

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Topic Q: How can we be stewards of the Earth?

Term: 4

Hooks: Hatching chicks linked to Science. Watching David Attenborough clips.

Texts: Who let the Gods out Maz Evans. Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini . Poems: Wordsworth/Christina Rossetti /Ted Hughes/Pie Corbett/ Thomas Hardy

Week two: Pancake day Tuesday 1st March

World book day Thursday 3rd March

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic of the natural world and being stewards of the earth, Titanic or habitats.	Prediction/ Retelling/context/characterisation Comprehension All VIPERS Covered linked with class text – Who let the Gods out. Reading Pixels	Vocabulary/prediction retrieval/skimming/ Comprehension All VIPERS Covered with a different key focus each day of the week. Text linked to Titanic	vocabulary/prediction/ Inference/explanation/Comprehension Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini	Inference/vocabulary/ explanation/ author's intent /Comprehension Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini	prediction/summarise/characterisation /Comprehension Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini	inference/prediction vocabulary/Comprehension/ Explanation Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini
Writing	Poetry and Persuasive text <u>Speaking skills</u> speak audibly and fluently/participate in performances/ select and use appropriate registers/ listen and respond appropriately ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary <u>Comprehension</u> Maintain positive attitudes ...by: . learning a wider range of poetry by heart / preparing	Poetry LQ: What are the features used in poetry and how can we use these?	Poetry LQ: Can I ask relevant questions about a range of poetry and respond appropriately to my peers?	Poetry LQ: How can I select the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in my poem?	Persuasive texts LQ? What persuasive language techniques could I use to write a short speech that Greta may have intended to deliver on the first morning of the strike.	Persuasive texts LQ? Can I write a social media post to explain why I have joined the strike and persuade others to do the same?	Persuasive texts LQ: How can I edit my persuasive writing to encourage more people to take action against climate change?

	<p>poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience/Provide reasoned justifications for their views/Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views <u>Composition</u> Plan their writing by: identifying the audience purpose of the writing, using other similar texts as models for their own writing . noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning / in narrative texts, describing settings, characters and atmosphere Evaluate and edit by: . assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects. Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially. Read own writing aloud, using the right expression to make the meaning clear</p>						
GPS	<p>Grammar Understand how expanded noun phrases convey details concisely. Write expanded noun phrases using preposition. Revise grammatical terms: noun, verb, adjective, adverb, preposition & determiner. Learn to identify modal verbs in texts; Use them in writing Start to understand how the passive voice affects the presentation of information.</p> <p>Spellings Be able to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. -ful, less, er and est. Be able to spell accurately most words that are often misspelt (Yr. 3-4) and begin to learn some from the Yr. 5-6 list and other similar words. Be able to use a dictionary & thesaurus with increasing confidence</p>	<p>Grammar - Explore preposition. Noun phrases revise.</p> <p>Punctuation – LQ: how is punctuation used to cause a pause?</p> <p>Spellings – Using a thesaurus.</p> <p>Suffixes ful and less</p>	<p>Grammar – Explore the 4 types of sentences, statement, command, exclamation and question.</p> <p>Punctuation- Proof read to locate and correct punctuation errors.</p> <p>Spellings – compound words</p>	<p>Grammar – explore past and present tense with a focus on how the verb changes.</p> <p>Punctuation- for parenthesis - commas</p> <p>Spellings –suffixes er and est</p>	<p>Grammar – explore past and present and future progressive tense.</p> <p>Punctuation for parenthesis – brackets colons Punctuation when writing a list.</p> <p>Spellings- prefixes</p>	<p>Grammar – passive voice - revision</p> <p>Punctuation revise speech punctuation. Direct and indirect speech.</p> <p>Spell double consonants</p>	<p>Grammar – identify modal verbs</p> <p>Punctuation - Exclamation marks and question marks</p> <p>Spell Etymology Greek words origin ph ch and sc spellings</p>

	<p>With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings</p> <p>Punctuation</p> <p>Learn to identify sentences which include a parenthesis (or embedded clause)</p> <p>Use a comma correctly, to separate clauses and make the meaning clear. Identify colons within a text and explain how it is used. Use hyphens for effect. During shared reading experiences, discuss how punctuation marks are used to create pauses. Revise the punctuation rules for direct speech With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>						
Maths	<p>Add and subtractions. Add fractions within 1. Add 3 or more fractions. Add mixed numbers. Subtract fractions Subtract mixed numbers Subtract 2 mixed numbers. Multiply unit fractions by an integer. Multiply non-unit fractions by an integer. Multiply a mixed number by an integer. Calculate fractions of a quantity. Using fractions as an operation. Fraction problem solving. Decimals up to 2 d.p. Decimals as fractions.</p>	<p>Number Fractions</p> <p>Add fraction</p> <p>White rose Spring 2</p>	<p>Number Fractions</p> <p>Subtract fraction</p> <p>White rose Spring 2</p>	<p>Number Fractions</p> <p>Add and subtract mixed numbers</p> <p>White Rose Spring 2</p>	<p>Number Fractions</p> <p>Multiply fractions</p> <p>White Rose Spring 2</p>	<p>Number Fractions</p> <p>Fractions of an amount/problem solving.</p> <p>White Rose Spring 2</p>	<p>Number Fractions</p> <p>Decimals as fractions</p> <p>White Rose Spring 2</p>
Science	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Secondary sources. Children should recognise when secondary sources will be most useful to research their ideas and begin to separate opinion from fact. Collecting data. They should make their own decisions about what observations to make, what measurements to use, and how long to make them for. Recording. They should choose how to record data. Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present their findings from enquiries, including conclusions, casual</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: What is the life cycle of mammals, insects, birds and amphibians?</p> <p>Kent Science scheme</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: What are Amphibians?</p> <p>Kent Science scheme</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: Which animals undergo a complete metamorphosis?</p> <p>Kent Science scheme</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: Which animals Undergo an Incomplete Metamorphosis?</p> <p>Kent Science scheme</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: Can you explain a plants reproduction?</p> <p>Kent Science scheme</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: What is the reproduction of flowering plants?</p> <p>Kent Science scheme</p>

