

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<p>Unit 1 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>Unit 2 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>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>Unit 4 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>
English	<p>Focus text - The arrival - Shaun Tan</p> <p>Narrative</p> <p>Asking questions and using modal verbs</p> <p>Uplevelling key verb choices</p> <p>Use of adverbials</p> <p>Conveying a scene including emotive language</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>Narrative</p> <p>Active and passive voice</p> <p>Use of expanded noun phrases to add detail</p> <p>Direct speech and dialogue to advance the plot</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>Narrative</p> <p>Application of knowledge - dialogue, adverbials and expanded noun phrases</p> <p>Semi colons to separate clauses Chronological order and present tense throughout</p>	<p>Focus text - The arrival - Shaun Tan</p> <p>Narrative</p> <p>Plan a narrative with 5 clear paragraphs</p> <p>Expand thoughts for each paragraph Draft, edit and improve narrative</p> <p>Present - use of joined handwriting, key skills and for a given audience and purpose</p>	<p>Focus text - Leila and the Blue fox.</p> <p>Non chronological report</p> <p>Summarise findings - character information</p> <p>Features and skills in a non-chronological report</p> <p>Using relative clauses</p>	<p>Focus text - Leila and the Blue fox.</p> <p>Non chronological report</p> <p>Organise information using subheadings</p> <p>Prepositions of place</p> <p>Recap use of expanded noun phrases</p> <p>Apply knowledge to extended piece of text</p>	<p>Focus text - Leila and the Blue fox.</p> <p>Non chronological report</p> <p>Variety of pronouns to avoid ambiguity</p> <p>Conjunctive adverbs to link sentences</p> <p>Application of skills to extended piece of text</p>
Unit writing focus	<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 Précising 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>		
Vocab, grammar and punctuation focus.	<p>Vocabulary, Grammar & 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</p>		

					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		
Reading	Fly me home - Polly Ho-Yen Front page analysis Secure vocab choices Characterisation via inference Looking at language fluorescent lights, mottled, porcelain, walnut, petty, provoke, dank, inhabited, careened, indistinguishable, precarious, revolving, indifference, nondescript	Fly me home - Polly Ho-Yen Hidden emotions Summarising emotions Character comparisons Adverbs in context plucked, vaulted, fragments, spiking with, tentatively, oblivious, chide, jostling, silver birch, gleamed, plummeted, dithered, scantily, squirming, encrusted, disjointed, decipher	Fly me home - Polly Ho-Yen All in the words Inferring and comparing Retrieving and recording Answering the unanswered synchronized, pondering, teetering, veer, stifle, frantic, throbbled, willingly, distort, jaded, loped, unremitting, bracing, wringing, monotone: viscous, sodden	Fly me home - Polly Ho-Yen Summarising stories Use the week to review vocab from the previous 15 sessions. Complete Comprehension - practice range of skills with 3 x comprehension questions ASSESSMENT CHECKPOINT	On the move - Michael Rosen Migrant poetry Where do we come from? Lasting impressions Exploring Yiddish My father says witness, survivor, invaded, direct threat, survivor, dignity, fracture, pogroms, banished, torments	On the move - Michael Rosen Robert, Roger and the new school Learning about the war Skeletons and Bratwurst The migrants in me Dear Oscar..... doodlebugs, Leningrad, Stalingrad, scarcely, rubble, Bratwurst, bunker, absentees, pored, sealed-up,	On the move - Michael Rosen Cousin Michael On the move again Immigration today Gone The migrants in me atrocities, genocide, fascism/fascist
Science Living Things and their Habitats	Introduction to classification 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. Vocab: Classification, Species, Fertile	Classifying vertebrates Develop an understanding of classifying animals Classify animals into groups called vertebrates and distinguish between them. Vocab: Classification, species, fertile, vertebrate	What is the difference between vertebrates and invertebrates? Further develop understanding of classifying animals Classify animals into groups called invertebrates and make distinctions between them. Vocab: Classification, species, fertile, vertebrate, invertebrates	What do we do when we discover an animal which is hard to classify? Use a key to identify species of animals Vocab: Classification, species, fertile, vertebrate, invertebrates,	What do all plants have in common? Develop understanding of how we classify plants. Recognise the differences between species of plants. Vocab: Classification, species, fertile, vertebrate, plants, microorganisms	Trees in the local Environment Using a classification tree to identify trees locally. Vocab: compound, needle like, pinnately lobed, tooth edged	Assessment tasks TAPS
History Tudors	Who were the Tudors? When did the Tudors reign? How did the Tudors come to reign? Tudor kings and queens top trumps. Family tree War of the Roses Vocab: alliance, monarch, medieval, legacy	Henry VIII What did he look like? Why is he so well known? Henry VIII wives (have display characters ready) Vocab: heir, rebellion, parliament, military, devout	Religion in the Tudor times Catholic England Church of England Dissolution of Monasteries Protestant England Vocab: devout, protestant, Pope, reformation of English religion	Tudor Schools Did all children go to school? What were the schools like? What were school days like? What punishments were there in Tudor schools? Vocab: artefacts, whipping boy, prosperity	Tudor clothes 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? Vocab: social classes, prosperity	Tudor Entertainment Tudor entertainment Theatres William Shakespeare Sports, Music, Eating, Executions Vocab: civil war, prosperity, flourish, philosophy,	Tudor Explorers Christopher Columbus Walter Raleigh Sir Francis Drake John Cabot Vocab: expeditions, Renaissance Assessment tasks
Geography							
Art Keeping in Real	What is realism? Look at examples of artwork Discuss opinions/preferences. (Children to have access to computing device to research art work and details about the artist's life) Art movement, naturalistic, realistic, photographic, Initial responses, relevant, inspired, materials, techniques, style, opinion.	To use sketch and shading techniques Hatch / cross hatch / light to dark / apply to object Light, dark, heavy, HB, sketch, print, pressure, gradients, observe (draw what you see)	To create colour palette with paint Colour / paint / light / dark / mix - Mix, primary colours, shades, grip, stroke, combine, observe.	To design and complete a piece of work in the style of Jane Palmer Design a background and create it using paint, mixing techniques etc. Create a still life of a piece of fruit - paint, mixing techniques etc. Mix, primary colours, shades, grip, stroke, combine, observe.	To design and complete a piece of work in the style of Jane Palmer Design a background and create it using paint, mixing techniques etc. Create a still life of a piece of fruit - paint, mixing techniques etc. Mix, primary colours, shades, grip, stroke, combine, observe.	Evaluate and improve - apply skills to different fruit item with feedback Design a background and create it using paint, mixing techniques etc. Create a still life of a piece of fruit - paint, mixing techniques etc. Mix, primary colours, shades, grip, stroke, combine, observe.	To design and complete a new piece of work in the style of Jane Palmer Design a background and create it using paint, mixing techniques etc. Create a still life of a piece of fruit - paint, mixing techniques etc. Mix, primary colours, shades, grip, stroke, combine, observe.
DT							

