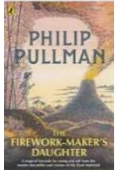
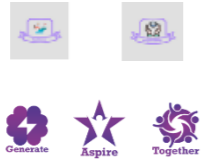
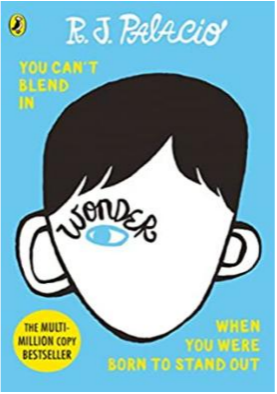

























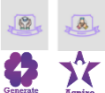

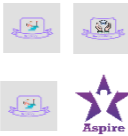
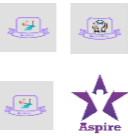
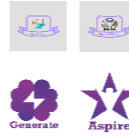







Theme: China and the Shang Dynasty
 Driver: History/ Geography- How has China influenced the World?
 The Big Question: How powerful is China?

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English Part 1	Unit: Letter Supporting Text: The Firework Makers Daughter	  <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. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. proofread for spelling and punctuation error. 			Text: Factfile – Giant panda			
	Enrichment	<p>Launch: Adopt a giant panda (Endangered animal- China.) https://support.wwf.org.uk/adoptions</p> <p>Key Questions: Where is their habitat? What are the Threats? How can we help?</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. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. proofread for spelling and punctuation error. 			
Visit to	SPAG Focus	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using the perfect form of verbs to mark relationships of time and cause using modal verbs or adverbs to indicate degrees of possibility. using a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ensuring the consistent and correct use of tense throughout a piece of writing using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ensuring the consistent and correct use of tense throughout a piece of writing 	

Guided Reading	<p>Text: Wonder</p> <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 <div style="text-align: right;">       </div>					
	Maths	<p>Unit: Shape</p> <ul style="list-style-type: none"> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify angles at a point and 1 whole turn (total 360°) Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°) Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	<p>Unit: Position and Direction</p> <ul style="list-style-type: none"> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed <p>National Curriculum Link – Geography – Maps / Fieldwork</p> <div style="text-align: center;">       </div>	<p>Unit: Decimals</p> <ul style="list-style-type: none"> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Solve problems involving number up to 3 decimal places Read, write, order and compare numbers with up to 3 decimal places Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 		
Science		<p>Unit: Animals including Humans</p> <p>Lesson: Human life cycle and gestation</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Unit: Animals including Humans</p> <p>Lesson: To explain how a human foetus develops.</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Unit: Animals including Humans</p> <p>Lesson: To understand the development of a child through puberty</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <div style="text-align: center;">        </div> <p>National Curriculum Link – Maths - Graphs</p>	<p>Unit: Animals including Humans</p> <p>Lesson: To understand changes in old age.</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <div style="text-align: center;">        </div>	<p>Unit: Animals including Humans</p> <p>Lesson: To understand the gestation period of different animals.</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age

Computing	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: The drawing tools</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: Creating images</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs <p>National Curriculum Links – Art – Line and Shape</p>	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: Making effective drawings</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: Ordering commands</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: Looking good</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<p>Unit: Creating media – Introduction to vector graphics</p> <p>Lesson: Making an instrument</p> <ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	
	Art & Design	<p>Unit: Form and Space</p>  <p>Lesson: How does Cai Quo-Qiang use colour?</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: Form and Space</p>  <p>Lesson: Can you use colour in the style of Cai Quo-Qiang?</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas <p>Create at The Glazy Place.</p>	<p>Unit: Form and Space</p>  <p>Lesson: Can you apply colour to create a final piece?</p> <ul style="list-style-type: none"> • 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. • about great artists, architects and designers in history. 	<p>Unit: Form and Space</p>  <p>Lesson: Can you apply colour to create a final piece?</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. 		

