

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<p>Unit 4 Compare and order fractions Add and subtract simple fractions</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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 4 Add and subtract any two fractions Add mixed numbers Subtract mixed numbers</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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 4 Multi step problems Problem solving - adding and subtracting fractions</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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 5 Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer</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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 5 Mixed questions with fractions 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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 5 Fraction of amount Fraction of amount - find the whole</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> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 6 Metric measures Convert metric measures Calculate with metric measures</p> <p>Vocab - metric imperial units of measurement grams (g) kilograms (kg) pounds (lb) ounces (oz) feet (ft) yards (yd) millilitres (ml) litres (l) pints (pt) capacity millimetres (mm) centimetres (cm) metres (m) kilometres (km) inches (in) mass miles length convert conversion table conversion graph</p> <p>Tooklit tasks to consolidate learning during week</p>
English	<p>Focus text - Leila and the Blue fox (non-chronological report)</p> <p>Plan a report with 4 or more sections</p> <p>Draft, edit and improve report</p> <p>Present - use of joined handwriting, key skills and for a given audience and purpose</p>	<p>Focus text - Can we save the tiger? Martin Jenkins (Discussion)</p> <p>Subjunctive form</p> <p>Include a range of conjunctions</p> <p>Multi-clause sentences</p> <p>Prepositions / noun phrases Emotive vocabulary</p>	<p>Focus text - Can we save the tiger? Martin Jenkins (Discussion)</p> <p>Modal verbs</p> <p>Commas, brackets and dashes</p> <p>Relative clauses</p> <p>Précis key information</p>	<p>Focus text - Can we save the tiger? Martin Jenkins (Discussion)</p> <p>Research a topical subject</p> <p>Select and organise information</p> <p>Create a consistent argument supported by evidence</p> <p>Create a conclusion</p>	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Commas to avoid ambiguity</p> <p>Create a character profile</p> <p>Figurative phrases using personification and similes</p> <p>Use the conventions of dialogue punctuation</p>	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Apostrophes for omission</p> <p>Use adverbials of possibility and frequency</p> <p>Use of the passive voice</p>	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Plot events in an appropriate order</p> <p>Create a catchy headline</p> <p>Include a summary</p> <p>Write in the past tense</p> <p>Recount the main events</p>
Reading	<p>Text - Beetle Boy - MG Leonard</p> <p>Discuss and share plot predictions Word meanings from quotes Synonyms and word meanings Evidence to support an opinion Make predictions using evidence</p>	<p>Text - Beetle Boy - MG Leonard</p> <p>Authorial intent - feelings Word class and word meanings Character analysis Retrieval Deciding between retrieval or inference</p>	<p>Text - Beetle Boy - MG Leonard</p> <p>Summarising large passages including a full story Summarising changes in emotions Inferring with evidence Language choices Compare and contrast</p>	<p>Complete Comprehension - practice range of skills with 5 x sets of comprehension style questions</p>	<p>Text - The tiger rising - Kate DiCamillo</p> <p>Blurb analysis Figurative language Author's opinions with evidence Character inferences Impressions with evidence</p>	<p>Text - The tiger rising - Kate DiCamillo</p> <p>Predictions using inference Retrieval with sentences stems Specific word choices Retelling multiple chapters Words in context</p>	<p>Text - The tiger rising - Kate DiCamillo</p> <p>Inferring to explain Authors language choices Character comparison Similarities and differences Themes of stories</p>
Science	<p>Understand the main parts of the human circulatory system. Label diagrams of the heart, blood vessels, and blood</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Describe the function of the heart and how it pumps blood / conduct a simple experiment to measure pulse rates before and after exercise</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Understand the different types of blood vessels and the components of blood / aware of the functions of arteries, veins, and capillaries, and a blood composition</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Understand how nutrients and water are transported within the body / create a flowchart of nutrient transport</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Recognise the impact of diet and exercise on the body / physical activities to observe changes in heart rate</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Understand the effects of drugs and lifestyle choices on the body</p> <p>Vocab - Artery, Atrium, Blood Vessels, Carbon Dioxide, Circulatory, Heart Lungs, Nutrients, Oxygen, Vein</p>	<p>Assessment tasks</p>

