

	Week 1	Week 2	Week 3	Week 4	Week 5 140 <sup>th</sup> Year anniversary	Week 6	Week 7
<b>English</b> (Persuasive writing , diary entries, imagery in fiction writing)	<b>School Council Speeches</b>  <i>Consider audience/purpose</i>  <i>Organise related ideas in paragraphs</i>  <i>Create interest by varying sentence structure (simple, compound, complex)</i>  <i>use a wide range of devices to build cohesion within and across paragraphs</i>  <i>select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i>  Use of the subjunctive forms eg. 'If I were...' in formal writing or speeches.	<b>School Council Speeches</b>  <i>Editing and redrafting</i>  <i>Reading to an audience</i>  <i>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</i>  <i>Proof-read for spelling and punctuation errors</i>  <i>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing</i>	<b>Diary extract: Refugee</b>  <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>  <i>Using relative clauses beginning with who, which, where, when, whose, that or with implied (I.e. omitted) relative pronoun</i>  <i>Devices to build cohesion, including adverbials of time, place and number</i>  <i>Ensure accuracy in basic punctuation</i>  <i>select vocabulary and grammatical structures that reflect the level of formality required mostly correctly – use of question tags</i>	<b>Diary extract: Elizabeth Ecford</b>  <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>  <i>using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</i>  <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>  <i>select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i>	<b>Diary extract: Malala</b>  <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>  <i>using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</i>  <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>  <i>select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i>	<b>Fiction: creating settings</b>  'The Lighthouse'  <i>Imagery</i> <i>-personification</i> <i>-metaphors</i> <i>-similes</i> <i>-ambitious vocabulary</i> <i>- vivid description</i>	<b>Fiction: creating settings</b>  <i>Imagery</i> <i>-personification</i> <i>-metaphors</i> <i>-similes</i> <i>-ambitious vocabulary</i> <i>- vivid description</i>

<b>Spelling</b>	<b>'-ough'</b>  cough though although dough through thorough borough plough	<b>'-ough'</b>  ought bought thought nought brought fought rough tough enough	<b>'-tial'</b>  Partial Confidential Essential Potential Influential Initial Impartial Torrential	<b>'-cial'</b>  Official Special Artificial Beneficial Financial Antisocial Commercial Crucial	<b>Cial or tial?</b>  Rules. Look at root word for clue Eg  President → presidential	<b>Homophones:</b>  There/they're/their  Two/too/to  Whole/hole  Which/witch  Are/our Practice/practise	<b>Revise/test from all half term's spellings</b>
<b>Big write</b>	Assessment – Trip advisor review of best/worst day of the summer holidays.	Diary entry: Elizabeth Eford	Diary entry: Rosa Park	Diary entry: Malala	Diary Entry: Refugee	Fiction: Creating settings 'The lighthouse'	Fiction: Creating settings Linked with topic
<b>Guided Reading</b>	<i>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>  Choose library books. 1:1 reading with teacher and TA. Discuss book choices and preferences.	<i>Retrieve information from non-fiction.</i>  Whole class: Use extracts from 'Little Rock High' – children use skim reading to quickly locate relevant information.  Guided reading individual reading books.	<i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>  Whole class: Use extracts from Rosa Parks Book.  Guided reading individual reading books.	<i>Provide reasoned justifications for their views.</i>  Whole class: Extract from 'I am Malala'  Guided reading individual reading books.	<i>Predicting what might happen from details stated and implied</i>  Whole class: Extract from 'Bone Sparrow'  Guided reading individual reading books.	<i>Identifying how language, structure and presentation contribute to meaning – focusing on setting descriptions</i>  Guided reading individual reading books.	<i>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i>  Guided reading individual reading books.

<p><b>Maths</b></p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>-read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>-round any whole number to a required degree of accuracy</li> <li>-use negative numbers in context, and calculate intervals across 0</li> <li>-solve mathematical puzzles and problems</li> </ul>	<p><b>Calculating (multiplication)</b></p> <ul style="list-style-type: none"> <li>-multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>-perform mental calculations, including with mixed operations and large numbers</li> <li>-solve mathematical puzzles and problems</li> </ul>	<p><b>Calculating (division)</b></p> <ul style="list-style-type: none"> <li>-divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>-divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>-perform mental calculations, including with mixed operations and large numbers.</li> <li>-solve mathematical puzzles and problems</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>-compare and order fractions, including fractions <math>&gt;1</math></li> <li>-add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>-solve mathematical puzzles and problems</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>-use simple formulae</li> <li>-solve mathematical puzzles and problems (involving number patterns see nrich)</li> </ul>	<p><b>Algebra/ Measurements</b></p> <ul style="list-style-type: none"> <li>-recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>-recognise when it is possible to use formulae for area and volume of shapes</li> </ul>	<p><b>Algebra/ Measurements</b></p> <ul style="list-style-type: none"> <li>-calculate the area of parallelograms and triangles</li> <li>-calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units</li> </ul>
---------------------	---	---	--	--	--	---	---

