

	1 November 3 rd – 7 th	2 November 10 th – 14 th	3 November 17 th 21 st	4 November 24 th 28 th	5 December 1 st – 5 th	6 December 8 th – 12 th	7 December 15 th – 19 th	
Maths	Unit 3 Estimate answers Inverse operations Problem solving (1) Problem solving (2) End of unit check	Unit 4 Multiplication – equal groups Use arrays Multiple of 2 (Activity: Double It – Orienteering Race) Multiple of 5 and 10 Share and group	Share and group End of unit check Unit 5 Multiply by 3 Divide by 3 The 3 times tables	Multiply by 4 Divide by 4 The 4 times tables Multiply by 8 Divide by 8	The 8 times tables Problem solving– Multiplication and division (1) Problem solving– Multiplication and division (2) Understanding divisibility (1) Understanding divisibility (2)	Multiply by 6 Divide by 6 The 6 times tables The 11 times tables The 9 times tables	End of unit check Autumn term arithmetic paper Autumn term reasoning paper.	
English Reading comprehension	The BFG – Roald Dahl Recount (diary entry), character descriptions, wanted posters, instructions (recipes). <u>Vocabulary, Grammar & Punctuation</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Fronted adverbials [for example, Later that day, I heard the bad news.] - Use of commas after fronted adverbials - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Reading comprehension The BFG – Roald Dahl - develop positive attitudes to reading and understanding of what they read - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - 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 - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say				The Tin Forest – Helen Ward Outcomes: Information leaflets, postcards, setting descriptions Main outcome: Persuasive information leaflet - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Introduction to paragraphs as a way to group related material - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Using the present perfect form of verbs in contrast to the past tense I am the Seed that Grew the Tree by Fiona Waters and Frann Preston-Gannon - listening to and discussing a wide range of texts - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - 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 - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning			

Science	Animals including humans LI: I can identify that humans have bones and muscles for support, protection, and movement. SC: By the end of this lesson, children will be able to identify the main bones in the human body and understand their function. Key question: Why do we have a skeleton? Can we survive without a skeleton? How does our skeleton change over time? Biology Career link: Vet/doctor/nurse Scientists: Marie Curie – Xrays FROGS Vocabulary: skeleton (Bone names) joints, bones, vertebrate. Book: See inside your body Pre-Assessment activity and what students would like to learn about questionnaire.	Bone investigation LI: To design and carry out my own investigation (Those with longer femurs can jump furthest). I can plan and carry out an investigation. I can communicate my results. SC: By the end of this lesson, children will be able to plan and carry out and investigation and communicate their results. Key question: Are bones that are bigger, stronger? Do we need joints? Biology Career link: Vet/doctor/nurse Scientists: Marie Curie – Xrays FROGS Vocabulary: Femur, investigate, Plan, results, method	Muscles investigation LI: How does the angle that your elbow/knee is bend effect the circumference of your upper arm/thigh? SC: By the end of this lesson, children will be able to identify that humans have muscles for support, protection and movement. Key question: Why do we have muscles? Can we break a muscle? Biology Career link: Vet/doctor/nurse Scientists: Marie Curie – Xrays FROGS Vocabulary: muscles, extend, contract, relax, joints	Muscles and movement LI: To understand how muscles work in pairs to allow movement and maintain posture. To investigate whether people who do more sport have stronger muscles. SC: By the end of this lesson, children will be able to record data to identify the pairs of muscles used during physical activity. Key question: Why do muscles get tired? How do our muscles work? Biology Career link: Vet/doctor/nurse Scientists: Marie Curie – Xrays	Vertebrates and invertebrates LI: I understand that animals have bones and muscles for support, protection, and movement. How does our skeleton change over time? Do all animals have a backbone? Grouping bones. SC: By the end of this lesson, children will be able to explain the different bone structures between vertebrate and invertebrates. Key question: Are all skeletons the same? Biology Career link: Vet/doctor/nurse Scientists: Marie Curie – Xrays Book- The diversity of life on earth. FROGS Vocabulary: endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates	Nutrition LI: I can understand that animals, including humans, need the right kind of nutrition. SC: By the end of this lesson, children will be able to understand why we need a balanced diet, how a balanced diet effects our bodies, identify the major food groups that make up a balanced diet and begin to understand what each groups function is inside the body. Key question: How does sugar effect the body? What is a balanced diet? Biology Career link: Athlete/footballer/cricket player Scientists: Adelle Davis (20th Sentry nutritionist) FROGS Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water	Nutrition LI: To explore the nutritional values of different foods by gathering information from food labels. SC: By the end of this lesson, children will have an understanding of food labels and how to read them. Key question: Why is a healthy diet important? Biology Career link: Athlete/footballer/cricket player Scientists: Adelle Davis (20th Sentry nutritionist) FROGS Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water	

