

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</p> <p><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. Adjectives/nouns/verbs</p> <p>Spellings – Using a thesaurus.</p> <p>Adding a suffix – rule for doubling consonant.</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>Question marks and exclamation marks.</p> <p>Spellings – compound words</p> <p>Suffixes words ending with -gue and -que</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 –letter string ough</p>	<p>Grammar – explore past and present and future progressive tense.</p> <p>Recap apostrophes for contraction and possession.</p> <p>Punctuation for parenthesis – brackets colons Punctuation when writing a list.</p> <p>Spellings- suffix ful and less</p>	<p>Grammar – passive voice - revision</p> <p>Punctuation revise speech punctuation. Direct and indirect speech.</p> <p>Spell double consonants Common words</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 Common words</p>

	<p>With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings</p> <p><u>Punctuation</u></p> <p>Learn to identify sentences which include a parenthesis (or embedded clause)</p> <p>During shared reading experiences, discuss how punctuation marks are used to create pauses.</p> <p>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>Decimals and percentages (Spring term)</p> <p>Equivalent fractions and decimals Thousandths as a decimal Thousandths as a fraction Thousandths on a PV chart Order and compare decimals Round to the nearest whole Round to 1 decimal place Understand percentages Percentages as a fraction Percentages of a decimal Equivalent fractions, decimals and percentages</p> <p>Perimeter and Area (Spring term)</p> <p>Perimeter of a rectangle Perimeter of a rectilinear shape Perimeter of a polygon Area of compound shapes Estimate Area</p> <p>Statistics (Spring term)</p> <p>Draw a line graph Read and interpret a line graph Read and interpret a table Two -way tables Read and interpret timetables</p>	<p>Decimals and percentages (Spring term)</p> <p>LQ: Can I recognise equivalent fractions and decimals?</p>	<p>Decimals and percentages (Spring term)</p> <p>LQ: Can I order and compare decimals?</p>	<p>Decimals and percentages (Spring term)</p> <p>LQ: Can I know recognise equivalent fractions, decimals and percentages?</p>	<p>Perimeter and Area (Spring term)</p> <p>LQ: How can I calculate the perimeter?</p>	<p>Perimeter and Area (Spring term)</p> <p>LQ: How can I find the area of a compound shape?</p>	<p>Statistics</p> <p>LQ: Can I read line graphs and tables?</p>
Science <u>Unit: Living things and their habitat.</u>	<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</p>	<p>Finishing of lesson from previous term Materials.</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><u>Unit: Living things and their habitat.</u></p> <p>LQ: Which animals undergo a complete metamorphosis?</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: Which animals Undergo an Incomplete Metamorphosis?</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: Can you explain a plants reproduction?</p>	<p><u>Unit: Living things and their habitat.</u></p> <p>LQ: What is the reproduction of flowering plants?</p>

	<p>most useful to research their ideas and begin to separate opinion from fact.</p> <p>Collecting data. They should make their own decisions about what observations to make, what measurements to use, and how long to make them for.</p> <p>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 relationships and explanations of results (written/oral)</p>		Kent Science scheme	Kent Science scheme	Kent Science scheme	Kent Science scheme	Kent Science scheme
<p>RE</p> <p>What is humanism?</p> <p>What did Jesus do to save human beings?</p>	<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>	<p>What is humanism?</p> <p>LQ: What is Humanism?</p>	<p>What is humanism?</p> <p>Why is happiness important to Humanists?</p>	<p>What is humanism?</p> <p>What do Humanists value?</p>	<p>What did Jesus do to save human beings?</p> <p>What did Jesus do to save human beings?</p>	<p>What did Jesus do to save human beings?</p> <p>What did Jesus do to save human beings?</p>	<p>What did Jesus do to save human beings?</p> <p>Why do Christians believe Jesus died?</p>

