

	1 2.6.24 – 6.6.24	2 9.6.24 – 13.6.24 Science afternoon and TRIP	3 16.6.24 – 20.6.24 Sports day	4 23.6.24 – 27.6.24 Back up sports day	5 30.6.24 – 4.7.24 Transition day	6 7.7.23 – 11.7.23	7 14.7.23-18.7.23	
Maths	Hours and minutes – start and end times Hours and minutes- durations End of unit check Unit 14 – Angles and properties of shape Turns and angles Right angles in shapes	Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular	Recognise and describe 2D shapes Recognise and describe 3D shapes Make 3D shapes End of Unit check Unit 15 – Statistics Interpret pictograms (1)	Interpret pictograms (2) Draw pictograms Interpret bar charts (1) Interpret bar charts (2) Collect and represent data in a bar chart.	Simple two-way tables . Create your own bar chart and pictogram. End of unit check To use known facts to become more fluent in the 6 times table. To use known facts to become more fluent in the 7 times table.	To use known facts to become more fluent in the 8 times table. To use known facts to become more fluent in the 9 times table. To use known facts to become more fluent in the 11 times table. To use known facts to become more fluent in the 12 times table.	Assessment paper (arithmetic) Assessment paper (reasoning) Strengthening and deepening activities. Times table, division and time focus.	
English / Reading	<u>English- Jim, A Cautionary Tale</u> by Hilaire Belloc Literary Theme: Confidence & caution Outcomes: Warning poster, warning announcement, alternative ending, performance poetry, letter of apology Main outcome: Narrative poem cautionary tale Vocabulary, Grammar & Punctuation <ul style="list-style-type: none">Expressing time, place and cause using conjunctions and adverbs [if and then]Relative clauses beginning with who, whose, which or that.Use fronted adverbials for time, place and manner, e.g. later that day.Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Writing (Composition) <ul style="list-style-type: none">Discussing writing similar to what they are planning to write, to understand and learn from its structure, vocabulary and grammarDiscussing and recording ideas Draft and write by: <ul style="list-style-type: none">In narratives, creating settings, characters and plot Evaluate and edit by: <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writing and suggesting improvementsReading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <u>Reading – A Necklace of Raindrops</u> by Joan Aiken <ul style="list-style-type: none">Vocabulary explicitly taughtNon-fiction and poetry links madeFor use in guided or whole class reading National Curriculum comprehension coverage <ul style="list-style-type: none">developing positive attitudes to reading and understanding of what they readlistening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesincreasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyidentifying themes and conventions in a wide range of booksdiscussing words and phrases that capture the reader's interest and imagination Pupils should demonstrate understanding of what they read, in books they can read independently, by: <ul style="list-style-type: none">checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textdrawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedidentifying main ideas drawn from more than one paragraph and summarising theseidentifying how language, structure, and presentation contribute to meaning Participate in discussion about both books.				<u>English- The Day I Swapped my dad for Two Goldfish</u> by Neil Gaiman Literary Theme: Confidence & caution Outcomes: Thought bubbles, missing scenes, diary entries Main outcome: Own version narratives Vocabulary, Grammar & Punctuation <ul style="list-style-type: none">Extending sentences with more than one clause by using conjunctions, including when, if, because, althoughUsing conjunctions, adverbs and prepositions to express time and causeUsing fronted adverbialsusing commas after fronted adverbialsIndicating possession by using the possessive apostrophe with plural nouns, using, and punctuating direct speech Writing Transcription (Spelling and Handwriting) <ul style="list-style-type: none">Use further prefixes and suffixes and understand how to add them.Place the possessive apostrophe accurately in words with regular plurals [for example, girls,' boys'] and in words with irregular plurals [for example, children's].Use the first two or three letters of a word to check its spelling in a dictionary. Writing (Composition) <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.Discussing and recording ideas.In narratives, creating settings, characters and plot.Assessing the effectiveness of their own and others' writing and suggesting improvements.Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.Proof-read for spelling and punctuation errors.Reading aloud their own writing. <u>Reading comprehension – Fortunately, the Milk</u> by Neil Gaiman <ul style="list-style-type: none">Vocabulary explicitly taughtNon-fiction and poetry links madeFor use in guided or whole class reading National Curriculum comprehension coverage <ul style="list-style-type: none">listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksusing dictionaries to check the meaning of words that they have readidentifying themes and conventions in a wide range of booksdiscussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: <ul style="list-style-type: none">checking that the text makes sense to them, discussing their understanding and explaining the meaning of words.drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying with evidencepredicting what might happen from details stated and impliedidentifying main ideas drawn from more than one paragraph and summarising theseidentifying how language, structure, and presentation contribute to meaning participate in discussion about books			
Science Plants	How is water transported in plants? LI: I can investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. SC: By the end of the lesson students will be able to explain the function of the stem, understand how water is transported in a plant, set up a comparative investigation.	Science with parents- Forces. To understand that force, like magnetism, can act even when objects aren't touching. This experience makes the invisible concept of force more concrete, showing them that magnets can pull or push through materials.	N/A – Sports day	How do plants change over time? LI: I can investigate how a plant changes over time. SC: By the end of the lesson, students will be able to identify a wildflower and label the parts of the plant observing how the plant changes overtime. Key question: How do plants change overtime? Why do plants have flowers?	N/A – Transition Day	What colour flowers do pollinating insects prefer? LI: I know why insects prefer certain flowers and the life cycle of a plant. SC: By the end of the lesson, students will understand why pollinating insects are attracted to flowers and why they prefer certain flowers more. They will also be able to map out a lifecycle of a plant.	Different types of soil LI: I know why some soils are more permeable than others. SC: By the end of the session students will understand that different soil types can absorb more water than others and how this can impact different plants. Key question: Are certain soils more permeable than others?	

