

## Curriculum Plan – Foundation Department

2025–2026

### Foundation Skills – KH group

#### Autumn Term 1 – The Night Gardener

English – The Night Gardener							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	What is the author trying to impress on the reader? Write 5 sentences about illustration What are your thoughts? To find out about orphanages	Do you think the boy is an orphan? Why do you think the Night Gardener choose to work at night? What impact does colour/no colour have?	Who do you think the Night Gardener is? Write a story about the Night Gardener Adverbial Clauses	How have the changes affected Grimloch? How would your street have celebrated? Evidence the story is not set in modern times	William's story Rewrite the story from William's point of view	Conflicting information What happens next? Write the Sequel	Continue writing the sequel to the story

Maths							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Lesson 1/2</b>	<b>Number</b> 1 – Place Value within 10 2/3/4 – Place value	<b>Number</b> 1 – Place Value within 10 2/3/4 – Place value	<b>Number</b> 1 – Place Value within 10 2/3/4 – Place value	<b>Number</b> 1 – Addition within 10 2/3/4 – Addition	<b>Number</b> 1 – Addition within 10 2/3/4 – Addition	<b>Number</b> 1 – Subtraction within 10 2/3/4 – Subtraction	<b>Number</b> 1 – Subtraction within 10 2/3/4 – Subtraction
<b>Lesson 3/4</b>	<b>Measurement</b> Time	<b>Measurement</b> Time	<b>Measurement</b> Time	<b>Geometry</b> 1 – properties of Shape 2/3/4/ – properties of shape	<b>Geometry</b> 1 – properties of Shape 2/3/4/ – properties of shape	<b>Geometry</b> 1 – properties of Shape 2/3/4/ – properties of shape	<b>Statistics</b> Interpret

Phonics							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	Phonics assessment	ou	a	e	l	o	

Science – Plants							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	To describe seed dispersal and germination and set up a simple plant growth investigation.	To describe the functions of roots and stems, including water transportation, and observe this process in plants.	To identify the parts and primary function of leaves while observing patterns and similarities among them.	To explain the function of flowers and identify their parts through careful observation.	To describe the processes of pollination and fertilisation in plants.	To describe the life cycle of a flowering plant and showcase learning through oral and written explanations.	End of unit test

PSHE – Health and Well-being – it's my body							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	I can choose what happens to my body and I can get help with any concerns	I know how to keep my body healthy	I know why it is important to get enough sleep	I understand the importance of hygiene and what to do if I feel unwell	I know how to take medicine safely and keep safe around drugs	I know how to make better choices and choose healthy habits	I can design a healthy meal plan

RE – What are the rules?							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	To know why rules are important	To know about the 10 commandments	To explain why Shabbat is important to Jewish people	To know about the five pillars of Islam	To explain what the 5 Ks are (Sikhism)	To make decisions based on humanist values	

ICT							
	WB: 1.9.25	WB. 8.9.25	WB. 15.9.25	WB. 22.9.25	WB. 29.9.25	WB. 6.10.25	WB. 13.10.25
<b>Focus</b>	Online Safety – Safety in numbers	Safety in numbers	Fact or Fiction?	Fact or Fiction?	Appropriate Content & Ratings	Appropriate Content & Ratings	



### Autumn Term 2 – The River (Wind in the Willows)

English							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>	-To find out the meaning of words using a dictionary - To identify the setting of the story -To identify characters -To identify what the writer wants us to think	-To write a diary entry as mole -To identify what toad is going to do -To identify what happens on the trip in the Caravan -To predict what will happen next -To identify why Mole wants to go to the wild wood	-To identify a word that means the same -To draw a picture listening to a description -To identify what Mole can see, hear, feel -To identify why Rat went to find Mole	-To write a diary entry -To identify if Badger will be happy to see Rat and Mole -To identify why Mole wants to go back to his home -To identify why they want to turn toad into a sensible toad	-To provide an opinion of toad after he escapes -To identify if the arrest was fair/unfair -To identify toads feelings -To identify the main events in the story -To identify synonyms	-To provide an opinion of Toad's behaviour -To identify why Toad finds it difficult to change -To identify how Toad will react -To identify what the Wild Wooders opinion of Toad is -To identify how Toad shows he has changed	-To review the book -To write an information text

