






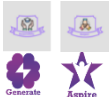


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	Theme: World War I
	The Big Question: What was the significance of World War I?
	Reading for Pleasure Class Novel: Street Child



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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	English	Text: War Horse: Remembrance poem  <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Proofread for spelling and punctuation error. Expanded noun phrases to convey complicated information concisely National Curriculum Link – History – World War 1 / Soldiers		Text: War Horse: Newspaper Article  <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Assessing the effectiveness of their own and others’ writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.   		Text: War Horse: Balanced argument – Animals in war  <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		Black History - Biography
	Enrichment							
Visit to	SPAG Focus	<ul style="list-style-type: none"> Use nouns, pronouns and tenses accurately and consistently throughout. Use relative clauses. Use brackets, dashes and commas to indicate parenthesis. 		<ul style="list-style-type: none"> Relative clauses (for example, who, which, where, when etc). Build cohesion within a paragraph (for example then, after that, firstly). Consistently organise my work into paragraphs in a range of text types. 		<ul style="list-style-type: none"> Relative clauses (for example, who, which, where, when etc) Build cohesion within a paragraph (for example then, after that, firstly). Consistently organise my work into paragraphs in a range of text types use more sophisticated conjunctions 		
	Guided Reading	Text: Street Child <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 						

	Maths	Unit: Multiplication and Division A <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • multiply numbers up to 4 digits by a one- or two digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 			Unit: Fractions A <ul style="list-style-type: none"> • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $5\% + 3\% = 8\% = 1\frac{1}{2}\%$] • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number 			
	Science	Unit: Earth and Space Lesson: How do the Sun, Moon and Earth compare in size? <ul style="list-style-type: none"> • describe the sun, Earth and moon as approximately spherical bodies National Curriculum Link – Maths - Mass	Unit: Earth and Space Lesson: How does the Earth orbit the sun? <ul style="list-style-type: none"> • describe the movement of the moon relative to the Earth. 	Unit: Earth and Space Lesson: Why does the moons appearance change? (Lunar Cycle) <ul style="list-style-type: none"> • describe the movement of the Moon relative to the Earth? 	Unit: Earth and Space Lesson: How is day and night caused? <ul style="list-style-type: none"> • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky 	Unit: Earth and Space Lesson: How are there different time zones on Earth? <ul style="list-style-type: none"> • to investigate night and day in different parts of the Earth. Cross Curricular link: Maths Graphs Cross Curricular Link – Geography – time zones	Unit: Earth and Space Lesson: What other planets are there in the solar system? To name and describe features of the planets in our solar system. To order the planets in our solar system. 	
	Computing	Unit: Creating Media – Video Production Lesson: What is video? <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	Unit: Creating Media – Video Production Lesson: Filming techniques <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	Unit: Creating Media – Video Production Lesson: Using a storyboard <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	Unit: Creating Media – Video Production Lesson: Planning a video <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	Unit: Creating Media – Video Production Lesson: Importing and editing <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	Unit: Creating Media -Video Production Lesson: Video evaluation <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be 	.

		<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact information. 	<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	
	Art & Design			<p>Unit: Tone</p> <p>Lesson: How does Olive Mudie-Cooke use tone?</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	<p>Unit: Tone</p> <p>Lesson: Can you use tone?</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Unit: Tone</p> <p>Lesson: Can you apply tone to a final piece?</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 		
	Design & Technology	<p>Unit: Mechanics</p> <p>Lesson: Can you make an armoured?</p> <p>National Curriculum Links - Science – Materials</p>					<p>Unit: Mechanics</p> <p>Lesson: Can you evaluate an armoured vehicle?</p>	

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		Lesson: Explanation <div>  </div>	Lesson: Love	Lesson: Power and Vulnerability	Lesson: Christmas cards	Lesson: Carols	Lesson: Christmas debate	
	PSHE	Unit: Celebrating Difference Lesson: Different Cultures	Unit: Celebrating Difference Lesson: Racism <div>  </div>	Unit: Celebrating Difference Lesson: Rumours and Name-Calling	Unit: Celebrating Difference Lesson: Types of Bullying National Curriculum Link – Computing – E-safety	Unit: Celebrating Difference Lesson: Does Money Matter?	Unit: Celebrating Difference Lesson: Celebrating difference across the world.	
	MFL	<u>Unit: My body</u> <u>Lesson: Classroom instructions</u> <u>NC Link and skills</u> Listen attentively to spoken language and show understanding by joining in and responding; in the context of giving and following classroom instructions. To give and respond appropriately to instructions.	<u>Unit: My body</u> <u>Lesson: Parts of the body</u> <u>NC Link and skills</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language; in the context of naming body parts. To read, listen and respond to vocabulary about parts of the body. To demonstrate my understanding with actions.	<u>Unit: My body</u> <u>Lesson: Actions</u> <u>NC Link and skills</u> Listen attentively to spoken language and show understanding by joining in and responding; in the context of everyday actions. To understand and respond to action words.	<u>Unit: My body</u> <u>Lesson: Colours</u> <u>NC Link and skills</u> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of naming colours. To recognise and repeat colour words accurately.	<u>Unit: My body</u> <u>Lesson: Clothes: What’s in the wardrobe?</u> <u>NC Link and skills</u> Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns; in the context of clothing. To recognise and say masculine and feminine clothing nouns.	<u>Unit: My body</u> <u>Lesson: Clothes: what are you wearing?</u> <u>NC Link and skills</u> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine nouns; in the context of clothing. To use simple conjunctions to	