

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TUESDAY	MATHS KS1 Mass, Vol, Capacity & Temperature	Y1 – Heavier and Lighter & Measure Mass Y2 – Compare Mass <a href="#">Happy Camel . Games . peg + cat   PBS KIDS</a>	Y1 – Compare Mass Use Twinkl Resource <a href="#">Year 1 Mass and Weight Measuring Mass PlanIt Maths Lesson 2 (twinkl.co.uk)</a> Y2 – Measure in grams (Take Scales and weight to use for practical exploration.)	Y1 – Full and empty Y2 – Measure in kg	Y1 – Compare Volume Y2 – Four operations with mass	Y1 – Measure capacity (Twinkl plan it) Y2 – Compare volume and capacity  <a href="#">Bottles (1) (maths.org)</a>	Y1 – Compare capacity Y2 – Measure in ml Linked lesson Twinkl Plan it Compare Capacity with White Rose sheets
	SCIENCE KS1 Living Things & Their Habitats	Living, Dead and Never Alive <ul style="list-style-type: none"><li>I can compare the differences between things that are living, dead and have never been alive.</li><li>I can <b>answer questions</b> about things that are living, dead or have never been alive.</li></ul> <a href="#">Dead, living and non-living - BBC Bitesize</a>	World Habitats <ul style="list-style-type: none"><li>I can describe a habitat and identify animals live in it.</li><li>I can ask and answer questions about habitats.</li></ul>	Working Together Staying Alive <ul style="list-style-type: none"><li>I can explain how living things in a habitat depend on each other</li></ul>	Extreme Habitats - Penguin Adaptations <ul style="list-style-type: none"><li>I can identify how an animal is suited to its habitat. <a href="#">Live Penguin Cam   Edinburgh Zoo</a></li> <a href="#">What adaptations do penguins have to survive in Antarctica? - BBC Teach</a>  Including How do penguins stay dry?  <a href="#">t-sc-1633505679-how-do-penguins-stay-dry-science-experiment_ver_1.pdf (twinkl.co.uk)</a></ul>	Food Chains I can describe how animals get their food <a href="#">  STEM</a>	Arctic Food Chains
	SCIENCE KS2 Animals Including Humans	Solid or Liquid?  To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases. <ul style="list-style-type: none"><li>I can sort and describe materials.</li></ul> See Hamilton Trust	Investigating Gases  To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses. <ul style="list-style-type: none"><li>I can investigate gases and explain their properties</li></ul> <a href="#">What are the states of matter? - BBC Bitesize</a>	Heating and Cooling  To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material’s state. <ul style="list-style-type: none"><li>I can investigate materials as they change state.</li></ul>	Wonderful Water  To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas. <ul style="list-style-type: none"><li>I can explore how water changes state</li></ul>	Evaporation Investigation  To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.  To make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing. <ul style="list-style-type: none"><li>I can investigate how water evaporates.</li></ul>	The Water Cycle  To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle. <ul style="list-style-type: none"><li>I can identify and describe the different stages of the water cycle.</li></ul> <a href="#">The Water Cycle Song - Bing video</a>
THURSDAY/FRIDAY	MATHS KS2 Length & Perimeter	Y3 - Measure in m and cm Y4 - Measure in km and m	Y3 - Measure in cm and mm Y4 - Perimeter on a grid	Y3 - Equivalent lengths (m and cm) Y4 – Perimeter of rectilinear shapes	Y3 - Compare lengths Y4 - Calculate the perimeter of rectilinear shape	Y3 - Subtract lengths Y4 – Perimeter of Polygons	Y3 – Measure Perimeter
		Y3 – Measure in mm Y4 - Equivalent lengths (km and m)	Y3 - Metres, centimetres, and millimetres Y4 – Perimeter of a rectangle	Y3 - Equivalent lengths (cm and mm) Y4 - Find missing lengths in rectilinear shapes	Y3 - Add lengths Y4 - Perimeter of regular polygons	Y3 – What is perimeter?	Y3 – Calculate Perimeter
	ENGLISH KS2	How to Train a Dragon  I can use inference clues to understand character’s feelings.	How to Train a Dragon  I can use expanded noun phrases to add descriptive detail in narrative writing.	How to Train a Dragon  Children will write a punctuated conversation between two of the novices.	How to Train a Dragon  Children will re-write part of chapter 2 in the first person, from the perspective of another character.	How to Train a Dragon  Children will edit their work and publish in clear, neat handwriting.	How to Train a Dragon  L can organise sentences into themed paragraphs before writing a report.
