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

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

**Topic:** Topic Q: LQ: What is mining and why is this important in my community?

**Term:** 5

**Hooks:**

**Texts:** Goodnight Mr Tom by Michelle Magorian, Town is by the sea by Joanne Schwarts

| Area of Learning | Skill/ Small steps   | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6  |
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| 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/<br>Retelling/context/characterisation<br>Comprehension<br><b>Goodnight Mr Tom by Michelle Magorian</b> | Vocabulary/prediction retrieval/skimming/ Comprehension<br>Children during<br><b>Goodnight Mr Tom by Michelle Magorian</b> | vocabulary/prediction /<br>Inference/explanation /Comprehension<br><b>Goodnight Mr Tom by Michelle Magorian</b> | Inference/vocabulary/ explanation/<br>author's intent /Comprehension<br><b>Goodnight Mr Tom by Michelle Magorian</b> | prediction/summarise /characterisation /Comprehension<br><br>Town is by the sea by Joanne Schwarts | inference/prediction vocabulary/Comprehension/ Explanation<br><br>Town is by the sea by Joanne Schwarts |
| Writing          | <b>Report writing, instructions and short stories.</b><br><u>Speaking skills</u><br>listen and respond appropriately<br>ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary<br><u>Comprehension</u><br>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<br>Provide reasoned justifications for their views<br><u>Composition</u><br>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<br>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning /<br>in narrative texts, describing settings, characters and atmosphere | Reports and journalistic writing   | Reports and journalistic writing   | Instructions and explanations   | Instructions and explanations  | Short stories -fantasy   | Short stories -fantasy  |

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|     | <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>I can use some ideas from authors I have read, listened to, or seen performed .</p> <p>Sometimes I am able to use their features and/ or their language.</p> <p>use and apply organisational and presentational devices to structure my text and guide the reader.</p> <p>Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p>   |  |   |  |  |  |   |
| GPS | <p><b>Grammar</b><br/>Revise grammatical terms: noun, verb, adjective, adverb, preposition &amp; determiner. Learn to identify modal verbs in texts; Use them in writing. Use modal verbs which indicate degrees of possibility and apostrophes for plurals. Start to understand how the passive voice affects the presentation of information. Identify and understand how to write relative clauses. Use a range of conjunctions correctly.</p> <p><b>Spellings</b><br/>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. – ate, ise, ify.<br/>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.<br/>Be able to use a dictionary &amp; thesaurus with increasing confidence<br/>With revision and guidance, I proof-read writing in order to identify spelling errors.<br/>Spellings</p> <p><b>Punctuation</b><br/>Use a comma correctly, to separate clauses and make the meaning clear.<br/>Identify colons within a text and explain how it is used.<br/>Use hyphens for effect.<br/>During shared reading experiences, discuss how punctuation marks are used to create pauses.<br/>With revision and guidance, proof-read writing in order to locate and correct punctuation errors. Correctly use apostrophes for possession.</p> | <p><b>Grammar</b> - Word class revision.<br/>Passive voice - revision</p> <p><b>Punctuation</b> – We discuss different ways non-fiction material is presented.</p> <p><b>Spellings</b> – Etymology Greek words origin ph ch and sc spellings</p> | <p><b>Grammar</b> – modal verbs which indicate degrees of possibility and apostrophes for plurals.</p> <p><b>Punctuation</b>- . Identify punctuation errors</p> <p><b>Spellings</b> – Etymology of familiar words – making links.</p> | <p><b>Grammar</b> – tenses</p> <p><b>Punctuation</b>- Apostrophes for possession.</p> <p><b>Spellings</b>- I can use a suffixes, and understand how to add them e.g. - ate, ise, ify</p> | <p><b>Grammar</b> – Relative clause and pronouns.</p> <p><b>Punctuation</b> - semi-colons, colons and dashes.</p> <p><b>Spellings</b> – I use the hyphen to join a prefix to a root e.g. re-enter.</p> | <p><b>Grammar</b> – Subject verb agreement</p> <p><b>Punctuation</b><br/>Punctuation of dialogue</p> <p><b>Spellings</b>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> | <p><b>Grammar</b> – use a range of conjunction</p> <p><b>Punctuation</b> - Comma used wit a relative clause.</p> <p><b>Spellings</b>- use a thesaurus</p> |

