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Subject	WK1	WK2	WK3	WK4	WK5	WK6
Science Energy: Light and shadows	**New Core Knowledge** Something that gives out light is luminous or a source of light, like the Sun. I know that a light source is something that gives out light, like the Sun or a torch. **Revisiting Core Knowledge** Earthworms fertilise the soil by mixing it and adding nutrients from their castings. **Key Vocabulary** • Luminous = an object that gives out its own light. • Non-luminous = an object that does not give out its own light. **Outline of Main Tasks** Go on a light hunt around the school and record examples of luminous and non-luminous objects.	**New Core Knowledge** Smooth, shiny surfaces reflect more light and make clearer reflections than rough surfaces. I know that when light reflects off a surface, it bounces off, can go into our eyes, and move to somewhere else. **Revisiting Core Knowledge** Something that gives out light is luminous or a source of light, like the Sun. **Key Vocabulary** • Reflection = when light bounces off a surface. • Observe = to look carefully at something to notice what is happening. **Outline of Main Tasks** Compare how well different materials reflect light by measuring light and observing their reflections.	**New Core Knowledge** Opaque materials block all light, translucent lets some through, and transparent lets most light through. I know that an opaque material blocks light, a transparent material lets most light through and a translucent material lets some light through. **Revisiting Core Knowledge** Smooth, shiny surfaces reflect more light and make clearer reflections than rough surfaces. **Key Vocabulary** • Opaque = a material that does not let light pass through. • Translucent = a material that lets some light pass through. **Outline of Main Tasks** Children to test how different materials make different shadows, record in a results table.	**New Core Knowledge** Shadows change throughout the day because the Sun's position in the sky changes. I know that a shadow at midday is shorter than in the morning. **Revisiting Core Knowledge** Shadows form when light is blocked: opaque materials block all light, translucent lets some through, and transparent lets most light through. **Key Vocabulary** • Evaluate = judge how well something works. • Prediction = statement about what you think will happen based on what you know. **Outline of Main Tasks** Model the Sun with a torch to observe and record how shadows change during the day.	**New Core Knowledge** The closer a light source is, the larger the shadow; the farther it is, the smaller the shadow. I know that when a light source moves closer to an object, its shadow gets bigger. **Revisiting Core Knowledge** Shadows change throughout the day because the Sun's position in the sky changes. **Key Vocabulary** • Variable = something that can change in an experiment. • Conclusion = a summary of what the experiment shows. **Outline of Main Tasks** Investigate how changing the distance of a light source affects shadow size by measuring and recording shadows in a controlled experiment.	**New Core Knowledge** Opaque materials create shadows. Light and shadows can be used by people for work, art, or storytelling. I know that an opaque material blocks light. **Revisiting Core Knowledge** The closer a light source is, the larger the shadow; the farther it is, the smaller the shadow. **Key Vocabulary** • Shadow puppet = a figure that blocks light to make a shadow. • Storytelling = sharing a story or information. **Outline of Main Tasks** Pupils make shadow puppets and use them with a torch to tell a story about light or shadows.
