

# Termly Plan

Teacher: Mr Stanley

Term: 5

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)  |
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|         |  |   |   | 1   | 2   | 3  | 4   | 5   | 6<br>Composite knowledge task   |  |
|         | Using local settings (woods etc) to generate settings. | <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> Make comparisons within texts.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>Settling in day.</b></li> <li><b>WALT:</b> understand how structure can contribute to meaning.</li> <li><b>WALT:</b> review relative clauses.</li> <li><b>WALT:</b> gather information for a biography.</li> <li><b>WALT:</b> structure a biography, using paragraphing and organisational devices.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Retrieve and record information</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> edit and publish a biography.</li> <li><b>WALT:</b> review punctuating sentences.</li> <li><b>WALT:</b> Use relative clauses with a missing pronoun.</li> <li><b>WALT:</b> use active and passive voice to affect presentation of ideas.</li> <li><b>WALT:</b> review expanded noun phrases.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Summarise main ideas</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> plan the sections for an autobiography.</li> <li><b>WALT:</b> begin drafting sections for an autobiography.</li> <li><b>WALT:</b> write sections of an autobiography using techniques to expand sentences.</li> <li><b>WALT:</b> edit an autobiography for coherence and cohesion.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Make and explain inference</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> Publish an autobiography.</li> <li><b>WALT:</b> explore figurative language to develop setting.</li> <li><b>WALT:</b> explore figurative language to develop setting.</li> <li><b>WALT:</b> use prepositions to expand noun phrases with figurative language.</li> </ol> | <p><b>Reading:</b></p> <p><b>WALT:</b> Predict what might happen from details stated and implied.</p> <p><b>Year 5 writing focus ( Year 6 SATs week):</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> check and edit work for sentence punctuation.</li> <li><b>WALT:</b> check and edit work for consistent tense/voice.</li> <li><b>WALT:</b> use senses to describe setting.</li> <li><b>WALT:</b> show character through speech and description.</li> </ol> | <p><b>Reading:</b></p> <p>Complete reading comprehension assessments focussing on identifying how content is related and meaning is enhanced through choice.</p> <p><b>Writing:</b></p> <p>Draft, write and edit a journey story using figurative language.</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> | <p>Explore recipe ratios with Mrs Jenner</p> <p>Convert distances to measure a walk into the village.</p> <p>Calculating and problem solving using spaces around the school site.</p> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Statistics</li> <li>Shape</li> <li>Position and direction</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Area, perimeter and volume</li> <li>Statistics</li> <li>Shape</li> <li>Position and direction</li> </ul> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares.</li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> | Please see White Rose mixed year plans.   |  |   |  |   |   |  |
|              |   |   |   | <p><b>Year 5:</b></p> <ol 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> Read and interpret line graphs.</li> <li>4. <b>WALT:</b> Read and interpret tables.</li> <li>5. <b>WALT:</b> Read and interpret two-way tables.</li> </ol> <p><b>Year 6:</b></p> <ol style="list-style-type: none"> <li>1. <b>Settling in day.</b></li> <li>2. <b>Reviewing previous term's content</b></li> </ol> | <p><b>Year 5:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Understand and use degrees.</li> <li>2. <b>WALT:</b> classify angles.</li> <li>3. <b>WALT:</b> estimate angles.</li> <li>4. <b>WALT:</b> measure angles up to 180.</li> <li>5. <b>WALT:</b> draw lines and angles accurately.</li> </ol> <p><b>Year 6:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> calculate the area of right-angled triangles.</li> <li>2. <b>WALT:</b> calculate the area of any triangle.