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| <p><b>Maths</b></p>  | <p><b>Position and direction:</b><br/>         Describing position<br/>         Drawing on a grid.<br/>         Position in the first quadrant<br/>         Translation<br/>         Translation with coordinates.<br/>         Line of symmetry<br/>         Complete a symmetric figure.<br/>         Reflection/reflection with co-ordinates</p> <p><b>Converting units:</b><br/>         Kilometres<br/>         Kilometres- kilograms<br/>         Milometers and millilitres<br/>         Metric units<br/>         Imperial units<br/>         Converting units of time<br/>         Timetables</p> <p><b>Measuring volume:</b><br/>         What is volume<br/>         Measuring volume<br/>         Estimating volume<br/>         Estimate capacity.</p> | <p>White Rose Summer2:<br/>         Position and direction</p>   | <p>White Rose Summer2:<br/>         Position and direction</p>  | <p>White Rose Summer2:<br/>         Converting units</p>   | <p>White Rose Summer2:<br/>         Converting units</p>   | <p>White Rose Summer2:<br/>         Measuring volume</p>  | <p>Consolidation</p>  |
| <p><b>Science</b></p>  |   | <p>NA</p>  | <p>NA</p>   | <p>NA</p>  | <p>NA</p>  | <p>NA</p>   | <p>NA</p>   |
| <p><b>RE</b><br/><br/><b>Islam</b></p> <p>What does it mean to be a Muslim in Britain today?</p> | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p>   | <p>LQ: What helps you through the journey of life? What helps Muslims through the journey of life?</p>   | <p>LQ: What is the key belief of Muslims? How does this affect their life?</p>  | <p>LQ: Why does prayer matter to Muslims?</p>  | <p>LQ: How is charity important to Muslims? How is charity important to you?</p>                           | <p>LQ: Why do Muslims fast?</p>   | <p>LQ: Why do Muslims want to go on pilgrimage?</p>   |
| <p><b>Computing</b></p>  | <p><b>Digital literacy:</b></p> <p>Do I have a secure knowledge of common online safety rules and can I apply this by demonstrating the safe and respectful use of a few different technologies and online services?</p> <p><b>Computer Science</b></p> <p>Can I attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts? Can I test and debug my programs and use logical methods to identify the approximate cause of any bug? (but may need some support identifying the specific line of code)</p> <p>Can I translate algorithms that include sequence, selection and repetition into code with increasing ease</p>  | <p>Coding</p> <p>LQ: Can I simplify a code?</p> <p>Project evolve: Health, well-being and lifestyle.</p> | <p>Coding</p> <p>LQ: Can I program a simulation using 2code?</p> <p>Project evolve: Health, well-being and lifestyle.</p> | <p>Coding</p> <p>How do I take a real-life situation and decompose it and think about the level of abstraction?</p> <p>Project evolve: Health, well-being and lifestyle.</p> | <p>Coding</p> <p>LQ: Can I use friction code?</p> <p>Project evolve: Health, well-being and lifestyle.</p> | <p>Coding</p> <p>LQ: Do I understand how to create a string?</p> <p>Project evolve: privacy and security.</p> | <p>Coding</p> <p>LQ: Do I understand what concatenation is and how it works?</p> <p>Project evolve: privacy and security.</p> |

