	1 November 2nd – 6th	2 November 9th -13th	3 November 16th 20th	4 November 23rd - 27th	5 December 30th – 4th	6 December 7th – 11th	7 December 14th - 18th	
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 Tear Thief by Carol Ann Duffy Outcomes: diary entry, persuasive poster, letter of explanation, Main outcome: Newspaper Article • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech 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 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.	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. Vocabulary: One-point perspective, impressionism, light, colour	LI: I can understand colour theory (primary secondary, tints, shades) SC: Students will be able to use their knowledge of secondary and tertiary colours create a colour wheel Vocabulary: , Mixing, Washes, tints, shades, tertiary primary, secondary, watercolour	LI: I can create a one-point perspective cityscape SC: Students will use Discuss and compare artists who use one point perspective in town/city scenes and create their own one-point perspective street scene, taking inspiration from the piece of art' Le Boulevard de Montmartre' by Camillie Pissarro Vocabulary: Texture, Mixing, Washes, Formations, Distort,	LI: I can use colours to show depth 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 to show depth using one colour. Vocabulary: hatches, hatching, shapes, lines, patterns. texture, Mixing, Distort, primary, secondary, watercolour, shadow,	LI: I can understand different perspectives SC: Students will take inspiration from Camillie Pissarro creating a city one point perspective in a circle Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines.	LI: I can use Paint and pen wash techniques to create a cityscape. Sc: Students will be able to use watercolours to create a cityscape using pen wash and paint techniques. Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines. .	Assessment of learning will take place.	

			primary, secondary, watercolour, composition, pattern. Linked levers- Finger fluency.	Linked levers- Design inspiration.				
Worldviews Festivals: How do ancient stories influence modern celebrations ?	The story of Rama and Sita LI: I can retell the story of Rama and Sita from the Ramayana. SC: The story of Rama and Sita is found in the Ramayana which is an ancient epic story from India. The story of Rama and Sita is often retold by Hindus annually. The story has deeper meanings to help Hindus live out their dharma.	The Ramayana: deeper meanings LI: I can explain the deeper meanings of the Ramayana SC: The Ramayana embodies the concept of dharma. Different characters in the story embody their different dharmas. For example, Sita embodies love and strength. A deeper meaning of the story of Ravana is that intelligence alone not always lead you on right path. A deeper meaning of the Ramayana is finding balance in life.	Diwali in India and the UK LI: I can explain what Diwali is and how Hindu communities celebrate it in different ways.. SC: Diwali is a five day celebration observed by millions of Hindus in India and worldwide. The story of Lakshmi is told by some Hindus at Diwali as well as the Ramayana. Different Hindus may celebrate and remember different events during Diwali. This shows diversity. Many Hindus will use lights and create rangoli patterns to ask for blessings for the year ahead. Diwali will look and feel different in a Hindu majority country like India compared to the UK.	Learning from data about Christmas in the UK LI: I can understand how data can help us learn about how Christmas is celebrated in the UK today. SC: Social scientists are people who study how worldviews are lived today. We can better understand Christmas today by looking at data and interviewing different people about their worldviews. Christmas is widely celebrated by the majority of the population of the UK. The ancient story of Christmas still has meaning for many people today regardless of their worldview. Many people celebrate Christmas who are not Christian.	The changing nature of Christmas in the UK LI: To understand how celebrating Christmas in the UK has changed over time. SC: Social scientists are people who study how worldviews are lived today. Christmas is celebrated in a variety of different ways in the UK. Often families have developed their own traditions. Some people mark Christmas by attending churches and services as one of the only times they attend church. Ancient traditions still influence what Christians do when celebrating the birth of Jesus.	Celebrating seasons: Winter solstice LI: I can explain how some people mark the Winter Solstice and make some connections with Christmas. SC: The Winter Solstice is the longest night of the year. It occurs in December. The festival is ancient. The festival of Christmas was placed at the same point to link to the themes of light. Many pagans will celebrate the coming of the light at the solstice with festive celebrations. Some pagans will gather at ancient places, such as Stonehenge, to mark the solstice.	End of unit assessment	

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 LI: I Accept that everyone is different. I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me. Vocabulary: Family, Loving, Caring, Safe, Connected, Difference, Special	Family conflict LI: Include others when working and playing 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. Vocabulary: Family, conflict, solve it together, solutions, resolve	Anti-Bullying Week 2023 will take place from Monday 13th - Friday 17th November. The theme is Make A Noise About Bullying.	Witness and feelings LI: 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 make someone who is bullied feel better. Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell, banter	Witness and solutions LI: Try to solve problems I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others. Vocabulary: Witness, bystander, bullying, gay, unkind, feelings, tell	Words that harm LI: 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) Vocabulary :Consequences, hurtful, solve it together	Celebrating difference: compliments LI: 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. 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.	Listen to a song, identifying symmetry in the melody and lyrics. Compose a symmetrical warm-up. Sing a song with a symmetrical melody.	Discuss and develop ideas for a school folk song. Pick a local traditional song or a traditional song from the Song Bank (e.g. *Roll the old chariot along)* and learn the tune.	Recognise a symmetrical structure in a song (ABA – ternary form). Improvise a symmetrical melody and rhythm.	Sing, improvising melodies and rhythms. Compose music using symmetry. Perform to an audience.	