

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

- Democracy
- Rule of Law
- Cultures & religion
- Mutual respect
- Individual liberty

**Topic:** Topic Q: How can we be stewards of the Earth? First two weeks continue to link to Ancient Greece.

**Term:** 4

**Hooks:** Watching David Attenborough clips.

**Texts:** 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 World book day Thursday 4<sup>th</sup> 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.	Prediction/ Retelling/context/characterisation Comprehension  (Remote text) All VIPERS Covered with a different key focus each day of the week. Mixed stage 5 and 6 text.	Vocabulary/prediction retrieval/skimming/ Comprehension  (Remote text) 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	<b>Poetry and Persuasive text</b> <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 poems and plays to be	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	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

	<p>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><b>Composition</b></p> <p>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</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning /</p> <p>in narrative texts, describing settings, characters and atmosphere</p> <p>Evaluate and edit by: . assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects.</p> <p>Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p> <p>Read own writing aloud, using the right expression to make the meaning clear</p>				<p>morning of the strike.</p>		<p>against climate change?</p>
<p>GPS</p>	<p><b>Grammar</b></p> <p>Understand how expanded noun phrases convey details concisely.</p> <p>Write expanded noun phrases to describe a character</p> <p>Revise grammatical terms: noun, verb, adjective, adverb, preposition &amp; determiner.</p> <p>Learn to identify modal verbs in texts; Use them in writing</p> <p>Start to understand how the passive voice affects the presentation of information.</p> <p><b>Spellings</b></p> <p>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.</p> <p>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.</p> <p>Be able to use a dictionary &amp; thesaurus with increasing confidence</p> <p>With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings</p> <p><b>Punctuation</b></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.</p> <p>Identify colons within a text and explain how it is used.</p> <p>Use hyphens for effect..</p> <p>During shared reading experiences, discuss how punctuation marks are used to create pauses.</p> <p>Revise the punctuation rules for direct speech</p> <p>With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>	<p><b>Grammar</b> - Explore preposition.</p> <p>Noun phrases revise.</p> <p><b>Punctuation</b> – LQ: how is punctuation used to cause a pause?</p> <p><b>Spellings</b> – Using a thesaurus.</p> <p>Suffixes ful and less</p>	<p><b>Grammar</b> – Explore the 4 types of sentences, statement, command, exclamation and question.</p> <p><b>Punctuation</b>- Exclamation marks and question marks</p> <p><b>Spellings</b> –suffixes er and est</p>	<p><b>Grammar</b> – explore past and present tense with a focus on how the verb changes.</p> <p><b>Punctuation</b>- for parenthesis - commas</p> <p><b>Spellings</b>- prefixes</p>	<p><b>Grammar</b> – explore past and present and future progressive tense.</p> <p><b>Punctuation</b> for parenthesis – brackets colons</p> <p>Punctuation when writing a list.</p> <p><b>Spellings</b> – compound words</p>	<p><b>Grammar</b> – passive voice - revision</p> <p><b>Punctuation</b> revise speech punctuation.</p> <p><b>Spell</b> double consonants</p>	<p><b>Grammar</b> – Explore conjunctions.</p> <p><b>Punctuation</b> - Proof read to locate and correct punctuation errors.</p> <p><b>Spell</b> Etymology Greek words origin ph ch and sc spellings</p>

