

	1 November 3 <sup>rd</sup> – 7 <sup>th</sup>	2 November 10 <sup>th</sup> – 14 <sup>th</sup>	3 November 17 <sup>th</sup> 21 <sup>st</sup>	4 November 24 <sup>th</sup> 28 <sup>th</sup>	5 December 1 <sup>st</sup> – 5 <sup>th</sup>	6 December 8 <sup>th</sup> – 12 <sup>th</sup>	7 December 15 <sup>th</sup> – 19 <sup>th</sup>	
<b>Maths</b>	<b>Unit 3</b> Estimate answers Inverse operations Problem solving (1) Problem solving (2) End of unit check	<b>Unit 4</b> 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 <b>Unit 5</b> 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.	
<b>English</b>	<b>The Heart and the Bottle – Oliver Jeffers</b> Explicit spelling (through vocabulary acquisition) and grammar objectives embedded within the sequence of learning. It begins with children ‘discovering’ the setting from the text of the empty armchair and posing questions to make predictions about the book. Children explore the text further, writing character descriptions using a range of descriptive vocabulary. The story and the sequence of lessons have strong PSHE links				<b>The Tin Forest – Helen Ward</b> The sequence of learning begins with children arriving to class to find that rubbish has been emptied out all over the floor! They look at ways that the rubbish could be sifted and sorted, and even recycled into something new. Children will explore the main character and the journey he goes through in clearing up the rubbish around his little house and transforming it into a beautiful forest of tin. Through the Writing Root, children write in role as the old man, producing diary entries and wishes and also write a postcard to him to pass on some advice. The sequence of learning finishes with children writing a persuasive piece to encourage others to protect an area in the local environment.			
<b>Reading comprehension</b>	<b>Arthur and the Golden Rope– Joe Todd Stanton</b> Throughout the sequence children will be provided with opportunities to develop skills of retrieval, inference, summarising and sequencing through taking part in class discussions, completing practical activities and answering questions. They will also explore the meanings of new vocabulary in context and be able to draw links with other areas of the curriculum, for example the study of the Vikings in History.				<b>New and Collected Poems for Children – Carol Ann Duffy</b> children begin by identifying some of the poetic language to help them understand the poems’ structure. Through closely looking at two poems the children will be introduced to the skill of summarising and will look at language within the poems to see how the poet creates a picture. Children will compare both poems through content and form and finally pick their own poem to perform to the class.			
<b>Science</b>	<b>Animals including humans</b> 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	<b>Bone investigation</b> 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	<b>Muscles investigation</b> 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.	<b>Muscles and movement</b> 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	<b>Vertebrates and invertebrates</b> 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.	<b>Nutrition</b> 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	<b>Nutrition</b> 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.	

	<p>understand their function.</p> <p>Key question: Why do we have a skeleton?</p> <p>Can we survive without a skeleton?</p> <p>How does our skeleton change over time?</p> <p>Biology</p> <p>Career link: Vet/doctor/nurse</p> <p>Scientists: Marie Curie – Xrays</p> <p><b>FROGS</b></p> <p>Vocabulary: skeleton (Bone names) joints, bones, vertebrate.</p> <p>Book: See inside your body</p> <p>Pre-Assessment activity and what students would like to learn about questionnaire.</p>	<p>carry out and investigation and communicate their results.</p> <p>Key question: Are bones that are bigger, stronger?</p> <p>Do we need joints?</p> <p>Biology</p> <p>Career link: Vet/doctor/nurse</p> <p>Scientists: Marie Curie – Xrays</p> <p><b>FROGS</b></p> <p>Vocabulary: Femur, investigate, Plan, results, method</p>	<p>Key question: Why do we have muscles?</p> <p>Can we break a muscle?</p> <p>Biology</p> <p>Career link: Vet/doctor/nurse</p> <p>Scientists: Marie Curie – Xrays</p> <p><b>FROGS</b></p> <p>Vocabulary: muscles, extend, contract, relax, joints</p>	<p>muscles used during physical activity.</p> <p>Key question: Why do muscles get tired?</p> <p>How do our muscles work?</p> <p>Biology</p> <p>Career link: Vet/doctor/nurse</p> <p>Scientists: Marie Curie – Xrays</p>	<p>SC: By the end of this lesson, children will be able to explain the different bone structures between vertebrate and invertebrates.