<p>Computing</p> <p>Word processing</p>	<p>Skills: To consider page layout including heading and columns. Children will be able to create a word processing document altering the look of the text and navigating around the document. Children know how to add images to a word document. • Children can edit images to reduce their file size. • Children know the correct way to search for images that they are permitted to reuse. • Children know how to attribute the original artist of an image. Children can edit their images within Word to best present them alongside text. • Children understand wrapping of images and text. Children can add appropriate text to their document, formatting in a suitable way. • Children can use a style set in Word. • Children can use bullet points and numbering. Children can add text boxes and shapes. • Children can consider paragraph formatting such as line spacing, drop capitals. • Children can add hyperlinks to an external website. • Children can add an automated contents page. Children can add tables to present information. • Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. • Children can add word art for a heading. Children can format a page using a combination of images, headers and columns.</p> <p>Knowledge: Making a Document from a Blank Page Inserting Images: Considering Copyright Editing Images in Word Adding the Text Finishing Touches</p>	<p>Purple Mash: Word processing</p> <p>LQ: Do I know what a word processing tool is for?</p> <p>Project Evolve: Privacy and Security</p>	<p>Purple Mash: Word processing</p> <p>LQ: Can I add and edit images to a word document?</p> <p>Project Evolve: Privacy and Security</p>	<p>Purple Mash: Word processing</p> <p>LQ: Do I know how to use word wrap with images and text?</p> <p>Project Evolve: Privacy and Security</p>	<p>Purple Mash: Word processing</p> <p>LQ: Can I add features to a document to enhance its look and usability?</p> <p>Project Evolve: Copyright and Ownership</p>	<p>Purple Mash: Word processing</p> <p>LQ: Can I use tables within MS Word to present information?</p> <p>Project Evolve: Copyright and Ownership</p>	<p>Purple Mash: Word processing</p> <p>LQ: Can I consider page layout including heading and columns?</p> <p>Project Evolve: Copyright and Ownership</p>
<p>History</p>	<p>chronological understanding</p> <p>Knowledge & interpretation</p> <p>Historical enquiry</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Geography</p>	<p>locational knowledge</p> <p>Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere,</p>	<p>LQ: What is climate change and what are the potential consequences?</p>	<p>LQ: What does carbon foot print mean and how can we reduce ours?</p>	<p>LQ: How does climate change effect my life and my environment?</p>	<p>LQ: What is the impact of cutting down trees in the rain forest?</p>	<p>LQ: What is a mountain?</p>	<p>Recap lesson (using an atlas)</p> <p>LQ: Can I identify the position and significance</p>

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones?						of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere?
Art	<p>Skills: Think critically about their art & design work.</p> <p>I know how to express emotion in my art.</p> <p>I know how to successfully use shading to create mood and feeling</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 research the work of an artist who uses their work to draw attention to ocean pollution, such as; Angela Haseltine Pozzi?	LQ: Can create mood and feeling through shading (with pencil) to show a message linked to ocean pollution?	LQ: Can I paint an emotive picture, exploring colour mixing and blending?	LQ: How do I use images which I have created, photographed and found; altering them where necessary to create art?	LQ: Using recyclable materials can I shape, form, model and construct from observation and imagination?	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 Netball	<p>Netball (With Elite)</p> <ul style="list-style-type: none"> Vary skills, actions and ideas in a way which suits the game. Shows confidence in ball skills in various ways and can link them together. Uses skills with coordination, control and fluency. Takes part in competition with a strong understanding of tactics and improvise in game situations. Compares and comments on skills using technical vocabulary and 	LQ: Can I revise passing techniques such as: chest pass and bounce pass?	LQ Do I understand how to intercept the ball and what this means?	LQ: Can I revise footwork skills in netball?	LQ: Can I develop my shooting skills?	LQ: Can I develop my tactical awareness in a game situation.	LQ: Do I know the different positions and where each position can travel?

	<p>provides suggestions to improve performance.</p> <ul style="list-style-type: none"> • Can make suggestions to differentiate games with resources or changing factors (e.g. space). • Apply attacking and defending to improve performance. • Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 						
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 	LQ: Can I explain the 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. 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. With help I can also order for my friend. I can ask for the bill when prompted.</p>	NA	<p><u>At the café</u> 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 Bold as Brass	<p>Term 4 Knowledge: I know and am able to talk about: I know how pulse, rhythm pitch and tempo, dynamics, texture and structure work together and how they connect in a song. I know how to keep an internal pulse . Knowledge:</p>	LQ: Can I read and play a rhythm, whilst holding the instrument comfortably?	Repeat for group 2	LQ: Can I read and play two tunes in time with a given backing?	Repeat for group 2	LQ: Can I use dynamics in one or more piece that I can play?	Repeat for group 2

	<p>I know and can talk about:</p> <ul style="list-style-type: none">-different ways in which music is written down- e.g. staff notation, symbols.- I know the notes C,D,E,F,G,A,B,C on the treble stave.-the instruments that they might play in a band or orchestra or by their friends. <p>Skills:</p> <p>Can I play an instrument with the correct technique within the context of the Unit song?</p> <p>Can I select and learn a musical part that matches my challenge. Using one of the differentiated parts – one note, simple or medium part of the melody or the melody of the song from</p>						
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