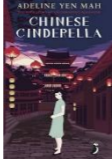

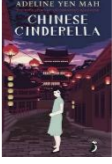

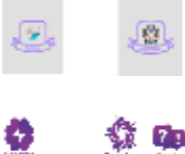
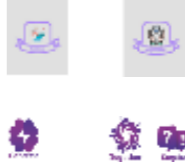
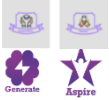
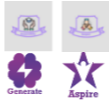
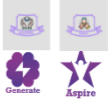
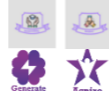
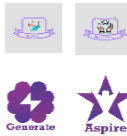
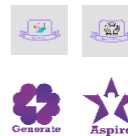
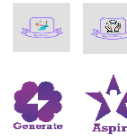













		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><b>Unit: Recount (Alternative Character)</b></p> <p><b>Supporting Text:</b> Chinese Cinderella</p>  <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> 	<p><b>Unit: Information Text (Shanghai)</b></p> <p><b>Supporting Text:</b> Chinese Cinderella</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p><b>Unit: Short Story</b></p> <p><b>Supporting Text:</b> Chinese Cinderella</p>  <ul style="list-style-type: none"> <li>Identifying the audience for writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>					
	Enrichment							
Visit to	SPAG Focus	<ul style="list-style-type: none"> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.</li> <li>spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely.</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>				
	Guided	<p>Text: The Girl Who Stole an Elephant</p> <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> </ul>						






	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>						
Maths	Unit: Number (Negative Numbers) <ul style="list-style-type: none"> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> </ul> 		Unit: Converting Units <ul style="list-style-type: none"> <li>Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</li> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>Solve problems involving converting between units of time</li> </ul>		Unit: Measure Volume <ul style="list-style-type: none"> <li>Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity</li> <li>Estimate volume and capacity</li> </ul> 		
Science	Unit: Scientists and Inventors Lesson: Why is David Attenborough famous? <ul style="list-style-type: none"> <li>To find out about the work of naturalists and animal behaviourists</li> </ul> <a href="#">National Curriculum Link - Biography</a>	Unit: Scientists and Inventors Lesson: How do Crime Scene Investigators work? <ul style="list-style-type: none"> <li>To identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	Unit: Scientists and Inventors Lesson: How does a mission to the moon work? <ul style="list-style-type: none"> <li>To describe how scientific ideas have changed over time</li> </ul>	Unit: Scientists and Inventors Lesson: Why was Eva Crane famous? <ul style="list-style-type: none"> <li>To describe the life process of reproduction in some plants and animals</li> </ul>	Unit: Scientists and Inventors Lesson: Who was Stephanie Kwolek? <ul style="list-style-type: none"> <li>To 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</li> </ul> <a href="#">National Curriculum Link – Venn Diagram</a>	Unit: Scientists and Inventors Lesson: Why is Leonardo da Vinci a famous scientist? <ul style="list-style-type: none"> <li>To plan different types of scientific enquiries to answer questions</li> </ul>	
Computing	Unit: Selection in Quizzes Lesson: Exploring Conditions <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	Unit: Selection in Quizzes Lesson: Selecting outcomes <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and</li> </ul>	Unit: Selection in Quizzes Lesson: Asking Questions <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical</li> </ul>	Unit: Selection in Quizzes Lesson: Planning a quiz <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and</li> </ul>	Unit: Selection in Quizzes Lesson: Testing a quiz <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with</li> </ul>	Unit: Selection in Quizzes Lesson: Evaluating a quiz <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	Unit: Selection in Quizzes Consolidation

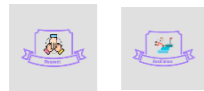

<ul style="list-style-type: none"> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> 	<p>repetition in programs; work with variables and various forms of input and output</p> <ul style="list-style-type: none"> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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.</li> </ul>	<p>systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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.</li> </ul>	<p>repetition in programs; work with variables and various forms of input and output</p> <ul style="list-style-type: none"> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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.</li> </ul> 	<p>variables and various forms of input and output</p> <ul style="list-style-type: none"> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• 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.</li> </ul> 	
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			including collecting, analysing, evaluating and presenting data and information.				
							
Art & Design	Unit: Pattern Lesson: How does Shang Dynasty art use pattern? <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul> National Curriculum Link - History 	Unit: Pattern Lesson: Can you use pattern to recreate a piece of artwork from the Shang Dynasty? <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	Unit: Pattern Lesson: Can you use pattern to recreate a piece of artwork from the Shang Dynasty? <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>			Unit: Pattern Lesson : Can you pattern to create a final piece? <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> 	Unit: Pattern Lesson : Can you use pattern to create a final piece? <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> 
	DT	Unit: Paper Lesson: Can you create recycled paper?	Unit: Paper Lesson: Can you construct a Chinese lantern?	Unit: Paper Lesson: How successful was your product?			
Geography		<b>Unit: China</b>  Lesson: What impact does China's physical geography having on humans? <ul style="list-style-type: none"> <li>Describe and understand key</li> </ul>	<b>Unit: China</b> Lesson: What is it like to live in a city in China? Shanghai <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and</li> </ul>	<b>Unit: China</b> Lesson: What impact are humans having on the physical geography? <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	<b>Unit: China</b> Lesson: Where would you like to live, the city or the countryside? Written piece <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography.</li> </ul>	<b>Unit: China</b> Lesson: Where would you live, the city or the countryside? Written piece <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study</li> </ul>	