Maths							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Lesson 1/2</b>	<b>Number</b> 1 – Addition/Subtraction within 10- word problems (all) 2/3/4 – Addition/subtraction	<b>Number</b> Multiplication	<b>Number</b> Multiplication	<b>Number</b> Division	<b>Number</b> Division	<b>Number</b> Multiplication and Division word problems	<b>Number</b> Yr 1 –place value within 20 2/3/4 – Fractions
<b>Lesson 3/4</b>	<b>Statistics</b> Interpret	<b>Measurement</b> Yr 1/2 – Length and height Yr 3/4 Length and perimeter	<b>Measurement</b> Yr 1/2 – Length and height Yr 3/4 Length and perimeter	<b>Measurement</b> Yr 1/2 – Length and height Yr 3/4 Length and perimeter	<b>Measurement</b> Yr 1/2 – Length and height Yr 3/4 Length and perimeter	<b>Geometry</b> Position and Direction	<b>Geometry</b> Position and Direction

Phonics							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>	<b>recap</b>	<b>ue</b>	<b>ew</b>	<b>y</b>	<b>aw</b>	<b>au</b>	<b>ow</b>

Science – Working Scientifically							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>	There's a hole in my bucket plan investigation	There's a hole in my bucket experiment	Bridge Blunder Plan investigation	Bridge Blunder – experiment	Windy ways – plan investigation	Windy ways – experiment	Paper helicopter – plan and investigate

Geography – Rivers and the water cycle							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>	To be able to describe and sequence the processes in the water cycle.	To be able to understand the three stages of a river's journey. To be able to describe the changes in a river as it flows along its course.	To be able to explain the features of a river. To be able to give examples of human and physical features near rivers.	To be able to give reasons why people live near rivers. To be able to understand the impact humans have on rivers.	To be able to understand that access to water is not equal. To identify causes and consequences of not being able to access water.	To be able to understand why we should use water more sustainably. To be able to discuss strategies to use water more sustainably.	Summary of the unit and findings

PSHE – British Values							
	WB: 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>	To describe what it is like to live in the British Isles	To talk about what democracy is and understand why it is important.	To talk about what rules and laws are and identify how they help us.	To talk about what liberty means and I can identify the rights of British people.	To describe a diverse society and talk about why it is important.	To explain what being British means to me and to others.	Recap the terms work

ICT							
	WB 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
<b>Focus</b>		Branching Databases Introducing Databases	Branching Databases	Creating a branching database on the computer	Coding - Using Flowcharts	Using Timers	Using Repeat

PE – Multi skills – Bat and Ball							
	WB 3.11.25	WB. 10.11.25	WB. 17.11.25	WB. 24.11.25	WB. 1.12.25	WB. 8.12.25	WB. 15.12.25
Focus	To hold a racket correctly to hit a ball	Hit it back – To hit a ball that has been thrown underarm	Top Tactic – To practice and use a simple tactic	Cricket control – To hold a cricket bat correctly and use it to hit a ball	Getting game ready – To practice a range of cricket skills	Let's play – To combine skills to play a competitive team game	Let's play – To combine skills to play a competitive team game