History and Geography	History Boudicca fights back LI: I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. SC: The class will take on a roll of a member of Boudices tribe and create a roll play about how it felt to have the Romans invade. They will express their views and options based off the lesson input.	Geography LI: I can research a country in Europe and identify some human and physical features SC: By the end of the lesson students will be able to identify human and physical features and name and locate a country in Europe of their choice. Vocabulary: Landscape, mountain range, coastline, moorland, valley, rock formation, topography, peak, summit, landmark, region, boundary, population,	History . What the Romans did for us LI: I can understand why the Romans built new roads in Britain, know where some of the main roads ran to and from and know how the roads were made. Enrich Orienteering – cross curricular – The children use their orienteering map to locate a series of control points on their Activity Sheet, each of which is linked to a British town or city.	Geography LI I know which landmass is the continent of Europe part of SC: I can explore maps of the world and understand the meaning of landmass and explain what Eurasia is. Vocabulary: Landmass, Eurasia, Europe, Asia, Continent, Ocean, sea	History Roman Life and gods/goddesses LI: I know what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. SC: I understand that the Greeks influenced Roman culture, the Romans inspired the cultural development of later societies – such as many of the planets in our solar system being named after Roman deities	Geography LI: I know what the main boundaries between Europe and Asia are. SC: I understand the boundaries between Europe and Asia by exploring the Ural Mountains, Black Sea and Caspian Sea Vocabulary: Landscape, mountain range, peak, summit, boundary, sea, landlocked, oxygen,	History What can archaeological sites tell us about Roman Britain? LI: I can understand that archaeologists find evidence about Roman Britain SC: I can describe one or more Roman sites in Britain and give examples of key findings.	
Art	Introduction LI: I can talk about Camillie Pissarro SC: Students will learn about Camillie Pissarro. They will have an understanding about impressionism and know that he was a French painter who created landscapes and townscapes. On a double page students will create a colour grid with secondary/primary and tertiary colours to practice their mixing skills and	LI: I can create washes for backgrounds using my secondary/ tertiary colour knowledge. SC: Students will be able to use their knowledge of secondary and tertiary colours to support them in creating a wash background. Students will take inspiration from Camille Pissarro's artwork. Taking note of brush strokes to add texture and hyperrealism. We will	LI: I can create a cityscape composition SC: Students will use line and shape to create windows that will be used in a pattern to create repetition in each building. Students will demonstrate variety in their cityscape composition through the use of different shaped buildings and windows. Students will demonstrate proper watercolour technique to paint their city artwork.	LI: I can use colours that reflects my mood to develop my brush techniques SC: Students will learn about different types of brush strokes to create cross hatches, hatching, shapes, lines and patterns, experimenting with palette knives and pointillism techniques. They will listen to music and choose a colour that reflects that mood (primary or secondary) they will create a piece of artwork using the different types of brush	LI: I can use different brush techniques to create tone and shadow SC: Students will take inspiration from the piece of art' Le Boulevard de Montmartre' by Camillie Pissarro. Students will be taught how to sketch a city street in one point perspective and add shadows and tone using the hatching and cross hatching skills taught (tempera).	LI: I can use tempera paint to create a cityscape. Sc: Students will be able to use tempera paints to create a colourful sky. Draw the outline of the building in their picture and leave the building the same colour as the paper. Create a reflection of the building in the water. Students will combine all their new skills using tempera paint and discuss how it is different to different to watercolours.	Assessment of learning will take place.	

