




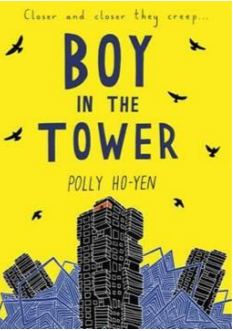


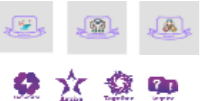

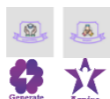
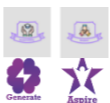
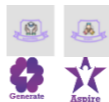
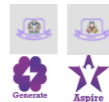
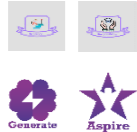
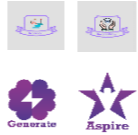
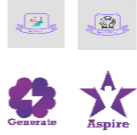




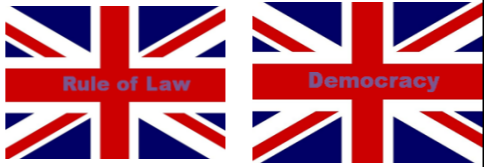
<p>Theme: Monarchs Driver: History/ Geography- The Big Question: How have monarchs influenced Britain?</p>	<p>Reading for Pleasure Class Novel:</p>
---	---



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Visit to	English	<p>Text: Cogheart Diary Entry</p>  <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 a wide range of devices to build cohesion within and across paragraphs. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.    <ul style="list-style-type: none"> 			<p>Text: Cogheart: Newspaper report</p>  <ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused. Use dictionaries to check the spelling and meaning of words. 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. 			
	Enrichment							
SPAG Focus	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use expanded noun phrases. Use brackets, dashes or commas to indicate parenthesis 		<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing Use a colon to introduce a list. using modal verbs or adverbs to indicate degrees of possibility 			<ul style="list-style-type: none"> Ensure the consistent and correct use of tense. Intergrate dialogue to convey character and advance the action. Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. 		







Guided Reading	<p>Text: Boy in the Tower</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • 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. • Retrieve, record and present information 		
Maths	<p>Unit: Multiplication and Division B</p> <ul style="list-style-type: none"> • Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers • Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes 	<p>Unit: Fractions B</p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> 	<p>Unit: Decimals and Percentages</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to 3 decimal places. • Read and write decimal numbers as fractions. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Science	<p>Unit: Forces</p>  <p>Lesson: Gravity and Weight</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <p>National Curriculum Link – Maths - Measurements</p>	<p>Unit: Forces</p> <p>Lesson: To identify the effects of air resistance.</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	<p>Unit: Forces</p> <p>Lesson: To identify the effects of water resistance.</p> <ul style="list-style-type: none"> identify the effects of air resistance, water resistance and friction, that act between moving surfaces. 	<p>Unit: Forces</p>  <p>Lesson: To understand levers have an effect on force.</p> <ul style="list-style-type: none"> recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Unit: Forces</p> <p>Lesson: To understand how pulleys have an effect on force.</p> <ul style="list-style-type: none"> recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Unit: Forces</p> <p>Lesson: To know the effects of friction that acts between moving surfaces.</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>
	Computing	<p>Unit: Data and information – Flat-file databases</p> <p>Lesson: Creating a paper-based database</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 	<p>Unit: Data and information – Flat-file databases</p> <p>Lesson: Computer databases</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 	<p>Unit: Data and information – Flat-file databases</p> <p>Lesson: Using a database.</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 	<p>Unit: Data and information – Flat-file databases</p> <p>Lesson: Using search tools.</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>National Curriculum – Maths - Data</p> 	<p>Unit: Data and information – Flat-file databases</p> <p>Lesson: Comparing data visually.</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</p>	<p>Unit: Texture</p> <p>Lesson: How is texture used in William Morris' work?</p> <ul style="list-style-type: none"> About great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas <p>National Curriculum Link – Science - Materials</p> 	<p>Unit: Texture</p> <p>Lesson: How does William Morris use texture?</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Unit: Texture</p> <p>Lesson: Can you use texture?</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: Texture</p> <p>Lesson: Can you use texture in 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 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design & Technology</p>	<p>Unit: Celebrating Culture and Seasonality - Fruit Cocktails</p> <p>Lesson: Investigate and Evaluate fruits.</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed understand and apply the principles of a healthy and varied diet. Investigate and analyse a range of existing products 	<p>Unit: Celebrating Culture and Seasonality - Fruit Cocktails</p> <p>Lesson: Health and Safety</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Unit: Celebrating Culture and Seasonality - Fruit Cocktails</p> <p>Lesson: To design a fruit cocktail.</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Cross Curricular Link – Maths Measurement</p>	<p>Unit: Celebrating Culture and Seasonality - Fruit Cocktails</p> <p>Lesson: To create a product using my design.</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>National Curriculum Links – English - Instructions</p> 	<p>Unit: Celebrating Culture and Seasonality - Fruit Cocktails</p> <p>Lesson: To evaluate the product that I made.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	