	relationships and explanations of results (written/oral)						
RE	<p>Salvation</p> <p>I know Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>I know Gospels give accounts of Jesus' death and resurrection.</p> <p>I know The New Testament says that Jesus' death was somehow 'for us'.</p> <p>I know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>I know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	What is Humanism?	What do Humanists value?	Why is happiness important to Humanists?	What did Jesus do to save human beings?	What did Jesus do to save human beings?	Why do Christians believe Jesus died?
Computing	<p>Children can review and analyse a computer game. • Children can describe some of the elements that make a successful game. • Children can begin the process of designing their own game.</p> <p>• Children can design the setting for their game so that it fits with the selected theme.</p> <p>• Children can upload images or use the drawing tools to create the walls, floor, and roof.</p> <p>Children can design characters for their game. • Children can decide upon, and change, the animations and sounds that the characters make.</p> <p>Children can make their game more unique by selecting the appropriate options to maximise the playability. • Children can write informative instructions for their game so that other people can play it.</p> <p>Children can evaluate their own and peers' games to help improve their design for the future.</p>	<p><u>Online safety</u></p> <p>Project evolve - Bullying</p>	<p>Computing: Purple Mash</p> <p>Game creator:</p> <p>LQ: Can I review and analyse a computer game?</p> <p>Project evolve - Bullying</p>	<p>Computing: Purple Mash</p> <p>Game creator:</p> <p>LQ: Can I create a setting that fits with a theme?</p> <p>Project evolve – Managing online information</p>	<p>Computing: Purple Mash</p> <p>Game creator:</p> <p>LQ: How do I design a character for my game, changing the animation and sounds?</p> <p>Project evolve – Managing online information</p>	<p>Computing: Purple Mash</p> <p>Game creator:</p> <p>LQ: Can I write informative instructions, so others can play my game?</p> <p>Project evolve – Managing online information</p>	<p>Computing: Purple Mash</p> <p>Game creator:</p> <p>LQ: Can I evaluate my game and a peers?</p> <p>Project evolve – Managing online information</p>

History	<p>chronological understanding</p> <p>Knowledge & interpretation</p> <p>Historical enquiry</p>	NA	NA	NA	NA	NA	NA
Geography	<p>locational knowledge</p> <p>Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones?</p>	LQ: What is a mountain?	LQ: Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere?	LQ: What is climate change and what are the potential consequences?	LQ: What does carbon foot print mean and how can we reduce ours?	LQ: How does climate change effect my life and my environment?	LQ: What is the impact of cutting down trees in the rain forest?
Art	<p>Think critically about their art & design work.</p> <p>I know how to express emotion in my art.</p> <p>I research the work of an artist and use their work to replicate a style.</p> <p>I know how to use images which I have created, scanned and found; altering them where necessary to create art.</p>	LQ: Can I paint a detailed image on my Greek vase?	LQ: Can I research the work of an artist who uses their work to draw attention to ocean pollution, such as; Angela Haseltine Pozzi?	LQ: Can I explore how emotion and a message is shown through the art linked to ocean pollution.	LQ: Can I paint an emotive picture?	LQ: What recyclable materials would be best used when making a sculpture?	LQ: Can I explain why I have used the chosen recyclable materials to make my sculpture?
D.T		NA	NA	NA	NA	NA	NA
P.E	<p>Badminton (Badminton England)</p> <p>Football (With Elite)</p> <p>Vary skills, actions and ideas in a way which suits the game.</p> <p>Shows confidence in ball skills in various ways and can link them together.</p> <p>Uses skills with coordination, control and fluency.</p>	LQ:	LQ	LQ:	LQ:	LQ:	LQ:

	<p>Takes part in competition with a strong understanding of tactics and improvise in game situations.</p> <p>Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.</p> <p>Can make suggestions to differentiate games with resources or changing factors (e.g. space).</p> <p>Apply attacking and defending to improve performance.</p> <p>Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.</p>						
PHSE	<p>Healthy me:</p> <ul style="list-style-type: none"> Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle 	NA	LQ: Can I explain then health risk of smoking?	LQ: Do I know some of the risk when misusing alcohol?	LQ: Can I put in to practise basic emergency aid practises?	LQ: Can I reflect on my own body image and know how important it is that this is positive?	LQ: Can I describe the different roles food can play in peoples lives and explain how people can develop eating disorders?
French	<p>I can understand and use most of the set phrases covered in class to order food and drink.</p> <p>I may need help to read and pronounce some of these words to help me order a French breakfast and typical French snacks from a menu.</p> <p>With help I can also order for my friend.</p> <p>I can ask for the bill when prompted.</p>	<p>At the café</p> <p>LQ: How do say which drink I would like, naming several drinks in French></p>	LQ: Can I say what food I would like for breakfast, naming some new French foods?	LQ: Through role play can I order and say what I would like for breakfast?	LQ: By conducting a survey can I ask and find out what my friends have for breakfast?	LQ: Can I match the written French words for different foods and drinks to the correct image?	
Music	Term 4	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles
Learning Environment in corridor displays							

--	--	--	--	--	--	--	--