

Term 5 Potions & Sound	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Science</b> <b>Sound</b>	<ul style="list-style-type: none"> <li>-Explain how sounds are made and heard using diagrams, models, written methods or verbally.</li> <li>- Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</li> <li>- Compare how the volume of a sound changes at different distances from the source.</li> <li>- Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</li> <li>- Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments.</li> <li>- Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments.</li> </ul>				
<b>Science</b> <b>Potions</b>			<ul style="list-style-type: none"> <li>- Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.</li> <li>-Group and sort materials into solids, liquids or gases.</li> <li>- Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</li> <li>- Take accurate measurements in standard units, using a range of equipment.</li> <li>- Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.</li> </ul>		

		<ul style="list-style-type: none"> <li>- Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.</li> <li>- Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.</li> <li>- Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius ( ° C) at which materials change state.</li> <li>- Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.</li> </ul>		
DT				<p style="text-align: center;"><a href="#">Functional &amp; fancy Fabrics</a></p> <ul style="list-style-type: none"> <li>-Cut and join wools, threads and other materials to a loom.</li> <li>-Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</li> <li>-Choose from a range of materials, showing an understanding of their different characteristics.</li> <li>-Create and complete a comparison table to compare two or more products.</li> <li>-Investigate and identify the design features of a familiar product</li> <li>-Explain how and why a significant designer or inventor shaped the world.</li> <li>-Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</li> <li>-Hand sew a hem or seam using a running stitch.</li> </ul>

						- Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.
<b>English</b>	Instructions	Narrative T4W				
<b>Maths</b>	Fractions and Decimals – See White Rose					
<b>Whole class Guided Reading</b>	Classroom Secrets					
<b>RE</b>						What can we learn from religions about deciding what is right and wrong? (Hinduism and Christianity focus)
<b>PE</b>	Swimming/ Athletics					
<b>Spanish</b>	Recap Terms 3 and 4	Actions	Actions	Body	Body	
<b>Music</b>	Lean on Me					
<b>PSHE</b>	<a href="#">Valuing Differences</a> Listen and respond effectively to people; share points of view					
<b>Computing</b>	<a href="#">Logo</a> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS)  -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS)			<a href="#">Animation</a> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)		