</li> </ol> | <p><b>Year 5:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> calculate angles around a point.</li> <li>2. <b>WALT:</b> calculate angles on a straight line.</li> <li>3. <b>WALT:</b> understand lengths and angles in shapes.</li> <li>4. <b>WALT:</b> identify regular and irregular polygons.</li> <li>5. <b>WALT:</b> classify 3D shapes.</li> </ol> <p><b>Year 6:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> read and interpret dual bar charts.</li> </ol> | <p><b>Year 5:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Read and plot coordinates.</li> <li>2. <b>WALT:</b> solve problems using coordinates.</li> <li>3. <b>WALT:</b> translate points and shapes.</li> <li>4. <b>WALT:</b> translate using coordinates.</li> <li>5. <b>WALT:</b> Identify lines of symmetry in shapes.</li> </ol> <p><b>Year 6:</b></p> | <p><b>Year 5:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> reflect across horizontal and vertical lines.</li> <li>2. <b>WALT:</b> use facts to add and subtract decimals within 1.</li> <li>3. <b>WALT:</b> use complements to 1.</li> <li>4. <b>WALT:</b> add and subtract decimals across 1.</li> <li>5. <b>WALT:</b> add decimals with the same number of decimal places.</li> </ol> | <p><b>Year 5:</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> subtract decimals with the same number of decimal places.</li> <li>2. <b>WALT:</b> add decimals with different numbers of decimal places.</li> <li>3. <b>WALT:</b> subtract decimals with different numbers of decimal places.</li> <li>4. <b>WALT:</b> use efficient strategies for adding and subtracting decimals.</li> </ol> | <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <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> <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>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Year 6:</b></p> <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> </ul> </li> </ul> | <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>3. <b>WALT:</b> calculate the area of a parallelogram.</p> <p>4. <b>WALT:</b> find the volume of a cuboid.</p> <p>5. <b>WALT:</b> read and interpret line graphs.</p> | <p>2. <b>WALT:</b> read and interpret pie charts.</p> <p>3. <b>WALT:</b> understand pie charts with percentages.</p> <p>4. <b>WALT:</b> draw pie charts.</p> <p>5. <b>WALT:</b> Understand the mean.</p> | <p>1. <b>WALT:</b> Measure and classify angles.</p> <p>2. <b>WALT:</b> Calculate angles, including vertically opposite.</p> <p>3. <b>WALT:</b> Identify angles in triangles.</p> <p>4. <b>WALT:</b> Find angles in quadrilaterals and polygons.</p> <p>5. <b>WALT:</b> Identify parts of circles.</p> | <p><b>Year 6:</b></p> <p><b>SATs tests all week</b></p> <p><b>Including review and prep work.</b></p> | <p>5. <b>WALT:</b> follow decimal sequences.</p> <p><b>End of block reviews</b></p> <p><b>Year 6:</b></p> <ol style="list-style-type: none"> <li><b>WALT:</b> Draw shapes accurately.</li> <li><b>WALT:</b> Use nets of 3D shapes.</li> <li><b>WALT:</b> Read and plot points in four quadrants. percentages.</li> <li><b>WALT:</b> Solve problems with coordinates.</li> <li><b>WALT:</b> complete translations and reflections.</li> </ol> <p><b>End of block reviews</b></p> | <ul style="list-style-type: none"> <li>Draw given angles, and measure them in degrees (o).</li> <li>Identify:</li> <li>angles at a point and one whole turn (total 360o)</li> <li>angles at a point on a straight line and a turn (total 180o)</li> <li>other multiples of 90o</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</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> <ul style="list-style-type: none"> <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> <li>calculate, estimate and compare volume of cubes and cuboids using standard units,including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units[for example, mm<sup>3</sup> and km<sup>3</sup>].</li> <li>Draw 2-D shapes using given dimensions and angles.</li> <li>Recognise, describe and build simple 3-D shapes, including making nets.</li> </ul> |
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- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (o).
- Identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and a turn (total 180o) other multiples of 90o
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