Maths		Number Fractions <u>Equivalent fractions</u> White Rose Spring 2	Number Fractions <u>Compare and order fractions</u> White Rose Spring 2	Number Fractions <u>Add fractions</u> White Rose Spring 2	Number Fractions <u>Subtract fractions</u> White Rose Spring 2	Number Fractions <u>Multiply fractions</u> White Rose Spring 2	Number Fractions <u>Fractions of an amount/problem solving.</u> White Rose Spring 2
Science	To be able to identify scientific evidence that has been used to support or refute ideas or arguments. To be able to take repeated accurate measurements using a stopwatch. To be able to explain the degree of trust in results. To be able to use test results to make predictions to set up further fair-tests. To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests. To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests.	<u>Unit: Living things and their habitat.</u>  LQ: What is the life cycle of mammals, insects, birds and amphibians?  Kent Science scheme	<u>Unit: Living things and their habitat.</u>  LQ: What are Amphibians?  Kent Science scheme	<u>Unit: Living things and their habitat.</u>  LQ: Which animals undergo a complete metamorphosis?  Kent Science scheme	<u>Unit: Living things and their habitat.</u>  LQ: Which animals Undergo an Incomplete Metamorphosis?  Kent Science scheme	<u>Unit: Living things and their habitat.</u>  LQ: Can you explain a plants reproduction?  Kent Science scheme	<u>Unit: Living things and their habitat.</u>  LQ: What is the reproduction of flowering plants?  Kent Science scheme
RE  What did Jesus do to save human beings?	<b><u>Making sense of the text:</u></b> Be able to explain the place of incarnation & messiah within the 'big story' of the bible. Be able to identify Gospel and prophecy texts using technical terms Be able to explain connections between biblical texts, incarnation and Messiah, using theological terms <b><u>Understanding the impact:</u></b> Show how Christians put their beliefs about Jesus's incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible. <b><u>Making connections:</u></b> Weigh up how far the idea that Jesus is the messiah - a saviour from God - is important in the world today & , if it is true what difference that might make in people's lives.	<b><u>What is Humanism?</u></b>	<b><u>What do Humanists value?</u></b>	<b><u>Why is happiness important to Humanists?</u></b>	<b><u>What did Jesus do to save human beings?</u></b>	<b><u>What did Jesus do to save human beings?</u></b>	<b><u>Why do Christians believe Jesus died?</u></b>
Computing	To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. To know how to maintain secure pws To understand the advantages & disadvantages, permissions & purpose of altering an image digitally & the reason for this To be aware of appropriate & inappropriate text, photographs & videos & the impact of sharing these online. To learn about how to reference sources in their work To search the internet with a consideration for the reliability of the results of sources to check validity & understand the impact of incorrect information. Ensure reliability through using different methods of communication. Spreadsheets Conversion of measurements Novel use of the count tool Formulae including the advanced code Using text variables to perform calculations Use a spreadsheet to plan an event	Computing: Purple Mash  <u>Online safety</u>  LQ: How do I stay safe when using social media sites or apps?	Computing: Purple Mash  <u>Databases</u>  How to search for information on a database?	Computing: Purple Mash  <u>Databases</u>  LQ: Can I contribute to a class database?	Computing: Purple Mash  <u>Databases</u>  LQ: How to create a database around a chosen topic?	Computing: Purple Mash  <u>Databases</u>  LQ: Can I add records to my database?	NA

<p>History</p>	<p><b>chronological understanding</b>          -Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact          -Place historical eras on a timeline showing periods of time          -Be able to build up a picture of what main events happened in Britain /the world during different centuries          -Use mathematical skills to work out time scales &amp; differences          -Use correct dates in work  <b>Knowledge &amp; interpretation</b>          -Describe and give opinion about historical events          -Be able to appreciate that significant events in history have helped shape the country we have today          -Describe features of historical events &amp; people from past societies &amp; periods we have studied  <b>Historical enquiry</b>          -Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present</p>	<p>Why do we know so much about Ancient Greece?</p>	<p>What was the Golden age of Greece?</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Geography</p>	<p><b>locational knowledge</b> Can I locate some countries of the world on a world map with more accuracy?           Can I locate countries and cities of the UK with more accuracy?           Can I identify aspects of physical geography and human geography that have changed over time?           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?  <b>Human &amp; physical geography.</b>          Revise y3 and 4 - Mountains / volcanoes / earthquake, water cycle, vegetation belts, climate zones          Revise y3 and 4 - Settlements, land use, distribution of natural resources, trade links          Y5 – as y 3 and 4 studying alternative locations and distribution of energy / minerals and economic activity.  <b>Place knowledge</b>          -Be able to study 2 regions of the UK and a region in a European country and identify dome similarities and differences in physical geography between the them  <b>Geographical Skills and Fieldwork</b>          -Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?          - Be able to use some of the 8 points of the compass, four figure grid references and six figure grid references more accurately, symbols, keys (including ordnance survey maps?)</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>Art</p>	<p><b>Exploring ideas</b>          Create sketch books to record their observations and use to review &amp; revisit ideas/Record &amp; explore ideas from 1<sup>st</sup> hand observations, experience &amp; imagination&amp; ideas for different purposes          Question &amp; make observations about starting points &amp; select ideas for use in their work, recording &amp; annotating in sketchbooks.          Think critically about their art &amp; design work.   <b>Painting</b>          develop a painting from a drawing.          experiment with different media and materials for painting.          smix and match colours to create atmosphere and light effects</p>		<p>LQ: Can I design a tile that reflects how ancient Greek art has been used in the Western World?</p>	<p>LQ: How can I use clay to show patterns and produce different textures.</p>	<p>LQ: What manmade and natural materials can be used to make a sculpture?</p>	<p>LQ: What recyclable materials would be best used when making a sculpture?</p>	<p>LQ: Can I explain why I have used the chosen recyclable materials to make my sculpture?</p>

