

Termly Plan

Teacher: Mr Stanley

Term: 1

Class: Mighty Oaks

Year: 2023-24 (odd)

English	LOTC and FOREST links	Subject theme and concepts	Starting Point and prior knowledge	Lesson by lesson learning of knowledge and skills progressing towards end points:						END POINTS (KPIs)
				➔						
				1	2	3	4	5	6 Composite knowledge task	
	<p>Active lessons to categorise sentences, main clauses etc.</p> <p>Using guides to flora/fauna in the local area for non-fiction work.</p>	<p>Text: 'Journey to the River Sea' by Eva Ibbotson</p> <p>Supporting texts: 'The Star of Kazan' by Eva Ibbotson, 'The Dragonfly Pool' by Eva Ibbotson, 'Stormbreaker' by Anthony Horowitz, 'Dead Man's Cove' by Lauren St John, 'Kidnap in the Caribbean' by Lauren St John, 'Little Lord Fauntleroy' by France Hodgson Burnett, information texts about Brazil and the Amazon rainforest.</p> <p>Timothy Winters – Charles Causley</p> <p>Amulet – Ted Hughes</p> <p>A Portable Paradise – Roger Robertson</p> <p>Reading:</p> <ul style="list-style-type: none"> Word reading Comprehension – reading for meaning and text organisation Comprehension – discussion and questions <p>Writing:</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words. I can ask questions about the texts that I have read to help me understand them. I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list. <p>Writing:</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite</p>	<p>Reading:</p> <p>WALT: understand how we can use etymology and morphology to determine the meaning of words.</p> <p>Writing:</p> <ol style="list-style-type: none"> Settling in day. Cold write: narrative WALT: Understand what makes a sentence. WALT: Punctuate sentences will fullstops and capital letters. WALT: Ensure that we use question marks and exclamation marks correctly. 	<p>Reading:</p> <p>WALT: Use contextual cues to determine the meaning of unfamiliar words.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Identify main and subordinate clauses. WALT: Use commas to separate fronted adverbials. WALT: Use commas in compound sentences with co-ordinating conjunctions. WALT: Identify and correct run-on sentences and comma splices. WALT: Write using correct punctuation for simple and compound sentences. 	<p>Reading:</p> <p>WALT: Locate words from the Year 5/6 list in a dictionary to identify word class and meaning.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Punctuate speech using inverted commas, full stops and commas. WALT: Identify how speech can be used to convey character. WALT: Plan writing to develop characterisation through speech. WALT: Draft writing using correct punctuation of speech to convey character. WALT: Publish writing using correct punctuation of 	<p>Reading:</p> <p>WALT: Use a thesaurus to identify synonyms for words from the Year 5/6 list and assess their suitability.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Check writing for sense and correct punctuation. WALT: Use a dictionary to check spellings when editing. Cold write: factfile WALT: Understand how the structure of non-fiction text can contribute to meaning. WALT: Identify the features used to organise text in non-fiction writing. 	<p>Reading:</p> <p>WALT: formulate questions that help us to understand the text more.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Research information about creatures in the Brazilian Amazon. WALT: Plan a non-fiction text by organising and grouping information. WALT: Use headings and subheadings to organise information. WALT: Use bullet points and underlining to draw attention. WALT: Use dictionaries to check and edit for spelling. 	<p>Reading:</p> <p>Complete reading comprehension assessments focussing on questions relating to the meaning of words in context.</p> <p>Identify the most appropriate choice of word to complete a sentence using dictionaries and thesauri.</p> <p>Writing:</p> <p>Draft, write and edit a narrative piece that includes speech and characterisation.</p> <p>Write and present a factfile using structure to make meaning clear and guide the reader.</p>	<p>Reading:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list. I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. I can ask sensible and interesting questions about the texts to help me understand them more. <p>Year 6:</p> <ul style="list-style-type: none"> I can read aloud and understand the meaning of the words on the Year 5/6 list. I can read whole books, including novels, with confidence. <p>Writing:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can use the following punctuation correctly in my work. A. ? ! , ' () . I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood. I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. I can plan my writing of narratives by considering how authors have developed characters and settings in