		<p>aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>  	<p>earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Cross Curricular links – English Information text. Speech about protecting the environment.</p>	<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>National Curriculum Link – English – Comparison</p> 	<p>of human and physical geography.</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	
History	<p><b>Unit: Shang Dynasty</b></p> <p>Lesson: Why did the Shang Dynasty end?</p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Shang Dynasty of Ancient China</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>They should note connections, contrasts and trends over time and</li> </ul>						

	<p>develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>						
Music	<p>Inspire Music</p> <p>Instrument: Trumpet</p> 	<p>Inspire Music</p> <p>Instrument: Trumpet</p>	<p>Inspire Music</p> <p>Instrument: Trumpet</p>	<p>Inspire Music</p> <p>Instrument: Trumpet</p>	<p>Inspire Music</p> <p>Instrument: Trumpet</p>	<p>Inspire Music</p> <p>Instrument: Trumpet</p> 	<p>Inspire Music</p> <p>Instrument: Trumpet</p>
PE	<p>Unit: Rounders</p> <p>Lesson: <i>How can you throw and catch in a game situation?</i></p>	<p>Unit: Rounders</p> <p>Lesson: <i>How can you perform a variety of bowling techniques?</i></p>	<p>Unit: Rounders</p> <p>Lesson: <i>How can you hit a ball in rounders in a different directions?</i></p>	<p>Unit: Rounders</p> <p>Lesson: <i>How can you field a ball in rounders?</i></p>   	<p>Unit: Rounders</p> <p>Lesson: <i>How can you take part in batting and fielding in a rounders game?</i></p>	<p>Unit: Rounders</p> <p>Lesson: <i>How can you take part in batting and fielding in a rounders game?</i></p>	<p>Unit: Rounders</p> <p>Lesson: <i>How can you take part in batting and fielding in a rounders game?</i></p>  

							
	<p>Unit: Volleyball</p> <p><i>How can you use the ready position in a game?</i></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p><i>How can you volley the ball after a self-feed?</i></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p><i>How can you set the ball?</i></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p><i>How can you use a dig in volleyball?</i></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p><i>How can you serve?</i></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p>How can you play an adapted game of volleyball?</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Unit: Volleyball</p> <p>How can you play an adapted game of volleyball?</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul> <p>use running, jumping, throwing and catching in isolation and in combination.</p>
RE	<p>Unit: Forgiveness</p> <p>Lesson: What is forgiveness?</p> 	<p>Unit: Forgiveness</p> <p>Lesson: Forgiveness in Judaism</p>	<p>Unit: Forgiveness</p> <p>Lesson: Yom Kippur (Judaism)</p> 	<p>Unit: Forgiveness</p> <p>Lesson: Forgiveness in Buddhism?</p> 	<p>Unit: Forgiveness</p> <p>Lesson: Comparing Forgiveness in Buddhism and Judaism</p> 	<p>Unit: Forgiveness</p> <p>Lesson: A Symbol for Forgiveness</p>	<p>Unit: Forgiveness</p> <p>Consolidation</p>
PSHE	<p>Unit: First Aid</p> <p>First Aid</p>		<p>Unit: Growing and Changing</p> <p>Appropriate Touch and Puberty</p>				

M F L	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: Count with me</u></p> <p><b><u>NC Link and skills</u></b>          To explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting. To pronounce numbers 1-31 and understand how they are formed.          I can count up to 31.          I can use patterns to make predictions about new vocabulary.          I can copy modelled sounds accurately.</p>  	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: I'm 500 years old</u></p> <p><b><u>NC Link and skills</u></b>          Listen attentively to spoken language and show understanding by joining in and responding in the context of the days of the week. To identify, say in order and respond to the days of the week.          I can listen carefully to a set of vocabulary.          I can understand, say and order the days of the week.          I can sing a song in Spanish.</p>	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: Spanish History</u></p> <p><b><u>NC Link and skills</u></b>          To read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. To listen to, read and respond to the vocabulary about months.          I can read and say the months of the year.          I can show my understanding by ordering the months correctly.</p>	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: What year was it?</u></p> <p><b><u>NC Link and skills</u></b>          Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates. To ask/answer questions about birthdays.          I can guess language rules by comparing English with Spanish.          I can say when my birthday is.          I can ask someone when their birthday is.</p>	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: I was born...</u></p> <p><b><u>NC Link and skills</u></b>          To use known language to present information about Spanish festival dates; in the context of talking about dates. To express/ask for dates in Spanish.          I can say the date using a day, number and month.          I can identify some important Spanish festivals.</p>	<p><b><u>Unit: Our Past</u></b></p> <p><u>Lesson: Famous lives</u></p> <p><b><u>NC Link and skills</u></b>          Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date. To begin to conjugate the verb 'to be' for past and future tense.          I can say the date using day, number and month in a different tense.          I can change my question or answer sentence to make it past or future tense</p>	<p>Unit: Our Past</p> <p>Lesson: Revision</p>
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