<b>Big maths</b>	C Reading numbers (9,8 and 7 digit numbers)	C Counting along (in 6s)	C Count Fourways	C Find the difference between 2 negative numbers	C Count Fourways	C Find the difference between 2 negative numbers	C Assess and review
	L Revise 6 times tables	L Revise 8 times tables	L revise 7 times tables	L revise 9 times tables	L revise 11 times tables	L revise 12 times tables	L Assess and review: revisit tables that need consolidating
	I Multiplying/dividing by 100	I Coin multiplication	I Where's Mully?	I Jigsaw numbers	I Doubling/halving	I POM: Prime and square numbers	I Where's Mully?
	C Addition focus	C Multiplication focus	C Division Focus	C Subtraction Focus	C Addition Focus	C Multiplication focus	C Division Focus
<b>Science</b> (electricity)	<p><i>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p> <p>Use tin-foil to make different switches.</p> <p>On/off</p> <p>Push to make.</p> <p>Push to break.</p> <p>Model using read switches with magnets.</p> <p>Draw symbols and explain each switch.</p> <p>Extension:</p> <p>Create alarm systems to identify when someone has entered the room.</p>	<p><i>Recognise some common conductors and insulators, and associate metals with being good conductors.</i></p> <p><i>Collect information in tables.</i></p> <p><i>Write an explanation.</i></p>	<p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>Use recognised symbols when representing a simple circuit in a diagram</i></p> <p><i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p>(2 lessons)</p> <p>What will happen to the brightness of a bulb if you add more cells?</p> <p>OR</p> <p>What will happen to the brightness of the bulb if you use a battery with more voltage?</p> <p>Draw circuit.</p> <p><b>Record data using data logger.</b></p> <p>Create table.</p> <p>Plot on a line graph</p>	<p><i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p>Show concept cartoon.</p> <p>Children make predictions as to what they think will happen.</p> <p>Using connectives, children write an explanation as to what happened.</p>	<p>Full investigation.</p> <p><i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p>(2 lessons)</p> <p>Using equipment from Treherras, plan and carry out electromagnet investigation.</p> <p>Consider fair testing/number of coils etc...</p>		

<b>Art and Design</b> (drawing)	<i>Independently demonstrate a wide variety of ways to make different marks</i>  Make sketch books. Look at artists' examples of line and pattern.  Experiment using pens, pencils and charcoal.	<i>Draw from observation and imagination</i>  Warm up games  Use images from magazines/internet research. Remove middle section.  Use techniques from last week to sketch missing section.	<i>Draw from observation and imagination</i>  Warm up games  Use images from magazines/internet research. Remove middle section.  Use techniques from last week to sketch missing section.	<i>Draw from observation</i>  Warm up games  Observational drawings linked with outdoors	<i>Draw from observation</i>  Warm up games  Observational drawings linked with outdoors	<i>Draw from observation</i>  <i>Use specific artists as a starting point for their own work.</i>  Facial features (eyes, nose, mouth)	<i>Draw from observation</i>  <i>Use specific artists as a starting point for their own work.</i>  Warm up games  Facial features (eyes, nose, mouth)
<b>Computing</b> (Programming -espresso coding)	<i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> Espresso Coding	<i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>  Espresso Coding	<i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>  Espresso Coding	<i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>  Espresso Coding	<i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i>  Blogging with Twickenham School, Birmingham	<i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i>  Blogging with Twickenham School, Birmingham	<i>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</i>  Blogging with Twickenham School, Birmingham
<b>Design Technology</b> (none this term)							

<p><b>Geography</b> (None this half term)</p>							
<p><b>History</b> (Civil Rights)</p>	<p><i>To identify and describe reasons for and against historical events, situations and changes.</i></p> <p>Slavery leading into segregation.</p> <p>Show photo of slave auction. Reveal section by section. What do you see, think and wonder?</p> <p>Segregation photos. Why? What lead to change. Abraham Lincoln.</p> <p>Place on timeline.</p>	<p><i>To identify and describe reasons for and against historical events, situations and changes.</i></p> <p>Desegregation. 'Separate but equal'</p> <p>The little rock 9. Show photo of Elizabeth Ecford.</p> <p>Elizabeth Ecford diary.</p> <p>Role play. How does it make you feel?</p> <p>Watch BBC class clip.</p> <p>Make notes from video Research packs Information page</p>	<p><i>To describe and make links between different events and situation.</i></p> <p>Look at photo of segregation on the bus. Why?</p> <p>Watch Rosa Parks clip on BBC.</p> <p>Link to MLK.</p> <p>Use text book to research.</p> <p>Information page in topic books.</p>	<p>PSHE focus this week. Malala. Equality.</p>	<p>PSHE focus this week. Malala. Equality.</p>	<p>PSHE focus this week. Malala. Equality.</p>	<p>Assessment and review.</p>