		<ul style="list-style-type: none"> Composition – sentences and general composition Composition – fiction and non-fiction Composition – editing and proofreading Composition – planning, purpose and audience Punctuation Grammar and vocabulary 	<p>the reader by using my best vocabulary and I can adapt my work depending on the audience.</p> <p>I can organise my non-narrative writing so that it has headings and sub headings.</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</p> <p>I can proof read my writing for spelling and use of punctuation.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</p> <p>I can create new words using a range of prefixes including super-, anti-, auto-.</p>			speech to convey character.				<p>what the class have read, heard and seen in other stories, plays or films.</p> <ul style="list-style-type: none"> I can read work looking for spelling errors and correct them using a dictionary. I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose. I can use commas to make my writing clear to the reader. I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. <p>Year 6:</p> <ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere. I can include dialogue in my writing to convey character and advance the action. I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. I can read work looking for spelling errors and correct them using a dictionary. I can proof-read for punctuation errors, including use of semi colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity. I can understand how words are related by meaning as synonyms and antonyms.
Maths	<p>Actively drawing with missing angles in symmetry and reflection.</p> <p>Calculating and problem solving using spaces around the school site.</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Place value Four operations <p>Year 6:</p> <ul style="list-style-type: none"> Place value Four operations 	<p>Year 5:</p> <ul style="list-style-type: none"> Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. Settling in day. 2. WALT: read and write with Roman numerals. 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. WALT: Compare and order to 100,000. 2. WALT: Compare and order to 1 million. 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. WALT: Count in powers of 10. 2. WALT: Use negative numbers. 3. WALT: Add more than 4 digits. 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. WALT: Solve multi-step problems. 2. WALT: Identify multiples. 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. WALT: Multiply 4 digits by 1 digit. 2. WALT: Multiply 2 digits with the area model. 	<p>Year 5:</p> <ol style="list-style-type: none"> 1. WALT: Multiply 3 digits by 2 digits. 2. WALT: Multiply 4 digits by 2 digits. 3. WALT: Identify factors. 	<p>Year 5:</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Interpret negative numbers in context, count forwards and

		<ul style="list-style-type: none"> Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number 	<p>3. WALT: Read and write numbers to 10,000.</p> <p>4. WALT: Read and write numbers to 100,000.</p> <p>5. WALT: Read and write numbers to 1 million.</p> <p>Year 6:</p> <p>1. Settling in day.</p> <p>2. WALT: Read and write numbers to 10 million.</p> <p>3. WALT: Compare and order numbers.</p> <p>4. Kent Test day</p> <p>5. WALT: Round within 10 million.</p>	<p>3. WALT: Round to 10, 100 and 1,000.</p> <p>4. WALT: Round within 100,000.</p> <p>5. WALT: Round within 1 million.</p> <p>Year 6:</p> <p>1. WALT: Use negative numbers.</p> <p>2. WALT: Add and subtract integers.</p> <p>3. WALT: Identify common multiples.</p> <p>4. WALT: Multiply 4 digits by 2 digits.</p> <p>5. WALT: Identify common factors.</p>	<p>4. WALT: Subtract more than 4 digits.</p> <p>5. WALT: Use inverse operations.</p> <p>Year 6:</p> <p>1. WALT: Carry out short division.</p> <p>2. WALT: Divide using factors.</p> <p>3. WALT: Use long division methods.</p> <p>4. WALT: Use long division methods.</p> <p>5. WALT: Use long division methods.</p>	<p>3. WALT: Multiply by 10, 100 and 1,000.</p> <p>4. WALT: Divide by 10, 100 and 1,000.</p> <p>5. WALT: Use multiples of 10, 100 and 1,000.</p> <p>Year 6:</p> <p>1. WALT: Use long division methods.</p> <p>2. WALT: Identify primes to 100.</p> <p>3. WALT: Reason with square and cube numbers.</p> <p>4. WALT: Use the order of operations.</p> <p>5. WALT: perform mental calculations.</p>	<p>3. WALT: Multiply 2 digits with the area model.</p> <p>4. WALT: Multiply 2 digits by 2 digits.</p> <p>5. WALT: 3 digits by 2 digits.</p> <p>Year 6:</p> <p>1. WALT: Reason from known facts.</p> <p>2. WALT: Simplify fractions.</p> <p>3. WALT: Simplify fractions.</p> <p>4. WALT: Place fractions on a number line.</p> <p>5. WALT: Compare and order based on denominator.</p>	<p>4. WALT: Identify common factors.</p> <p>5. End of block assessments.</p> <p>End of block reviews</p> <p>Year 6:</p> <p>1. WALT: Compare and order based on numerator.</p> <p>2. WALT: Compare and order fractions.</p> <p>3. WALT: Add and subtract fractions.</p> <p>4. WALT: Add and subtract fractions.</p> <p>5. End of block assessments.</p> <p>End of block reviews</p>	<p>backwards with positive and negative whole numbers, including through zero.</p> <ul style="list-style-type: none"> Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
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			<p>using formal written layout.</p> <ul style="list-style-type: none"> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Year 6:</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 							<ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Year 6:</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
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- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

