

	1 September 5 <sup>th</sup> – 8 <sup>th</sup>	2 September 11 <sup>th</sup> – 15 <sup>th</sup>	3 September 18 <sup>th</sup> – 22 <sup>nd</sup>	4 September 25 <sup>th</sup> – 29 <sup>th</sup>	5 October 2 <sup>nd</sup> – 6 <sup>th</sup>	6 October 9 <sup>th</sup> – 13 <sup>th</sup>	7 October 16 <sup>th</sup> – 20 <sup>th</sup>
<b>Maths</b>	<p><b>Unit 1</b> Number to 1,000,000 Number to 10,000,000 Partition number to 10,000,000</p> <p>Vocab – Ten thousands, hundred thousands, millions, ten million, place value, partition, interval, estimate, compare, order, rounding, negative, positive.</p>	<p>Powers of 10 Number line to 10,000,000 Compare and order any number Round any number Negative numbers</p> <p>Vocab – Ten thousands, hundred thousands, millions, ten million, place value, partition, interval, estimate, compare, order, rounding, negative, positive.</p>	<p><b>Unit 2</b> Add integers Subtract integers Problem solving addition and subtraction Common factors Common multiples</p> <p>Vocab – column addition, remainder, factor, common factor, common multiple, prime, composite, square (x2) cubed (x3)</p> <p>Unit 3 Multiply by a 1 digit number Multiply a 4 digit number by a 2 digit</p> <p>Vocab – Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation</p>	<p>Rules of divisibility Primes to 100 Squares and cubes</p> <p>Vocab – column addition, remainder, factor, common factor, common multiple, prime, composite, square (x2) cubed (x3)</p> <p>Unit 3 Multiply by a 1 digit number Multiply a 4 digit number by a 2 digit</p> <p>Vocab – Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation</p>	<p>Short division Division using factors Divide a three digit number by a 2 digit number Divide a four digit number by a 2 digit number Long division with remainders</p> <p>Vocab – Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation</p>	<p>Order of operations Brackets Mental calculations 1 Mental calculations 2 Reason from known facts</p> <p>Vocab – Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation</p>	<p><b>Unit 4</b> Equivalent fractions and simplifying Equivalent fractions on a number line</p> <p>Vocab- numerator, denominator, common denominator, common factor, equivalent, simplify, simplest form, factor, highest common factor, lowest common multiple (LCM), compare, order, improper fraction, mixed number, convert, lowest common denominator.</p>
<b>English</b>	<p>Focus text - The arrival - Shaun Tan</p> <p>To understand and use a range of verbs and adjectives.</p> <p>Using questions and conjunctions. Writing consistently in the past tense. First person and present tense. Using emotive language to create feelings.</p> <p>Vocab - modal, verb, passive, past, present, first person, emotive</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>To empathise with characters, use verbs, adverbs and adverbials and use prepositional phrases.</p> <p>Speaking and acting in role - empathising with characters. Writing sentences for effect. Using inference and passive voice. Using persuasive language. Writing stage directions using idiomatic language,</p> <p>Vocab - empathise, infer, precise verbs, adverbial phrases, effect, formal, passive, emotions, prepositional, noun, adjective, persuasive, brackets, stage directions, idiomatic.</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>To use tense change for a flash back. To use appropriate tone, conjunctions and adverbial phrases.</p> <p>Switching accurately between tenses. Using expanded nouns phrases, adverbial phrases and conditional sentences. Summarising key points. Writing statements, questions and demands for impact.</p> <p>Vocab - past, present, future, adverbials of time, expanded nouns phrase, conditional sentences, summarise, cohesive, paragraphs, adverbial phrases.</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>To create an engaging story using characters, speech and cohesive devices.</p> <p>Using semi colons to demarcate. Adapting sentence order. Using adverbs and adverbial phrases. Using inverted commas for speech. Using accurate punctuation. Editing and improving.</p> <p>Vocab - semi colon, demarcate, order, adverbial, adverbial phrase, inverted commas, cohesive devices, punctuation, edit, improve.</p>	<p>Focus text - Leila and the Blue fox.</p> <p>To use modal verbs and expanded noun phrases. To make inferences and write persuasively.</p> <p>Create questions and make inferences. Use conjunctions for evidence. To add detail using adverbials and noun phrases. Use an informal tone when writing. Use summary and create noun phrases joined by a preposition. Use subjunctive form. Understand formal language.</p> <p>Vocab - modal, inference, conjunction, evidence, figurative language, adverbials, noun phrases, informal tone, summarise, preposition, subjunctive form, formal tone.</p>	<p>Focus text - Leila and the Blue fox.</p> <p>To understand relative clauses and personification. To understand 'show not tell' sentences.</p> <p>Developing accurate paragraphs. Using commas accurately, especially within a relative clause. To summarise and use rhetorical questions. Select appropriate vocabulary for characters emotions. Vary sentence types. Use personification. Order clauses differently within sentences. Start sentences with an adverb.</p> <p>Vocab - paragraphs, commas, relative clause, rhetorical, emotions, personify, adverb, dash, emphasis.</p>	<p>Focus text - Leila and the Blue fox.</p> <p>To use conditional sentences and contrasting conjunctions. To expand single clause sentences and use passive voice.</p> <p>Using conditional sentences and commas to separate clauses. Make inferences and use relative clauses. Using a range of adverbials and sentence lengths for effect. Using noun phrases, adverbial phrases and figurative language. Using summary skills and passive voice.</p> <p>Vocab – conditional, commas, inference, relative clause, adverbials, noun phrase, figurative, passive.</p>