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|      |   |   | <ul style="list-style-type: none"> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</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> |  |   |   |   |  |  |   |
| R.E. | Exploring ideas of importance of Jesus' teachings with local faith leaders, including Clare Masters and Rev. Linda Cross. | <b>Why do some people think God exists?</b> | <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> </ul> </li> </ul>   | <b>WALT:</b> Understand statistics about religious belief. | <b>WALT:</b> Explore some reasons some Christians believe God exists. | <b>WALT:</b> Explore some of the reasons some people do not believe in God. | <b>WALT:</b> Consider how Christians may interpret ideas differently. |  |  | <ul style="list-style-type: none"> <li>Emerging: <ul style="list-style-type: none"> <li>Define the terms theist, atheist and agnostic and</li> <li>give examples of statements that reflect these beliefs (B1).</li> <li>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> </ul> </li> <li>Expected: <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> </ul> </li> </ul> |

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| Science |  |                                   | <ul style="list-style-type: none"> <li>○ Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <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>  |  |  |   |  |                                       | <ul style="list-style-type: none"> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> <li>• Exceeding: <ul style="list-style-type: none"> <li>• Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>• Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul> </li> </ul> |
|         |  | <b>Electricity</b><br><br>Physics | <ul style="list-style-type: none"> <li>• Electricity (LKS2 odd year) <ul style="list-style-type: none"> <li>○ Identify some common appliances that run on electricity.</li> <li>○ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>○ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>○ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> </ul> </li> </ul> | <b>LQ:</b> How can we represent a simple circuit in a diagram? | <b>LQ:</b> How Does the Number of Batteries Effect the Brightness of the Bulb? | <b>LQ:</b> What Else Impacts the Brightness of a Bulb in a Circuit? | <b>LQ:</b> What Can Affect the Function of a Component in a Circuit? | <b>LQ:</b> How does electricity work? | Assessment of substantive knowledge.  |

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|                  |  |   | <ul style="list-style-type: none"> <li>○ Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>   |   |  |   |  |   |   |   |
| <b>Geography</b> | <p>School grounds for active sessions on biomes, including chalk grassland.</p> <p>Local area for fieldwork including Wye Downs.</p> | <p><b>Local fieldwork study - Wye Downs and River Stour</b></p> <p>Our Locality<br/>Climate and Landscape, Interconnections and sustainable communities, Change over time</p> | <ul style="list-style-type: none"> <li>• <b>Spatial sense – maps and globes (LKS2 even year)</b> <ul style="list-style-type: none"> <li>○ Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features of the school and Brook village.</li> <li>○ Devise a simple map of the local area by construct basic symbols in a key.</li> <li>○ Use simple compass directions (North, South, East and West).</li> <li>○ I can use simple maps of the local area.</li> <li>○ I can use simple observational skills to study the geography of the school and its grounds.</li> <li>○ I can suggest ideas for improving the school environment.</li> <li>○ I can link home with other places in my area.</li> </ul> </li> </ul> | <p><b>WALT:</b> explore contour lines and how they show height changes.</p> | <p><b>WALT:</b> explore relief maps of the local area and describe patterns.</p> | <p><b>WALT:</b> explore the rock types of the local area.</p> | <p><b>WALT:</b> Identify how soil and rock formations impact on human geography.</p> | <p><b>WALT:</b> identify how features such as coombes are formed.</p> | <p>Create a physical relief map of the Devil's Kneading Trough.</p> | <ul style="list-style-type: none"> <li>• Identify how relief maps are used to show changes in height.</li> <li>• Describe the impact of rock types, soil and land usage on the physical feature of the Wye Downs.</li> <li>• Explore how glacial formations have shaped the Wye Downs, including coombes such as the 'Devil's Kneading Trough'.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features of the Wye Downs.</li> </ul> |

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|                          |  |   | <ul style="list-style-type: none"> <li>○ I can name, describe and compare places I know.</li> <li>○ I can describe seasonal weather changes.</li> <li>○ I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>  |   |  |   |   |   |  |   |
| <b>Design Technology</b> | Viewing artworks through local and online collections. | <b>Mechanisms: Cams and Electrics, forces</b> | <ul style="list-style-type: none"> <li>• Mechanisms: Linkages and electrical systems, circuits within mechanisms (LKS2 odd year)           <ul style="list-style-type: none"> <li>○ I can understand and use electrical systems in my products.</li> <li>○ I can understand how mechanical systems such as sliders, levers and linkages create movement.</li> <li>○ I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</li> <li>○ I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots.</li> </ul> </li> </ul> | <b>WALT:</b> Research examples and create a prototype of a moving toy using cams. |  | <b>WALT:</b> Use precise measuring and cutting to construct casing for mechanism. | <b>WALT:</b> construct a mechanism, powered by or incorporating an electrical system. | Construct and reflect on the success of our products. |  | <ul style="list-style-type: none"> <li>• I can understand how to use more complex mechanical and electrical systems.</li> <li>• I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.</li> <li>• I can create prototypes to show my ideas.</li> </ul> |
| <b>R.H.E.</b>            |  | <b>Fake is a mistake</b>                      | See 'Heartsmart' scheme of work   |   |  |   |   |   |  |   |



