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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Important dates |  |  | Anti-bullying week |  | Science WOW day |  |  |
| Writing & SPaG | Cold Write | Biography | Descriptive writing  Settings and characters | Writing a conversation | Extended write | Hot write | Free write |
| Similes and metaphors | Complex sentences | Compound sentences | Punctuating speech, using adverbs |  | Using commas, fronted adverbials | Fronted adverbials |
| Topic | 1.What is reflection?  is?  What questions could you ask about light and how could you find out the answers?  What experiments could you do with light and how could you report on your findings? | 2.How is a shadow made?  What skills do you need to make, repair or strengthen something? | 3.How does light travel and how does that help us see? | 4.How does vibration create sound?  5.What is volume and how does the volume of sound change, depending on how faraway something | 6.What is pitch?  What questions could you ask about sound and how could you find out the answers?  What experiments could you do with sound and how could you report on your findings? | How mechanisms could you use to make something move? |  |
| Reading | Class Reader –A Lighthouse Story by Holly James, Fiction texts from Wiltshire Libraries | | | | |  | |
| Mathematics | Bespoke Curriculum based on PiXL assessment and WRH Coverage document | | | | |  |  |
| **Computing** | Devise and construct databases, explore how online services work | | | | | | |
| **Online-safety** | Using strategies for staying safe online and being respectful to others | | | | | |  |
| **R.E** |  |  |  |  |  | What are the deeper meanings of festivals? |  |
| **Languages** | German – Greetings – practise pronunciation and explore how Christmas is celebrated in Germany | | | | | | |
| **PE** | Up and Under will be exploring playing different Games and there will be Cricket with ‘Chance to Shine’ | | | | | | |
| **L4L** | Out and About / Getting on and Falling out.  Anti-bullying week | | | | | | |