



English

Core Text: The Iron Man

Reading: Inference

- Explore how Ted Hughes introduces the setting and characters in The Iron Man, and use clues from the text to make inferences and discuss characters feelings and actions.
- Sequence events from the story and write recounts in first and third person, using adverbials of time and descriptive language (including similes) to make writing clear and interesting.
- Plan, draft, edit and improve our own narratives inspired by The Iron Man, choosing powerful verbs and sharing our writing aloud to receive feedback.

Haiku Text:

- Learn what a haiku is, where it comes from, and recognise its key features.
- Count and use syllables carefully to build haiku lines in the correct pattern.
- Plan, draft, edit and perform our own haiku poems using words that create clear pictures and feelings.

Tanka Poetry:

- Learn what a tanka poem is and how it is similar to and different from a haiku.
- Use syllable counting to write five-line tanka poems in the correct pattern.
- Plan, draft, edit and publish our own tanka poems, choosing effective words and phrases to express ideas and emotions.

Maths

Unit: Mass and Capacity

- Measure and read mass using grams and kilograms (including mixed measures such as 2 kg 500 g).
- Measure and read capacity using millilitres and litres (including mixed measures such as 5 l 400 ml).
- Compare, add and subtract mass and capacity, using simple equivalences (1 kg = 1000 g; 1 l = 1000 ml) to solve problems.

Unit: Length and Perimeter

- Measure and draw lengths accurately using millimetres, centimetres and metres.
- Compare and convert simple equivalent lengths (e.g. mm and cm) and solve problems involving adding and subtracting lengths.
- Understand perimeter as the distance around a shape, and measure/calculate the perimeter of 2D and rectilinear shapes (including finding missing side lengths)

Science

Unit: Rocks

- Learn about nutrition: identify the main food groups and nutrients, and explain why humans and some animals need a balanced diet.
- Explore skeletons and muscles: describe how skeletons support and protect the body, and how muscles work with bones to create movement.
- Use simple scientific enquiries to gather and present evidence (e.g. sorting foods, comparing skeletons, recording results) and explain what we found out.



Computing

Unit: **Branching Databases**

- Use yes/no questions to sort and identify objects, recognising the attributes (properties) used for grouping.
- Create a branching database (physical and on-screen) by ordering questions and grouping objects into a tree structure.
- Test and improve a branching database as an identification tool, explaining why question order matters and suggesting real-world uses.

History

Unit: **Silchester (History)**

- Learn how Silchester (Calleva Atrebatum) changed over time, including before the Romans, during Roman Britain and after the Romans left.
- Explore what life was like in Roman Silchester by looking at homes, buildings, artefacts and how people lived, worked and traded.
- Find out how archaeologists learn about Silchester today, using ruins and artefacts to ask questions and understand the past.

PE

Unit: **Hockey**

- Develop basic hockey skills: safe grip, dribbling with control, stopping the ball and accurate pushing/passing.
- Use simple attacking and defending ideas in small games (finding space, marking an opponent, intercepting, and moving after passing).
- Apply rules and teamwork: play safely with sticks, follow key rules, and evaluate how to improve through feedback and practice.

Unit: **OAA**

- Work as a team to solve outdoor challenges, using clear communication, turn-taking and encouragement.
- Follow and create simple routes using basic maps/symbols and directional language (left/right, forwards/backwards, near/far).
- Take part safely and responsibly outdoors: assess simple risks, use equipment sensibly, and show respect for the environment.

Music

Unit: **Latin Dance**

- Explore salsa music by learning a simple salsa dance, keeping a steady beat and clapping/playing a clave rhythm.
- Sing and play together, using percussion and a simple one-note part, recognising verse and chorus and keeping syncopated rhythms.
- Compose a short 4-beat rhythm pattern and add it into a whole-class performance, then listen to Cuban music and talk about its musical features.



Art	RE	PSHE	Enrichment	MFL
<p>Unit: Pattern</p> <ul style="list-style-type: none">• Explore and describe different types of pattern (repeating, alternating, symmetrical) and where we see them in art and everyday life.• Create our own repeating pattern by developing a motif, then repeating it using rotation, reflection or translation (moving it across the page).• Use colour and simple printing/drawing techniques to make a finished pattern, then evaluate what works well and how it could be improved.	<p>Unit: Symbols of the Cross</p> <ul style="list-style-type: none">• Understand what a symbol is and explain how symbols can represent big ideas or values.• Learn why the cross is important to Christians, linking it to the Easter story (Jesus' death and resurrection) and the belief in life after death.• Explore different types of crosses and how they can remind Christians of different meanings, then create and explain a personal symbol and how it should be treated with respect.	<p>Unit: Rights and Respect</p> <ul style="list-style-type: none">• Learn how different people and services (in school and the local community) help keep us healthy and safe, what responsibility means, and how we can help them.• Learn how different people and services (in school and the local community) help keep us healthy and safe, what responsibility means, and how we can help them.• Understand that children have rights but also responsibilities; learn why we have rules and how we can make a difference in school or the community (e.g. through pupil voice).• Develop skills to think critically and act responsibly: tell the difference between fact and opinion, spot misleading information in the news/online, and make sensible choices about money (spending, saving and why we pay taxes).	<ul style="list-style-type: none">• Mrs Williams Egyptian talk	<p>Unit: Family and Friends</p> <ul style="list-style-type: none">• Identify and introduce family members in French.• Name common pets and begin to spell simple names in French.• Learn and use French words for rooms/places in the home to talk about where people or pets are.•