

English	Maths	Science
<p>Writing</p> <p>Genre: Narrative Purpose: Entertain Stimulus: The Varmints video Synonyms; Sound sentences; semi-colons; inner thought questions;</p> <p>Genre: Poetry Purpose: Entertain Stimulus: Thinker's Rap Structure; personification, rhyming words; prepositions, adverbials</p> <p>Genre: Narrative Purpose: Entertain Stimulus: Letters from the Lighthouse Adverbials; subjunctive form; expanded noun phrases; hyphens; pathetic fallacy; 5Ws</p> <p>Spellings</p> <ul style="list-style-type: none"> -suffix '-ful.' -s which can be nouns and verbs. -an /ɔ/ sound spelled 'ou' or 'ow.' - 'soft c' spelled /ce/. -prefix dis, un, over, im. <p>Grammar</p> <ul style="list-style-type: none"> -use of the progressive form of verbs - formal speech and writing, including subjunctive forms -capital letters 	<p>Reading</p> <p><u>Class Novel-</u> When The Sky Falls by Phil Earle <u>Wider Curriculum-</u> My Secret War Diary by Marcia Williams <u>Picture Book-</u> Rose Blanche by Christophe Gallaz and Roberto Innocenti</p> <p>VIPERs</p> <ul style="list-style-type: none"> -Confidently skim and scan to locate and retrieve. -Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts to support ideas and opinions -Explore potential meanings of ambitious vocabulary (of age appropriate texts and beyond) read in context using knowledge of etymology (word origin), morphology (form and structure of word), or the context of the word. -Work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context (a range of strategies). <p><i>We will also be practising applying our skills within a test situation in preparation for our SATs tests in May.</i></p>	<p>Times Table Focus: 9x table TTRS Battle: 6E v 6C v 6RW</p> <p>Prior learning: Recognise the % symbol</p> <p>Ratio</p> <ul style="list-style-type: none"> -Ratio explained -Scale Factor -Similar Shapes <p>Percentages</p> <ul style="list-style-type: none"> -Finding percentages of amounts -Missing values <p>Algebra</p> <ul style="list-style-type: none"> -Finding a rule -Formulae -Forming equations -Solving two step equations -Finding pairs of values -Enumerate possibilities <p>Area and Perimeter</p> <ul style="list-style-type: none"> -Area and perimeter recap - Area of a triangle -Area of a parallelogram -Volume <p>Every Friday, we will be recapping our arithmetic skills.</p> <p>Prior learning: <i>Recognise that living things can be grouped in a variety of ways</i></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. - Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Key question - What is classification?</p>

PSHE	History	Art	Computing
<p><i>Prior learning: Know that I will need money to help me achieve my dreams</i></p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them <p>Social/Emotional Skills</p> <ul style="list-style-type: none"> -Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal 	<p><i>Prior learning: Investigate how people's point of view in the past can affect people's interpretation today</i></p> <p>Enquiry Question: What role did Britain play in World War Two, and how did this impact the outcome of the war?</p> <p>Historical Theme: Societies and Communities</p> <ul style="list-style-type: none"> • What is modern-day Germany like, and how was it ruled before the start of WW2? • How did Hitler come to power and become the leader of Germany? • How did the Second World War begin? • How did Britain react to the outbreak of WW2? <p>Historical skills: Historical significance Chronology Cause and Consequence Evidence and Interpretation</p>	<p><i>Prior learning: I can compare and discuss artists historically with others,</i></p> <p>Drawing- Henry Moore</p> <ul style="list-style-type: none"> • Record a range of experiments with various media and explore techniques/processes before applying them. • Independently select and effectively use relevant processes (form, pattern and texture) in order to create a successful sculpture. • Use patterns, lines and marks to create mood and feeling. • Investigate, research and test ideas and plans using sketchbooks and other approaches to develop my sculpture. 	<p><i>Prior Learning: Programming Scratch in year 5.</i></p> <p>Programming A – Variables in Games</p> <p>This unit explores the concept of variables in programming through games in Scratch.</p> <ul style="list-style-type: none"> • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project

French	PE	RE	
<p>Healthy Lifestyle</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise 10 foods and drinks that are considered good for your health. • Name and recognise 10 foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. 	<p><i>Prior learning:</i> <i>Understands composition by performing more complex sequences.</i></p> <p>Indoor- Gymnastics</p> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. -Adapt sequences to include a partner or a small -group. • Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Develop strength, technique and flexibility throughout performances. • Effectively transfer skills and movements across a range of activities and sports. <p>Outdoor PE- Tag Rugby</p> <ul style="list-style-type: none"> • Create attacking continuity • Use set plays in attacks to create space • Develop the 3 step rule • Attack the space as a ball carrier • Change from an attacking to defensive position. 	<p><i>Prior Learning:</i> <i>How significant is it that Mary was Jesus' mother?</i></p> <p>Remembering Roots</p> <ul style="list-style-type: none"> • Remembrance Day • The story of Noah • Black Lives Matter <p>Being Courageous and Confident</p> <ul style="list-style-type: none"> • Wearing the Kippah • The work of the Street Pastors • Baisakhi and Amrit • The story of Angulimala 	