**Music**

Introduce ‘Annie’. Share an extract of the book (where the orphans explain their life in the orphanage) Listen and appraise ‘Hard Knock Life’. Exploring texture and how it changes dynamics. Talk about how the lyrics and use of expression show the meaning of the song.

Listen and appraise ‘You’re never fully dressed without a smile’

Learn to sing Hard Knock Life. First verse and chorus.

Listen and appraise ‘Tomorrow’

Learn to sing the rest of ‘Hard Knock Life’

Perform in groups/solos to build confidence.

\*adding movement

**Science**

**Properties of materials**

What is conduction of heat energy?

What is insulation of heat energy?

What is electrical conduction and insulation?

What is magnetism?

What is the difference between transparency, translucency and opaqueness?

Classifying groups by hardness.

Dissolving, solutes and solvents

Evaporation and Condensation (reversible changes)

**History**

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.

To find out what happened in the Stone Age.

Understand how our knowledge of the past is constructed from a range of sources. To create pictures in the style of cave paintings.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

To look at different homes from the Palaeolithic, Mesolithic and Neolithic time

Making connections, contrasts and trends over time and develop the appropriate use of historical terms.

To find out what people ate in the Stone Age and how their diet changed.

To develop a chronologically secure knowledge of events in the Stone Age

Understand how our knowledge of the past is constructed from a range of sources.

To find out what we know about Skara Brae.

**Computing**

I know that collecting and storing information in an organised way helps them find answers to questions

I know that information on record cards is divided into fields and that a set of record cards is called a file

I know that information can be held as numbers, choices (such as yes/no) or words. I know that information can be taken from pictures or text.

**Money**

To understand pounds and pence

To convert pounds and pence

To be able to add money

To be able to subtract money

Give change using decimals

**Statistics**

- To understand a range of graphs, including bar charts, pictograms and line graphs

**Maths**

**Multiplication and Division**

Recall and use multiplication and division facts for the 2, 5, 3, 4 and 10 times tables

Us the formal written method for multiplication and division.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts

**Religious Education**

-Understand beliefs and teachings within the Islam religion

To learn about the Pillars of Islam

To know why Muslims have instructions for worship

To be able to think about the important influences on my life

To be able to record my ideas

To make predictions

To retell and respond to a story

To use expanded noun phrases

To describe a setting

To infer how a character may feel

To infer what life was like for stone age people

To write from the point of view of a character

To use a range of expanded noun phrases

To use fronted adverbials

To structure our work, specific to a genre

To use effective verb choice

To recognise how a character acts and feels

To improve a piece of writing

To use alliteration

**Physical Education**

To understand the tactics of football.

To work as a team to improve skills

To pass and move in an effective way

To shoot accurately

To be able to tackle in an effective way.

To create a short piece of dance and movement with a small group.

**English**

**Narrative**

- Description

- Short Story

**Non-Fiction**

- Recounts

- Letters

- Diary

**Design & Technology**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing

- Evaluate their ideas and products against design criteria

- Build structures, exploring how they can be made stronger, stiffer and more stable

**SMSC / PSHE**

**Moral Compass**

- To understand what kindness is

- To know the importance of kindness

- To demonstrate kindness to others

**British Values**

- To understand how everyone is different

- To learn something knew

- To be curious and respectful about other people’s ideas

Art & Design

Clay plots or sculptures

Cave art and design

Stone or pebble art

Repeated patterns and printing

Graffiti art with a foci on Banksy