

# Termly Plan

Teacher: Mr Stanley

Term: 4 Class: Mighty Oaks

Year: 2023-24 (odd)



A Small School on a Big Adventure

| English | LOT 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<br>Composite knowledge task   |   |
|         | <p>Active lessons to identify parts of the perfect tenses.</p> <p>Using local settings (woods etc) to generate settings.</p> | <p><b>Text: The other Side of Truth</b></p> <p><b>Spellbound – Emily Bronte</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Inferring</li> <li>Cause and effect</li> </ul> <p><b>Writing:</b></p> <p><b>Balanced coverage</b></p> <p><b>Opinions and viewpoint</b></p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Composition: sentences and general composition</li> <li>Composition: Planning, purpose and audience</li> <li>Punctuation</li> </ul> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>I can show that I enjoy reading by reading lots of different types of books and for different reasons.</li> <li>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</li> <li>I can ask and answer questions about the books or stories I am reading and make links.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</li> <li>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</li> <li>I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.</li> </ul> | <p><b>Reading:</b></p> <p><b>WALT:</b> Draw inference from details stated.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>Settling in day.</b></li> <li><b>WALT:</b> Make predictions about a text.</li> <li><b>WALT:</b> RESIDENTIAL</li> <li><b>WALT:</b> RESIDENTIAL</li> <li><b>WALT:</b> RESIDENTIAL</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Draw inference from details stated.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> identify independent clauses.</li> <li><b>WALT:</b> understand how to join independent clauses using the colon, semi-colon and dash.</li> <li><b>WALT:</b> Use fronted adverbials to describe action.</li> <li><b>WALT:</b> Use preposition phrases to describe setting and action.</li> <li><b>WALT:</b> Correctly demarcate complex and compound sentences.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Draw inference from details stated and implied.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> Review how to use speech to show characterisation.</li> <li><b>WALT:</b> Correctly punctuate speech.</li> <li><b>WALT:</b> Ensure that speech is integrated in narratives.</li> <li><b>WALT:</b> Describe settings, character and atmosphere.</li> <li><b>WALT:</b> Distinguish between the language of speech and writing.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Identify cause and effect</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> Plan an adventure story where dialogue moves on the action.</li> <li><b>WALT:</b> develop a first-draft of an adventure story.</li> <li><b>WALT:</b> develop a first-draft of an adventure story.</li> <li><b>WALT:</b> give and receive feedback on dialogue and characterisation.</li> <li><b>WALT:</b> edit and publish an adventure story.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Identify cause and effect</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> Learn a selection of poems to perform.</li> <li><b>WALT:</b> identify the rhyme scheme and meter in a poem</li> <li><b>WALT:</b> use metaphor and other figurative language to create poetry.</li> <li><b>WALT:</b></li> <li><b>WALT:</b> edit poetry to use the best vocabulary and features we can.</li> </ol> | <p><b>Reading:</b></p> <p>Complete reading comprehension assessments focussing on questions relating to: cause and effect and inference skills.</p> <p><b>Writing:</b></p> <p>Draft, write and edit an adventure story using dialogue to move action on and show characterisation. across paragraphs.</p> <p>Draft, write and edit a nature poem, using consistent rhyme and meter.</p> | <p><b>Reading:</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</li> <li>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</li> <li>I can discuss and compare events, issues and characters within a book.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.</li> <li>I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.</li> <li>I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.</li> </ul> <p><b>Writing:</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can use relative clauses beginning</li> <li>I can draft and write by selecting the correct grammar in my writing.</li> <li>I can use the following punctuation correctly in my work. A. ? ! , ' ( ) -</li> <li>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</li> <li>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and</li> </ul> |