<b>Unit writing focus</b>	<p>Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Precising longer passages Using a wide range of devices to build cohesion within and across paragraphs</p>				<p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		

<p><b>Vocab, grammar and punctuation focus.</b></p>	<p>Vocabulary, Grammar &amp; Punctuation          Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms          Using passive verbs to affect the presentation of information in a sentence          Using expanded noun phrases to convey complicated information concisely          Using modal verbs or adverbs to indicate degrees of possibility          Using relative clauses beginning with who, which, where, when, whose, that          Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>				<p>Using expanded noun phrases to convey complicated information concisely          Using modal verbs or adverbs to indicate degrees of possibility          Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun          Use of commas to clarify meaning or avoid ambiguity          The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]          The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]          How words are related by meaning as synonyms and antonyms [for example, big, large, little]          Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]          Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis          Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]          Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>			
<p><b>Reading</b></p>	<p>Fly me home - Polly Ho-Yen</p> <p>Front page analysis          secure vocab choices          Characterisation via inference          Looking at language          Hidden emotions</p> <p><b>fluorescent lights, mottled, porcelain, walnut, petty, provoke, dank, inhabited, careened, indistinguishable, precarious, revolving, indifference, nondescript</b></p>	<p>Fly me home - Polly Ho-Yen</p> <p>Summarising emotions          Character comparisons          Adverbs in context          All in the words          Inferring and comparing</p> <p><b>plucked, vaulted, fragments, spiking with, tentatively, oblivious, chide, jostling, silver birch, gleamed, plummeted, dithered, scantily, squirrelling, encrusted, disjointed, decipher</b></p>	<p>Fly me home - Polly Ho-Yen</p> <p>Retrieving and recording          Answering the unanswered          Summarising stories          Thematic comparisons          The power of language</p> <p><b>synchronized, pondering, teetering, veer, stifle, frantic, throbbled, willingly, distort, jaded, loped, unremitting, bracing, wringing, monotone, viscous, sodden</b></p>	<p>Fly me home - Polly Ho-Yen</p> <p>The idea around the significance and importance of nature and the new vocabulary Leelu learned, such as fern, pinecone and acorn, could be explored through the use of poems (referred to as 'spells') from The Lost Words by Robert Macfarlane and Jackie Morris.</p> <p><b>Use the week to review vocab from the previous 15 sessions.</b></p>	<p>Migration and movement - Michael Rosen</p> <p>Migrant poetry          Where do we come from?          Lasting impressions          Exploring Yiddish          My father says</p> <p><b>witness, survivor, invaded, direct threat, survivor, dignity, fracture, pogroms, banished, torments</b></p>	<p>Migration and movement - Michael Rosen</p> <p>Robert, Roger and the new school          Learning about the war          Skeletons and bratwurst          The migrants in me          Dear Oscar.....</p> <p><b>doodlebugs, Leningrad, Stalingrad, scarcely, rubble, Bratwurst, bunker, absentees, pored, sealed-up,</b></p>	<p>Migration and movement - Michael Rosen</p> <p>Cousin Michael          On the move again          Immigration today          Gone          The migrants in me</p> <p><b>atrocities, genocide, fascism/fascist,</b></p>	