	create a fact file about Camillie Pissarro. Vocabulary: primary, secondary, tertiary, mixing, impressionism. Pre-assessment task	also look at how Pissarro used colours to capture changing light. Using flat wash, graded wash, spray technique, sponge wash, colour lifting, edge softening. Vocabulary: hyperrealism, Skyline, Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, aerial, skylines	Vocabulary: Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, composition, pattern. Linked levers- Finger fluency.	strokes and techniques. Vocabulary: hatches, hatching, shapes, lines, patterns. texture, Mixing, Distort, primary, secondary, watercolour, shadow, Linked levers- Design inspiration.	Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines.	Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines.		
Worldviews	My world view – pre assessment looking at their own world-view	LI: To understand where and when Hindu Dharma began. SC: I can identify the origins of Hindu Dharma in the Indus region of India. I can locate India on a map and compare it with England. I can explain why place and context may shape a religion. Plot Hindu Dharma on a timeline and map; compare India with England; discuss the meaning of “dharma” as duty. Key Question: How does knowing where Hindu Dharma	Being Hindu in Leicester LI: To explore Hindu beliefs about Brahman and atman through the life of Sumita. SC: I can explain what Hindus believe about Brahman and atman. I can give examples of living things with atman. I can compare Brahman to ideas of God in other religions. Use case study of Sumita at Krishna Avanti School; salt-in-water demonstration for Brahman; record learning as definitions, diagram or short writing.	Understanding a Hindu Worldview LI: To understand Hindu beliefs about samsara, karma and moksha. SC: I can describe the cycle of samsara. I can explain the goal of moksha. I can link karma and dharma to moksha. Explore samsara through examples (apple life cycle, Trimurti, candle flame); create a diagram linking Brahman, atman, samsara, moksha. Key Question: What do Hindus believe happens to the atman after death?	Celebrating Diwali in Leicester LI: To learn how Hindus celebrate Diwali in Leicester. SC: I can describe how Diwali is celebrated in Leicester. I can explain how celebrations can look different in different times and places. I can compare Diwali with my own celebrations. Explore videos/photos of Diwali in Leicester; answer Livvy’s questions about what is happening, why, and how it has	Dharma in the Story of Rama and Sita LI: To explore dharma (duty) in the story of Rama and Sita. SC: I can retell the story of Rama and Sita. I can explain how the characters fulfil or fail their dharma. I can link the story to Hindu beliefs about samsara and moksha. Use Theo’s questions to analyse duties of characters; create a storyboard tracking fulfilment of dharma; debate whether the story is more about good vs evil or about dharma. Key Question: How does the story of Rama and	Dharma in the Story of Arjuna and Krishna LI: To understand how context shapes Hindu duty (dharma). SC: I can explain the story of Arjuna and Krishna. I can describe how Arjuna’s duty depends on his context. I can compare Hindu and Sikh ideas about duty. Read/watch story of Arjuna and Krishna; discuss difficulties of fulfilling duty; write an explanation of what the story teaches Hindus about dharma and context.	

		began help us understand it? Vocabulary: Dharma, Hindu Dharma, Context.	Key Question: How do Brahman and atman shape a Hindu worldview? Vocabulary: Brahman, Atman, Dharma, Meaning and Purpose.	Vocabulary: Samsara, Moksha, Karma, Dharma, Liberation, Trimurti.	changed; produce a guidebook entry or presentation. Key Question: Why is Diwali such an important celebration for Hindus in Leicester? Vocabulary: Diwali, Context, Identity and Belonging, Meaning and Purpose.	Sita teach Hindus about dharma? Vocabulary: Dharma, Samsara, Moksha, Meaning and Purpose.	Key Question: Why does context matter when fulfilling your duty? Vocabulary: Dharma, Context, Conscriptio, Meaning and Purpose.	