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|              |   |  | <ul style="list-style-type: none"> <li>I can use paragraphs to organise ideas around a theme</li> </ul>  |  |  |   |   |  | <p>number, e.g. secondly or tense choices e.g. he had seen her before.</p> <ul style="list-style-type: none"> <li>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</li> <li>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>I can change my writing to fit the audience and change the language and sentence length for the purpose.</li> <li>I can use hyphens for clarity e.g. man eating shark or man-eating shark.</li> <li>I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis</li> <li>I can use the perfect form of verbs to mark relationships of time and cause</li> </ul>   |  |
| <b>Maths</b> | Explore recipe ratios with Mrs Jenner                 | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Converting units#</li> <li>Ratio</li> <li>Algebra</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents</li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul> | Please see White Rose mixed year plans for weeks 6 - 12  |  |   |   |  |  |  |
|              | Convert distances to measure a walk into the village. |  | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>Settling in day.</b></li> <li>2. <b>Reviewing previous term's content.</b></li> <li>3. <b>WALT:</b> Calculate a fraction of an amount.</li> <li>4. <b>WALT:</b> Find the whole when we know a fraction.</li> <li>5. <b>WALT:</b> Use fractions as operators.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>Settling in day.</b></li> <li>2. <b>Reviewing previous term's content</b></li> <li>3. <b>WALT:</b> Form algebraic expressions</li> <li>4. <b>WALT:</b> Use substitution to</li> </ul>  | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Read and write decimals up to 2dp.</li> <li>2. <b>WALT:</b> Find equivalent fractions and decimals (tenths).</li> <li>3. <b>WALT:</b> Find equivalent fractions and decimals (hundredths).</li> <li>4. <b>WALT:</b> Find equivalent fractions and decimals.</li> <li>5. <b>WALT:</b> Understand thousandths as fractions.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Solve 1 step equations.</li> <li>2. <b>WALT:</b> Solve 2-step equations.</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Understand thousandths as decimals.</li> <li>2. <b>WALT:</b> Place thousandths on a place value chart.</li> <li>3. <b>WALT:</b> Order and compare decimals with the same number of dp.</li> <li>4. <b>WALT:</b> Order and compare decimals up to 3dp.</li> <li>5. <b>WALT:</b> Round to the nearest whole number.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Understand place value with integers and decimals.</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Round to 1dp.</li> <li>2. <b>WALT:</b> Understand percentages.</li> <li>3. <b>WALT:</b> Understand percentages as fractions.</li> <li>4. <b>WALT:</b> Understand percentages as decimals.</li> <li>5. <b>WALT:</b> Calculate equivalent fractions, decimals and percentages.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Multiply decimals by integers.</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Calculate perimeter of rectangles.</li> <li>2. <b>WALT:</b> Calculate perimeter of rectilinear shapes.</li> <li>3. <b>WALT:</b> Calculate perimeter of polygons.</li> <li>4. <b>WALT:</b> Calculate area of rectangles.</li> <li>5. <b>WALT:</b> Estimate and calculate area of compound shapes.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Understand fractions as division.</li> <li>2. <b>WALT:</b> Understand percentages.</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> draw line graphs.</li> <li>2. <b>WALT:</b> Read and interpret line graphs.</li> <li>3. <b>WALT:</b> Read and interpret tables.</li> <li>4. <b>WALT:</b> Read and interpret two-way tables.</li> <li>5. <b>WALT:</b> Read and interpret timetables.</li> </ul> <p><i>End of block reviews</i></p> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>1. <b>WALT:</b> Find percentages of an amount (1 step).</li> <li>2. <b>WALT:</b> Find percentages of an amount (multi step).</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places.</li> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>solve comparison, sum and difference problems using information presented in a line graph</li> <li>complete, read and interpret information in tables, including timetables.</li> </ul> <p><b>Year 6:</b></p> |  |