<p><b>Science Living Things and their Habitats</b></p>	<p><b>Introduction to classification</b>          What are the differences between animals and plants?          To develop an understanding of the importance of classification in Science.          To recognise and describe different ways of grouping items and objects.</p> <p><b>Vocab: Classification, Species, Fertile</b></p> <p>Pre assessment mind map</p>	<p><b>Classifying vertebrates</b>          Develop an understanding of classifying animals          Classify animals into groups called vertebrates and distinguish between them.</p> <p><b>Vocab: Classification, species, fertile, vertebrate</b></p>	<p><b>What is the difference between vertebrates and invertebrates?</b>          Further develop understanding of classifying animals          Classify animals into groups called invertebrates and make distinctions between them.</p> <p><b>Vocab: Classification, species, fertile, vertebrate, invertebrates</b></p>	<p><b>What do we do when we discover an animal which is hard to classify?</b>          Use a key to identify species of animals</p> <p><b>Vocab: Classification, species, fertile, vertebrate, invertebrates,</b></p>	<p><b>What do all plants have in common?</b></p> <p>Develop understanding of how we classify plants.          Recognise the differences between species of plants.</p> <p><b>Vocab: Classification, species, fertile, vertebrate, plants, microorganisms</b></p> <p>Moved to Summer term (discussed with Sci lead)</p>	<p><b>Trees in the local Environment</b></p> <p>Using a classification tree to identify trees locally.</p> <p><b>Vocab: compound, needle like, pinnately lobed, tooth edged</b></p> <p>Moved to Summer term (discussed with Sci lead)</p>	<p><b>Assessment tasks TAPS</b></p> <p>Branching database</p>	
<p><b>History Tudors (Geography – 2<sup>nd</sup> half of term)</b></p>	<p><b>Who were the Tudors?</b>          When did the Tudors reign?          How did the Tudors come to reign?          Tudor kings and queens top trumps.          Family tree          War of the Roses  <b>Vocab: alliance, monarch, medieval, legacy</b></p> <p>Pre assessment mind map</p>	<p><b>Henry VIII</b>          What did he look like?          Why is he so well known?          Henry VIII wives (have display characters ready)  <b>Vocab: heir, rebellion, parliament, military, devout</b></p>	<p><b>Religion in the tudor times</b>          Catholic England          Church of England          Dissolution of Monasteries          Protestant England  <b>Vocab: devout, protestant, Pope, reformation of English religion</b></p>	<p><b>Tudor Schools</b>          Did all children go to school?          What were the schools like?          What were school days like?          What punishments were there in Tudor schools?  <b>Vocab: artefacts, whipping boy, prosperity</b></p>	<p><b>Tudor clothes</b>          What did the Tudors wear?          What were Tudor clothes like?          Tudor fashion          Tudor makeup          What did poor people wear?          How do we know about Tudor clothes?  <b>Vocab: social classes, prosperity</b></p>	<p><b>Tudor Entertainment</b>          Tudor entertainment          Theatres          William Shakespeare          Sports, Music, Eating, Executions  <b>Vocab: civil war, prosperity, flourish, philosophy,</b></p>	<p><b>Tudor Explorers</b>          Christopher Columbus          Walter Raleigh          Sir Francis Drake          John Cabot  <b>Vocab: expeditions, Renaissance</b></p>	
<p><b>Art Realism (DT next term)</b></p>	<p><b>What is realism?</b></p> <p>Look at examples of artwork by Sophie Munns.          Discuss opinions/preferences.          (Children to have access to computing device to research art work and details about the artist's life).</p>	<p><b>Who is Sophie Munns?</b></p> <p>Create a double collage page of work examples and facts about the artist.          (Children will be given a variety of picture and resources to use.)</p>	<p><b>To use sketch and shading techniques to draw cross sections of fruit from observation using different media.</b></p> <p>Teacher modelled work.          Pencil grip and shading techniques.</p>	<p><b>To design and complete a piece of work in the style of Sophie Munn.</b></p> <p>To be completed over the remaining 3 weeks:          Design a background and create it using scrap paper collage.          Design the shapes that will be superimposed on the background.</p>	<p><b>To design and complete a piece of work in the style of Sophie Munn.</b></p> <p>To be completed over the remaining 3 weeks:          Design a background and create it using paint, mixing techniques etc.          Design the shapes that will be superimposed on the background.          Create the finished piece.</p>	<p><b>To design and complete a piece of work in the style of Sophie Munn.</b></p> <p>To be completed over the remaining 3 weeks:          Design a background and create it using paint, mixing techniques etc.          Design the shapes that will be superimposed on the background.          Create the finished piece.</p>	<p><b>Study the work of Jane Pamler. Draw and paint realistic pieces of fruit from observation.</b></p> <p>Discuss opinions about the art work.</p>	

	Art movement, naturalistic, realistic, photographic, Initial responses, relevant, inspired, materials, techniques, style, opinion.	Art movement, naturalistic, realistic, photographic, Initial responses, relevant, inspired, materials, techniques, style, opinion.	Model good and bad observation examples.  Light, dark, heavy, HB, sketch, print, pressure, gradients, observe (draw what you see)	Create the finished piece.  Mix, primary colours, shades, grip, stroke, combine, observe.	Mix, primary colours, shades, grip, stroke, combine, observe.	EVALUATE.	Utilise skills from previous work to draw details on fruit. Simple colour mixing to create required shades. Teacher modelled work and correct brush control.  Mix, primary colours, shades, grip, stroke, combine, observe.