Computing	Stop frame animation. Can a picture move? SC: I can explain that animation is a sequence of drawings or photographs I can draw a sequence of pictures. I can create an effective flip book—style animation. I can explain how an animation/flip book works. Vocabulary: flip book, sequence,	Frame by frame To relate animated movement with a sequence of images SC: I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop-frame animation Vocabulary: frame, sequence, stop frame,	What's the story? To plan an animation SC: I can break down a story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard Vocabulary: sequence, animation, stop frame, frame	Picture perfect To identify the need to work consistently and carefully. SC: I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation	Evaluate and make it great To review and improve an animation SC: To review and improve an animation I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback. Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation	Lights camera action To evaluate the impact of adding other media to an animation SC: I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation	Lights camera action To evaluate the impact of adding other media to an animation SC: I can design and create my own animation from scratch using the knowledge I have developed this term. Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation, design, evaluate, frame, sequence.	
PSHE	Families Ll: I Accept that everyone is different. I understand that everybody's family is different and important to them. I	Family conflict Ll: Include others when working and playing I understand that differences and conflicts sometimes happen among	Anti-Bullying Week 2023 will take place from Monday 13th – Friday 17th November. The theme is Make A Noise About Bullying.	Witness and feelings Ll: Know how to help if someone is being bullied I know what it means to be a witness to bullying. I know some ways of helping to	Witness and solutions Ll: Try to solve problems I know that witnesses can make the situation better or worse by	Words that harm Ll: Try to use kind words I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat, snitch)	Celebrating difference: compliments Ll: Know how to give and receive compliment I can tell you about a time when my words affected someone's feelings and what the consequences were.	

	appreciate my family/the people who care for me. Vocabulary: Family, Loving, Caring, Safe, Connected, Difference, Special	family members. I know how to calm myself down and can use the 'Solve it together' technique. Vocabulary: Family, conflict, solve it together, solutions, resolve		make someone who is bullied feel better. Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell, banter	what they do. I can problem-solve a bullying situation with others. Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell	Vocabulary :Consequences, hurtful, solve it together	I can give and receive compliments and know how this feels. Vocabulary: Compliments, special, unique, different, similarity	
PE	Dodge ball To develop throwing and apply this to a target game. Social: To show respect to others by playing honestly. Emotional: To play honestly playing to the rules of the game. Thinking: To know how to throw accurately at a moving target.	To develop dodging skills to avoid being hit. Social: To support and congratulate others. Emotional: To be honest and play to the rules. Thinking: To decide which technique to use to avoid getting hit.	To develop catching and learn the rules of the skill within this game. Social: To support and congratulate others. Emotional: To take risks when playing. Thinking: To make decisions about which technique to select.	To further develop catching and use the rules of the skill within this game. Social: To support and congratulate others. Emotional: To be honest and play to the rules. Thinking: To recognise the balls I should try to catch.	To begin to think tactically and apply this to a game. Social: To work as a team, making decisions and collaborating on the tactic. Emotional: To be understanding if my ideas are not chosen. Thinking: To use tactics appropriate to the situation.	To apply skills and knowledge to compete in a tournament. Social: To be respectful and supportive of my teammates. Emotional: To play honestly using the rules of the game. Thinking: To select and apply tactics to a game.	To apply skills and knowledge to compete in a tournament. Social: To be respectful and supportive of my teammates. Emotional: To play honestly using the rules of the game. Thinking: To select and apply tactics to a game.	
Music	Learn about folk music. Sing a Scottish folk song. Listen to Scottish folk songs.	Learn about a Bengali folk song. Sing a traditional Bengali song.	Compare two folk songs: one from Scotland and the other from Bengal. Identify similarities and differences between folk songs from different places.	N/A	Discuss and develop ideas for a school folk song. Pick a local traditional song or a traditional song from the Song Bank (e.g. <i>Roll the old chariot along</i>) and learn the tune.	N/A	Write new words to fit this tune. – <i>Roll the old chariot along</i>	