### Spring Term 1 – Alice in Wonderland

English						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	<ul style="list-style-type: none"> <li>-To identify what Alice is thinking</li> <li>-To identify why Alice followed the White Rabbit</li> <li>-To identify what Alice saw as she went down the hole</li> <li>-To identify what Alice is thinking</li> <li>-To identify if Alice should have drunk from the bottle</li> </ul>	<ul style="list-style-type: none"> <li>- To choose what flavours to have in the bottle</li> <li>-To find synonyms</li> <li>-To identify homophones</li> <li>-To write a shape poem</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what Alice is thinking when she gets so big</li> <li>-To identify if the caterpillar helps Alice</li> <li>- To identify if the Duchess looks after the baby properly and why the writer introduces a cat</li> <li>- To write direct speech</li> <li>-To identify what Alice thought when she went to the tea party</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what a riddle is</li> <li>-To find out what croquet is and how to play it</li> <li>-To write a set of instructions</li> <li>-To identify what the subjects could be</li> <li>-To write a trial report</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what happened to Alice as she watched the trial</li> <li>-To sequence the main events</li> <li>-To put yourself in Alice's shoes</li> <li>-To put yourself in Alice's shoes</li> <li>-To identify precise nouns</li> </ul>	<ul style="list-style-type: none"> <li>-To identify powerful verbs</li> <li>-To identify which character is your favourite</li> <li>-To find out about the Queen of hearts</li> <li>-To provide my opinion of the Queen of Hearts</li> <li>-To identify if I think Alice is determined and independent</li> </ul>

Maths						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Lesson 1/2</b>	<b>Number</b> 1 - Addition/Subtraction within 10-word problems (all) 2/3/4 - Addition/subtraction	<b>Number</b> Multiplication	<b>Number</b> Multiplication	<b>Number</b> Division	<b>Number</b> Division	<b>Number</b> Multiplication and Division word problems
<b>Lesson 3/4</b>	<b>Statistics</b> Use and interpret	<b>Measurement</b> Yr 1- mass and volume Yr 2 – Mass capacity and temp Yr 3/4 Mass and Capacity	<b>Measurement</b> Yr 1- mass and volume Yr 2 – Mass capacity and temp Yr 3/4 Mass and Capacity	<b>Measurement</b> Yr 1- mass and volume Yr 2 – Mass capacity and temp Yr 3/4 Mass and Capacity	<b>Geometry</b> 1 – properties of Shape 2/3/4/ – properties of shape	<b>Geometry</b> 1 – properties of Shape 2/3/4/ – properties of shape

Phonics						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	oe	wh	c	g	ph	ea

Science – Working Scientifically						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	Just my cup of tea	Making and testing toothpaste	Brilliant bubbles	Rainbow colour collectors	Slippery Slidey shoes	Music maker

History – Local Study						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	To know how to plan my research	To complete my plan for my research	To begin to find out facts about my local study	To continue to find facts about my local study	To find pictures about my local study	To present my information

PSHE – Money Matters						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	To explain what skills are needed for a range of jobs and why people go to work.	To explain the different ways people pay for things.	To discuss financial risk and borrowing and explain some consequences of this.	To understand the different decisions people have to make about how to spend their money.	To explain how adverts try to influence our spending and why they do this.	To explain ways I can keep track of what I spend and why it is important to do this.

ICT						
	WB. 5.1.26	WB. 12.1.26	WB. 19.1.26	WB. 26.1.26	WB. 2.2.26	WB. 9.2.26
<b>Focus</b>	. spreadsheets - Creating pie charts and bar graphs	Advanced mode and cell addresses	The formula bar	Using and combining tools in 2Calculate	Line graphs	Using a spreadsheet for budgeting

<b>PE – Dodgeball</b>						
	<b>WB. 5.1.26</b>	<b>WB. 12.1.26</b>	<b>WB. 19.1.26</b>	<b>WB. 26.1.26</b>	<b>WB. 2.2.26</b>	<b>WB. 9.2.26</b>
<b>Focus</b>	Aiming and throwing – To learn about the basics of dodgeball	Top Dodgers – To learn different techniques to dodge the ball	The Artful dodgers – To learn different techniques to dodge the ball in dodgeball	Catching and Blocking – To learn how to defend in dodgeball by catching and blocking	Let's talk tactics – To know about the different parts of a dodgeball court	Let's play dodgeball – To work as part of a team