Geography		<p>1. Where is the United Kingdom and what is it like to live there?</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. <p>use fieldwork to observe - including sketch maps</p>				<p>5. Which countries were part of the British Empire and where were they located?</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic
	History	<p>When did periods of history occur?</p> <ul style="list-style-type: none"> a significant turning point in British history, 	<p>What is a monarch and what is their importance?</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>When did English monarch's reign? the changing power of monarchs using case studies such as John, Anne and Victoria.</p>	<p>Who was Queen Victoria and why was she important?</p> <p>a significant turning point in British history,</p>	

MFL	<p>Unit: Eating out</p> <p><u>Lesson: I'm Thirsty</u></p> <p>NC Link and skills To appreciate stories, songs, poems and rhymes in the language in the context of food. To recognise and repeat key vocabulary about food.</p> 	<p>Unit: Eating out</p> <p><u>Lesson: Open and Closed</u></p> <p>NC Link and skills To understand key features and patterns of basic grammar in the context of food. To use determiners for identifying quantities in making polite requests.</p>	<p>Unit: Eating out</p> <p><u>Lesson: Breakfast</u></p> <p>NC Link and skills To understand key features and patterns of basic grammar in the context of stating preferences about food. To give a preference for or against things.</p> 	<p>Unit: Eating out</p> <p><u>Lesson: Sandwiches</u></p> <p>NC Link and skills To describe people, places, things and actions orally and in writing in the context of describing food by colour. To describe the colour(s) of an object by modifying adjectives.</p>	<p>Unit: Eating out</p> <p><u>Lesson: I like to eat</u></p> <p>NC Link and skills To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives. To use adjectives accurately to describe food items.</p>	<p>Unit: Eating out</p> <p><u>Lesson: Pizzas</u></p> <p>NC Link and skills To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. To have short conversations about food.</p>	
	Music	Inspire Music Unit: Make You Feel My Love.	Inspire Music Unit: Make You Feel My Love.	Inspire Music Unit: Make You Feel My Love.	Inspire Music Unit: Make You Feel My Love.	Inspire Music Unit: Make You Feel My Love.	Inspire Music Unit: Make You Feel My Love.
	PE	Unit: Gymnastics How can you perform a variety of Jumps and Leaps?	Unit: Gymnastics How can you perform a T-Roll?	Unit: Gymnastics How can you perform a variety of paired balances?	Unit: Gymnastics How can you perform a cartwheel using various apparatus?	Unit: Gymnastics How can you perform a Hurdle Step?	Unit: Gymnastics How Can You Perform a Basic Vault-Squat On, Squat Off?

	<p>Unit: Indoor Athletics</p> <p>Can you perform various throwing, jumping and skipping techniques?</p>  	<p>Unit: Indoor Athletics</p> <p>Can you test and measure indoor athletics scores?</p>	<p>Unit: Indoor Athletics</p> <p>How can you improve your technique on various stations?</p>	<p>Unit: Indoor Athletics</p> <p>How can you use your body to increase your power?</p>	<p>Unit: Indoor Athletics</p> <p>How can you compete against others?</p>	<p>Unit: Indoor Athletics</p> <p>Can you perform various throwing, jumping and skipping techniques?</p>
RE	<p>Unit: Peace</p> <p>Lesson: Introduction to peace</p>  	<p>Unit: Peace</p> <p>Lesson: Peace across religions?</p>	<p>Unit: Peace</p> <p>Lesson: Comparing across religions</p>	<p>Unit: Peace</p> <p>Lesson: Inner peace</p>	<p>Unit: Peace</p> <p>Lesson: Community cohesion.</p>	<p>Unit: Peace</p> <p>Lesson: Peace Symbols</p>  

PSHE

"

Unit: Feelings and Emotions

Jealousy and Anger

Unit: Computer Safety

Online Bullying / Image sharing