

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|------------------|--|---|---|---|---|---|---|
| Maths | <p>Unit 15 - Problem solving</p> <p>Coverage of all previous topics -- - focus on problem solving skills</p> <p>Partition, estimate, round, compare equivalent, common denominator, percentage, ratio, proportion, convert, scaling coordinates, vertex (vertices), reflection, translation, sum of interior angles, isosceles triangle</p> | <p>Unit 15 - Problem solving</p> <p>Coverage of all previous topics -- - focus on problem solving skills</p> <p>Partition, estimate, round, compare equivalent, common denominator, percentage, ratio, proportion, convert, scaling coordinates, vertex (vertices), reflection, translation, sum of interior angles, isosceles triangle</p> | <p>Maths investigations / problem solving / Murder mysteries - range of Maths skills and knowledge</p> | <p>Maths investigations / problem solving / Murder mysteries - range of Maths skills and knowledge</p> | <p>Maths investigations / problem solving / Murder mysteries - range of Maths skills and knowledge</p> | <p>Maths investigations / problem solving / Murder mysteries - range of Maths skills and knowledge</p> | <p>Maths investigations / problem solving / Murder mysteries - range of Maths skills and knowledge</p> |
| English | <p>Draft / Edit / Improve previous texts using newly learnt skills</p> <p>Newspaper Non-chron report Narrative x 2 Argument Diary entry</p> <p>Create digital copies of texts</p> | <p>Draft / Edit / Improve previous texts using newly learnt skills</p> <p>Newspaper Non-chron report Narrative x 2 Argument Diary entry</p> <p>Create digital copies of texts</p> | <p>Playscripts</p> <p>preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> | <p>Playscripts</p> <p>preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> | <p>Playscripts</p> <p>preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> | <p>Playscripts</p> <p>preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> | <p>Playscripts</p> <p>preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> |
| Reading | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> | <p>Consolidation activities -Various approaches to comprehension including retrieval, inference, word meanings, summarising and predicting</p> |
| Science | | | | | | | |
| History | | | | | | | |
| Geography | <p>Identify and label the key features of maps (title, compass rose, key, lines of latitude and longitude, scale) and explain their purpose.</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a four-figure grid reference. Explain why they are necessary and how to find a location using the grid reference. (Locate and find the grid references for local landmarks)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a four-figure grid reference. Explain why they are necessary and how to find a location using the grid reference. (Locate and find the grid references for local landmarks)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a six-figure grid reference. Explore how these are 'better' than the four figure. Why do we need these? (Use 6 figure grid references on a rural and an urban map)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a six-figure grid reference. Explore how these are 'better' than the four figure. Why do we need these? (Use 6 figure grid references on a rural and an urban map)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a four-figure or six-figure grid reference. Explain why they are necessary and how to find a location using the grid reference. (Create own map)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> | <p>To understand and use a four-figure or six-figure grid reference. Explain why they are necessary and how to find a location using the grid reference. (Create own map)</p> <p>Compass rose, lines of latitude/longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid reference</p> |
| Art | | | | | | | |

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| DT | <p>Electronic motors</p> <p>Design with the user in mind, motivated by the service a product will offer</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Electronic motors</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Electronic motors</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Electronic motors</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Electronic motors</p> <p>Make products through stages of prototypes, making continual refinements.</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Electronic motors</p> <p>Ensure products have a high-quality finish, using art skills where appropriate.</p> <p>rotary, propeller, combined, automatically, fluency, inspiration, purpose, user</p> | <p>Assessment opportunities</p> |
| World Views | <p>Does religion matter?</p> <p>What is Religion?</p> | <p>Does religion matter?</p> <p>The changing face of religion in the UK</p> | <p>Does religion matter?</p> <p>Religion and Culture</p> | <p>Does religion matter?</p> <p>Religion and Sport</p> | <p>Does religion matter?</p> <p>Religion and Social Action</p> | <p>Does religion matter?</p> <p>Does Religion Matter?</p> | |
| Computing | <p>Sensing</p> <p>To create a program to run on a controllable device</p> | <p>Sensing</p> <p>To create a program to run on a controllable device</p> <p>To explain that selection can control the flow of a program</p> | <p>Sensing</p> <p>To create a program to run on a controllable device</p> <p>To update a variable with a user input</p> | <p>Sensing</p> <p>To create a program to run on a controllable device</p> <p>To use an conditional statement to compare a variable to a value</p> | <p>Sensing</p> <p>To design a project that uses inputs and outputs on a controllable device</p> | <p>Sensing</p> <p>To design a project that uses inputs and outputs on a controllable device</p> | <p>Assessment opportunities</p> |
| PE | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> | <p>Cricket</p> <p>play competitive games, modified where appropriate, and apply basic principles</p> |
| RSHE | <p>Changing me</p> <p>To have awareness of my own self-image and how my body image fits into that</p> | <p>Changing me</p> <p>To be aware of how to maintain positive relationships with others whilst still keeping my own identity</p> | <p>Changing me</p> <p>To understand the importance of a positive self-esteem and what I can do to develop it</p> | <p>Changing me</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school</p> | <p>Changing me</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school</p> | <p>Changing me</p> <p>To understand how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> | <p>Assessment opportunities</p> |
| Music | <p>Ame sau vala tara bal</p> <p>Recap the melody and harmony 1 of Throw, catch. Learn a second harmony part, singing the chorus in three-part harmony. Perform the whole song with dancing, unison verses, and choruses in three-parts.</p> | <p>Ame sau vala tara bal</p> <p>Learn to move in time with the music. Learn a variety of bhangra dance steps. Learn to play the bhangra 'chaal' rhythm using 'bols'.</p> | <p>Ame sau vala tara bal</p> <p>Practise singing Ame sau vala tara bal, with solo lines. Learn to play the chaal rhythm with both hands. Identify rhythm patterns from a bhangra performance. Create a rhythmic piece in groups using percussion instruments.</p> | <p>Ame sau vala tara bal</p> <p>Create a final performance combining, singing, dancing, and rhythmic compositions.</p> | <p>Apply music knowledge to end of year performance</p> | <p>Apply music knowledge to end of year performance</p> | |