History Why did the Romans settle in Britain?	**New Core Knowledge** Entertainment, hygiene, and engineering skills were important in Roman life. I know that Rome is located in modern-day Italy. **Revisiting Core Knowledge** Compass points are used to read and follow a map route. **Key Vocabulary** • Romans = People who lived in Ancient Rome. • Archaeology = The study of old objects and buildings to learn about the past. **Outline of Main Tasks** Children move around stations, look at images of Ancient Roman buildings, discuss what each building shows about Roman life, and fill in a table with their observations.	**New Core Knowledge** The Romans invaded and settled in Britain to gain land, resources and spread their empire. I know that the Romans invaded Britain to protect their empire, find natural resources, and spread their way of life. **Revisiting Core Knowledge** Entertainment, hygiene, and engineering skills were important in Roman life. **Key Vocabulary** • Empire = A group of countries or lands ruled by one leader or government. • Emperor Claudius = The Roman ruler who successfully invaded Britain in AD 43. **Outline of Main Tasks** Children to decide if each statement about Roman invasions, conquests,	**New Core Knowledge** Britons responded to the Roman invasion by either fighting back or accepting Roman rule to keep peace. I know that Boudicca rebelled against the Romans because they took her land and mistreated her family. **Revisiting Core Knowledge** The Romans invaded and settled in Britain to gain land, resources and spread their empire. **Key Vocabulary** • Source = Information or evidence about the past. • Boudicca = The Celtic queen who led a rebellion against the Romans in Britain. **Outline of Main Tasks** Children to role-play the tribe at Maiden Hill Fort making a decision	**New Core Knowledge** The Roman army was successful because of its strong structure, strict discipline, effective formations and advanced equipment. I know that the Roman army was effective because it was well-organised and the soldiers were well-equipped. **Revisiting Core Knowledge** Britons responded to the Roman invasion by either fighting back or accepting Roman rule to keep peace. **Key Vocabulary** • Discipline = **following** rules and doing the right thing, even when it is hard. • Military formation **=** The arrangement of soldiers in a specific shape or pattern to fight effectively. **Outline of Main Tasks**	**New Core Knowledge** Artefacts show that Roman soldiers in Britain lived in forts, had personal belongings and enjoyed some comforts of daily life. I know that the Roman fort at Vindolanda was built to house Roman soldiers. **Revisiting Core Knowledge** The Roman army was successful because of its strong structure, strict discipline, effective formations and advanced equipment. **Key Vocabulary** • Artefact = An object made or used by people in the past. • Vindolanda = A Roman fort in northern Britain where many artefacts were found. **Outline of Main Tasks** Children to examine images of artefacts from Vindolanda, discuss	**New Core Knowledge** The Roman Empire left a legacy in Britain, including roads, towns, buildings and culture. I know that the Romans left Britain because they were needed to fight in other parts of the Roman Empire. **Revisiting Core Knowledge** Artefacts show that Roman soldiers in Britain lived in forts, had personal belongings and enjoyed some comforts of daily life. **Key Vocabulary** • Legacy = Something from the past that has a lasting effect. • Impact = The effect or influence of something. **Outline of Main Tasks** Children to play a board game in groups to explore and learn about the legacy of the Roman Empire in Britain, using information cards to discover lasting changes and impacts.

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		and settlements in Britain is true or false. Complete timeline.	whether to fight against the Romans or accept their rule.	Children to practice forming the Roman wedge formation using Latin commands and research the Roman army in groups, then share and record their findings.	what they are made of, who used them, and what they tell us about life at the fort, then record and share their ideas.	
DT Textiles – Egyptian collars	**New Core Knowledge** Cross-stitch and appliqué are sewing techniques used to decorate fabric. **Revisiting Core Knowledge** You can use natural pigments and painting techniques to create textured, detailed prehistoric-style art. **Key Vocabulary** • Appliqué = Sewing shapes onto fabric to make a design. • Cross-stitch = X-shaped stitches used to make patterns. **Outline of Main Tasks** Children to practice sewing by making their own cross-stitch and appliqué designs using needles, thread, and fabric.	**New Core Knowledge** Egyptian collars were decorative jewellery, and templates help plan and shape textile designs. **Revisiting Core Knowledge** Cross-stitch and appliqué are sewing techniques used to decorate fabric. **Key Vocabulary** • Ancient Egypt = An early civilization in northeastern Africa. • Design = A plan or drawing made to show how something will look or be made. **Outline of Main Tasks** Children to design and create their own Egyptian collars by planning a template, choosing materials, and decorating with cross-stitch and appliqué.	