### Spring Term 2 – Charlie and the Chocolate Factory

English						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	<ul style="list-style-type: none"> <li>-To identify how Charlie's grandparents view Mr Wonka</li> <li>-To identify the impression I get of Veruca</li> <li>-To identify why you think Charlie is so desperate to visit the factory</li> <li>-To identify the first impressions of Violet</li> <li>-To identify the first impression of Mike</li> </ul>	<ul style="list-style-type: none"> <li>-To identify how you feel about Charlie in this chapter</li> <li>-To identify how Charlie reacted when he first found the ticket</li> <li>-To identify Charlie's thoughts walking home from the shop</li> <li>-To identify sentences that build up excitement</li> <li>- To write Charlie's diary from the night before</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what the sentence refers to</li> <li>-To identify what Wonka thinks about the children</li> <li>-To identify a range of feelings entering the chocolate room</li> <li>-To use adjectives to describe the chocolate room</li> <li>-To build sentences</li> </ul>	<ul style="list-style-type: none"> <li>-To write a description of the chocolate room</li> <li>-To identify thoughts about the oompa lumpas</li> <li>-To identify if it was fair what happened to Augusto</li> <li>-To write a conversation</li> <li>-To find synonyms</li> </ul>	<ul style="list-style-type: none"> <li>-To identify what Wonka thinks when Charlie is the winner</li> <li>-To write a persuasive argument</li> <li>-To identify the relationship between Violet and her dad</li> </ul>	<ul style="list-style-type: none"> <li>-To write a story in the first person about bring in the story</li> </ul>

Maths						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Lesson 1 / 2</b>	<b>Number</b> Yr 1 -Place value within 20 Yr 2/3/4-Addition	<b>Number</b> Yr 1 -Place value within 20 Yr 2/3/4-Subtraction	<b>Number</b> Yr 1 -Place value within 20 Yr 2/3 - Fractions Yr 4 - Decimals	<b>Number</b> Yr 1 -Place value within 20 Yr 2/3 - Fractions Yr 4 - Decimals	<b>Number</b> Multiplication	<b>Number</b> Multiplication
<b>Lesson 3 / 4</b>	<b>Statistics</b> Use and Interpret	<b>Statistics</b> Use and Interpret	<b>Measurement</b> Money	<b>Measurement</b> Money	<b>Measurement</b> Money	<b>Geometry</b> Position and Direction

Phonics						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	le	tch	are	ear	ore	y

Science – States of Matter						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	To compare and group examples of solids, liquids and gases, based on their properties.	To compare the melting rate of ice at different temperatures.	To investigate and compare the melting rates of different types of chocolate.	To research and compare the melting points of different metals.	To identify the relationship between temperature and evaporation rate.	To identify the processes of evaporation and condensation in the water cycle.

RE – Special Places						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	Where is my special place and why?	Buddhism	Christianity	Islam	Judaism	Sikh

PSHE – VIP's – Relationships						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	To explain the importance of respecting my VIPs.	To explain how to make and keep fabulous friends.	To identify my own support network.	To demonstrate strategies for resolving conflicts.	To identify what bullying is.	To know what to do if someone is being bullied.

ICT						
	WB. 23.2.26	WB. 2.3.26	WB. 9.3.26	WB. 16.3.26	WB. 23.3.26	WB. 30.3.26
<b>Focus</b>	Touch-typing - Home, Top and Bottom Row Keys	Home, Top and Bottom Row Keys (Consolidation)	Home, Top and Bottom Row Keys (Consolidation)	Left Keys	Right Keys	