</p> <p>Key question: Are all skeletons the same?</p> <p>Biology</p> <p>Career link: Vet/doctor/nurse</p> <p>Scientists: Marie Curie – Xrays</p> <p>Book- The diversity of life on earth.</p> <p><b>FROGS</b></p> <p>Vocabulary: endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates</p>	<p>to understand what each groups function is inside the body.</p> <p>Key question: How does sugar effect the body?</p> <p>What is a balanced diet?</p> <p>Biology</p> <p>Career link: Athlete/footballer/cricket player</p> <p>Scientists: Adelle Davis (20<sup>th</sup> Sentry nutritionist)</p> <p><b>FROGS</b></p> <p>Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water</p>	<p>Key question: Why is a healthy diet important?</p> <p>Biology</p> <p>Career link: Athlete/footballer/cricket player</p> <p>Scientists: Adelle Davis (20<sup>th</sup> Sentry nutritionist)</p> <p><b>FROGS</b></p> <p>Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water</p>	
<b>History and Geography</b>	<p>History</p> <p>Boudicca fights back</p> <p>LI: I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.</p> <p>SC: The class will take on a roll of a member of Bodices 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.</p>	<p>Geography</p> <p>LI: I can research a country in Europe and identify some human and physical features</p> <p>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.</p> <p>Vocabulary: Landscape, mountain range, coastline, moorland, valley, rock formation, topography, peak, summit, landmark,</p>	<p>History</p> <p>. What the Romans did for us</p> <p>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.</p> <p>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.</p>	<p>Geography</p> <p>LI I know which landmass is the continent of Europe part of</p> <p>SC: I can explore maps of the world and understand the meaning of landmass and explain what Eurasia is.</p> <p>Vocabulary: Landmass, Eurasia, Europe, Asia, Continent, Ocean, sea</p>	<p>History</p> <p>Roman Life and gods/goddesses</p> <p>LI: I know what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p> <p>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</p>	<p>Geography</p> <p>LI: I know what the main boundaries between Europe and Asia are.</p> <p>SC: I understand the boundaries between Europe and Asia by exploring the Ural Mountains, Black Sea and Caspian Sea</p> <p>Vocabulary: Landscape, mountain range, peak, summit, boundary, sea, landlocked, oxygen,</p>	<p>History</p> <p>What can archaeological sites tell us about Roman Britain?</p> <p>LI: I can understand that archaeologists find evidence about Roman Britain</p> <p>SC: I can describe one or more Roman sites in Britain and give examples of key findings.</p>	

		region, boundary, population,			named after Roman deities			
DT	<p>What is design and technology? LI: I can explain the difference between art and DT. I can explain the process involved in DT.</p> <p>SC: Students will understand the concept of DT and understand the process that designers follow to develop and make a product ( thinking, to develop a product outline – purpose, intended user, ideas inspiration, features, materials, and techniques)</p> <p>Vocabulary: product, purpose, intended user, inspiration, materials, features, techniques.</p> <p>Pre-assessment task</p>	<p>Linked levers- Finger fluency. LI: I can explain what a lever is and how it is different from a linkage</p> <p>SC: Students will explore different levers and linkage mechanisms and begin to build up their finger fluency of building linages</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating</p> <p>POP Task- multiple choice to define – product, purpose, intended user, inspiration, materials, features, techniques. How is DT different to art.</p>	<p>Linked levers- Finger fluency. LI: I can fluently build linkages connected to a lever.</p> <p>SC: Students will be able to practice creating things until their hands and fingers do things automatically without much thinking by creating linked level mechanisms in lots of different ways to give them a better understanding of the inputs and outputs that change the direction of force and movement in the mechanisms .</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, fluency, automatically, lever, linkages</p> <p>POP Task: describe the following types of movement- linear, rotary, reciprocating, oscillating</p>	<p>Linked levers- Design inspiration. LI: I can take inspiration from existing products to design my own robot arm sampling tool.