History							
Geography	<p>Focus - North America</p> <p>Objectives - Describe the geographical location of the continent of North America. Compare and contrast the geographical location of North America with that of Europe.</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	<p>Focus - North America</p> <p>Objectives - locate and label on a map the most populous / sparse cities of North America</p> <p>Compare and contrast the populations of the most and least populous places in North America.</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	<p>Focus - North America</p> <p>Objectives -Plot graph information about the population of the ten most populous cities in North America.</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	<p>Focus - North America</p> <p>Objectives - locate and label on a map the most significant rivers of North America.</p> <p>Explain why pollution in a river affects more than one population.</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	<p>Focus - North America</p> <p>Investigate the physical features found along the route of the Colorado River</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	<p>Focus - North America</p> <p>Investigate the physical features found along the route of the Colorado River</p> <p>Vocab - latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	Assessment tasks
Art							
DT	<p>What is design and technology?</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	<p>What is design and technology?</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	<p>Food throughout the year - cultural events</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	<p>Food throughout the year - cultural events</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	<p>Bread - practical skills / design / make</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	<p>Bread - practical skills / design / make</p> <p>inspiration, purpose, user, automatically, fluency, accurate, perishable, infectious, compost, perennial, annual</p>	Assessment tasks
World Views	<p>Do religious worldviews change over time? (Part 2)</p> <p>Denominations of Christianity</p>	<p>Do religious worldviews change over time? (Part 2)</p> <p>Women in Methodist Christianity</p>	<p>Do religious worldviews change over time? (Part 2)</p> <p>Women in Quaker Christianity</p>	<p>Do religious worldviews change over time? (Part 2)</p> <p>Women in Church of England Christianity 1</p>	<p>Do religious worldviews change over time? (Part 2)</p> <p>Women in Church of England Christianity 2</p>	<p>Do religious worldviews change over time? (Part 2)</p> <p>Do religious worldviews change over time?</p>	Assess using end of unit quiz.
Computing 3d modelling	<p>Introduction to 3D modelling</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	<p>Modifying 3D objects</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	<p>Make your own name badge</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	<p>Making a desk tidy</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	<p>Planning a 3D model</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	<p>Make your own 3D model</p> <p>2D, 3D, shapes, select, move, perspective, view, Handles, resize, lift, lower, recolour, Construct, evaluate, modify</p>	Assess using end of unit quiz.
RSHE Celebrating difference	<p>Celebrating difference</p> <p>Understand there are different perceptions about what normal means</p> <p>Normal Ability Disability Visual impairment Empathy Perception Medication Vision</p>	<p>Celebrating difference</p> <p>Understand how being different could affect someone's life</p> <p>Viewpoint Perspective Assumption Belonging Experience Equality Act Rights Community</p>	<p>Celebrating difference</p> <p>Explain some of the ways in which one person or a group can have power over another</p> <p>Power Struggle Imbalance Control Harassment Bullying Banter</p>	<p>Celebrating difference</p> <p>Know some of the reasons why people use bullying behaviours</p> <p>Bullying behaviour Direct Indirect Argument Recipient</p>	<p>Celebrating difference</p> <p>Give examples of people with disabilities who lead amazing lives</p> <p>Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina</p>	<p>Celebrating difference</p> <p>Explain ways in which difference can be a source of conflict and a cause for celebration</p>	POP TASK assessment for term

	<i>Blind</i>	<i>Respect Empathy</i>				<i>Celebration Difference Conflict</i>	
PE Fitness	Objectives- To develop an awareness of what the body is able to do	Objective- To develop speed and stamina	Objectives - To develop strength using my own body weight	Objectives - To develop co-ordination	Objectives - To develop agility	Objectives - To develop balancing with control	To use own knowledge of health and fitness to create own fitness check
Music	<p><i>Shadows</i></p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p><i>genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical</i></p>	<p><i>Shadows</i></p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p><i>genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical</i></p>	<p><i>Shadows</i></p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p><i>genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical</i></p>	<p><i>Composing for protest</i></p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p> <p><i>Pulse, tempo, structure</i></p>	<p><i>Composing for protest</i></p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p> <p><i>Pulse, tempo, structure</i></p>	<p><i>Composing for protest</i></p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p> <p><i>Pulse, tempo, structure</i></p>	Assess using end of unit quiz.