

	1 January 5 th – 9 th	2 January 12 th – 16 th	3 January 19 th – 23 rd	4 January 26 th – 30 th	5 February 2 nd – 6 th	6 February 9 th – 13 th	7
Maths	<p>Unit 7 Multiplication and Division (2) Toolkit + 4 lessons</p> <p>Multiply a 4 digit number by a 1 digit number. Multiply a 2 digit number by a 2 digit number - partitioning and area model. Multiply a 3 digit number by a 2 digit number.</p> <p>Vocab - multiply, divide, add, subtract, place value, partition, equal, multiple, remainder, sum, total.</p>	<p>Unit 7 Multiplication and Division (2) 5 lessons</p> <p>Multiply a 4 digit number by a 2 digit number. Divide a 4 digit number by a 1 digit number. Divide with remainders.</p> <p>Vocab - multiply, divide, add, subtract, place value, partition, equal, multiple, remainder, sum, total.</p>	<p>Unit 7 Multiplication and Division (2) 1 lesson and End of Unit Check</p> <p>Use efficient division methods. Answer multiplication and division word problems. End of Unit Check</p> <p>Vocab - multiply, divide, add, subtract, place value, partition, equal, multiple, remainder, sum, total.</p> <p>Unit 8 Fractions (3) Toolkit + 3 lessons</p> <p>Multiply unit fractions by an integer. Multiply non-unit fractions by an integer. Multiply mixed numbers by an integer.</p> <p>Vocab - multiply, improper fraction, unit, non-unit, mixed number, numerator, denominator, equal parts, equivalent, whole, convert, fraction of an amount</p>	<p>Unit 8 Fractions (3) 4 lessons and end of unit check</p> <p>Finding a fraction of an amount. Finding the whole. Using fractions as operators. End of Unit Check.</p> <p>Vocab - multiply, improper fraction, unit, non-unit, mixed number, numerator, denominator, equal parts, equivalent, whole, convert, fraction of an amount</p>	<p>Unit 9 Decimals and Percentages Toolkit + 4 lessons</p> <p>Write decimals up to 2 decimal places (less than one). Write decimals up to 2 decimal places (greater than one). Equivalent fractions and decimals (tenths). Equivalent fractions and decimals (hundredths).</p> <p>Vocab - decimal, decimal places, tenths, hundredths, thousandths, decimal point, place value, digits, fractions, per cent %, percentage.</p>	<p>Unit 9 Decimals and Percentages 5 lessons</p> <p>Equivalent fractions and decimals. Thousandths as fractions. Thousandths as decimals. Thousandths on a place value grid.</p> <p>Vocab - decimal, decimal places, tenths, hundredths, thousandths, decimal point, place value, digits, fractions, per cent %, percentage.</p>	NO WEEK 7
English	<p>To accurately write and punctuate a range of sentences</p> <p>Vocab - opener, main clause, subordinate clause, relative clause, relative pronoun, adverbial, fronted adverbial, preposition</p>	<p>Focus text - Letters From The Lighthouse by Emma Carroll.</p> <p>To identify features of a diary entry. To convert events from a story into a diary entry. To use emotive language.</p> <p>Vocab - diary, entry, features, emotive language, first person, modal verbs, parenthesis</p>	<p>Focus text - Letters From The Lighthouse by Emma Carroll.</p> <p>To write in the first person. To use emotive language. To use paragraphs to organise writing.</p> <p>Vocab - diary, entry, features, emotive language, first person, modal verbs, parenthesis</p>	<p>Focus text - Anne Frank by Josephine Poole.</p> <p>To write an informal letter. To make inferences from a text. To use a range of contractions. To use parenthesis to add information</p> <p>Vocab - diary, entry, features, emotive language, first person, modal verbs, parenthesis</p>	<p>Focus text - Focus text - Anne Frank by Josephine Poole</p> <p>To write an informal letter. To write a diary entry. To make inferences from a text. To use a range of contractions. To use parenthesis to add information</p> <p>Vocab - diary, entry, features, emotive language, first person, modal verbs, parenthesis</p>	<p>Focus text - Alte Zachen/Old Things by Ziggy Hanaor and Benjamin Phillips</p> <p>To write character descriptions. To write a diary entry in role. To read, understand and use flashbacks. To write a short autobiography.</p> <p>Vocab - empathise, Jew, Holocaust, persecution, character, setting, noun phrase, expanded noun phrase, adjectives, letter, diary</p>	
Unit writing focus	<p>This is a two-week Writing Root for Anne Frank by Josephine Poole and Angela Barrett. This sequence of learning should also be supplemented by The Diary of a Young Girl which contains her original diary writing (this can be downloaded from the internet for free) It is vital to use extracts from Anne Frank's original diary as this will help give children a deeper understanding and appreciation of her incredible character. The Writing Root begins with children looking at a range of pictures, including a red-chequered diary called Kitty and also responding to a video of Otto Frank. As the sequence of learning progresses, they will learn about Anne and her family's life. They will have opportunities to write extended diaries and letters. Other pieces of extended writing could include: an obituary, a newspaper report and an opinion piece.</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 · 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 · Assessing the effectiveness of their own and others' writing · Ensuring the consistent and correct use of tense throughout a piece of writing.</p>		
Vocab, grammar and punctuation focus.	<p>Vocabulary, Grammar & Punctuation</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>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]</p>						

