

Spring 2 2021	Week 1 (22/02/21)	Week 2 (01/03/21)	Week 3 (08/03/21)	Week 4 (15/03/21)	Week 5 (22/03/21)	Week 6 (29/03/21)	Week 7
English	Character Description The hero → character profile for a hero. The hero → edit and build upon character profile using semi-colon as grammatical skill. The villain/monster → as above but for Grendel. X2 lessons, as above. The battle → identification of literary skills used by the author, within the battle, to captivate the author and continue building character description	Writing a conclusion to the battle. Using the start and a snippet of post-battle evidence, chn to create and fill in the conclusion to the Grendel battle. News report → chn to discuss the battle, how a news report might be conducted, and the skills (tense) used to do so, before planning it out. News report → rehearse and then act out the report, with two reporters, at different venues, using different tenses. Interview for a hero → building on the battle, facing another monster, chn to use what we know the Geats are looking for and construct an interview process for different heroes. Chn to split into interviewers and heroes, then round robin to decide on which hero should be employed for the task. WORLD BOOK DAY	Story Writing – Practice Chn to generate ideas for a class monster. Using that, chn to discuss the aspects of the monster and the problems heroes sometimes have with them. (Put up on display) Complete a 'text structure' for a bare bone of a story and then discuss other stories that they know of that follow the same pattern. Chn to then convert this class structure into their own brief story maps, leaving space to annotate and improve. The power of 3 → how is it used in Beowulf, how is it composed, how could we use it in our story map? Edit story map to include, and discuss, use of paragraphs, descriptive paragraphs and power of t3 → how do they effect it?	Story Writing – Shared Chn to orate the first few paragraphs of our shared story and then 'shared write'. Continue with the 2 nd half of the story → focus on partnered or individual oration of ideas. Chn to then have a go at writing their own version of our story. Chn to focus on a chosen two or three paragraphs and edit them for coherence and improvement.	Story Writing – Independent Class to generate and gather ideas for their own hero and monster. Use a mood board to collect ideas for their own setting. Make note of their problem and resolution. Create a simple 'text structure' for their own story (modelled) and then begin to convert to a story map. Continue to finish story map ready for annotation. Annotate map with skills taught → semi-colons, phrases for description, power of 3. Talk their story to a group of peers (recorded) to use next week.	Story Writing – independent Recap story talk → watch their video. Write their own version of a hero v monster story. Edit lesson to focus on coherence and improvement.	
Cross-curricular English							
Whole Class Reading Enrichment	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf Star Reader Assessment	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf	Guided Reading – Badger books (differentiated based on reading attainment) Class book – Beowulf Star Reader Assessment	
Maths	4 – Add fractions 5 – Subtraction - breaking the whole 4 – Add 2 or more fractions 5 – Subtract 2 mixed numbers 4 – Subtract fractions 5 – Multiply unit fractions by an integer 4 – Subtract 2 fractions 5 – Multiply non-unit fractions by an integer 4 – Subtract from whole amounts 5 – Multiply mixed numbers by integers	4 – Fractions of a set of objects (1) 5 – Calculate fractions of a quantity 4 – Fractions of a set of objects (2) 5 – Fraction of an amount 4 – Calculate fractions of a quantity 5 – Using fractions as operators 4 – Problem solving - calculate quantities 5 – Fraction problem solving 4 – Consolidation lesson 5 – Consolidation lesson	4 – End of Unit for Fractions 5 – End of Unit for Fractions 4 – Start of Unit for Decimals 5 – Start of Unit for Percentages and Decimals 4 – Tenth and hundredths 5 – Decimals up to 2 d.p. 4 – Recognise tenths and hundredths 5 – Decimals as fractions (1) 4 – Tenth as decimals 5 – Decimals as fractions (2)	4 – Tenth on a place value grid 5 – Understand thousandths 4 – Tenth on a number line 5 – Thousandths as decimals 4 – Divide 1-digit by 10 5 – Rounding decimals 4 – Divide 2-digits by 10 5 – Order and compare decimals 4 – Hundredths 5 – Understand percentages	4 – Hundredths as decimals 5 – Percentages as fractions and decimals 4 – Hundredths on a place value grid 5 – Equivalent F.D.P 4 – Divide 1 or 2-digits by 100 5 – Consolidation lesson 4 – Consolidation lesson 5 – End of Unit for Decimals and Percentages 4 – End of Unit for Decimals 5 – Problem Solving practice.	4 – Consolidation week and End of Term Assessments 5 – Consolidation week and End of Term Assessments	
Cross-curricular Maths							
Science							

History	Anglo-Saxons Start of Unit What do you know/want to know? Their place in history – what has come before, what came after, where did they come from?	The Anglo-Saxon influence on today – what did they have or bring that remains with us today. Law and Order – crime and punishment (hold a court and act out situations).	Evidence – what is it and how has it helped us to know whether the Anglo-Saxons were even here in the first place? → Sutton Hoo Famous figures from the Anglo-Saxons → heroes and villains How do we know about them → assess evidence	Anglo-Saxon artwork through tessellation → what does art tell us about the past? Research on daily life/home life in Anglo-Saxon times	Begin to design and create a model Anglo-Saxon village Continue building village	Create a film about the village based on information gathered about Anglo-Saxon life End of Unit Completion of what they have learned.	
Geography							
Art							
DT					Building of model Anglo-Saxon village	ICT design of video for Anglo-Saxon village	
RE –	Elicitation task	Can I identify the 3 main days of the Christian Holy week?	Can I use a Holy Week labyrinth to reflect on what Holy week would have been like?	Can I write a diary entry to show Mary's emotions during Holy week?	Can I show how churches celebrate Easter?	Can I research how Easter is celebrated across the world? / End of unit	
PSHE Rights Respecting	Connect	Have your Mindapples changed?	Positivitree	Why am I feeling like this?	Take notice to notice	Ninja your neighbour	
PE	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	Ball Control (various) Gameplay and mentality X1 with SL X1 follow-on with TS	
Music							
Cross Curricular Music							
Computing E-Safety	Scratch coding	Scratch coding	Scratch coding	Scratch coding	Scratch coding	Online safety	
French	Continuation of French learning → Twinkl unit and Lightbulb Languages.	Continuation of French learning → Twinkl unit and Lightbulb Languages.	Continuation of French learning → Twinkl unit and Lightbulb Languages.	Continuation of French learning → Twinkl unit and Lightbulb Languages.	Continuation of French learning → Twinkl unit and Lightbulb Languages.	Continuation of French learning → Twinkl unit and Lightbulb Languages.	
British Values							