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|      |   | <ul style="list-style-type: none"> <li>find the area of rectilinear shapes by counting squares</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places.</li> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes.</li> </ul> | <p>solve algebra problems.</p> <p>5. <b>WALT:</b> Generate and use formulae in algebra.</p> | <p>3. <b>WALT:</b> Find pairs of values.</p> <p>4. <b>WALT:</b> Solve problems with two unknowns.</p> <p>5. <b>WALT:</b> Understand place value within 1.</p> | <p>2. <b>WALT:</b> Round decimals.</p> <p>3. <b>WALT:</b> Add and subtract decimals.</p> <p>4. <b>WALT:</b> Multiply by 10, 100 and 1,000.</p> <p>5. <b>WALT:</b> Divide by 10, 100 and 1,000.</p> | <p>2. <b>WALT:</b> Divide decimals by integers.</p> <p>3. <b>WALT:</b> Multiply and divide decimals in context.</p> <p>4. <b>WALT:</b> Find decimal and fraction equivalents.</p> | <p>3. <b>WALT:</b> Convert fractions to percentages.</p> <p>4. <b>WALT:</b> Find equivalent fractions, decimals and percentages.</p> <p>5. <b>WALT:</b> Order fractions, decimals and percentages.</p> | <p>3. <b>WALT:</b> find missing values with percentages.</p> <p>4. <b>WALT:</b> identify shapes with the same area.</p> <p>5. <b>WALT:</b> Calculate area and perimeter.</p> <p>End of block reviews</p> | <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables.</li> <li>associate a fraction with division and calculate decimal fraction equivalents [for example, <math>0.375</math>] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li>Use written division methods in cases where the answer has up to two decimal places.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> <li>recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>Calculate the area of parallelograms and triangles.</li> </ul> |
| R.E. | Exploring ideas of importance of Jesus' teachings with local faith leaders, including Clare Masters and Rev. Linda Cross. | <p><b>What would Jesus do? Can we live by the values of Jesus in the twenty-first century</b></p> <ul style="list-style-type: none"> <li>What can we learn from religions about deciding what is right and wrong? (LKS2 odd year) <ul style="list-style-type: none"> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> </ul> </li> </ul>   | <p><b>WALT:</b> Understand what mattered to Jesus based on what he said.</p>                | <p><b>WALT:</b> Understand what Jesus taught his followers about love.</p>  | <p><b>WALT:</b> Explore what two different parables tell us about Jesus' approach to forgiveness.</p>  | <p><b>WALT:</b> Explore ideas of greed and jealousy in Jesus' teachings.</p>  | <p><b>WALT:</b> Explore some modern dilemmas to consider: 'What would Jesus do?'</p>   | <p><b>WALT:</b> Review what relevance Jesus' teachings have for the modern world.</p> <p>Create crosses with 'mission statements' for Jesus' teachings.</p>  | <ul style="list-style-type: none"> <li>Describe and explain differences within Anglican and Baptist churches.</li> <li>Outline Jesus' teaching on how his followers should live (A2).</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3)</li> </ul>   |

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|         |   |                             | <ul style="list-style-type: none"> <li>○ Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>○ Discuss their own and others' ideas about how people decide right and wrong (C3).</li> </ul>   |                            |  |                                      |  |   |                                      |  |
| Science | Using outdoor areas to explore light and shadow | <b>Light</b><br><br>Physics | <ul style="list-style-type: none"> <li>• Light (LKS2 even year) <ul style="list-style-type: none"> <li>○ Recognise that darkness is the absence of light, that light is needed to see and is reflected from surfaces, including different types of mirrors.</li> <li>○ Understand that the light from the sun can be dangerous, and steps that can be taken to protect the eyes.</li> <li>○ Describe how shadows are formed by light travelling in straight lines, and describe patterns in the ways the size of shadows change.</li> <li>○ Identify some transparent and opaque materials and link to ideas about how shadows are formed.</li> <li>○ To be able to set up a simple fair test.</li> <li>○ To be able to make systematic and careful observations and measurements.</li> <li>○ To be able to record findings as drawings.</li> <li>○ To be able to record findings as a bar chart.</li> <li>○ To be able to make predictions for further values.</li> </ul> </li> </ul> | LQ: How does light travel? | LQ: Is a shadow always the same shape as the object that casts it? | LQ: How does a mirror reflect light? | LQ: What is refraction and why is it a phenomenon? | LQ: What colour is light? Is this a phenomenon? | Assessment of substantive knowledge. | <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Describe how rods and cones allow us to see movement and colour.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations .</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> |