		How to Train a Dragon  I can describe a setting using prepositional phrases	How to Train a Dragon  I can use simile and metaphor to describe characters and settings.	How to Train a Dragon  Children will re-write part of chapter 2 in the first person, from the perspective of another character.	DT DAY	How to Train a Dragon  Children collect technical phrases from nonchronological reports and write sentences to describe their dragon.	How to Train a Dragon  Children will create a non-chronological report about their own dragon.

	FRENCH Kapow Year 3/4	Numbers 1 – 10.	Meet my Family  To present a picture of family members using possessive adjectives.  <i>Need Family Photos</i>	Pets To develop strategies for remembering new language.  To match subject and verb correctly when talking about pets.	Alphabet To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language	What’s His Name? To use a range of vocabulary to create different sentences.	How Do You Spell...? To use French pronunciation of the alphabet to spell words
	ART Painting	Explore Cressida Cowell’s Illustration  Chn explore paint and mark-making talking inspiration from the work of Cressida Cowell and Quentin Blake. They use various materials including ink to explore the following words...  Stormy sea Calm Sea Wind and driving rain Thunder Lightning Windswept Bay Fire  <i>Need examples of Cressida Cowell’s Books</i>  <a href="#">Illustrating ‘The Jabberwocky’ (accessart.org.uk)</a>	Illustrated Concertina Book  Children create their own fold out book that illustrates the Jabberwocky using mixed media and adding words and text in the style of Cressida Cowell.	Dragon Eyes  Painting with warm and cool colours using Brusho.	DT DAY  Design and Build a Fingerboard Skatepark.	Lunar New Year Dragons  Children invent their own dragon by starting with splodges of colour.  <a href="#">Pathway: Exploring Watercolour (accessart.org.uk)</a>	The Isle of Berk  Explore paint further using the work of Saoirse Morgan to inspire a landscape painting.  <a href="#">Talking Points: Saoirse Morgan (accessart.org.uk)</a>
	DT DAYS Design a Fingerboard Skatepark	Fingerboard Skatepark Ideas  Visit Skate Park in Hexham for Inspiration.  <i>Skatepark Visit Wednesday 31<sup>st</sup>?</i>	Play and Explore  Explore ideas and existing products. Watch videos of Fingerboard experts. Try out fingerboards.  <a href="#">Bing Videos</a>  Children investigate ways of cutting, folding and joining cardboard to make 3D shapes in their park.	Design a Fingerboard Skatepark  Using their knowledge of ramps, rails and pipes children work in teams of three/four to design a skatepark with 5 obstacles.  Show children examples of online homemade fingerboard obstacles using carboard boxes, card, wood, balsa, doweling, plaster of paris etc.  Explain that they can choose one of their smaller obstacles to be made using a 3D Printer.  <a href="#">INSANE 3D PRINTED FINGERBOARD OBSTACLES *DIY* (youtube.com)</a>  The children design a cardboard Skatepark. They can work individually, in pairs or teams to do this.  Give children a crib sheet of standard skatepark obstacles to help.  <a href="#">Bing Videos</a> NEED TO EDIT!	Make A Fingerboard Skatepark  Children use cardboard, tape, plastic, balsa wood and plywood to make their skatepark.  Give children cardboard templates to help make the shapes of ramps and humps.  Moulds for plaster obstacles.  Chn decide wo will make what and set to work  <i>Adult support needed x 4 . (Assisting with Plaster of Paris, Sawing Wood, Glue Gun</i>	Tinkercad  Use Tinkercad to create an obstacle for their Skatepark.  <i>Borrow 3D Printer.</i>	Finishing Touches & Evaluation  Chn add the final touches to their skatepark and fix their obstacles to a base.  Give chn Tech Decks to test out the park.  They play with the park and evaluate how well they have met the design brief.