

|                                                                            | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Week 2                                                                                                                                                                                                                                                                              | Week 3                                                                                                                                                                                                                                                           | Week 4                                                                                                                                                                                                                                                                                                                                                                                                                             | Week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week 6                                                                                                                                                                                                                                                          | Week 7                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Maths</b>                                                               | <b>Unit 1</b><br>Number to 1,000,000<br>Number to 10,000,000<br>Partition number to 10,000,000<br><br>Vocab - Ten thousands, hundred thousands, millions, ten million, place value, partition, interval, estimate, compare, order, rounding, negative, positive.                                                                                                                                                                                                                                                                                                              | Powers of 10<br>Number line to 10,000,000<br>Compare and order any number<br>Round any number<br>Negative numbers<br><br>Vocab - Ten thousands, hundred thousands, millions, ten million, place value, partition, interval, estimate, compare, order, rounding, negative, positive. | <b>Unit 2</b><br>Add integers<br>Subtract integers<br>Problem solving addition and subtraction<br>Common factors<br>Common multiples<br><br>Vocab - column addition, remainder, factor, common factor, common multiple, prime, composite, square (x2) cubed (x3) | Rules of divisibility<br>Primes to 100<br>Squares and cubes<br><br>Vocab - column addition, remainder, factor, common factor, common multiple, prime, composite, square (x2) cubed (x3)<br><br>Unit 3<br>Multiply by a 1 digit number<br>Multiply a 4 digit number by a 2 digit<br><br>Vocab - Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation | Short division<br>Division using factors<br>Divide a three digit number by a 2 digit number<br>Divide a four digit number by a 2 digit number<br>Long division with remainders<br><br>Vocab - Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Order of operations<br>Brackets<br>Mental calculations 1<br>Mental calculations 2<br>Reason from known facts<br><br>Vocab - Factor, long division, short division, column multiplication, long multiplication, order of operations, brackets, inverse operation | <b>Unit 4</b><br>Equivalent fractions and simplifying<br>Equivalent fractions on a number line<br><br>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. |
| <b>English</b>                                                             | Focus text - The arrival - Shaun Tan<br><br>Narrative<br><br>Asking questions and using modal verbs<br><br>Uplevelling key verb choices<br><br>Use of adverbials<br><br>Conveying a scene including emotive language                                                                                                                                                                                                                                                                                                                                                          | Focus text - The arrival - Shaun Tan<br><br>Narrative<br><br>Active and passive voice<br><br>Use of expanded noun phrases to add detail<br><br>Direct speech and dialogue to advance the plot                                                                                       | Focus text - The arrival - Shaun Tan<br><br>Narrative<br><br>Application of knowledge - dialogue, adverbials and expanded noun phrases<br><br>Semi colons to separate clauses<br>Chronological order and present tense throughout                                | Focus text - The arrival - Shaun Tan<br><br>Narrative<br><br>Plan a narrative with 5 clear paragraphs<br><br>Expand thoughts for each paragraph<br>Draft, edit and improve narrative<br><br>Present - use of joined handwriting, key skills and for a given audience and purpose                                                                                                                                                   | Focus text - Leila and the Blue fox.<br><br>Non chronological report<br><br>Summarise findings - character information<br><br>Features and skills in a non-chronological report<br><br>Using relative clauses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Focus text - Leila and the Blue fox.<br><br>Non chronological report<br><br>Organise information using subheadings<br><br>Prepositions of place<br><br>Recap use of expanded noun phrases<br><br>Apply knowledge to extended piece of text                      | Focus text - Leila and the Blue fox.<br><br>Non chronological report<br><br>Variety of pronouns to avoid ambiguity<br><br>Conjunctive adverbs to link sentences<br><br>Application of skills to extended piece of text                                                                                                                                         |
| <b>Unit writing focus</b><br><br>The Arrival<br><br>Leila and the Blue fox | Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning<br>Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed<br>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>Précising longer passages<br>Using a wide range of devices to build cohesion within and across paragraphs                                                                  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    | Plan their writing by:<br>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>Noting and developing initial ideas, drawing on reading and research where necessary<br>Draft and write by:<br>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>Using a wide range of devices to build cohesion within and across paragraphs<br>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]<br>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                               |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Vocab, grammar and punctuation focus.</b>                               | Vocabulary, Grammar & Punctuation<br>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br>Using passive verbs to affect the presentation of information in a sentence<br>Using expanded noun phrases to convey complicated information concisely<br>Using modal verbs or adverbs to indicate degrees of possibility<br>Using relative clauses beginning with who, which, where, when, whose, that<br>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    | Using expanded noun phrases to convey complicated information concisely<br>Using modal verbs or adverbs to indicate degrees of possibility<br>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>Use of commas to clarify meaning or avoid ambiguity<br>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]<br>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]<br>How words are related by meaning as synonyms and antonyms [for example, big, large, little]<br>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)]<br>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 |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                |

