direct speech *present perfect verbs</p> <p>Spellings * Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p>	<p><u>Iron Man by Ted Hughes</u> Read chapter 5</p> <p>*newspaper report</p> <p>Grammar *headings/sub-headings *paragraphs *present perfect verbs</p> <p>Spellings *Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p>	<p><u>Iron Man by Ted Hughes</u> *newspaper report</p> <p>Grammar *headings/sub-headings *paragraphs *present perfect verbs</p> <p>Spellings * Challenge words</p>	<p><u>Iron Man by Ted Hughes</u> *book review *biography on Ted Hughes</p> <p>Spellings Recap over suffixes used this half term</p>
<b>Maths</b>	<p><u>Addition and Subtraction</u> Subtract a 3-digit number from a 3-digit number – no exchange; Subtract a 3-digit number from a 3-digit number – exchange; Estimate answers to calculations; Check answers; Mini assessment</p>	<p><u>Multiplication and Division</u> Multiplication – equal groups; Multiplication using the symbol; Using arrays; 2 and 5 times-tables</p>	<p><u>Multiplication and Division</u> Make equal groups – sharing; Make equal groups – grouping: Divide by 2, 5 and 19</p>	<p><u>Multiplication and Division</u> Multiply by 3; Divide by 3; The 3 times-table: Multiply by 4; Divide by 4</p>	<p><u>Multiplication and Division</u> The 4 times table; Multiply by 8; Divide by 8; The 8 times table; Mini assessment</p>	<p>Consolidation week and problems of the day</p>	<p>Activity week</p>
<b>Science</b>	<p><u>Forces and Magnets</u> Create a mind map</p>	<p><u>Forces and Magnets</u> Identifying pushes and pulls</p>	<p><u>Forces and Magnets</u> Cars on different surfaces – compare how things move on different surfaces; Spinning tops</p>	<p><u>Forces and Magnets</u> Observe how magnets attract or repel each other and attract some materials and not others; predict whether two magnets will attract or repel depending on which poles are facing</p>	<p><u>Forces and Magnets</u> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; Coins investigation</p>	<p><u>Forces and Magnets</u> Investigate that some forces need contact between two objects, but magnetic forces can act at a distance</p>	<p><u>Forces and Magnets</u> Love to Investigate: How mighty are magnets? Testing the strength of magnets; Testing a paperclip on different surfaces</p>
<b>PSHE</b>	<p><u>Safe Relationships</u> The effects and consequences of bullying for the people involved</p>	<p><u>Safe Relationships</u> Online bullying: the similarities and differences to face-to-face bullying</p>	<p><u>Safe Relationships</u> What to do and who to tell if you see or experience bullying or hurtful behaviour</p>	<p><u>Respecting Ourselves and Others</u> Recognising respectful behaviours e.g. helping or including others, being responsible</p>	<p><u>Respecting Ourselves and Others</u> Showing respect in school, at home and online</p>	<p><u>Respecting Ourselves and Others</u> Self-respect and the right to be treated respectfully by others</p>	<p><u>Respecting Ourselves and Others</u> Showing respect and good manners in different cultures and in wider society</p>
<b>PE – Coach</b>	<p><u>Team Building</u> To follow instructions and work with others.</p>	<p><u>Team Building</u> To develop communication skills when working with a partner.</p>	<p><u>Team Building</u> To co-operate and communicate in a small group to solve challenges.</p>	<p><u>Team Building</u> To create a plan with a group to solve the challenges.</p>	<p><u>Team Building</u> To communicate effectively and develop trust.</p>	<p><u>Team Building</u> To work as a group to solve problems.</p>	<p><u>Team Building</u> To discuss and plan with a partner and small group to solve problems and to work with a group to copy and create a basic map.</p>
<b>PE - Class Teacher</b>	<p><u>Fitness</u> To develop an awareness of what your body is capable</p>	<p><u>Fitness</u> To develop your sprinting technique and to develop your speed.</p>	<p><u>Fitness</u> To develop strength using my own body weight.</p>	<p><u>Fitness</u> To complete actions to develop co-ordination.</p>	<p><u>Fitness</u> To complete actions to develop agility.</p>	<p><u>Fitness</u> To complete actions to develop balance.</p>	<p><u>Fitness</u> To complete actions to develop stamina and to re-</p>

	of and to test and record baseline fitness scores.						test fitness scores and recognise improvement.
<b>RE</b>	<u>Why is remembrance important?</u> Why is it important to remember?	<u>Why is remembrance important?</u> How does remembering help the cause of peace?	<u>How do Advent and Epiphany show us what Christmas is really like?</u> What did the prophets foretell about the first Christmas?	<u>How do Advent and Epiphany show us what Christmas is really like?</u> How did John the Baptist prepare the way?	<u>How do Advent and Epiphany show us what Christmas is really like?</u> How is the message of Christmas lived out among the people of God?	<u>How do Advent and Epiphany show us what Christmas is really like?</u> What clues does Epiphany give us about Jesus' life?	Review and reflect