Reading	Focus text – Letters From The Lighthouse by Emma Carroll	Focus text – Letters From The Lighthouse by Emma Carroll	Focus text – Letters From The Lighthouse by Emma Carroll	Focus text – Letters From The Lighthouse by Emma Carroll	Poems from the Second World War – selected by Gaby Morgan	Poems from the Second World War – selected by Gaby Morgan	Poems from the Second World War – selected by Gaby Morgan
Science Animals, including Humans.	Animals, including Humans Pre assessment mind map To describe the stages of human growth. Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	Animals, including Humans To produce a dual line graph (height of boys and girls first year of life). Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	Animals, including Humans To analyse data in order to spot patterns and trends. Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	Animals, including Humans To identify the gestation period of different animals. (Bar chart). Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	Animals, including Humans To identify and describe the changes that occur during puberty. Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	Animals, including Humans To identify the changes that occur in old age. Vocab: development, growth, human, dual line graph, analyse, patterns, trends, gestation period, puberty, old age	
History World War 2 (Geography – 2nd half of term)	World War Two Start of Topic Mind Map To understand the events that led to the outbreak of WW2 (Comprehension activity) Vocab: World War Two, WW2, Allies, Axis, Great Britain, England, Germany, Poland, Invade, Annex, Neville Chamberlain, Adolph Hitler	World War Two Evacuation To understand the term evacuation, Vocab: World War Two, WW2, Evacuation, Evacuee, bombing, air raid, Luftwaffe, air raid shelter, city, countryside, billeting officer, host family	World War Two Evacuation To identify why evacuation was required. To empathise with children who were evacuated. Vocab: World War Two, WW2, Evacuation, Evacuee, bombing, air raid, Luftwaffe, air raid shelter, city, countryside, billeting officer, host family	World War Two The Blitz To understand the term Blitz. Vocab: World War Two, WW2, blitz, blitzkrieg, lightning war, evacuation, evacuee, bombing, air raid, Luftwaffe, air raid shelter, Anderson Shelter, Morrison Shelter	World War Two The Blitz To use a range of sources to produce a non-chronological report about the blitz. Vocab: World War Two, WW2, blitz, blitzkrieg, lightning war, evacuation, evacuee, bombing, air raid, Luftwaffe, air raid shelter, Anderson Shelter, Morrison Shelter	World War Two Rationing To identify what rationing was and why it was required. Vocab: World War Two, WW2, rationing, ration, ration book, coupons, bombing, blockades, convoys, shipping, submarines, shortages, dig for victory	
Art	Capturing conflicts Artist - Paul Nash - Lesson 1 To conduct an artist study. (use the internet to find out facts about Paul Nash.	Capturing conflicts Artist - Paul Nash - Lesson 2 Painting – sketch before painting to combine line and colour. Use Paul Nash painting – The Messerschmitt in Great Windsor Park, as inspiration for sketch and then painting.	Capturing conflicts Artist - Paul Nash - Lesson 3 Create a colour palette based upon colours observed in the natural or built world.	Capturing conflicts Artist - Paul Nash - Lesson 4 Use the qualities of watercolour and acrylic paints to create visually interesting pieces – base on painting by Paul Nash.	Capturing conflicts Artist - Paul Nash - Lesson 5 Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture	Capturing conflicts Artist - Paul Nash - Lesson 6 Develop a personal style of painting, drawing upon ideas from other artists	
World Views	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Pre assessment mind map Lesson 1 Christian responses to equality, equity, justice and injustice are influenced by beliefs about all humans being made in the image of God. Human rights, including children's rights, are set down in, for example, the UN Convention on the Rights of the Child.	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Lessons 2 and 3 We can find out more about people's worldviews by looking at and asking questions about how people live, e.g. by using case Studies. The 16th Street Baptist Church in Birmingham, Alabama, was bombed in 1963; this case study helps us understand Christian responses to equality, equity, justice and injustice.	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Lesson 4 It is important to read and ask questions about people's important texts and sources of authority; doing this can help us better understand people's worldviews. The Bible contains a range of texts that can help us understand different Christian responses to equality, equity, justice and injustice.	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Lesson 5 We can find out more about people's worldviews by looking at and asking questions about how people live, e.g. by using case studies Throughout history, different global majority heritage Christians have held different positions on issues of equality, equity, justice and injustice Vocab: Christian, beliefs, actions, response, equality, equity, justice, God, Human rights, UN Convention	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Lesson 6 We can find out more about people's worldviews by looking at and asking questions about how people live, e.g. by using case Studies. In the world today, different global majority heritage Christians have different experiences of equality, equity, justice and injustice. Vocab: Christian, beliefs, actions, response, equality,	Do People Always Put Their Beliefs into Action? (Christian Worldviews) Lesson 7 It is important to ask questions about how different people think about the world around them and what reasons they give for why they think what they think It is important to reflect on our own worldviews and ways of thinking. Vocab: Christian, beliefs, actions, response, equality, equity, justice, God, Human rights, UN Convention on the Rights of the	

