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| Week Beg: | Additional events | Maths | English | Reading | Science | RE | PSHE | PE 1 | PE 2 | Hist/Geog | | MFL | ART/DT | Computing |
| 21.04.25 | Year 3 / 4 MTC  Block CoJo, DT and music | Addition and Subtraction revisit | Third Person Narrative | Operation Gadget Man 10 |  | Sikhism Inspirational People | Relationships | CO JO Day | |  | |  | Cooking Day |  |
| 28.04.25 | 02.05.25 Purple day  Review Passport targets and set new targets | Fractions B | Third Person Narrative | Operation Gadget Man 10 |  |  |  | Dance | Cricket | When did the Romans invade Britain? | | Instructions and questions | Painting Block E  Systems Block E | Yes no questions and making groups |
| 05.05.25 | 08.05.25 VE day activity afternoon | Fractions B  Money | Third Person Narrative | Operation Gadget Man 11 | What is  pollination? |  |  | Dance | Cricket | Who resisted the Roman invasion? | | Instructions and questions |  | Creating branching databases Structuring branching databases. |
| 12.05.25 | Mental health awareness week | Money  Time | Formal Letters to Complain | Operation Gadget Man 11 |  |  |  | Dance | Cricket | Technology: how did Britain change under Roman rule? | | Instructions and questions |  | Planning a  branching  database |
| 19.05.25 | 21.05 ITAP day | Time | Formal Letters to Complain | Operation Gadget Man 12 | Do we need light to  see things? |  |  | Dance | Cricket | Belief: how did Britain change under Roman rule? | | Instructions and questions |  | Make a dinosaur identifier. |
| Blocked:  Co Jo Day  DT Spring Cooking session  Music unit E | | | | | | | | | | | | | | |
| Half Term 26.05.25 – 30.05.25 | | | | | | | | | | | | | | |
| Week Beg: | Additional events | Maths | English | Reading | Science | RE | PSHE | PE 1 | PE 2 | Hist | Geog | MFL | ART/DT | Music |
| 02.06.25 | 06.06 Disability into possibility assembly and workshops.  Year 3 testing week | Time | Dialogue Through Narrative | Operation Gadget Man 12 | How are shadows  formed? |  |  | Dance | Cricket | What is an Ordnance Survey (OS) map? | | Working together |  | Complete unit E compositions lesson 4 and 5 |
| 09.06.25 | Laureate’s Got Talent auditions?  Year 3 Data entry | Time  Shape | Dialogue Through Narrative | The Dancing Bear 13 | What happens to the size of a shadow when the object moves closer to, or away from, the light source? | Why do Humanists use the golden rule as a basis for morality? | Changing Me | Athletics | Tennis | How does scale change the way we describe a place? | | Working together | Block F  Structures | Block F Performance Listening and responding to jazz |
| 16.06.25 | DT Food Festival  Sports Day  Year 1-6 spelling tracker | Shape  Addition and subtraction | Dialogue Through Narrative | The Dancing Bear 13 | How are rocks formed and what types are there? |  |  |  |  | What’s the area like just beyond the school? | | Working together |  | Singing in unison |
| 23.06.25 | Year 1-5 Writing assessments  Laureate’s Got Talent? 27.06.25 USP PD day | Shape  Addition and subtraction | Poetry on a Theme | The Dancing Bear 14 | Remember: how can rocks change? |  |  | Athletics | Tennis | What are the countries and capital cities of the United Kingdom? | | Working together |  | Singing, playing, improvising |
| 30.06.25 |  | Statistics | Advanced Instructional writing | The Dancing Bear 14 | Remember: how are fossils formed and how do we know? |  |  | Athletics | Tennis | What are the human and physical features of Scotland and England? | | Working together |  | Singing, playing, improvising |
| 07.07.25 | Transition days?  Cake and tea with your new teacher? | Mass and Capacity  Addition and subtraction | Advanced Instructional writing | The Dancing Bear 15 |  |  |  | Athletics | Tennis | What are the human and physical features of Wales and Northern Ireland? | | Playing Together |  | Evaluating a Performance |
| 14.07.25 | Leavers Assembly | Mass and Capacity  Addition and subtraction | Flexible Block | The Dancing Bear 15 |  |  |  | Athletics | Tennis |  | | Playing Together |  |  |
| Blocked  Computing - Everyone Can Create: Artistic Adjectives | | | | | | | | | | | | | | |