



<p>Computing Computer Science</p> <p>Purple Mash Project evolve</p>	<p><b>Algorithms</b> To understand what an algorithm is. • To create a computer program using simple algorithms.</p> <p><b>Online safety</b> Self-image and identity I can explain how other people may look and act differently online and offline.</p>	<p><b>Repeat and Timer</b> To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command.</p> <p><b>Online safety</b> Self-Image and Identity I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p><b>Debugging</b> To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs.</p> <p><b>Online safety</b> Online Relationships I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky</p>	<p><b>Different Object Types</b> To create programs using different kinds of objects whose behaviours are limited to specific actions. • To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. • To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p> <p><b>Online safety</b> Online Relationships I can explain who I should ask before sharing things about myself or others online</p>	<p><b>The design, code, test process</b> To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story</p> <p><b>Online safety</b> Online Relationships I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p>			
<p>T3 - Continents and Oceans, Weather and Seasons T4 - The United Kingdom Contrasting locality – Zambia</p>								

Geography	Lesson4: Draw and label a map of the UK. LI: pupils can name and locate the 4 countries in the UK.	Lesson 5: Match capital cities to landmarks. Add capital cities to their map. LI: Pupils can name the four capital cities of the UK. LI: Pupil can refer to human features using geographical language.	Lesson 6: Research the weather and food in the UK. LI: Can identify seasonal and daily weather patterns.	Lesson 7: To learn about the equator and locate Zambia on the map. LI: To locate hot and cold areas of the world in relation to the equator.	Lesson 8: To research the food and weather of Zambia. LI: To study a non-European country and identify similarities and differences in human geography.	LI: To compare Zambia to the UK.  LI: Pupils have studied a non-european country and can compare the similarities and differences in the physical geography.		
History								
Art & DT				Design an African animal sculpture. LI: Model and communicate ideas through talking and drawing.	Create an African animal sculpture. LI: Select from and use a range of tools to perform practical tasks e.g sculpting.	Evaluate their African sculpture. LI: To evaluate their ideas and products against design criteria.		
PE Unit 1 Personal	Unit 6- Agility- Ball chasing. Tunnels. I am aware of why exercise is important for good health. Hockey	Unit 6- Agility- Ball chasing. Develop combinations. I am aware of why exercise is important for good health. Hockey	Unit 6- Agility- Ball chasing. Tunnels. I can say how my body feels before, during and after exercise. Hockey	Unit 6- Floor work. Reverse formation in front support. I can say how my body feels before, during and after exercise. Hockey	Unit 6- Floor work Reverse formation in front support. I can use equipment appropriately and land and move safely. Hockey	Unit 6 floor work- Front curling game. I can explain why we need to warm u0p and cool down. Hockey.		

PSHE Healthy me	Jigsaw- I know what I need to be healthy. I know how to be motivated to make the right health and lifestyle choices.	Jigsaw- Being relaxed I can show or tell you what relaxed means. I know some things that can make me feel relaxed when I am stressed.	Jigsaw- Medicine safety- I understand how medicines work in my body.	Jigsaw- Healthy eating- I can decide which foods to eat to give my body energy.	Jigsaw- The healthy me café- I can design some healthy snacks and explain why they are good for me.	Assessment review of topic.		
RE Passover Judaism	Discovery RE- Step 1- Engagement. How important is it for Jewish people to do what God asks them?	Discovery RE- Investigation How important is it for Jewish people to do what God asks them?	Discovery RE- Investigation. How important is it for Jewish people to do what God asks them?	Discovery RE- Evaluation How important is it for Jewish people to do what God asks them?	Discovery RE- Expression How important is it for Jewish people to do what God asks them?	Assesmbly.		
Music  Music Express	Our bodies  •Recognising and responding to steady beat • Recognising and responding to a rhythm ostinato pattern • Recognising and playing rhythmic patterns  Lesson 1		Our bodies  Recognising and responding to steady beat at different tempi • Playing steady beats at different tempi on body percussion and instruments • Singing in two parts and combining steady beats  Lesson 2		Our bodies  Recognising and responding to different steady beats • Performing rhythmic movement patterns to a steady beat • Performing rhythmic patterns on percussion  Lesson 3	Seasons  Singing with expression, paying attention to the pitch shape of the melody • Using sign language in a song • Accompanying a song with vocal and instrumental ostinato\  Lessons 1,2,3		
Phonics Phase 5	Adding 'es' to verbs ending in 'y'.  Revise homophones.	The possessive apostrophe (singular nouns).  Revise contractions.	Adding suffixes 'ful', 'less', 'ly'.  Revise tricky words.	Words ending with 'tion'  Dictionary skills	Sounds spelt 'el' at the end of words.  Dictionary skills	Adding the endings 'ing' 'er' 'est' 'ed''y' to the end of words.		
Spellings								