</p> <p>SC: Students will think about the product and their purpose to design their own lever, taking inspiration from existing products. They will create an inspiration board and design their product using labels. They will then test their materials.</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, purpose, user, material</p> <p>POP Task: annotate the diagram with the vocabulary provided to show you understand the mechanisms involved.</p>	<p>Linked levers- Guided Design LI: I can input my ideas to design and create a class robot arm sampling tool.</p> <p>SC: Students will take part in a class design and then we will create a large robot arm sampling tool to ensure all students are confident in their designs and the mechanisms.</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, purpose, user</p> <p>POP Task: explain what the purpose of our item is. Who would be the user of our item?</p>	<p>Linked levers- break is and re-think. LI: I can rethink my design to ensure the mechanisms are strong enough to withstand the movement.</p> <p>SC: We will rethink the design and test different materials to ensure durability and update design planning ready for last lesson</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, withstand, durability, modify, applying</p> <p>POP Task: annotate the diagram with the vocabulary provided to show you understand the mechanisms involved.</p>	<p>Linked levers- independent creation LI: I can create my design checking my mechanisms are strong enough to withstand the movement.</p> <p>SC: We will create our final designs using durable materials using my planning from last lesson</p> <p>Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, withstand, durability, modify, applying</p> <p>POP Task: annotate the diagram with the vocabulary provided to show you understand the mechanisms involved.</p>	

Worldviews	My world view – pre assessment looking at their own world-view	<p>LI: To understand where and when Hindu Dharma began.</p> <p>SC: I can identify the origins of Hindu Dharma in the Indus region of India.</p> <p>I can locate India on a map and compare it with England.</p> <p>I can explain why place and context may shape a religion.</p> <p>Plot Hindu Dharma on a timeline and map; compare India with England; discuss the meaning of “dharma” as duty.</p> <p>Key Question: How does knowing where Hindu Dharma began help us understand it?</p> <p>Vocabulary: Dharma, Hindu Dharma, Context.</p>	<p>Being Hindu in Leicester</p> <p>LI: To explore Hindu beliefs about Brahman and atman through the life of Sumita.</p> <p>SC: I can explain what Hindus believe about Brahman and atman.</p> <p>I can give examples of living things with atman.</p> <p>I can compare Brahman to ideas of God in other religions.</p> <p>Use case study of Sumita at Krishna Avanti School; salt-in-water demonstration for Brahman; record learning as definitions, diagram or short writing.</p> <p>Key Question: How do Brahman and atman shape a Hindu worldview?</p> <p>Vocabulary: Brahman, Atman, Dharma, Meaning and Purpose.</p>	<p>Understanding a Hindu Worldview</p> <p>LI: To understand Hindu beliefs about samsara, karma and moksha.</p> <p>SC: I can describe the cycle of samsara.</p> <p>I can explain the goal of moksha.</p> <p>I can link karma and dharma to moksha.</p> <p>Explore samsara through examples (apple life cycle, Trimurti, candle flame); create a diagram linking Brahman, atman, samsara, moksha.</p> <p>Key Question: What do Hindus believe happens to the atman after death?</p> <p>Vocabulary: Samsara, Moksha, Karma, Dharma, Liberation, Trimurti.</p>	<p>Celebrating Diwali in Leicester</p> <p>LI: To learn how Hindus celebrate Diwali in Leicester.</p> <p>SC: I can describe how Diwali is celebrated in Leicester.</p> <p>I can explain how celebrations can look different in different times and places.</p> <p>I can compare Diwali with my own celebrations.</p> <p>Explore videos/photos of Diwali in Leicester; answer Livvy’s questions about what is happening, why, and how it has changed; produce a guidebook entry or presentation.</p> <p>Key Question: Why is Diwali such an important celebration for Hindus in Leicester?</p> <p>Vocabulary: Diwali, Context, Identity and Belonging, Meaning and Purpose.</p>	<p>Dharma in the Story of Rama and Sita</p> <p>LI: To explore dharma (duty) in the story of Rama and Sita.</p> <p>SC: I can retell the story of Rama and Sita.</p> <p>I can explain how the characters fulfil or fail their dharma.</p> <p>I can link the story to Hindu beliefs about samsara and moksha.</p> <p>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.</p> <p>Key Question: How does the story of Rama and Sita teach Hindus about dharma?</p> <p>Vocabulary: Dharma, Samsara, Moksha, Meaning and Purpose.</p>	<p>Dharma in the Story of Arjuna and Krishna</p> <p>LI: To understand how context shapes Hindu duty (dharma).</p> <p>SC: I can explain the story of Arjuna and Krishna.</p> <p>I can describe how Arjuna’s duty depends on his context.</p> <p>I can compare Hindu and Sikh ideas about duty.</p> <p>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.</p> <p>Key Question: Why does context matter when fulfilling your duty?</p> <p>Vocabulary: Dharma, Context, Conscripton, Meaning and Purpose.</p>	