RE Do you have to believe in God to be good?	What is a worldview?  Exploring concept of Believing, living, thinking  Vocab: believing, living, thinking, reasoning, context  Pre assessment question	What is good?  What makes a pupil in this school 'good'? What makes a teacher a 'good' teacher? What makes a dog a 'good' dog? What makes an earthquake a good earthquake? What makes a baddie a 'good' baddie?  Vocab: Via negativa	A Buddhist world view 1  Introduce the story of Siddhartha Gautama Four Noble Truths  Vocab: nirvana, nibbana, dukkha, the three poisons, the eightfold path	A Buddhist worldview 1  The eightfold path  Vocab: nirvana, nibbana, dukkha, the three poisons, the eightfold path	A humanist worldview 1  Key Humanist Beliefs/Values and what they tell Humanists about human beings and the world  Vocab: Atheist, Agnostic	A humanist worldview 1  How Humanist beliefs/values impact on the way in which Humanists live  Vocab: Atheist, Agnostic	Do you have to believe in God to be good?  Final discussion based on knowledge learnt  Vocab: all from across term
Computing Communication	To explain the importance of internet addresses I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites  Vocab: Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS)	To recognise how data is transferred across the internet I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets  Vocab: Packet, header, data payload	To explain how sharing information online can help people to work together I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared  Vocab: Chat, explore, slide deck	To evaluate different ways of working together online I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration  Vocab: Reuse, remix, collaboration	To recognise how we communicate using technology I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes  Vocab: Communication, internet	To evaluate different methods of online communication I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private  Vocab: Communication, public, private, one-way, two-way, one-to-one, one-to-many	Catch up, consolidate and assess using end of unit quiz.
PSHE How do friendships change as we grow?	School Values  Reinforcement of school values and how we can live them.  All about me hoodie  Vocab: Passion, Courage, Curiosity, Generosity, Wisdom	Family Relationships Recognise features of family life Identify the qualities of different family relationships Explain how families can support and care for each other Describe positive aspects of belonging to a family Vocab: family, relationship, brother, sibling, nephew	Learn about different family structures Describe different family structures Identify what families have in common and how they can differ Recognise that all family types should be valued and celebrated Vocab: Blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge	Learn about change in families Describe some changes that can happen in a family Recognise how changes in a family can make someone feel Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy Vocab: Change, hope, worry, conflict	Making sense of relationships Changing Friendships why and how friendships change and develop recognise the benefits of, and challenges to, making new friends positive ways to manage our changing and developing friendships  Vocab: Friendship, relationship, transition	How emotions can change  Recognise that feelings can change over time and in intensity.  Everyday things that affect feelings and the importance of expressing them.  Vocab: puberty, male, female, feelings, hormones, sexual, anger, nervous stressed, crush	Relationships About different types of relationship  About marriage and civil partnership as a legal declaration  Vocab: sex, heterosexual, homosexual, gay, lesbian, bisexual, marriage, civil partnership, commitment
PE Invasion Games Dodgeball	Recap on the rules of dodgeball and apply them to a game  Dead zone End Zone Hits and Catches	To develop throwing at a moving target  Finding space Target in the middle Roundabout	To use jumps, dodges and ducks to avoid being hit  Box of doom Win the players 5v5	To develop catching to get an opponent out  Partner target On the bench Super Catch	To select and apply tactics in the game  Applying tactics in dodgeball Select and apply	To develop officiating skills and referee a dodgeball game  3v3 4 court dodgeball 6v6	Review all skills taught and learnt this term.  Enjoy a full game together implementing all the rules

	<p>2V1 3v3</p> <p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>Claim the dodgers</p> <p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively</p>	<p>we have explored together,</p> <p>Review all vocab.</p>
<p><b>Music</b></p>	<p>Unit 1 – World unite.</p> <p>children explore beat and syncopation through a song and play body percussion.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>World cup</p> <p>Children develop rhythm skills and coordination through the <i>World cup passing game</i>.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>Latitudes</p> <p>Children learn about melodic shape by singing and playing 'World unite'.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>World in harmony</p> <p>children learn to sing 'World unite' in harmony, and bring their musical ideas together in a performance of the song.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>Rhythmic dance</p> <p>Children explore and combine rhythms through dance in this active lesson.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>Two part step dance</p> <p>pupils practise and perform <i>Two-part step dance</i> and <i>Move it together</i>.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>	<p>Assess and review learning from the term.</p> <p>End of unit POP task and check understanding of vocabulary.</p> <p>Vocab- beat, syncopation, rhythm, song, percussion, coordination, performance, combination, dance.</p>