	<p>suggest ways to find answers, make a prediction and a conclusion.</p> <p>Key question: How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?</p> <p>FROGS</p> <p>Vocabulary: Transport, stem, evaporate, compare, temperature, leaves, flower, observe, photosynthesis, prediction, conclusion, chlorophyll</p>			<p>FROGS</p> <p>Vocabulary: Wildflower, stem, leaves, petals, pollen, flower, observe, prediction, conclusion, description, wilt, wither, droop.</p>		<p>Key question: Why do plants have flowers?</p> <p>FROGS</p> <p>Vocabulary: nutrients, nectar, pollen, attract, sugar, material, texture, colour, transportation.</p>	<p>FROGS</p> <p>Vocabulary: Permeable, impermeable, absorb, soil, organic material, pass through, mixture, rock,</p>
Topic	<p>History- Mummies LI: I can understand and explain the ancient Egyptian ritual of mummification. SC: By the end of the lesson, students will be able to explain what a tomb is and what the paintings tell us. They will be able to describe how a body was prepared for burial and why it was important to preserve the body alongside what was needed to enter the afterlife.</p> <p>Key question: Why were Ancient Egyptians mummified and how?</p> <p>Vocabulary: Mummification, soul, spirit, river Nile, purified, organs, internal, canopic, natron, sarcophagus, burial chamber, embalming</p>	N/A - Trip	<p>History- famous rulers LI: I can understand how evidence can give us different answers about the past. SC: By the end of the session, students will be able to name some of the pharaohs from Ancient Egypt and facts about them. They will also be able to understand the meaning of symbols associated with the pharaohs.</p> <p>Key Question: Who were the Ancient Egyptian pharaohs?</p> <p>Vocabulary: Pharaohs, symbols, associated, pyramid, conquered, ankh, scarab, cartouche, crook & flail, amulets, chariots.</p>	<p>Geography- How Can We Protect Places from Weathering?</p> <p>LI I can think of ways to protect buildings and surfaces from weathering. SC: I can say why some places need to be protected from weathering. I can suggest how we could help protect parts of our school.</p> <p>Fieldwork Activity: Walk around school identifying at-risk areas (e.g. crumbling brickwork, slippery mossy steps, flaking paint). Use a "Weathering Risk Checklist" to rate surfaces as: Low, Medium or High Risk. Back in class, pupils choose one area and design a protection plan. Key Question: How Can We Protect Places from Weathering?</p> <p>Vocabulary: weathering, mechanical, biological, chemical, risk, protect,</p>	<p>History: Pyramids and artefacts LI: I can explain that there are different types of pyramids and why/how they were built.</p> <p>Sc: By the end of the lesson, students will understand that there were different types of pyramids and why and how they were built. They will explore why most tombs and pyramids were robbed of their treasures and artifacts.</p> <p>Key Question: Why did the Ancient Egyptians build the pyramids?</p> <p>Vocabulary: Pyramids, Pharaohs, artefacts, structures, bent, step, Khafre, preserve, chambers, possessions, passages, labourers.</p>	<p>Geography- Weathering Trail with Grid References</p> <p>(Fieldwork Focus: Using grid references to map weathering examples around the school.</p> <p>LI: I can use simple grid references and compass points to locate, describe and record examples of weathering.</p> <p>SC: I can find and record weathering spots using grid references on a map. I can explain the type of weathering at each grid location. I can use my map to help others find the weathering examples. I can use compass directions (North, South, East, West) to help describe locations on the grid.</p> <p>Key Question: How can we use grid references to find and explain weathering in our school grounds?</p> <p>Vocabulary: Map, grid reference, weathering, mechanical, biological, chemical, risk, protect, compass, compass points, North, South, East, West</p>	<p>History: Egyptian Gods LI: I can compare different Egyptian gods.</p> <p>SC: By the end of the lesson, students will be able to explain that the Ancient Egyptians worshiped many different gods and goddesses, whilst beginning to understand some of their differences.</p> <p>Key question: Who were the Ancient Egyptian gods?</p> <p>Vocabulary: Gods, Goddess, worship, River Nile, Human-like, features, figures, protection,</p>
DT	N/A - sports day practice	N/A Trip	<p>DT</p> <p>To create frame structures To understand that structures are strong if they are rigid (truss) and understanding they can be made stronger by adding a strut or a joining plate. Building finger fluency by creating a photo frame using triangle frames and joining plates.</p>	<p>DT</p> <p>Guided design. Designing a truss bridge and creating sketches of our bridge. Thinking about what will work well and what may need to be done differently. Building our designs in groups - all students to create triangle frames to build finger fluency. Evaluating our bridge what could we do differently?</p>	N/A Transition Day	<p>DT</p> <p>creating knowledge to design Design challenge Using our bridge a box car including pictures, diagrams and joining plates</p>	N/A - assessments
RE What does it mean to live a good life?	NA - sports day practice	N/A - Science afternoon	N/A - Sports day	<p>A Jewish Worldview 1 What is Judaism Looking at Jewish texts and what it means to live a good life. - Analyse texts</p>	<p>A Jewish Worldview 2 Explore ways in which Jewish people live out the teachings from last week's text. Record this in some way connecting actions to beliefs</p>	<p>A Christian Worldview 1 Looking at Christian texts and what it means to live a good life. Analyse texts</p>	<p>A Muslim Worldview Looking at Islamic texts and what it means to live a good life. Analyse texts and how they live out these teachings.</p>

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