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| <b>History</b>   | <p>Parents and local historical society to come in and provide feedback on learning.</p> <p>Potential for trip to British Museum?</p> <p>Holding a debate/democratic vote.</p> | <b>Ancient Greece</b><br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world  | Rich and Poor (Saplings)<br><br>Ancient Egypt (Young Oaks)<br><br>Romans (Young Oaks)   | <b>LQ: How was life in Athens and Sparta similar?</b><br><br>Identify how the two city states of Athens and Sparta developed.<br><br>Understand how the two city states engaged with each other during the Peloponnesian War. | <b>LQ: How did people make decisions in ancient Athens?</b><br><br>Identify how Athenian democracy is similar to and different from modern interpretations of democracy.<br><br>Understand the difference between direct and representative democracy. | <b>LQ: What is the legacy of Greek culture on later periods in British history?</b><br><br>Understand how neoclassical art movements have developed in history.<br><br>Identify the influence of Ancient Greek culture on various movements, including Hellenism in the English Romantic period. | <b>LQ: Who were the great Greek thinkers and what is their legacy?</b><br><br>Understand what philosophy means and how philosophers think about the world.<br><br>Identify the main ideas of Aristotle, Socrates and Plato.<br><br>Explore how Greek mathematicians and scientists have had a lasting influence in their fields. | Create a curated exhibition on democracy then and now for a public viewing. | <ul style="list-style-type: none"> <li>I can compare life in Athens and Sparta, including culture and upbringing.</li> <li>I can outline how Athenian democracy Functioned.</li> <li>I can describe key elements of Ancient Greek culture, including the origins of the Olympic games.</li> <li>I can identify great thinkers, including Aristotle, Socrates and Plato</li> </ul> |  |
| <b>Geography</b> | <p>School grounds for active sessions on biomes, including chalk grassland.</p>  | <b>North America - Climate zones, biomes and vegetation belts.</b><br><br>Our World<br>Space<br>Place<br>Climate and Landscape<br>Interconnections and sustainable communities<br>Physical | <ul style="list-style-type: none"> <li>Spatial sense – Mediterranean (LKS2 odd year)             <ul style="list-style-type: none"> <li>Our World</li> <li>Space</li> <li>Climate and Landscape</li> <li>Interconnections and Sustainable communities</li> <li>Human</li> </ul> </li> </ul> | <b>WALT:</b> locate the countries of North America and identify the key environmental regions.  | <b>WALT:</b> locate key physical and human features in North America.  | <b>WALT:</b> compare climate zones between North America, Northern Europe and the mediterranean.   | <b>WALT:</b> define what a biome is and identify climate features of key biomes.   | <b>WALT:</b> Explore vegetation belts in different biomes.                  | Create a 'top trumps' biome card game.  | <ul style="list-style-type: none"> <li>Locate countries within North America, concentrating on the environmental regions, and key physical/human characteristics.</li> <li>Describe the climate zones within North America and compare these to other areas of the world (including Northern Europe and the Mediterranean).</li> <li>Outline the key climate features of different biomes.</li> <li>Identify vegetation belts and how they are adapted to suit the climate and features of different biomes.</li> <li>I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.</li> <li>I can identify the physical characteristics and key topographical features of the countries within North America</li> <li>I can understand about weather patterns around the World and relate these to climate zones</li> <li>I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> |

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| Art    | Viewing artworks through local and online collections.  | <b>Sculpture and Fabric: Yayoi Kusama</b>   | <ul style="list-style-type: none"> <li>• <b>Sculpture: Damien Hurst (e.g. pyramids) (LKS2 odd year)</b> <ul style="list-style-type: none"> <li>○ I can plan my sculpture using drawings or other preparatory work.</li> <li>○ I can compare and recreate form of natural and manmade objects.</li> </ul> </li> </ul> | <b>WALT:</b> Research the work of Yayoi Kusama and create a polka dot piece by choosing strong colours to express mood. | <b>WALT:</b> Use fabric dyeing methods including batik to create pattern and colour. | <b>WALT:</b> Use basic sewing skills to construct a fabric pumpkin sculpture.    | Select a range of techniques to improve a sculpture.         | <ul style="list-style-type: none"> <li>• I can use different techniques, colours and textures in my artwork and explain the choices I have made.</li> <li>• I can mix colours to express mood, divide foreground from background or demonstrate tones.</li> <li>• I can return to work over longer periods of time and use a wider range of materials.</li> </ul> |  |   |
| R.H.E. | <p><b>Don't hold on to what's wrong.</b></p> <p>Challenging stereotypes and offensive words</p> | See 'Heartsmart' scheme of work   |  |   |  |  |  |   | <ul style="list-style-type: none"> <li>• <b>Focus:</b> <ul style="list-style-type: none"> <li>○ Resolving conflict</li> <li>○ Forgiveness</li> <li>○ Emotions</li> <li>○ Mistakes</li> </ul> </li> </ul> |   |
| Music  | <b>Ain't gonna let nobody</b>   | Civil rights movement<br>Spiritual, gospel, RnB, choral<br>Vocal improvisation<br>Chords C minor and G7 | See 'Sing up' scheme of work.  |   |  |  |  |   |  | <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul> |
| P.E.   | Inter-school tournaments.   | <b>Athletics</b><br><br>Running – short and long distance, running with jumping, throwing and catching  | <ul style="list-style-type: none"> <li>• <b>Athletics (LKS2 odd year)</b> <ul style="list-style-type: none"> <li>○ I can call upon a range of skills and abilities to perform well in</li> </ul> </li> </ul>   | <b>WALT:</b> use arms to propel ourselves forwards when running in a straight line.                                     | <b>WALT:</b> throw both under and overarm with accuracy.                             | <b>WALT:</b> catch with increasing accuracy from a range of distances, including | <b>WALT:</b> combine running and jumping to clear obstacles. | <b>WALT:</b> use running and jumping to catch a ball, then run to throw it at a target.   | Conditioned games and matches involving the skills of running,   | <ul style="list-style-type: none"> <li>• I can use running, jumping, throwing and catching in isolation and in combination.</li> </ul>  |