<b>PE – Circuit Training</b>						
	<b>WB. 23.2.26</b>	<b>WB. 2.3.26</b>	<b>WB. 9.3.26</b>	<b>WB. 16.3.26</b>	<b>WB. 23.3.26</b>	<b>WB. 30.3.26</b>
<b>Focus</b>	Ways to travel – To travel in a variety of ways	Changing Travel – To change direction, level or speed of travel	Ball skills – To use a range of ball control skills	Balance and Coordination – To control movements using balance and coordination	The full circuit – To use a range of movement and skills in a circuit activity	Adapt and improve – To adapt and improve performance in a circuit of activities

### Summer Term 1 – Pied Piper

English					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	<ul style="list-style-type: none"> <li>-what do you know about the pied piper?</li> <li>-What impression does the poet give on the town?               <ul style="list-style-type: none"> <li>- Use a dictionary</li> </ul> </li> <li>-vermin – what does it mean?</li> <li>-read verse 2 where are the rats?</li> </ul>	<ul style="list-style-type: none"> <li>-before the rats/now</li> <li>- write a summary of the events</li> <li>-make a prediction</li> <li>- what is a mayor – describe him</li> <li>- what can you find out about the Mayor?</li> </ul>	<ul style="list-style-type: none"> <li>-how does the poet describe the strange man?</li> <li>- what does the man say he can do?</li> <li>-Why does he offer the Pied Piper so much money?</li> <li>- write dialogue</li> <li>- What music may the Pied Piper have played for the rats</li> </ul>	<ul style="list-style-type: none"> <li>- How does the poet describe the music and the rats?               <ul style="list-style-type: none"> <li>-expand the nouns</li> </ul> </li> <li>- to understand verbs/adverbials</li> <li>- what do the words mean?</li> <li>-Why did the Mayor refuse to pay the Piper?</li> </ul>	<ul style="list-style-type: none"> <li>-What does the Piper mean?</li> <li>- What music do you think he is playing now?</li> <li>- what do you think the townspeople will do?               <ul style="list-style-type: none"> <li>-Emotion tracker</li> </ul> </li> <li>-How does the lame boy feel?</li> </ul>

Maths					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Lesson 1 / 2</b>	<b>Number</b> Division	<b>Number</b> Division	<b>Number</b> Yr 1 – Place value to 50 Yr 2/3/4 – Fractions	<b>Number</b> Yr 1 – Place value to 50 Yr 2/3/4 Fractions	<b>Number</b> Fractions
<b>Lesson 3 / 4</b>	<b>Geometry</b> Position and Direction	<b>Measurement</b> Yr 1/2 – Length and height Yr 3 – Length and perimeter Yr 4 – Area	<b>Measurement</b> Yr 1/2 – Length and height Yr 3 – Length and perimeter Yr 4 – Area	<b>Measurement</b> Yr 1/2 – Length and height Yr 3 – Length and perimeter Yr 4 – Area	<b>Geometry</b> Properties of Shape

Science – Sound					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	To explore and identify how sound is made by vibrations.	To predict and compare how sounds travel through different mediums.	To investigate patterns between the volume of sound and the vibrations that made it.	To investigate patterns between the pitch of a sound and variations in the sound source.	To carry out an investigation to find the relationship between the volume of sound and distance from the sound source.

PSHE – Growing up					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	I can describe male and female body parts and explain what these are for	I can describe how boys' bodies will change as they go through puberty.	I can describe how girls' bodies will change as they go through puberty.	I can describe the feelings that some people experience as they grow up.	I understand that there are many different types of relationships and families.

RE – That's not fair! Or is it?					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	How do we help others?	How did Christian aid begin and why?	How did Islamic Relief begin and why?	How did Oxfam begin and why?	Do you have to be religious to support religious charities?

