

|                                     | <b>Subject</b>    | <b>Learning Intention</b>  |
|-------------------------------------|-------------------|--|
| <b>Monday</b>                       | Maths             | Step 16 - Estimate answers   |
|                                     | English           | 13 - ensure factual statements are cohesively linked   |
|                                     | Geography         | Indian culture   |
|                                     | PSHE              | Tobacco  |
| <b>Tuesday</b>                      | Guided Reading    | Session 10 - Impressive impressions  |
|                                     | Maths             | Step 17 - Inverse Operations   |
|                                     | Times tables test |  |
|                                     | English           | 14 - create fact boxes   |
|                                     | Forest School     |  |
| <b>Wednesday</b><br><b>(SC PPA)</b> | Guided Reading    | Session 11 - Spot the difference   |
|                                     | Maths             | Step 18 - Efficient methods  |
|                                     | RE                | How does God lead His People to freedom?   |
| <b>Thursday</b>                     | Guided Reading    | Session 12 - In summary  |
|                                     | Maths             | End of unit assessment   |
|                                     | Spelling Test     |  |
|                                     | English           | 15 - edit and improve my writing   |
|                                     | Science           | I can describe the relationship between volume and distance  |
| <b>Friday</b>                       | Maths             | Multiplication and division: Step 1 - Arrays   |
|                                     | English           | Tea tasting session!   |
|                                     | French            | I can start to put all new language into context by learning the structure necessary to say the date in the French |
|                                     | Music             | Introducing the tal: I can create a piece of music using a drone, rag and tal                                      |