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

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| RE                                               | How do Hindus see Brahman?<br>The Story of Svetaketu                                                                                                                                                                                                                                                                                                   | How do Hindus see Brahman?<br>The role of deities                                                                                                                                                                                                                                                               | How do Hindus see Brahman?<br>Puja - different Hindu expressions                                                                                                                                                                                                                                                    | How do Hindus see Brahman?<br>Murtis and how they are used in puja                                                                                                                                                                                                                                              | How do Hindus see Brahman?<br>Dharma - living the Hindu life                                                                                                                                                                                                                                                    | How do Hindus see Brahman?<br>Karma, samsara and moksha                                                                                                                                                                                                                                                                                                    | Catch up, consolidate and assess using end of unit quiz.                                                                                               |
| Computing<br><br>Communication and collaboration | To explain the importance of internet addresses<br>I can recognise that data is transferred using agreed methods<br>I can explain that internet devices have addresses<br>I can describe how computers use addresses to access websites<br><br>Vocab: Communication, protocol, data, address, Internet Protocol (IP) address, Domain Name Server (DNS) | To recognise how data is transferred across the internet<br>I can identify and explain the main parts of a data packet<br>I can explain that data is transferred over networks in packets<br>I can explain that all data transferred over the internet is in packets<br><br>Vocab: Packet, header, data payload | To explain how sharing information online can help people to work together<br>I can recognise how to access shared files stored online<br>I can send information over the internet in different ways<br>I can explain that the internet allows different media to be shared<br><br>Vocab: Chat, explore, slide deck | To evaluate different ways of working together online<br>I can identify different ways of working together online<br>I can recognise that working together on the internet can be public or private<br>I can explain how the internet enables effective collaboration<br><br>Vocab: Reuse, remix, collaboration | To recognise how we communicate using technology<br>I can explain the different ways in which people communicate<br>I can identify that there are a variety of ways to communicate over the internet<br>I can choose methods of communication to suit particular purposes<br><br>Vocab: Communication, internet | To evaluate different methods of online communication<br>I can compare different methods of communicating on the internet<br>I can decide when I should and should not share information online<br>I can explain that communication on the internet may not be private<br>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<br><br>Class charter - rules and expectations<br><br>-understand why our school community benefits from a learning charter<br>-understand how to help others to follow the learning charter<br><br>Vocab: collaboration, participation, rights, responsibilities, rewards, consequences                                           | Being me in my world<br><br>Class charter - rules and expectations<br><br>-understand why our school community benefits from a learning charter<br>-understand how to help others to follow the learning charter<br><br>Vocab: collaboration, participation, rights, responsibilities, rewards, consequences    | Being me in my world<br><br>My year ahead<br>-identify my goals for the year<br>-understand my fears and worries<br>-how to express my fears and worries to others<br><br>Vocab: Goals, worries, fears, value, welcome                                                                                              | Being me in my world<br><br>My year ahead<br>-identify my goals for the year<br>-understand my fears and worries<br>-how to express my fears and worries to others<br><br>Vocab: Goals, worries, fears, value, welcome                                                                                          | Being me in my world<br><br>Being a Global citizen<br>-to understand global rights for children<br>-understand how my actions affect others locally and globally<br><br>Vocab: Choice, Rights, Community, Empathy, opportunities                                                                                | Being me in my world<br><br>Being a Global citizen<br>-to understand global rights for children<br>-understand how my actions affect others locally and globally<br><br>Vocab: Choice, Rights, Community, Empathy, opportunities                                                                                                                           | Assess and review learning                                                                                                                             |
| PE<br>Invasion Games                             | Recap on the rules of dodgeball and apply them to a game<br><br>Dead zone<br>End Zone<br>Hits and Catches<br>2V1<br>3v3<br><br>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively                                                                            | To develop throwing at a moving target<br><br>Finding space<br>Target in the middle<br>Roundabout<br>Claim the dodgers<br><br>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<br><br>Box of doom<br>Win the players<br>5v5<br><br>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively                                                                  | To develop catching to get an opponent out<br><br>Partner target<br>On the bench<br>Super Catch<br><br>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively                                                             | To select and apply tactics in the game<br><br>Applying tactics in dodgeball<br>Select and apply<br><br>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively                                                            | To develop officiating skills and referee a dodgeball game<br><br>3v3<br>4 court dodgeball<br>6v6<br><br>Vocab: pressure, officiate, consistently, support, tactics, referee, outwit, tournament, opponent, fair play, sportsmanship, co. operatively                                                                                                      | Review all skills taught and learnt this term.<br><br>full game together implementing all the rules we have explored together<br><br>Review all vocab. |
| Music                                            | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe                                               | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe        | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe            | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe        | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe        | Hey Mr Miller<br><br>Compose a syncopated melody using the notes of the C major scale.<br><br>Sing a syncopated melody accurately and in tune.<br><br>Sing and play a class arrangement of the song with a good sense of ensemble.<br><br>Listen to historical recordings of big band swing and describe                                                   | Assess and review learning                                                                                                                             |

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