			<ul style="list-style-type: none"> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 							
R.E.	Exploring ideas of importance to Muslims with local faith leaders, including potential visit in/out.	What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"> What do different people believe about God? (LKS2 even year) <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	WALT: Explore the importance of the Shahadah.	WALT: Understand how and why Muslims pray.	WALT: Explore the importance of charity to Muslims.	WALT: Understand why Muslims fast.	WALT: Consider why Muslims may wish to go on a pilgrimage.	WALT: Identify some similar commitments to the five pillars in our own lives. Create a pamphlet exploring the pillars of Islam, including details on similarities to elements of their own lives.	<ul style="list-style-type: none"> Make links between Muslim practice of the five pillars and Muslim beliefs about God. Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad. Describe and reflect on how the Qur'an is significant to Muslims. Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims . Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim. Identify and explain connections between the main functions of the Mosque and Muslim beliefs.
Science	Using outdoor areas to create 'potions' to investigate mixing and dissolving.	Matter and change <i>Chemistry</i>	<ul style="list-style-type: none"> States of matter - chemistry (LKS2 odd year) <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens 	WALT: Identify the make up of matter and how this has implications for everyday life.	WALT: Explore the difference between dissolving and mixing.	WALT: investigate properties that help speed up the dissolving process.	WALT: use filtering, sieving and evaporating to separate mixtures and solutions.	WALT: identify reversible and irreversible changes.	Carry out an investigative fair test into the reaction between vitamin tablets and water.	<ul style="list-style-type: none"> Understand that matter is made up of atoms, made up of protons, neutrons and electrons. Describe dissolving, mixing and changing state as reversible and contrast to irreversible changes that result in the creation of new materials. Describe how filtering, sieving and evaporating can be used to separate mixtures based on knowledge of solids, liquids and gases. Detail how a solution differs from a mixture or suspension and describe how to recover a substance from a solution.