	<p>identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p><b>Drawing</b></p> <p>experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p><b>Collaging</b></p> <p>Add collage to a printed or painted background  Use a range of media to create collages  Use different techniques, colours &amp; textures when designing &amp; making pieces of work  Use collage as a means of extending work from initial ideas</p>						
D.T	<p><b><u>Designing-understanding users, contexts and Purposes</u></b></p> <ul style="list-style-type: none"> <li>-describe purpose of product</li> <li>-indicate the design features of their products that will appeal to intended users</li> <li>-explain how particular parts of their products work</li> </ul> <p><b><u>Designing - Generating, developing, modelling and communicating ideas-</u></b></p> <ul style="list-style-type: none"> <li>-use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> </ul> <p><b><u>Making - Planning</u></b></p> <ul style="list-style-type: none"> <li>-select tools and equipment suitable for the task</li> <li>-explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>-select materials and components suitable for the task</li> </ul> <p><b><u>Making – Practical skills and techniques</u></b></p> <ul style="list-style-type: none"> <li>-follow procedures for safety and hygiene</li> <li>-use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>-accurately measure, mark out, cut and shape materials and components</li> <li>-accurately assemble, join and combine materials and components</li> </ul> <p><b><u>Technical Knowledge – Making products work</u></b></p> <ul style="list-style-type: none"> <li>-how to use learning from science and maths to help design and make products that work</li> <li>-that materials have both functional properties and aesthetic qualities</li> <li>-that materials can be combined and mixed to create more useful characteristics</li> <li>-that mechanical and electrical systems have an input, process and output</li> <li>-the correct technical vocabulary for the projects they are undertaking</li> <li>how mechanical systems such as cams or pulleys or gears create movement</li> <li>-how more complex electrical circuits and components can be used to create functional products</li> <li>- how to reinforce and strengthen a 3D framework</li> </ul>	. NA	NA	NA	NA	NA	NA

P.E	Coaches  Skills to be advised by coaches	LQ:	LQ	LQ:	LQ:	LQ:	LQ:
PHSE	Be able to understand : -why and how rules & laws that protect us & others are made & enforced. - that different rules are needed in different situations& and how to take part in making and changing rules -that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices -that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -how to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	Can I talk about what I would like my life to be when I am grown up?	Do I understand that I need money to help me achieve some of my dreams?	Can I talk about what I need to do to achieve my dreams?	Can I describe the dreams and goals of others?	Can I talk about how those from other cultures might support me and I them?	Can I talk about making a positive contribution to supporting others?
French	Reading -Read & understand some of the main points from a short text  Recognise how cognates can help to understand new language. Writing -Write a few sentences using a model which are joined using simple conjunctions. Use 1st and 3rd person singular forms of familiar verbs. Speaking-Communicate by asking a wider range of questions.Understand and express simple opinions. Listening Pick out some of the main points from short spoken passages and/or conversations. Intercultural Understanding Recognise similarities and difference between our everyday lives and those of others. Grammar Know how to make a sentence negative. Know that adjectives agree with the noun. Use avoir and etre competently	Unit 2 Bon Appetit  LQ: Can we revisit and recall how to say what we like/dislike?	LQ: Can you name some common foods?	LQ: Can you order a drink and food from a café?	LQ: Can you order a drink and food from a café?	What does (du/de/des) and on the ou sound mean in French?	Can you use (du/de/des) and on the ou sounds?
Music	Term 3	LQ:  Ukuleles	LQ:  Ukuleles	LQ:  Ukuleles	LQ:  Ukuleles	LQ:  Ukuleles	LQ:  Ukuleles
Learning Environment in corridor displays							