**New Core Knowledge** Templates help cut and shape fabric accurately to create the main parts of a textile product. **Revisiting Core Knowledge** Egyptian collars were decorative jewellery, and templates help plan and shape textile designs. **Key Vocabulary** • Template = A pattern used to guide cutting or shaping fabric. • Running stitch = A simple stitch made by passing the needle in and out of the fabric in a straight line. **Outline of Main Tasks** Children to cut and shape fabric using their templates and prepare their collars for decoration with cross-stitch and appliqué.	**New Core Knowledge** Collars can be decorated using cross-stitch, appliqué, and other embellishments to enhance the design. **Revisiting Core Knowledge** Templates help cut and shape fabric accurately to create the main parts of a textile product. **Key Vocabulary** • Embellish = To decorate something. • Pinking = Cutting fabric edges in a zigzag to stop fraying. **Outline of Main Tasks** Children to decorate their collars using cross-stitch, appliqué, and embellishments, then finish and evaluate their work.	<u>Evaluating and finishing lesson.</u>	N/A
Music Developing singing technique.	**New Core Knowledge** To sing successfully as a group, everyone must keep the same beat and follow the same tune. **Revisiting Core Knowledge** A melody can be added to rhythms to make music that matches the events and emotions in a story. **Key Vocabulary** • Lyrics • Tempo **Outline of Main Tasks** Children warm up their voices and then learn and sing a Viking song together by listening, repeating the lines, and singing along to the music.	**New Core Knowledge** To sing well in a group you can use actions to help remember the words and keep in time with the music. **Revisiting Core Knowledge** To sing successfully as a group, everyone must keep the same beat and follow the same tune. **Key Vocabulary** • Action • Beat **Outline of Main Tasks** Children warm up their voices, sing *Dragon Ships* together, and improve their performance by adding actions and singing in time.	**New Core Knowledge** Rhythm can be written using symbols (minims, crotchets and quavers), and these can be recognised by how they look and how they sound. **Revisiting Core Knowledge** To sing well in a group you can use actions to help remember the words and keep in time with the music. **Key Vocabulary** • Crotchet • Minim **Outline of Main Tasks** Children learn how simple musical notation shows long and short notes, and practise clapping and singing the rhythms using minims, crotchets and quavers.	**New Core Knowledge** Rhythms can be arranged and layered using simple notation to create a new piece of music while keeping a steady beat. **Revisiting Core Knowledge** Rhythm can be written using symbols (minims, crotchets and quavers), and these can be recognised by how they look and how they sound. **Key Vocabulary** • Layer • Notation **Outline of Main Tasks** Children work in groups to arrange Viking rhythm cards into a new battle song and perform two rhythms together in time to create a layered piece.	**New Core Knowledge** To perform well, musicians must stay focused and disciplined so they keep in time and in tune with the group. **Revisiting Core Knowledge** Rhythms can be arranged and layered using simple notation to create a new piece of music while keeping a steady beat. **Key Vocabulary** • Coordinated • Discipline **Outline of Main Tasks** Children rehearse their Viking battle song and the *Dragon Ships* song, focusing on accuracy, steady beat and performance actions.	Assessment end of unit quiz

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Subject						
French In a French Classroom	**New Core Knowledge** Classroom instructions use the imperative: écrivez (write), écoutez (listen), lisez (read), and ouvrez (open). **Revisiting Core Knowledge** The numbers one to twelve in French are **un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze** and **douze.** **Key Vocabulary** - asseyez-vous = Sit down. - fermez **=** close**.** **Outline of Main Tasks** Children to learn and practise French classroom instructions by matching words to symbols, playing interactive games, and responding to commands.	**New Core Knowledge** Every noun has a gender—masculine (un) or feminine (une)—which affects the article used. **Revisiting Core Knowledge** French classroom instructions use the imperative: écrivez (write), écoutez (listen), lisez (read), and ouvrez (open). **Key Vocabulary** - un crayon = a pencil. - une règle = a ruler. **Outline of Main Tasks** Children to learn French classroom objects, identify their gender using un or une, and practise naming them through games like noun gender sort, feely bag, and schoolbag race.	**New Core Knowledge** In French, you say "Tu as un/une … ?" to ask if someone has something and answer using "Oui, j'ai …" (Yes, I have) or "Non, je n'ai pas …" (No, I don't have). **Revisiting Core Knowledge** In French, every noun has a gender—masculine (un) or feminine (une)—which affects the article used. **Key Vocabulary** - je n'ai pas = I don't have - mais = but **Outline of Main Tasks** Children to play guessing games using French questions "Tu as un/une … ?" to ask and answer about classroom items, practising speaking and listening skills.	