			<p>in degrees Celsius (°C).</p> <ul style="list-style-type: none"> ○ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ○ To be able to set up a fair test. ○ To be able to set up a simple test. ○ To be able to use results to draw simple conclusions. ○ To be able to use a data logger to take accurate measurements. ○ To be able to use a thermometer to take accurate measurements. ○ To be able to provide a written explanation. ○ To be able to use straightforward scientific evidence to answer questions or to support their findings. 							<ul style="list-style-type: none"> • To take accurate measurements using a data logger. • To be able to measure accurately using a thermometer. • To be able to record data in a line graph. • To be able to use test results to make predictions to set up further comparative and fair tests. • To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations. • To be able to plan a scientific enquiry that will answer a question. • To be able to recognise control variables when planning a fair-test. • To be able to evaluate an enquiry in terms of the amount of trust one can have in it. To be able to record data within tables. • To be able to record data using line graphs.
History	Parents and local historical society to come in and provide feedback on learning.	<p>The British Empire</p> <p>Empire, Civilisation, Class, Communication, Trade, Farming</p> <p>Our UK</p>	<ul style="list-style-type: none"> • The Romans in Britain (LKS2 even year) <ul style="list-style-type: none"> ○ I know how the Romans changed civilization through the development of towns and roads (Civilisation). ○ I know how rich Romans lived in Britain (Class). ○ I know how the Roman Empire grew over time (Empire). ○ I know why Britain was invaded by the Romans and how historians know the consequences of the conquest (Cause and Consequence). ○ I know what legacy of the Romans on Britain was and why 	<p>WALT: Explore how early naval dominance allowed Britain to develop economically and militarily.</p>	<p>WALT: identify the causes of the seven's war and understand some of the consequences.</p>	<p>WALT: Understand how the East India Company operated.</p>	<p>WALT: Explore the factors that may have contributed to some Indians rebelling against British rule.</p>	<p>WALT: Explore the build up to the Boer War.</p>	<p>Create a curated exhibition on the British Empire for a public viewing.</p>	<ul style="list-style-type: none"> • Identify the role of global trade in developing Britain's empire. • Outline the causes of the Seven Years War. • Explain the role of the East India Company and why some Indians rebelled against British rule. • Understand the 'scramble for Africa' and the causes and consequences of the Boer War.

			<p>this is important (Significance).</p> <ul style="list-style-type: none"> o I can order a number of significant events from the Romano-British era on a timeline (Chronological Knowledge). o I can recognise and describe the different viewpoints relating to Boudicca's Rebellion (Interpretations). 							
<p>Design Technology</p>	<p>Using our area to build Anderson shelters.</p>	<p>Cooking and Nutrition: Gordon Ramsey – cooking chemistry</p>	<ul style="list-style-type: none"> • Cooking and Nutrition – Mary Berry and Changes of State (LKS2 even year) <ul style="list-style-type: none"> o I can understand seasonality and the advantages of eating seasonal and locally produced food. o I can talk about the different food groups and name food from each group. o I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely. o I can read and follow recipes which involve several processes, skills and techniques. 	<p>WALT: identify seasonal produce in the UK and explore how this grown, reared or caught.</p>		<p>WALT: Understand how foods are processed, including the dangers of eating over-processed foods.</p>		<p>WALT: plan and research the ingredients for a savoury pie, planning a filling based on seasonal UK produce.</p>	<p>Select a range of techniques to prepare and cook the savoury pie dish planned in previous lessons.</p>	<ul style="list-style-type: none"> • I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills. • I can select appropriate ingredients and use a wide range of techniques to combine them. • I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.
<p>R.H.E.</p>		<p>Heartsmart: Get Heartsmart</p>	<p>UKS2 even/LKS2 even:</p> <ul style="list-style-type: none"> o Leadership and power o Reputations o What we watch o Letters of thanks o Good sleep o Safeguarding: Adults who keep us safe o Consequences o Growing characteristics o Who can we trust 	<p>WALT: Learn ways of showing love to ourselves and others.</p>	<p>WALT: Understand how powerful people lead others.</p>	<p>WALT: Describe the 'heart reputation' we would like to have.</p>	<p>WALT: Consider what we should and should not watch.</p>	<p>WALT: Express thanks to someone who helps us.</p>	<p>WALT: explore how good quality sleep is important for us.</p> <p>Reflection on the ways we can protect our own and others' hearts.</p>	<ul style="list-style-type: none"> • Body language to feel powerful • Soft but strong hearts • Keeping secrets • Marriage • Healthy meals • Safeguarding: Adults who keep us safe