World Views	Do religious worldviews change over time? (Part 1) The Protestant Reformation	Do religious worldviews change over time? (Part 1) Mass / Holy Communion	Do religious worldviews change over time? (Part 1) Theological perspectives	Do religious worldviews change over time? (Part 1) Women in Christian tradition	Do religious worldviews change over time? (Part 1) Truth and falsity	Do religious worldviews change over time? (Part 1) Trailblazer or rebel?	Catch up, consolidate and assess using end of unit quiz.
Computing Communication and collaboration	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.
RSHE	Being me in my world Class charter - rules and expectations -understand why our school community benefits from a learning charter -understand how to help others to follow the learning charter Vocab: collaboration, participation, rights, responsibilities, rewards, consequences	Being me in my world Class charter - rules and expectations -understand why our school community benefits from a learning charter -understand how to help others to follow the learning charter Vocab: collaboration, participation, rights, responsibilities, rewards, consequences	Being me in my world My year ahead -identify my goals for the year -understand my fears and worries -how to express my fears and worries to others Vocab: Goals, worries, fears, value, welcome	Being me in my world My year ahead -identify my goals for the year -understand my fears and worries -how to express my fears and worries to others Vocab: Goals, worries, fears, value, welcome	Being me in my world Being a Global citizen -to understand global rights for children -understand how my actions affect others locally and globally Vocab: Choice, Rights, Community, Empathy, opportunities	Being me in my world Being a Global citizen -to understand global rights for children -understand how my actions affect others locally and globally Vocab: Choice, Rights, Community, Empathy, opportunities	Assess and review learning
PE Invasion Games	Recap on the rules of dodgeball and apply them to a game Dead zone End Zone Hits and Catches 2V1 3v3 Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	To develop throwing at a moving target Finding space Target in the middle Roundabout Claim the dodgers Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	To use jumps, dodges and ducks to avoid being hit Box of doom Win the players 5v5 Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	To develop catching to get an opponent out Partner target On the bench Super Catch Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	To select and apply tactics in the game Applying tactics in dodgeball Select and apply Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	To develop officiating skills and referee a dodgeball game 3v3 4 court dodgeball 6v6 Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively	Review all skills taught and learnt this term. full game together implementing all the rules we have explored together Review all vocab.
Music	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble.	Assess and review learning

	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>beat, pulse, count-in, swing/swung rhythm, syncopation, arpeggio, chromatic, C major scale. brass section, woodwind section, improvisation, big band, swing music.</p>	
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