	Vocab: Christian, beliefs, actions, response, equality, equity, justice, God, Human rights, UN Convention on the Rights of the Child, texts, sources, heritage, world	Vocab: Christian, beliefs, actions, response, equality, equity, justice, God, Human rights, UN Convention on the Rights of the Child, texts, sources, heritage, world	Vocab: Christian, beliefs, actions, response, equality, equity, justice, God, Human rights, UN Convention on the Rights of the Child, texts, sources, heritage, world	on the Rights of the Child, texts, sources, heritage, world	equity, justice, God, Human rights, UN Convention on the Rights of the Child, texts, sources, heritage, world	Child, texts, sources, heritage, world	
Computing Teach computing Flat file Databases.	NO LESSON – TRAINING DAY	To create a paper-based database. Vocab: database, record, field, information, sort, compare, group, cards, view, question	To compare paper and computer databases. Vocab: database, record, field, information, sort, compare, group, cards, view, question	To use a database to answer a question. Vocab: database, record, field, information, sort, compare, group, cards, view, question	To explain how tools can be used to select specific data. Vocab: database, record, field, information, sort, compare, group, cards, view, question	To explain that computer programs can be used to compare data visually. To use a real-world database to answer questions. Vocab: database, record, field, information, sort, compare, view, question	
PSHE Dreams and Goals	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I understand that I will need money to help me achieve some of my dreams Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I can describe the dreams and goals of young people in a culture different to mine Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship Vocab: dreams, goals, aspirations, achieve(ments), emotions, money, jobs, professions, cultural differences, community, support, peers, pressure, assisting, sponsorship, sponsoring	
PE Gymnastics	Synergy Sports – Welcome back session – Team and Co-operation Games Introduction to Gymnastics Vocab: left, right, strength, balance, partner, agility, move, step, jump, route	Synergy Sports – Gymnastics Individual and Paired Floor Routines Vocab: left, right, strength, balance, partner, agility, move, step, jump, route	Synergy Sports – Gymnastics Individual and Paired Floor Routines Vocab: left, right, strength, balance, partner, agility, move, step, jump, route	Synergy Sports – Gymnastics Apparatus – Wall bars, A frames, balance beams. Developing a range of movements and balancing. Vocab: left, right, strength, balance, partner, agility, move, step, jump, route	Synergy Sports – Gymnastics Apparatus – Wall bars, A frames, balance beams. Developing a range of movements and balancing. Vocab left, right, strength, balance, partner, agility, move, step, jump, route	Synergy Sports – Gymnastics Apparatus – Wall bars, A frames, balance beams. Developing a range of movements and balancing. Vocab: left, right, strength, balance, partner, agility, move, step, jump, route	
Music	Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Practise echo playing rhythms and melodies by ear. Learn both parts of the chorus. Learn about the song and what it is about.	Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Learn more about Islamic music and the Nasheed. Learn the introduction and Verse 1 of Madina tun nabi and recap the Chorus.	Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Recap the melody of Hey, ho! Nobody home and accompany themselves with a drum beat.	.Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Recap Verse 1, adding a soloist. Learn Verse 2. Learn to play a drone to accompany their singing.	Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Practise the whole song Madina tun nabi. Learn to play the chords of the chorus. Practise moving between the chords and the drone.	Sing Up – Term 2 Unit 1 – Madina tun nabi (6 x 50 mins) Lesson objectives Children will: Rehearse and perform their own version of Madina tun nabi. Reflect on what they have learnt during the unit.	

	<p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	<p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	<p>Learn to sing the song in two parts, as a round with an accompaniment.</p> <p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	<p>Improvise with the notes G - A - B - C - D.</p> <p>Listen to other examples of Arabic music.</p> <p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	<p>Listen to examples of music containing microtones.</p> <p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	<p>Vocab: rhythm, melody, echo, introduction, Islamic, culture, chorus, beat, drum beat, accompany, verse, notes, notation, soloist, chords, drone, microtones.</p>	
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