Music			<ul style="list-style-type: none"> ○ Healthy family life ○ Healthy minds 							
		Hey Mr Miller Swing music Syncopation Big band Scat singing Historical context WWII Progression snapshot 1		WALT: practice looking at and finding information in a score.	WALT: Understand 'chromatics'.	WALT: Perform a melody with actions.	WALT: Understand what an arpeggio is, and use syncopation.	WALT: Practice singing an arpeggio and invent a rhythmic ostinato.	WALT: Practise scat singing and perform a final arrangement. Play and record our own arrangement of the song.	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
P.E.	Inter-school tournaments.	Competitive games – handball.	<ul style="list-style-type: none"> • Competitive games - Netball (LKS2 even year) <ul style="list-style-type: none"> ○ I can understand the tactics used against me by others. ○ I can call upon a range of skills and abilities to perform well in different sports / games. ○ I can perform a chest pass accurately to a partner. 	WALT: throw effectively overarm.	WALT: adapt throwing techniques to pass and shoot.	WALT: Develop the ability to defend effectively.	WALT: Understand how to adapt tactics within a game.	WALT: Make predictions during competitive games.	Take part in organised games, applying the skills of attacking and defending to maximise performance.	<ul style="list-style-type: none"> • I can plan a course of actions against an opponent based on my strengths and their weaknesses. • I can predict what an opponent might do during a game or activity and alter my performance accordingly. • I can take part in organised games and sports using my skills and tactics to help my team. • I can make a sequence of one footed leaps using my arms to help move me along. • I can use running, jumping, throwing and catching in isolation and in combination. • I can play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Computing		5.2 Online safety* 5.5 Game creation Computer Science Information Technology	<ul style="list-style-type: none"> 4.2 Online Safety (Digital literacy, computer science) (LKS2 even year) <ul style="list-style-type: none"> o have a good understanding of the online safety rules we learn at school. o I can demonstrate how to use different online technologies safely. o I can demonstrate how to use a few different online services safely. o I know I have a right to privacy both on and offline. o I recognise that my wellbeing can be affected by how I use technology. o I can report with ease any concerns with content and contact online and know immediate strategies to keep safe. 	WALT: Understand responsibilities, support and privacy online, including secure passwords.	WALT: Search the internet with consideration for the reliability of results.	WALT: Design game environments.	WALT: Design and animate sprites in a game.	WALT: Make unique choices to maximise playability.	Self and peer evaluate games to improve design for the future.	<ul style="list-style-type: none"> • I can test and debug my programs as I work. • I know the importance of computer networks and how they help solve problems and enhance communication. • I recognise the main dangers that can be perpetuated via computer networks. • I can explain what personal information is and know strategies for keeping this safe. • I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards. • I can search precisely when using a search engine. For example, I know I can add additional words or remove words to help find better results. • I can explain in detail how accurate, safe and reliable the content is on a webpage. • I have a secure knowledge of online safety rules taught at school • I can demonstrate the safe and respectful use of different online technologies and online services. • I always relate appropriate online behaviour to my right to have personal privacy. • I know how to not let my mental wellbeing or others be affected by use of online technologies and services.
Languages	Use of outdoor space for active vocabulary recall.	Seasons and weather	<ul style="list-style-type: none"> Colours and weather (LKS2 even year) <ul style="list-style-type: none"> o Drawing, writing, gaming, crafts, reading, cooking o Sports – football, tennis, dance, gymnastics, 	WALT: Use the vocabulary for the four seasons in French.	WALT: Use the vocabulary for the months to group into seasons.	WALT: Use 'Il y a...' and 'il fait...' to describe some basic weather	WALT: Use 'Il y a...' and 'il fait...' to describe a wider range of weather	WALT: Use '...donc...' to link weather and seasons.	Create calendars with seasonal weather.	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are • reading aloud or using familiar words and phrases • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.