

	1 15.4.24 – 19.4.24	2 22.4.24 – 26.4.24	3 29.4.24 – 3.5.24	4 6.5.24 – 10.5.24 Bank holiday 6th	5 13.5.24 – 17.5.24	6 20.5.24 – 24.5.24
Maths	Textbook C Unit 11 - fractions 2 Add fractions Subtract fractions Partition the whole Problem solving - + & - Unit fraction of objects	Non-unit fractions of a set of objects Reason with fraction of an amount Problem solving - fraction of measures. End of unit check Unit 12 - Money Pounds and pence	Convert pounds and pence Add money Subtract money Find change End of unit check	Unit 13 - Time Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock	Use AM and PM Years, months, and days Days and hours Hours and minutes - start and end times Hours and minutes- durations	Hours and minutes- compare durations Minutes and seconds Solve problems with time Strengthening activities End of unit check
English / Reading	<p>English - The Mysteries of Harris Burdick Chris Van Allsburg Literary Theme: From mystery to discovery Outcomes: Setting description, short first-person narrative, dialogue, speech, action scene Main outcome: Extended fantasy narrative Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> 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 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech 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) Fronted adverbials [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech <p>Reading Comprehension - Mr Penguin and the Lost Treasure Alex T. Smith</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 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 both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			<p>English - How to Live Forever by Colin Thompson Literary Theme: From mystery to discovery Outcomes: Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning Main outcome: prequel Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 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 inverted commas to punctuate direct speech 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) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of inverted commas and other punctuation to indicate direct speech <p>Reading Comprehension - I am the Seed that Grew the Tree- Fiona Waters</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts 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 recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
Science Plants	<p>Parts of a plant LI: I can identify, locate and describe the functions of different parts of flowering plants. SC: By the end of the lesson students will understand that one of the flower's main jobs is to create new seeds to grow new plants and understand, name and locate the different parts of the flower that helps with this process.</p> <p>Key question: What we know? What would we like to know? How do plants reproduce?</p> <p>Labelling parts of a plants - assessment activity. Parts of a plant song</p> <p>Biology Career link: botanist/Horticulturalist Key scientist: Joseph Banks Book: When Plants Took Over the Planet (Dr Chris Thorogood)</p> <p>FROGS</p> <p>Vocabulary: reproduce, anther, filament, stigma, style, ovary, sepal, pollination</p>	<p>Seed dispersal LI: I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal. SC: By the end of the lesson students will be able to discuss all the ways seeds are dispersed and why seed dispersal is an integral part in the life cycle of flowering plants.</p> <p>Key question: What do seeds do? Where do weeds come from? How does the space between seeds affect how well they grow?</p> <p>FROGS</p> <p>Vocabulary: reproduce, anther, filament, stigma, style, ovary, sepal, pollination, explosion, water, animals, wind, gravity, disperse (spread, scatter, distribute)</p>	<p>What do plant need to grow well? LI: I can explore the requirements of plants for life and growth. SC: By the end of the lesson students will be able to set up an investigation to show what plants need to grow well and which conditions help a seed germinate faster.</p> <p>Key question: Which conditions help seeds germinate faster?</p> <p>FROGS</p> <p>Vocabulary: germinate, germination, water, nutrients from the soil, light, air, room to grow, waterlogged, carbon dioxide, oxygen, conditions</p>	<p>Bank Holiday</p>	<p>Investigation write up. LI: I can record my observations and I can present the results of my investigation using scientific language. SC: By the end of the lesson students will be able to explain and evaluate their findings using scientific language.</p> <p>Key question: Which conditions help seeds germinate faster? How does light affect plant growth? How does a plant get carbon dioxide? What conditions are perfect for a seed to grow?</p> <p>FROGS</p> <p>Vocabulary: germinate, germination, water, nutrients from the soil, light, air, room to grow, waterlogged, carbon dioxide, oxygen, conditions</p>	<p>How is water transported in plants? LI: I can investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. SC: By the end of the lesson students will be able to explain the function of the stem, understand how water is transported in a plant, set up a comparative investigation, suggest ways to find answers, make a prediction and a conclusion.</p> <p>Key question: How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? What happens to celery when it is left in a glass of coloured water? How do flowers in a vase change over time?</p> <p>FROGS</p> <p>Vocabulary: Transport, stem, evaporate, compare, temperature, leaves, flower, observe, prediction, conclusion, chlorophyll</p>

