

Questions. [Article 13](#)

Week 1: What are the different parts and types of bikes?

Week 2: Is cycling safe?

Week 3: How does it feel to race?

Week 4: Can you design your own cycling event?

Texts: Non fiction texts Cycling race footage for narratives
[Articles 28, 29 & 30](#)

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role
Character Study Description

Maths [Articles 28, 29 & 30](#)

Decimals (3 weeks)

Percentages (2 weeks)

Computing: We are Photographers

Enrichment

Trip to HH
Sponsored bike ride

Assessment Foci

Science: Planning different types of scientific enquiries to answer questions

Geography: Mapwork— create, plan and describe routes using scales and landmarks.

Computing : Upload & edit photograph.

French: Understand the main points from a short written passage.

Science: Properties of materials [Article 13, 28 & 29](#)

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Foundation Skills

PE: Netball / football 2 weeks each - play competitive games; apply basic attacking and defending skills; collaborate with team. [Article 29 & 31](#)

Skipping—compare performances with previous ones and demonstrate improvement to achieve their personal best; develop strength, technique and control.

RE: What do the different descriptions of God tell us about the Christian belief in God? [Article 29 & 31](#)

Art: To improve the mastery of art & design techniques including drawing and painting

French: food/mealtimes—listen attentively to spoken language and show understanding by joining in and responding; engage in conversations; ask and answer questions.

PSHE/ British Values: Speaking Up for Me. [Article 2, 12, 28,](#) examining ways in which conflict can be caused by words, gestures, symbols or actions;

- understanding the need for rules and that they are necessary for harmony at home and at school;
- exploring and examining the rules within families, friendship groups, and at school;
- identifying the variety of groups, their roles and responsibilities that exist within the community;
- considering the rights and responsibilities of members of the community;
- understanding that rules are essential in an ordered community and that different rules are needed in different contexts;
- examining the effects of anti-social behaviour (for example bullying and racism); and
- appreciating how and why rules and laws are created and implemented.