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Computing	<p>Stop frame animation. Can a picture move?</p> <p>SC: I can explain that animation is a sequence of drawings or photographs I can draw a sequence of pictures.</p> <p>I can create an effective flip book—style animation. I can explain how an animation/flip book works.</p> <p>Vocabulary: flip book, sequence,</p>	<p>Frame by frame To relate animated movement with a sequence of images</p> <p>SC: I can predict what an animation will look like I can explain why little changes are needed for each frame</p> <p>I can create an effective stop-frame animation</p> <p>Vocabulary: frame, sequence, stop frame,</p>	<p>What's the story? To plan an animation</p> <p>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</p> <p>Vocabulary: sequence, animation, stop frame, frame</p>	<p>Picture perfect To identify the need to work consistently and carefully.</p> <p>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</p> <p>Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation</p>	<p>Evaluate and make it great  To review and improve an animation</p> <p>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.</p> <p>Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation</p>	<p>Lights camera action To evaluate the impact of adding other media to an animation</p> <p>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</p> <p>Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation</p>	<p>Lights camera action To evaluate the impact of adding other media to an animation</p> <p>SC: I can design and create my own animation from scratch using the knowledge I have developed this term.</p> <p>Vocabulary: onion skinning, Steady, frame, stop frame, sequence, frame, animation, design, evaluate, frame, sequence.</p>	
PSHE	<p>Families LI: I Accept that everyone is different.</p> <p>I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me.</p> <p>Vocabulary: Family, Loving, Caring, Safe, Connected, Difference, Special</p>	<p>Family conflict LI: Include others when working and playing</p> <p>I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique.</p> <p>Vocabulary: Family, conflict, solve it together, solutions, resolve</p>	<p>Anti-Bullying Week 2023 will take place from Monday 13th – Friday 17th November. The theme is Make A Noise About Bullying.</p>	<p>Witness and feelings LI: Know how to help if someone is being bullied</p> <p>I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.</p> <p>Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell, banter</p>	<p>Witness and solutions LI: Try to solve problems</p> <p>I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others.</p> <p>Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell</p>	<p>Words that harm LI: Try to use kind words</p> <p>I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat, snitch)</p> <p>Vocabulary :Consequences, hurtful, solve it together</p>	<p>Celebrating difference: compliments LI: Know how to give and receive compliment</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.</p> <p>Vocabulary: Compliments, special, unique, different, similarity</p>	

<b>PE</b>	<p><b>Dodge ball</b> To develop throwing and apply this to a target game.</p> <p>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.</p>	<p>To develop dodging skills to avoid being hit.</p> <p>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.</p>	<p>To develop catching and learn the rules of the skill within this game.</p> <p>Social: To support and congratulate others. Emotional: To take risks when playing. Thinking: To make decisions about which technique to select.</p>	<p>To further develop catching and use the rules of the skill within this game.</p> <p>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.</p>	<p>To begin to think tactically and apply this to a game.</p> <p>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.</p>	<p>To apply skills and knowledge to compete in a tournament.</p> <p>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.</p>	<p>To apply skills and knowledge to compete in a tournament.</p> <p>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.</p>	
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