<p>Topic</p>	<p>Geography -Transportation- National</p> <p>LI: I can explain the advantages and disadvantages to the different types of travel.</p> <p>SC: By the end of the lesson, students will be able to explain the advantages and disadvantages to different types of travel. They will also have a deeper understanding of the different types of travel and how they have advanced throughout history.</p> <p>What is travel and why and how do people travel preassessment task.</p>	<p>History - Ancient Egypt</p> <p>LI: I can explain when and where the Ancient Egyptians lived and use a timeline to explore key events from Ancient Egyptian times.</p> <p>SC: By the end of the lesson, students will be able to locate Egypt on a map and know the continent in which it is located. They will also begin to have an understanding of the key events from Ancient Egyptian times and the dates.</p>	<p>Geography - getting to grips with grids.</p> <p>LI: I can understand how to use four-figure and six-figure grid references.</p> <p>SC: By the end of the lesson, students will be able to use four and six-figure grid references to support their understand the purpose of grid references in the relation to maps and transportation. To use four-figure and six-figure grid references to locate features on a map. To apply the use of four-figure and six-figure grid references to an OS map.</p>	<p>Bank Holiday</p>	<p>History- Why was Ancient Egypt the 'Gift of the Nile'?</p> <p>LI: I can understand the importance of the River Nile in Ancient Egypt and give examples of the natural resources provided by the Nile.</p> <p>SC: By the end of the lesson, students will be able to explain the significance of the river Nile and why it was a crucial feature of Egyptian landscape and explain the essential resources that are provided by the river.</p>	<p>Geography- Which way are you travelling?</p> <p>LI: I can recognise the 8 points of a compass and know how to use the points of a compass.</p> <p>SC: By the end of the lesson, students will understand that a compass is an essential instrument for map work, route finding, navigation and other outdoor life experiences and know how to use one.</p> <p>Make your own compass. Playground movement with compass</p>
<p>Art and DT Art deco – Aztec art</p>	<p>Art Deco Intro to Art Deco</p> <p>LI: I can explain when and why Art-deco was popular, what it was inspired by and what materials were used.</p> <p>SC: Match up task and presenting learning with sketching imagery and drawings</p>	<p>Art Deco Tamara De Lempicka</p> <p>LI: I can explain who Tamara De Lempicka was and replicate her work.</p> <p>SC: I know who Tamara De Lempicka was and use Oil pastels to recreate a painting focusing on blending and tone.</p>	<p>Art Deco</p> <p>LI: I can explain that Art-Deco was inspired by Egyptian art and Aztec patterns and use engraving like the Ancient Egyptians.</p> <p>SC: I can create card relief work using Art Deco shapes that tessellate then printing them.</p>	<p>Art Deco</p> <p>LI: I can explain that Art-Deco was inspired by Egyptian art and Aztec patterns and use engraving like the Ancient Egyptians.</p> <p>SC: I can create card relief work using Art Deco shapes that tessellate then printing them. This lesson will be the printing their tessellating shapes and exploring how to ensure our relief work can be used to create a background.</p>	<p>Art Deco</p> <p>LI: I can use different materials to create papyrus paper</p> <p>SC: By the end of the lesson, students will be able to demonstrate an understanding of the historical significance of papyrus paper in Ancient Egyptian culture and its relevance to art, as well as the process of making papyrus paper.</p> <p>History Link</p>	<p>Art Deco</p> <p>LI: I can use develop my techniques in painting by creating a piece of artwork on a new material focusing on control.</p> <p>SC: By the end of the lesson, students will be able to apply the principles of Art Deco style through the creation of a painting on papyrus paper, drawing inspiration from a famous Art Deco artist Erté, while demonstrating their understanding of geometric shapes, bold colours, and stylised forms characteristic of the Art Deco movement.</p>
<p>RE What does it mean to live a good life?</p>	<p>What is good?</p> <p>LI: I can critically explore the concept of "good" through discussion-based activities, reflecting on personal interpretations and societal perspectives.</p> <p>SC: Students will engage in reflective thinking to articulate personal definitions of "good" and its implications. They will participate actively in group discussions, offering thoughtful contributions. They will demonstrate an understanding of how the perception of "good" can vary based on cultural, religious, and individual perspectives. While looking ethical dilemmas, such as the moral implications of natural disasters, and evaluate differing perspectives on whether certain events can be considered "good" or "bad."</p>	<p>What is bad?</p> <p>LI: I can explore the concept of "bad" through discussion-based activities, considering personal interpretations, ethical dilemmas, and philosophical questions related to free will.</p> <p>SC: Students will engage actively in group discussions, offering thoughtful reflections on the concept of "bad" and its implications. They will demonstrate an understanding of the subjective nature of the term "bad," considering personal experiences, cultural influences, and societal norms. We will discuss ethical dilemmas related to the attribution of "badness" to individuals or actions, evaluating the role of free will in moral decision-making and explore the question of whether God creates "bad" people.</p>	<p>Spirited Arts</p> <p>National association of teachers of Religious Education Competition - Art link 2024 Theme- How do we envisage God?</p> <p>This category unveils a thrilling opportunity for young minds to set sail on a creative journey, exploring the endless ways through which people from different faiths/worldviews and cultures perceive and connect with God. The term 'envisage' here embraces a rich tapestry of expressions, viewpoints, and encounters that shape peoples understanding of God from various worldviews. Atheists, agnostics, and theistic pupils can all respond to this theme.