

| | 1 30 th October – 3 rd November | 2 November 6 th – 10 th | 3 November 13 th – 17 th Anti-bullying week | 4 November 20 th – 24 th | 5 27 th November – 1 st December | 6 December 4 th – 8 th | 7 December 11 th – 15 th |
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| 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) | End of unit check Autumn term arithmetic paper Autumn term reasoning paper. | Time for tool kit lessons throughout the term. |
| English | The Heart and the Bottle – Oliver Jeffers 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 | | | The Tin Forest – Helen Ward 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. | | | |
| Reading comprehension | Arthur and the Golden Rope– Joe Todd Stanton 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. | | | New and Collected Poems for Children – Carol Ann Duffy 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. | | | |
| Science | Animals including humans L1: 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? | Bone investigation L1: 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 | Muscles investigation L1: 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.. | Vertebrates and invertebrates L1: 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 | Nutrition L1: 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 | Nutrition L1: 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? | End of unit assessment |

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| | <p>Can we survive without a skeleton? How does our skeleton change over time?</p> <p>Biology Career link: Vet/doctor/nurse Scientists: Marie Curie - Xrays</p> <p>FROGS</p> <p>Vocabulary: skeleton (Bone names) joints, bones, vertebrate. Book: See inside your body</p> <p>Pre-Assessment activity and what students would like to learn about questionnaire.</p> | <p>communicate their results.</p> <p>Key question: Are bones that are bigger, stronger? Do we need joints?</p> <p>Biology Career link: Vet/doctor/nurse Scientists: Marie Curie - Xrays</p> <p>FROGS</p> <p>Vocabulary: Femur, investigate, Plan, results, method</p> | <p>Key question: Why do we have muscles? Why do muscles get tired? Can we break a muscle?</p> <p>Biology Career link: Vet/doctor/nurse Scientists: Marie Curie - Xrays</p> <p>FROGS</p> <p>Vocabulary: muscles, extend, contract, relax, joints</p> | <p>different bone structures between vertebrate and invertebrates.</p> <p>Key question: Are all skeletons the same?</p> <p>Biology Career link: Vet/doctor/nurse Scientists: Marie Curie - Xrays Book- The diversity of life on earth.</p> <p>FROGS</p> <p>Vocabulary: endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates</p> | <p>groups function is inside the body.</p> <p>Key question: How does sugar effect the body? What is a balanced diet?</p> <p>Biology Career link: Athlete/footballer/cricket player Scientists: Adelle Davis (20th Sentry nutritionist)</p> <p>FROGS</p> <p>Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water</p> | <p>Biology Career link: Athlete/footballer/cricket player Scientists: Adelle Davis (20th Sentry nutritionist)</p> <p>FROGS</p> <p>Vocabulary: nutrition, carbohydrates, protein, fats, nutrients, vitamins, minerals, fiber, water</p> | |
| <p>History and Geography</p> | <p>History 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. 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 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, region, boundary, population,</p> | <p>History . 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 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 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 named after Roman deities</p> | <p>Geography 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>End of unit assessment for history and geography</p> |

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| <p>DT</p> | <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 linkages</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>Evaluation and completion time</p> |
| <p>RE</p> | <p>A Muslim Worldview: Beliefs about Allah (God) Believing</p> <p>LI: Understanding that Muslims believe in 1 god called Allah) and they are committed to finding out more about him.</p> <p>Sc: Understanding the meaning of oneness and uniqueness of God is (tawhid). What does the word harmony mean? Why might things being</p> | <p>A Muslim Worldview: Beliefs about Human Beings</p> <p>LI: I can explain that Muslims believe that God has given human beings special rights and responsibilities.</p> <p>SC: I can explore if the two ideas of helping out and having power connected? The concept of ‘abd – servants of God who have a responsibility to help keep things in harmony</p> | <p>Iman and Ibadah (faith and practice): The Shahadah and Salah</p> <p>LI: I can understand the 1st & 2nd pillars (the Shahadah and Salah) of Islam</p> <p>SC: I know that the Shahadah (statement of faith) is the belief that "There is no god but God, and Muhammad is the Messenger of God" is</p> | <p>Iman and Ibadah (faith and practice): Zakat</p> <p>LI: I can understand the 3rd pillar (Zakat) of Islam</p> <p>SC: I know that the Zakat is the compulsory giving of a set proportion of one’s wealth to charity. It is regarded as a type of worship and of self-purification. Zakat does not refer to charitable gifts given out of kindness or generosity, but to the systematic</p> | <p>Iman and Ibadah (faith and practice): Sawm and Ramadan</p> <p>LI: I can understand the 4th pillar (Sawm) of Islam</p> <p>SC: I know why people fast and that fasting is important during Ramadan because it allows individuals to devote themselves to their faith and it also brings them closer to Allah</p> | <p>Iman and Ibadah (faith and practice): Hajj</p> <p>LI: I can understand the 5th pillar (Hajj) of Islam</p> <p>SC: I know that the Hajj is the annual pilgrimage to Mecca taken on by able Muslims, who should complete this at least once in their lives. It is a physically demanding journey that Muslims believe offers a chance to</p> | <p>End of unit check</p> <p>Class creates an iBook that explains key Muslim beliefs (iman = faith) and the ways in which these are shown in Muslim practice (ibadah).</p> |

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| | <p>joined or connected together be a good thing?</p> <p>Introduce the idea that Muslims believe God made everything just as he wanted it to be: Muslim (lit. 'in submission to the will of God', i.e. in harmony with the way God wants it to be).</p> | <ul style="list-style-type: none"> • khalifa – regents, who have the right to rule on behalf of God • shariah Muslims also believe that God has given humans guidance to help them follow the straight path (shariah) – the natural world to study, the Qur'an (the holy book) and the Prophets. | <p>central to Islam. 2. Salah (prayer)</p> <p>One of the key times in which the Shahadah is used is during prayer is the belief that the Islamic faith is based on the belief that individuals have a direct relationship with God</p> | <p>giving of 2.5% of one's wealth each year to benefit the poor.</p> | | <p>wipe clean past sins and start anew before Allah.</p> | |
| 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. 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 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>Evaluation completion and assessment time</p> |
| RSHE | <p>Families</p> <p>Ll: 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 Ll: 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 Ll: 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 Ll: 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 Ll: 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 Ll: 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> |

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| <p>PE</p> | <p>Dodge ball 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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