ICT					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	Presenting - Making a Presentation from a Blank Page	Adding Media	Adding Animation	Presenting with Timings	Create a Presentation

PE – Invasion Games					
	WB. 20.4.26	WB. 27.4.26	WB. 4.5.26	WB. 11.5.26	WB. 18.5.26
<b>Focus</b>	The basics – To understand the basic principles of invasion games	Masterful moving – To know how to move and dribble with the ball in different invasion games	Passing Practice – To use a range of techniques to pass a ball	Defend, Defend, Defend – To understand the basic principles of defending in invasion games	Attack, Attack, Attack – To understand the basic principles of attacking in invasion games

### Summer Term 2 – The Queen of Darkness

English								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	-Identify how we know the story is set in the past -how does Rhianna feel when she addresses the king -What are your impressions of Boudicca? -write a summary of the story so far -make a prediction	-develop dialogue between 2 characters -Use inverted commas -Why couldn't Rhianna help taking on last look -reflect on how Rhianna felt -find synonyms	-create emotions graph -link events to emotions -write a diary entry - write thoughts about King Prasutagus death	- using clues in the text -how does the text show fearful -develop dialogue -reflect on feelings throughout chapter 4 -make a prediction	-Why did Boudicca refuse to wear a clean gown -write an advert -consider the benefits of Androix -Do you think Rhianna's decision to keep Eleri was the right choice?	-senses grid -describe the setting - find the meaning of words -why was Rhianna relieved when she arrived at the Roman Camp -look at the last sentence of each chapter what do you notice?	Transition week	

Maths								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Lesson 1 / 2</b>	<b>Number</b> Yr 1/2/3 – Fractions Yr 4 – Decimals	<b>Number</b> Yr 1 – Place value within 100 Yr 2/3/4/ – Addition	<b>Number</b> Yr 1 – Place value within 100 Yr 2/3/4-Addition	<b>Number</b> Yr 1 – Place value within 100 Yr 2/3/4-Subtraction	<b>Number</b> Yr 1 – Place value within 100 Yr 2/3/4-Subtraction	<b>Number</b> Yr 1 – Place value within 100 Yr 2/3/4-Addition and Subtraction	Transition week	Final week
<b>Lesson 3 / 4</b>	<b>Geometry</b> Properties of Shape	<b>Statistics</b> Use and Interpret	<b>Statistics</b> Use and Interpret	<b>Measurement</b> Time	<b>Measurement</b> Time	<b>Measurement</b> Time	Transition week	Final week

Phonics								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	Dge	ge	gn	kn	wr	le	Transition week	

History – The Romans								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.	To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.	To understand why and how the Romans built new roads and new towns in Britain.	To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.	To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.	To understand the lasting impact of the Roman Empire on Britain.	Transition week	

RE – Why did Jesus tell stories?								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	Who was Jesus?	The Mustard seed and yeast – How do Christians use this story to help live lives?	What can we learn from the Lost coin?– How do Christians use this story to help live lives?	The wise man and the foolish man– How do Christians use this story to help live lives?	The Sower and the seed – How do Christians use this story to help live lives?	What have I learned from these stories?	Transition week	

Science – working Scientifically								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	Pendulum Patterns	Reaction times	Sundials	Time in space	Water clocks	Raincloud in a jar	Transition week	

PSHE – Safety First –								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	To be responsible for making good choices to stay safe and healthy	To identify a risky situation and act responsibly.	To understand that I can choose not to do something that makes me feel uncomfortable.	To know how to stay safe when out and about.	To know about dangerous substances and how they affect the human body.	To know how to respond in emergency situations.	Transition week	

ICT								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	Email - Communication	Composing Emails	Using Email Safely: Part 1	Using Email Safely: Part 2	Attachments	Email Simulations	Transition week	

PE								
	WB. 1.6.26	WB. 8.6.26	WB. 15.6.26	WB. 22.6.26	WB. 29.6.26	WB. 6.7.26	WB. 13.7.26	WB. 20.7.26
<b>Focus</b>	The basics – To practice and refine existing running, jumping and throwing skills	Super Sprinting – To sprint effectively	Heroic hurdling – To run over hurdles	Jumping animals – To jump for distance	Thorough Throwing – To develop and refine different throwing techniques	Push, throw space mission – To learn different push throw techniques	Transition week	