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| Computing |          |                        | <p>different sports / games.</p> <ul style="list-style-type: none"> <li>o I can run fast in a straight line using my arms to help balance my movement.</li> <li>o Pupils will be involved in activities to introduce to running stride.</li> <li>o Pupils will be involved in activities to introduce to basic throwing actions</li> <li>o Pupils will be involved in activities to practise running and jumping skills</li> <li>o Pupils will be involved in activities to improve accuracy when throwing from a standing position</li> <li>o Pupils will be involved in activities to enhance running strides between two zones</li> <li>o Pupils will be involved in activities to practise throwing two-handed from a step approach</li> </ul> |  |                                       | jumping to catch high balls.                          |   |  | jumping, throwing and catching. |  |
|           | Creating | Databases              | <p>See 'Purple Mash' scheme of work</p>  |  |                                       |   |   |  |                                 |  |
|           |          | Information technology | <ul style="list-style-type: none"> <li>• 3.6 Branching databases (information technology) (LKS2 odd year) <ul style="list-style-type: none"> <li>o I can collect data and input it into software.</li> <li>o I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets).</li> <li>o I can present data and information using different</li> </ul> </li> </ul>   | WALT: search for information in a database | WALT: contribute to a class database. | WALT: create a database by adding records and fields. | WALT: construct questions that can be answered by searching a database we have created. | <ul style="list-style-type: none"> <li>• I can understand the different ways to search a database.</li> <li>• I can search a database to answer questions correctly.</li> <li>• I can design an avatar for a class database.</li> <li>• I can successfully enter information into a class database.</li> <li>• I can create my own database on a chosen topic.</li> <li>• I can add records to a database.</li> <li>• I know what a database field is and can correctly add field information.</li> <li>• I understand how to word questions so that they can be effectively answered using a search of a database.</li> </ul> |                                 |  |

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| Languages |  |   | <p>software such as 2Question (branching database) or 2Graph (graphing tool).</p> <ul style="list-style-type: none"> <li>o I can create purposeful (appropriate) content and attach this to emails.</li> </ul> |   |  |  |  |  |  |
|           | Use of outdoor space for active vocabulary recall. | <p><b>Shopping and going out</b></p> <p>Directions, tickets, clothes and groceries, supermarket, shopping centres beach, park, castles, transport</p> | <ul style="list-style-type: none"> <li>• Questions and manners (LKS2 even year) <ul style="list-style-type: none"> <li>o Please, thank you, sorry, excuse me,</li> <li>o Yes, no</li> </ul> </li> </ul>        | <p><b>WALT:</b> Ask 'where is...?' and use directions for left, right and straight ahead.</p> | <p><b>WALT:</b> Introduce the vocabulary to ask for train, plane and cinema tickets.</p> | <p><b>WALT:</b> Introduce the vocabulary for some common clothing items.</p> | <p><b>WALT:</b> Learn vocabulary for supermarket, shopping centres beach, park, castles.</p> | <p><b>WALT:</b> Learn the vocabulary for different forms of transport.</p> | <p>Create a tourist guide to Brook</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are</li> <li>• reading aloud or using familiar words and phrases</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul> |