</p> <p>Pupils can answer this questions from their own point of view and experiences, or by reflecting on what they have learned about and from religion/worldviews in their RE lessons.</p>	<p>Bank Holiday</p>	<p>Humanism</p> <p>LI: I can explore the principles of humanism and develop an understanding of making ethical decisions based on reason, empathy, and concern for humans, including animals, while rejecting supernatural reasons and embracing the scientific method.</p> <p>SC: Students will be able to demonstrate an understanding of the key principles of humanism, including the emphasis on reason, empathy, and concern for all living beings. They will analyse age-appropriate ethical dilemmas and scenarios, applying humanist principles to make informed decisions based on rationality and compassion.</p>	<p>Humanism</p> <p>LI: I can explore the principles of humanism, focusing on the pursuit of happiness and the importance of helping others to find meaning in life.</p> <p>SC: Students will demonstrate an understanding of the core principles of humanism, including the emphasis on seeking happiness and assisting others in their pursuit of fulfilment. They will identify and discuss examples of actions that contribute to personal happiness and the well-being of others within a humanist framework. They will analyse the concept of meaning in life and reflect on how humanist values influence individual perspectives on purpose and fulfilment.</p>
<p>ICT Programming A- Sequencing sounds</p>	<p>Introduction to Scratch</p> <p>LI: To explore a new programming environment</p> <p>SC: I can identify the objects in a Scratch project (sprites, backdrops)</p> <ul style="list-style-type: none"> I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks 	<p>Programming sprites</p> <p>LI: To identify that commands have an outcome.</p> <ul style="list-style-type: none"> I can create a program following a design and understand that each sprite is controlled by the commands I choose I can predict the coding blocks used to move a sprite I can match coding blocks to their actions 	<p>Sequences</p> <p>LI: To explain that a program has a start.</p> <ul style="list-style-type: none"> I can start a program in different ways I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code 	<p>Ordering commands</p> <p>LI: To recognise that a sequence of commands can have an order.</p> <ul style="list-style-type: none"> I can explain what a sequence is I can combine sound commands I can order notes into a sequence 	<p>Looking good</p> <p>To change the appearance of my project</p> <ul style="list-style-type: none"> I can build a sequence of commands I can decide the actions for each sprite in a program I can make design choices for my artwork 	<p>Making an instrument</p> <p>To create a project from a task description</p> <ul style="list-style-type: none"> I can identify and name the objects I will need for a project I can relate a task description to a design I can implement my algorithm as code
<p>PSHE Relationships</p>	<p>Know how to make friends.</p> <p>PSHE learning intention: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>Social and emotional development learning intention: I can describe how taking some responsibility in my family makes me feel</p>	<p>Try to solve friendship problems when they occur.</p> <p>PSHE learning intention: I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>Social and emotional development learning intention: I know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>Help others to feel part of a group.</p> <p>PSHE learning intention: I know and can use some strategies for keeping myself safe online.</p> <p>Social and emotional development learning intention: I know who to ask for help if I am worried or concerned about anything online</p>	<p>Show respect in how they treat others.</p> <p>PSHE learning intention: I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>Social and emotional development learning intention: I can show an awareness of how this could affect my choices</p>	<p>Know how to help themselves and others when they feel upset or hurt.</p> <p>PSHE learning intention: I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Social and emotional development learning intention: I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p>	<p>Know and show what makes a good relationship.</p> <p>PSHE learning intention: I know how to express my appreciation to my friends and family.</p> <p>Social and emotional development learning intention: I enjoy being part of a family and friendship groups.</p>
<p>PE Athletics</p>	<p>Athletics</p> <p>To develop the sprinting technique and improve on your personal best. Developing skipping whilst moving.</p>	<p>Athletics</p> <p>To develop changeover technique in relay events.</p>	<p>Athletics</p> <p>To develop jumping technique in a range of approaches and take off positions.</p>	<p>Athletics</p> <p>To develop throwing for distance and accuracy.</p>	<p>Athletics</p> <p>To develop throwing for distance in a pull throw.</p>	<p>Athletics</p> <p>To develop officiating and performing skills.</p>
<p>Music</p>	<p>Time - link to Maths</p> <p>Lesson 1: focus on beat understanding metres</p>	<p>Time - link to Maths</p> <p>Lesson 2: focus on carillon</p>	<p>Time - link to Maths</p> <p>Lesson 3: focus on keeping in time</p>	<p>Ancient worlds - Link to History</p> <p>Lesson 1: Explore Ancient Greece with music inspired by Theseus</p>	<p>Ancient worlds - Link to History</p> <p>Lesson 2: Explore Ancient Greece with music inspired by Echo</p>	<p>Ancient worlds - Link to History</p> <p>Lesson 3: Explore story songs inspired by Ancient Greece</p>