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|                  | <p>and with designs showing that I am thinking of how to accomplish the set task in code utilising such structures?</p> <p>Can I combine sequence, selection and repetition with other coding structures to achieve their algorithm design?</p> <p>Can I begin to think about my code structure in terms of the ability to debug and interpret the code later? e.g. the use of tabs to organise code and the naming of variables Do I understand the value of computer networks as well as being aware of the main dangers?</p>   |   |  |  |  |  |   |
| <b>History</b>   | <p>Can I use historical language in my work?</p> <p>Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p> <p>Can I use correct, specific dates in my work?</p> <ul style="list-style-type: none"> <li>Can I describe and give opinions about historical events from the different periods I am studying?</li> <li>Can I appreciate that specific significant events in history have helped shape the country we have today?</li> <li>Can I plot recent history on a timeline using centuries?</li> <li>Can I begin to build up a picture of what main events happened in Britain/the world during different centuries?</li> </ul> <p>Can I recognise and describe differences and similarities / changes/ continuity between different periods of history?</p> <ul style="list-style-type: none"> <li>Can I summarise how Britain has had a major influence on world history?</li> </ul> <p>Can I make comparisons between historical periods; explaining things that have changed and things that have stayed the same using different sources?</p> | <p>LQ: Can I use mathematical skills to work exact time scales and differences?</p> | <p>LQ: What is mining and why is this important in my community?</p>                             | <p>LQ: Can I compare mining from the early and mid-19<sup>th</sup> century to mining in the 21<sup>st</sup> Century?</p> | <p>LQ: How were 20<sup>th</sup> century Minors treated in my local community – Deal?</p> | <p>LQ: Can I talk about the importance of Mining in my local community – Deal?</p>   | <p>NA</p>   |
| <b>Geography</b> | <p>Can I locate countries and cities of the UK with more accuracy (in addition to capital cities)?</p> <p>Can I identify aspects of physical geography and human geography that have changed over time in a given location?</p> <p>Can I describe and understand some aspects of physical geography?</p> <p>Can I study 2 regions of the UK and a region in a European country and identify some similarities and differences in physical geography between the them?</p>   | <p>LQ: Can I use a map to locate mining towns.</p>                                  | <p>LQ: How our part of Kent has developed with a particular focus on mining at Betteshanger?</p> | <p>LQ: How has the physical and human geography changed since mining stopped in Kent?</p>                                | <p>LQ: How has the heritage of mining been preserved in Kent?</p>                        | <p>Can I study 2 regions of the UK and a region in a European country and identify some similarities and differences in physical geography between the them?</p> | <p>Can I 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> |

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|      | <p>Can I use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?</p> <p>Can I 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>  |   |  |   |   |  |  |
| Art  |  | NA  | NA   | NA  | NA  | NA   | NA   |
| D.T  | <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>  | <p>Make do and mend</p> <p>'Dig for victory' and rationing WW2 research</p>     | <p>Make do and mend:</p> <p>Can I design a simple healthy meal for a small family following WW2 rationing?</p> | NA  | <p>Make do and mend:</p> <p>Can I follow my design and make a small meal following WW2 rationing?</p> | <p>Make do and mend:</p> <p>Evaluate products used and recommended during WW2.</p>                       | <p>WW2 themed street party</p>   |
| P.E  | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>   | <p>Rounders</p> <p>Does my throwing and catching reflect my field position?</p> | <p>Rounders</p> <p>Can I accurate hit (bat) a bowled ball to target?</p>                                       | <p>Rounders</p> <p>Can I practise under arm bowling and understand the role of a post position?</p> | <p>Rounders</p> <p>Can I practise deep fielding and returning a ball to a given position?</p>         | <p>Rounders</p> <p>Can I play a mini game with rounders rules and position play different positions?</p> | <p>Rounders</p> <p>Can I play rounders competitive game.</p>             |
| PHSE | <p><b>Knowledge:</b></p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p> <p><b>Social and emotional skills</b></p> <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> | <p>Relationships</p> <p>Know how to make friends</p>                            | <p>Relationships</p> <p>To solve friendship problems when they occur</p>                                       | <p>Relationships</p> <p>Help others feel part of a group</p>  | <p>Relationships</p> <p>Show respect in how we treat others</p>                                       | <p>Relationships</p> <p>Know how to help ourselves and friends when upset or hurt</p>                    | <p>Relationships</p> <p>Know and show what makes a good relationship</p> |

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|   | <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks.</p>   |  |   |  |   |  |  |
| <p><b>French</b></p> <p><b>My Home</b></p>                  | <ul style="list-style-type: none"> <li>I can say and write whether I live in a house or an apartment with high accuracy.</li> <li>I can say and write where my house or apartment is after I have heard the options available to me.</li> <li>I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy.</li> <li>I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</li> </ul> | <p>Can I say if I live in an apartment or house?</p> | <p>Can I say where my house/apartment is for example a village?</p> | <p>Can I name the different rooms in my house?</p> | <p>Can I say and write the negative and positive for which rooms are in my house?</p> |  |  |
| <p><b>Music</b></p>   | <p><u>Term 6</u></p> <p><u>Tutor</u></p>  | <p>Chigango</p>                                      | <p>Chigango</p>   |  |   |  |  |
| <p><b>Learning Environment</b><br/>in corridor displays</p> |   |  |   |  |   |  |  |