**New Core Knowledge** Nouns have singular and plural forms, and the article (un/une) changes with gender. **Revisiting Core Knowledge** In French, you say "Tu as un/une … ?" to ask if someone has something and answer using "Oui, j'ai …" (Yes, I have) or "Non, je n'ai pas …" (No, I don't have). **Key Vocabulary** - un taille-crayon = A pencil sharpener - un cahier = A notebook **Outline of Main Tasks** Children read item descriptions, match them to pictures, and write sentences describing an imaginary school bag using correct French articles and plurals.	**New Core Knowledge** You can describe schoolbag contents using articles (un/une/des), numbers, and adjectives of colour and size to create sentences for speaking and writing. **Revisiting Core Knowledge** In French, nouns have singular and plural forms, and the article (un/une) changes with gender; sentences can describe what is in a school bag. **Key Vocabulary** - dans mon sac = In my bag - j'ai = I have **Outline of Main Tasks** Children to work in groups to plan, rehearse, and present a short-spoken presentation in French about the contents of their school bag**.**	
Computing Journey inside a computer	**New Core Knowledge** A computer uses inputs to receive instructions and data, and outputs to show the results of what it has done. **Revisiting Core Knowledge** An email is a message sent using a computer, and it needs a clear subject, a message, and the correct email address to reach the right person. **Key Vocabulary** - Input - Output **Outline of Main Tasks** Children role-play how a computer uses input and output devices, then plan and create a poster explaining how messages move through a computer.	**New Core Knowledge** A laptop's parts work together: the CPU processes, RAM and ROM store, the hard drive saves, and the GPU displays information. **Revisiting Core Knowledge** A computer uses inputs to receive instructions and data, and outputs to show the results of what it has done. **Key Vocabulary** - CPU - GPU **Outline of Main Tasks** Children explore the internal parts of a laptop, create a paper model, and learn the roles of components like the CPU, RAM, ROM, hard drive, and GPU.	**New Core Knowledge** The CPU and GPU work by following step-by-step instructions (algorithms) to process data and show results. **Revisiting Core Knowledge** A laptop's parts work together: the CPU processes, RAM and ROM store, the hard drive saves, and the GPU displays information. **Key Vocabulary** - Algorithm - Infinite loop **Outline of Main Tasks** Children follow step-by-step instructions (algorithms) to create collaborative artwork, role-playing how a CPU and GPU process tasks.	**New Core Knowledge** RAM stores temporary data, ROM holds permanent instructions, and the hard drive saves files for later use. **Revisiting Core Knowledge** The CPU and GPU work by following step-by-step instructions (algorithms) to process data and show results. **Key Vocabulary** - RAM - Hard drive **Outline of Main Tasks** Children role-play RAM and ROM through memory games and a scavenger hunt to understand how a computer stores and retrieves information.	**New Core Knowledge** A tablet is a computer with similar parts to a laptop, though some look different or have different names**.** **Revisiting Core Knowledge** RAM stores temporary data, ROM holds permanent instructions, and the hard drive saves files for later use. **Key Vocabulary** - Components - Disassemble **Outline of Main Tasks** Children explore the parts inside a tablet, compare them to a laptop, and create their own paper tablet showing its components.	
RE What happens if we do wrong?	**New Core Knowledge** Wrong actions have consequences, decided by people or authority, influenced by beliefs. **Revisiting Core Knowledge** Scriptures are central to religions because they teach beliefs and guide how people live and worship.	**New Core Knowledge** Christians believe sin separates people from God, and forgiveness restores the relationship. Jesus' stories show why forgiveness and kindness are important. **Revisiting Core Knowledge**	**New Core Knowledge** Christians seek forgiveness through repentance and prayer; Humanists focus on fixing harm and reflecting on actions. **Revisiting Core Knowledge** Christians believe sin separates people from God, and forgiveness restores the relationship. Jesus'	**New Core Knowledge** On Yom Kippur, some Jewish people repent, pray and fast to ask God for forgiveness, because they believe God judges their actions fairly. **Revisiting Core Knowledge** Christians seek forgiveness through repentance and prayer; Humanists	**New Core Knowledge** Many Muslims use Ramadan to fast, pray and forgive others, and believe Allah judges both actions and intentions. **Revisiting Core Knowledge** On Yom Kippur, some Jewish people repent, pray and fast to ask God for	**New Core Knowledge** Some Hindus believe the *atman* (soul) continues its journey and that actions create *karma*, which affects this life and the next. This is why many Hindus try to live morally. **Revisiting Core Knowledge**

