







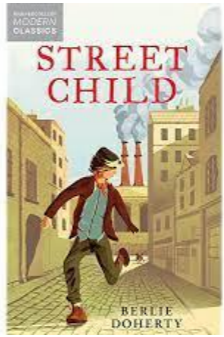



Theme: World War I  
 The Big Question: Why is the poppy symbolic?  
 Reading for Pleasure Class Novel: Street Child

		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"> <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>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Proofread for spelling and punctuation error.</li> <li>Expanded noun phrases to convey complicated information concisely</li> </ul> National Curriculum Link – History – World War 1 / Soldiers	Text: War Horse: Newspaper Article	 <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>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>   	Text: Biography Black History Month				
	<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>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>								
Enrichment	  								
SPAG Focus	<ul style="list-style-type: none"> <li>Use nouns, pronouns and tenses accurately and consistently throughout.</li> <li>Use relative clauses.</li> <li>Use brackets, dashes and commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses (for example, who, which, where, when etc).</li> <li>Build cohesion within a paragraph (for example then, after that, firstly).</li> <li>Consistently organise my work into paragraphs in a range of text types.</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses (for example, who, which, where, when etc)</li> <li>Build cohesion within a paragraph (for example then, after that, firstly).</li> <li>Consistently organise my work into paragraphs in a range of text types</li> <li>use more sophisticated conjunctions</li> </ul>						
Visit to	Text: Street Child	<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> <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: Multiplication and Division A			Unit: Fractions A			
	<ul style="list-style-type: none"> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>• 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</li> <li>• multiply and divide numbers mentally drawing upon known facts</li> <li>• 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</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul>			<ul style="list-style-type: none"> <li>• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>1\frac{1}{2} = 1 + \frac{1}{2}</math>]</li> <li>• compare and order fractions whose denominators are all multiples of the same number</li> <li>• add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul>			
	Unit: Earth and Space			Unit: Earth and Space			
Science	Lesson: How do the Sun, Moon and Earth compare in size?	Lesson: How does the Earth orbit the sun?	Lesson: Why does the moons appearance change? (Lunar Cycle)	Lesson: How is day and night caused?	Lesson: How are there different time zones on Earth?	Lesson: What other planets are there in the solar system?	
	<ul style="list-style-type: none"> <li>• describe the sun, Earth and moon as approximately spherical bodies</li> </ul> <p>National Curriculum Link – Maths - Mass</p>	<ul style="list-style-type: none"> <li>• describe the movement of the moon relative to the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the movement of the Moon relative to the Earth?</li> </ul>	<ul style="list-style-type: none"> <li>• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<ul style="list-style-type: none"> <li>• to investigate night and day in different parts of the Earth.</li> </ul> <p>Cross Curricular link: Maths Graphs</p> <p>Cross Curricular Link – Geography – time zones</p>	<p>To name and describe features of the planets in our solar system.</p> <p>To order the planets in our solar system.</p> 	
	Unit: Earth and Space			Unit: Earth and Space			
Computing	Unit: Creating Media – Video Production			Unit: Creating Media – Video Production			
	Lesson: What is video?	Lesson: Filming techniques	Lesson: Using a storyboard	Lesson: Planning a video	Lesson: Importing and editing	Lesson: Video evaluation	
	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software (including internet</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software (including internet</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use, and combine a variety of software (including internet</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact information.</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>(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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>(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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>(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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	
Art & Design			<p>Unit: Tone</p> <p>Lesson: How does Olive Mudie-Cooke use tone?</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p>Unit: Tone</p> <p>Lesson: Can you use tone?</p> <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>	<p>Unit: Tone</p> <p>Lesson: Can you apply tone to a final piece?</p> <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>		
Design & Technology	<p>Unit: Mechanics</p> <p>Lesson: Can you make an armoured?</p> <p><a href="#">National Curriculum Links - Science – Materials</a></p> <p><a href="#">National Curriculum Links – Maths - Measurement</a></p>					<p>Unit: Mechanics</p> <p>Lesson: Can you evaluate an armoured vehicle?</p>	

	Geography	<p>What are the similarities and differences between London and Berlin?</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>						
	History	<p>What was life like on the Western Front?</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	<p>How did life at home change during the war?</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	<p>Why was the battle of the Somme a significant event?</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	<p>How were soldier buried during the war</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	<p>How are fallen soldiers remembered?</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	<p>How did the war end?</p> <ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul>	
	Music	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>	<p>Inspire Music</p> <p>Instrument: Guitar</p>
	PE	<p>Unit: Team games – Hockey</p> <p>How can you dribble the ball in different directions?</p>	<p>Unit: Team games – Hockey</p> <p>How can you pass and move?</p>	<p>Unit: Team games – Hockey</p> <p>How can you tackle to gain possession of the ball?</p>	<p>Unit: Team games – Hockey</p> <p>How can you mark your opponent?</p>	<p>Unit: Team games – Hockey</p> <p>How can you score from a variety of angles?</p>	<p>Unit: Team games – Hockey</p> <p>How can you work as a team in different match situations/scenarios?</p>	<p>Unit: Team games – Hockey</p> <p>Competition</p>
		<p>Unit: Invasion – Dodgeball</p> <p>How can you throw a ball with precision and speed?</p>	<p>Unit: Invasion – Dodgeball</p> <p>How can you dodge with control in a game of dodgeball?</p>	<p>Unit: Invasion – Dodgeball</p> <p>How can you block the ball to protect yourself or a teammate?</p>	<p>Unit: Invasion - Dodgeball</p> <p>How can you catch a ball during a game of dodgeball?</p>	<p>Unit: Invasion - Dodgeball</p> <p>How can you work as a team in a dodgeball tournament?</p>	<p>Unit: Invasion – Dodgeball</p> <p>How can you work as a team in a dodgeball tournament?</p>	<p>Unit: Invasion – Dodgeball</p> <p>How can you work as a team in a dodgeball tournament?</p>
RE	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Explanation</p>	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Love</p>	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Power and Vulnerability</p>	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Christmas cards</p>	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Carols</p>	<p>Unit: Christianity - The true meaning of Christmas</p> <p>Lesson: Christmas debate</p>		



	PSHE	Unit: Keeping / Staying Healthy Smoking			Unit: Being Responsible Looking out for others		
MFL	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: The Body</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 giving and following classroom instructions. To give and respond appropriately to instructions.</p>	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: What do I look like?</u></p> <p><b><u>NC Link and skills</u></b> 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.</p>	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: What are you doing?</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 everyday actions. To understand and respond to action words.</p>	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: Fashion</u></p> <p><b><u>NC Link and skills</u></b> 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.</p>	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: How are you feeling today?</u></p> <p><b><u>NC Link and skills</u></b> 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.</p>	<p><b><u>Unit: The Way We Look</u></b></p> <p><u>Lesson: What's the matter?</u></p> <p><b><u>NC Link and skills</u></b> 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</p>	