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| Music |                           | Using money  |  |   |   |   |   |   |  | <ul style="list-style-type: none"> <li>Focus: <ul style="list-style-type: none"> <li>Resolving conflict</li> <li>Forgiveness</li> <li>Emotions</li> <li>Mistakes</li> </ul> </li> </ul>  |   |
|       |                           | <b>Ame sau vala tara bal</b><br>Indian music • Raag Bhairavi • Chaal rhythm<br>• Indian musical instruments • Indian musical styles: Bhangra, Bollywood, Indian Classical • Progression snapshot 3 | 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>Competitive games - rounders</b><br>Running – short and long distance, running with jumping, throwing and catching  | <ul style="list-style-type: none"> <li>Competitive games – Kwick cricket (LKS2 odd year) <ul style="list-style-type: none"> <li>I can understand the tactics used against me by others.</li> <li>I can hit a ball using a range of different bats both accurately and for distance.</li> </ul> </li> </ul> | <b>WALT:</b> develop throwing and catching skills over distance and at speed. | <b>WALT:</b> develop skills to strike a ball. | <b>WALT:</b> combine skills of throwing, catching and striking to play conditioned games. | <b>WALT:</b> understand the best strategies to use to maximise performance. | <b>WALT:</b> Combine skills to develop adaptive tactics during conditioned games. | <b>Conditioned games and matches involving the skills of running, throwing and catching as well as tactical choices.</b> | <ul style="list-style-type: none"> <li>I can plan a course of actions against an opponent based on my strengths and their weaknesses.</li> <li>I can predict what an opponent might do during a game or activity and alter my performance accordingly</li> <li>I can take part in organised games and sports using my skills and tactics to help my team.</li> </ul> |   |
|       | Creating                  | <b>5.6 3D modelling</b>  | See 'Purple Mash' scheme of work for unit 5.6  |   |   |   |   |   |  |  |   |

|                  |  |   |   |  |   |   |  |   |                                 |   |
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| <b>Computing</b> |  | Information technology  | <ul style="list-style-type: none"> <li>4.6 Animation (information technology) (LKS2 even year) <ul style="list-style-type: none"> <li>I can share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards.</li> </ul> </li> </ul>           | <b>WALT:</b> explore the different viewpoints in 2Design and Make whilst designing a building.                               | <b>WALT:</b> explore the effect of moving points when designing.                      | <b>WALT:</b> edit polygon 3D models to design a 3D model for a purpose.                           | <b>WALT:</b> Print a design as a 2D net and then created a 3D model.                     | <ul style="list-style-type: none"> <li>I can make appropriate improvements to digital work I have created.</li> <li>I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers.</li> <li>I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code.</li> </ul> |                                 |   |
| <b>Languages</b> | Use of outdoor space for active vocabulary recall. | <b>Places around town</b><br><br>Church, School, Road, Park, Playground, field, Houses, Farms Kent, | <ul style="list-style-type: none"> <li>Places around school and Shopping and gong out (LKS2 odd year) <ul style="list-style-type: none"> <li>Directions, tickets, Clothes and groceries, supermarket, shopping centres Beach, park, castles, transport</li> </ul> </li> </ul> | <b>WALT:</b> Review 'where is...?' and use directions for left, right and straight ahead. Introduce more precise directions. | <b>WALT:</b> Introduce the vocabulary to ask for directions to locations around town. | <b>WALT:</b> Introduce the vocabulary 'next to, opposite, on the corner, in front of and behind'. | <b>WALT:</b> Learn how to construct more complex sentences for directions and locations. | <b>WALT:</b> combine skills to create maps with directions.   | Create a tourist guide to Brook | <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> |