	Key Vocabulary • Authority • Consequences **Outline of Main Tasks** Children rank actions by morality, explore consequences, and identify who has the authority to decide them using discussions and the "Sphere of Authority" activity.	Wrong actions have consequences, decided by people or authority, influenced by beliefs. **Key Vocabulary** • Eternal • Forgiveness **Outline of Main Tasks** Children explore the story of Adam and Eve, the Ten Commandments, and what Christians believe Jesus did to bring forgiveness and salvation. **Activity: God sends Jesus** by writing key beliefs about Jesus and forgiveness inside a cross and related words on the rays of light.	stories show why forgiveness and kindness are important. **Key Vocabulary** • Humanist • Judgement **Outline of Main Tasks** Use the **Forgiveness** presentation and ladder activity to explore how Christians and Humanists forgive. Children complete a ladder in pairs and discuss actions, feelings, and lessons learned.	focus on fixing harm and reflecting on actions. **Key Vocabulary** • Fasting • Synagogue **Outline of Main Tasks** Children watch the Yom Kippur video and note what some Jewish people do on this day. They complete the sheet by writing the actions on the outside and the beliefs or reasons on the inside.	forgiveness, because they believe God judges their actions fairly. **Key Vocabulary** • Action • Intention **Outline of Main Tasks** In small groups, pupils act out short *freeze-frames* to show an action and the intention behind it. They then link this to Muslim beliefs during Ramadan by identifying actions and intentions in quotes and discussing why both matter to many Muslims.	Many Muslims use Ramadan to fast, pray and forgive others, and believe Allah judges both actions and intentions. **Key Vocabulary** • Atman • Karma **Outline of Main Tasks** Children learn about *karma* by sorting actions into positive or negative examples, then play the **Karma game** in groups, moving along a journey and discussing how different actions and choices affect what happens next.
PSHE Citizenship	**New Core Knowledge** The United Nations Convention on the Rights of the Child is a set of rules that countries must follow to help keep children safe and treated fairly. **Revisiting Core Knowledge** We must follow simple road-safety rules, like stopping, looking and listening, to keep safe near roads. **Key Vocabulary** • Benefit • Rights **Outline of Main Tasks** *Activity: Exploring the rights of the child.* Each group and ask the children to discuss and answer only the first three questions.	**New Core Knowledge** Children have rights and both adults and children have a responsibility to make sure everyone can enjoy those rights. **Revisiting Core Knowledge** The United Nations Convention on the Rights of the Child is a set of rules that countries must follow to help keep children safe and treated fairly. **Key Vocabulary** • Responsibility • Adult **Outline of Main Tasks** Add and discuss the adult and children's responsibilities for the same right they studied last lesson, and record them on their worksheet.	**New Core Knowledge** Recycling helps protect the environment by reducing waste and saving natural resources, and we can recycle more at home and at school. **Revisiting Core Knowledge** Children have rights and both adults and children have a responsibility to make sure everyone can enjoy those rights. **Key Vocabulary** • Environment • Recycle **Outline of Main Tasks** Children to work in small groups to create a simple fact sheet (or poster/leaflet) explaining recycling and why it helps the environment for younger children.	**New Core Knowledge** A community is made up of different groups of people who use local places and buildings and are linked to each other in different ways. **Revisiting Core Knowledge** Recycling helps protect the environment by reducing waste and saving natural resources, and we can recycle more at home and at school. **Key Vocabulary** • Community • Support **Outline of Main Tasks** Children to sort different community people into community places and explain how and why each person would use each place.	**New Core Knowledge** Charities are organisations that help people and communities, and we can support them by donating, fundraising, or volunteering. **Revisiting Core Knowledge** A community is made up of different groups of people who use local places and buildings and are linked to each other in different ways. **Key Vocabulary** • Charity • Fundraising **Outline of Main Tasks** Children to work in pairs or small groups to research a local or national charity, complete the charity research sheet, and share their findings with the class.	**New Core Knowledge** Councillors are elected to make local decisions and prioritise spending on community services. **Revisiting Core Knowledge** Charities are organisations that help people and communities, and we can support them by donating, fundraising, or volunteering. **Key Vocabulary** • Councillor • Priorities **Outline of Main Tasks** Children rank community issues in groups as "local councillors," deciding priorities and explaining their choices.