

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	<p>Unit 6 Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial 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>	<p>Unit 6 Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial 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>	<p>Unit 7 Use ratio language Introduce the ratio symbol Use ratio Scale drawing Scale factors</p> <p>Vocab - ratio proportion part whole scale factor similar notation</p> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 7 Similar shapes Ratio problems Problem solving ratio Problem solving proportion</p> <p>Vocab - ratio proportion part whole scale factor similar notation</p> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 7 Similar shapes Ratio problems Problem solving ratio Problem solving proportion</p> <p>Vocab - ratio proportion part whole scale factor similar notation</p> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 8 Find a rule Find a rule - 2 step</p> <p>Vocab - sequence rule term algebra expression calculation formula substitute generalise operation calculate equation solution</p> <p>Tooklit tasks to consolidate learning during week</p>	<p>Unit 8 Form expressions Substitution 1 and 2</p> <p>Vocab - sequence rule term algebra expression calculation formula substitute generalise operation calculate equation solution</p> <p>Tooklit tasks to consolidate learning during week</p>
English	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Objectives - Commas to avoid ambiguity Create a character profile Figurative phrases using Personification and similes use the conventions of dialogue punctuation</p>	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Objectives - Apostrophes for omission Use adverbials of possibility and frequency use the passive voice</p>	<p>Focus text - The last bear - Hannah Gold (Newspaper)</p> <p>Objectives - Plot events in an appropriate order Create a catchy headline Include a summary write in the past tense Recount the main events</p>	<p>Focus text - The invention of Hugo Cabret (narrative)</p> <p>Objectives - -Use of inverted commas and other punctuation to indicate direct speech (The difference between structures typical of informal speech and structures appropriate for formal speech and writing) -Use of the present perfect and progressive forms of verbs instead of the simple past • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Focus text - The invention of Hugo Cabret (narrative)</p> <p>Objectives - - Indicating degrees of possibility using adverbs - Use of the passive to affect the presentation of information in a sentence • How hyphens can be used to avoid ambiguity</p>	<p>Focus text - The invention of Hugo Cabret (narrative)</p> <p>Objectives - • 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 • • Using a wide range of devices to build cohesion within and across paragraphs • In narratives, describing settings, characters and atmosphere</p>	<p>Draft / Edit / Improve previous texts using newly learnt skills - Newspaper, Non-fiction and Argument</p>
Reading	<p>Text - The invention of Hugo Cabret</p> <p>- Summarise main ideas from more than one paragraph - Make inferences from the text/explain and justify inferences with evidence from the text - Predict what might happen from details stated and implied</p>	<p>Text - The invention of Hugo Cabret</p> <p>-Identify /explain how information / narrative content is related and contributes to meaning as whole - Retrieve and record information /identify key details from fiction and non-fiction - Give/explain the meaning of words in context</p>	<p>Text - The invention of Hugo Cabret</p> <p>-Make comparisons within the text - -Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>Complete Comprehension - practice range of skills with 5 x sets of comprehension style questions</p>	<p>Text - The Little Match Girl Strikes Back</p> <p>-Make comparisons within the text - Make inferences from the text/explain and justify inferences with evidence from the text -Give/explain the meaning of words in context</p>	<p>Text - The Little Match Girl Strikes Back</p> <p>- Summarise main ideas from more than one Paragraph - Predict what might happen from details stated and implied - Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>Text - The Little Match Girl Strikes Back</p> <p>- Retrieve and record information /identify key details from fiction and non-fiction - Identify /explain how information / narrative content is related and contributes to meaning as whole</p>
Science	<p>Light</p> <p>-recognise that light appears to travel in straight lines</p>	<p>Light</p> <p>-use the idea that light travels in straight lines to explain that objects are</p>	<p>Light</p> <p>-use the idea that light travels in straight lines to explain that objects are seen because they</p>	<p>Light</p> <p>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>Light</p> <p>-explain that we see things because light travels from light sources to our eyes or from</p>	<p>Light</p> <p>-use the idea that light travels in straight lines to explain why shadows have the same shape as</p>	<p>Assessment tasks</p>

	Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	seen because they give out or reflect light into the eye Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	give out or reflect light into the eye Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	light sources to objects and then to our eyes Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	the objects that cast them (investigation) Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent. Reflect Absorb Emitted Scattered Refraction	
History	The Victorians -Use timelines to recognise when the Victorian era took place -Understand the consequences, positive and negative, of the British Empire. -Be able to explain how much of the world was ruled by the British during the Victorian era empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	The Victorians Describe the experience of children in Victorian times. Describe the difference between the lives of the rich and the poor in the Victorian era. empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	The Victorians Compare and contrast conditions in factories and houses at the beginning of Victoria's reign. empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	The Victorians Investigate reforms in health and education during the Victorian era. empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	The Victorians Explore significant inventions during the Victorian era. Explain the impacts of the Industrial Revolution empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	The Victorians Compare and contrast rural and urban settlements before and after the Industrial Revolution empire, poverty, revolution, conditions, innovations, economy, parliament, exploration	Assessment tasks
Geography							
Art	Futurism (drawing) Focus on work of Umberto Boccioni To identify the key concepts behind Futurism Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Futurism (drawing) Focus on work of Umberto Boccioni To describe the work of Boccioni understanding key vocabulary Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Futurism (drawing) Focus on work of Umberto Boccioni To create a futurist image by drawing something that moves fast projecting its movement lines Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Futurism (drawing) Focus on work of Umberto Boccioni To create a futurist image by drawing something that moves fast projecting its movement lines Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Futurism (drawing) Focus on work of Umberto Boccioni To use tone effectively with coloured pencil to distinguish each element of your drawing Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Futurism (drawing) Focus on work of Umberto Boccioni To create a card relief cyclist image using simplified geometric shapes and lines Dynamism, contorted, animated, movement, transport, speed, multiple perspectives, geometric, curves, relief, simplified shapes	Assessment tasks
DT							
World Views	Does religion matter? What is Religion?	Does religion matter? The changing face of religion in the UK	Does religion matter? Religion and Culture	Does religion matter? Religion and Sport	Does religion matter? Religion and Social Action	Does religion matter? Overview	Assess using end of unit quiz.

Computing Variables in games	Variables in Games - Scratch 2.0 To define a 'variable' as something that is changeable <i>variables, events, algorithm, value, placeholder.</i>	Variables in Games - Scratch 2.0 To explain why a variable is used in a program <i>variables, events, algorithm, value, placeholder.</i>	Variables in Games - Scratch 2.0 To choose how to improve a game by using variables <i>variables, events, algorithm, value, placeholder.</i>	Variables in Games - Scratch 2.0 To design a project that builds on a given example <i>variables, events, algorithm, value, placeholder.</i>	Variables in Games - Scratch 2.0 To use my design to create a project <i>variables, events, algorithm, value, placeholder.</i>	Variables in Games - Scratch 2.0 To evaluate my project <i>variables, events, algorithm, value, placeholder.</i>	Assess using end of unit quiz
RSHE	Personal Learning Goals <i>Dream, Goal, Learning, Strengths, Stretch, Achievement, Personal Realistic, unrealistic</i>	Steps to Success <i>Dream, Hope, Goal Feeling, Achievement, Success Criteria, Learning steps</i>	My Dream For the World <i>Dream, Feeling, Achievement Global Issue, Suffering Concern</i>	Helping to Make a Difference <i>Dream, Achievement, Money, Sponsorship, Suffering</i>	Helping to Make a Difference <i>Dream, Goal, Suffering Leadership skills</i>	Recognising Our Achievements <i>Admire, Achievement Praise, Compliment, Contribution, Recognition</i>	POP TASK assessment for term
PE Badminton	Badminton To return the shuttlecock using an overhead clear	Badminton To return the shuttlecock using an underarm clear	Badminton To use a variety of shots to keep a rally going	Badminton To develop a serve and understand the rules for serving	Badminton To employ tactic to play against an opponent	Badminton To apply rules and principles learnt to play competitively	Badminton To apply rules and principles learnt to play competitively
Music	Dona nobis pacem Sing 5-note scales, and arpeggios. Learn to sing Section 3 of the round <i>Dona nobis pacem</i> . Learn about monophonic, homophonic, and polyphonic textures.	Dona nobis pacem Practise scales, arpeggios, and Section 3 of the round. Learn Section 2 of the round. Recap monophonic and polyphonic textures. Identify these musical textures in 17 th -century sacred music from Europe.	Dona nobis pacem Learn a harmony part for the chorus and sing in two parts. Practise Sections 1 and 3 of the round <i>Dona nobis pacem</i> . Compare the textures of <i>Throw, catch</i> and <i>Dona nobis pacem</i> .	Dona nobis pacem Learn Section 1 of the round. Recap Section 2 and sing with Section 3. Play a game that uses notation from the song. Find out about sacred music in Latin.	Dona nobis pacem Practise each section of the song. Practise different ways to combine the 3 lines of music. Finish with all three sung at the same time. Begin to compose using given rhythms and notes.	Dona nobis pacem Recap the three sections of the round and sing the whole song in unison. Sing the whole song as a round in three parts. Continue the composing activity started the previous lesson. Perform and record the pieces.	Assess and review learning from the term. End of unit POP task and check understanding of vocabulary.