Design & Technology			<p>Unit: Paper</p> <p>Lesson: The history of paper.</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world.  	<p>Unit: Paper</p> <p>Lesson: What types of paper are there and what are their uses?</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products 	<p>Unit: Paper</p>   <p>Lesson: Can you design a Chinese lantern?</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	
Geography	<p>Unit: China</p>  <p>Lesson 1: Where in the world is China?</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps concentrating on their major cities 					
History		<p><u>Unit: Shang Dynasty</u></p> <p>Lesson: When was the Shang Dynasty of China and how do we know about it?</p> <ul style="list-style-type: none"> 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 	<p><u>Unit: Shang Dynasty</u></p> <p>Lesson: How do we know about the Shang kings?</p> <ul style="list-style-type: none"> 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 	<p><u>Unit: Shang Dynasty</u></p> <p>Lesson: What was life like during the Shang Dynasty?</p> <ul style="list-style-type: none"> 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 	<p><u>Unit: Shang Dynasty</u></p> <p>Lesson: To find out about Shang royal burials.</p> <ul style="list-style-type: none"> 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 	<p><u>Unit: Shang Dynasty</u></p> <p>Lesson: To find out about the writing and calendar created during the Shang Dynasty.</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the

Shang Dynasty of Ancient China

- 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.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- 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.



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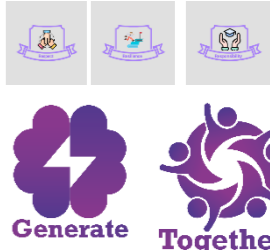

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MFL	<p>Unit: In the classroom.</p> <p>Lesson: Where are they?</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • listen attentively to spoken language and show understanding by joining in and responding. • present ideas and information orally to a range of audiences. • engage in conversations; ask and answer questions, and respond to those of others. 	<p>Unit: In the classroom.</p> <p>Lesson: Where are the objects?</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • listen attentively to spoken language and show understanding by joining in and responding. • present ideas and information orally to a range of audiences. • engage in conversations; ask and answer questions, and respond to those of others. 	<p>Unit: In the classroom.</p> <p>Lesson: My favourite subjects</p> <ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Unit: In the classroom.</p> <p>Lesson: Shapes</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • listen attentively to spoken language and show understanding by joining in and responding. • present ideas and information orally to a range of audiences. • engage in conversations; ask and answer questions, and respond to those of others. 	<p>Unit: In the classroom.</p> <p>Lesson: Can I...?</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • listen attentively to spoken language and show understanding by joining in and responding. • present ideas and information orally to a range of audiences. • engage in conversations; ask and answer questions, and respond to those of others. 	<p>Unit: In the classroom.</p> <p>Lesson: Answering questions</p> <ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures. • listen attentively to spoken language and show understanding by joining in and responding. • present ideas and information orally to a range of audiences. • engage in conversations; ask and answer questions, and respond to those of others. 	
	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>
	PE	<p>Unit: Dance</p> <p>Lesson: How can you dance in canon when performing a dance?</p>	<p>Unit: Dance</p> <p>Lesson: How can you use space when performing a dance?</p>	<p>Unit: Dance</p> <p>Lesson: How can you use energy and strength when performing a dance?</p>	<p>Unit: Dance</p> <ul style="list-style-type: none"> • Lesson: How can you use a stimulus to perform a dance? 	<p>Unit: Dance</p> <ul style="list-style-type: none"> • Lesson: How can you use a stimulus to perform a dance? 	<p>Unit: Dance</p> <p>Lesson: How can you collaborate with a group to make a dance performance?</p>  

	<p>Unit: Athletics</p> <p>Lesson: How can you run fast?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Unit: Athletics</p> <p>Lesson: How can you throw a javelin?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Unit: Athletics</p> <p>Lesson: How can you perform different jumps?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Unit: Athletics</p> <p>Lesson: How can you pace yourself at longer distances?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Unit: Athletics</p> <p>Lesson: How can you throw a shot put?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Unit: Athletics</p> <p>Lesson: How can you perform a baton changeover in a team relay?</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance
RE	<p>Unit: Jesus the Healer</p> <p>Lesson: Miracles</p>	<p>Unit: Jesus the Healer</p> <p>Lesson: Healing Miracles</p>   	<p>Unit: Jesus the Healer</p> <p>Lesson: The Man at Bethesda</p>	<p>Unit: Jesus the Healer</p> <p>Lesson: The Servant</p>   	<p>Unit: Jesus the Healer</p> <p>Lesson: The Raising of Lazarus</p>	<p>Unit: Jesus the Healer</p> <p>Lesson: Miracle Stories</p> 
PSHE	<p>Unit: A World Without Judgement</p> <p>Inclusion and Acceptance</p>				<p>Unit: First Aid</p> <p>First Aid</p>	