<p><b>Languages</b> (French – families)</p>	<p><i>To write words and phrases in French</i></p> <p>Introduce family. Draw family tree.</p> <p>la famille - the family Here are some words to help you talk about your family: ma mère - my mum mon père - my dad ma sœur - my sister mon frère - my brother To say you have brothers and sisters, you use j'ai (I have). J'ai deux frères. - I have two brothers. There are three ways to say 'my' in French. Just like adjectives, it depends on the GENDER and NUMBER. You say mon before masculine nouns; ma before feminine ones and mes with plurals. So 'my family' is ma famille and 'my parents' is mes parents. To introduce your family you use voici ... Voici mes grands-parents. - These are my grandparents. Voici ma grand-mère et mon grand-père. - This is my grandma and my grandad.</p>	<p><i>To write words and phrases in French</i></p> <p>Create colour poster. Label in French.</p> <p>Colours</p> <p>Colours are ADJECTIVES. When they describe a NOUN, they agree with its GENDER (whether it is masculine or feminine).</p> <p>So, 'blue' is bleu, but becomes bleue with a feminine noun eg la chaise bleue (the blue chair). The same is true of other colours – for example, noir becomes noire etc.</p> <p>bleu (e) – blue noir (e) - black</p> <p>The masculine and feminine forms of some colours have different sounds:</p> <p>vert - green (m) verte - green (f) violet - purple (m) violette - purple (f) gris - grey (m) grise - grey (f) blanc - white (m) blanche - white (f)</p> <p>Some colours don't change to match the GENDER eg rouge stays the same for both masculine and feminine nouns. Le chapeau rouge – 'the red hat' (masculine) and la chaise rouge - 'the red chair' (feminine).rouge – red</p> <p>orange - orange rose - pink marron – brown jaune - yellow</p>	<p>Physical description</p> <p>To describe someone you use ADJECTIVES. When they describe a NOUN, adjectives agree with its GENDER (whether it is masculine or feminine).</p> <p>With physical descriptions, when you're talking about a girl, you use a feminine adjective, and if you're talking about a boy - a masculine one.</p> <p>Il est grand. - He is tall.</p> <p>Elle est grande. - She is tall.</p> <p>Il est petit. - He is short.</p> <p>Elle est petite. - She is short.</p> <p>Colours are ADJECTIVES too. As well as GENDER, they agree with NUMBER (ie whether the NOUN is singular or plural).</p> <p>So, 'blue' is bleu, but becomes bleue with a feminine noun eg la bouche bleue (the blue mouth), bleus with a masculine plural eg les yeux bleus (the blue eyes), and bleues with a feminine plural eg les bouches bleues (the blue mouths). The same is true of other colours.</p> <p>Il a ... / elle a ... - He has ... / she has ... ... les cheveux blonds / bruns / noirs / roux - ... blond / brown / black / auburn hair ... la bouche bleue / rouge / verte / jaune - ... a blue / red / green / yellow mouth ... les yeux bleus / verts / marron - ... blue / green / brown eyes</p> <p>Remember je m'appelle means 'my name is'? To say his / her name is you say il / elle s'appelle which literally means 'he/she calls himself/herself'. Il s'appelle ... - His name is .... Elle s'appelle ... - Her name is ....</p>	<p>Clothes</p> <p>Here are some words to help you talk about your wardrobe! Je porte... - I wear... Il porte / elle porte... - He / she wears... un pull - a jumper une chemise - a shirt un chapeau - a hat une jupe - a skirt un manteau - a coat une écharpe - a scarf</p> <p>In French, 'trousers' are singular - un pantalon. So are some other items of clothing: un pantalon - trousers un short - shorts un slip - pants un pyjama - pyjamas</p> <p>To say 'some' in French, you use des: des gants - some gloves des lunettes de soleil - some sunglasses des bottes - some boots des chaussures - some shoes</p> <p>To make a sentence NEGATIVE (to say you haven't got something or don't wear something) you just put ne in front of the verb and pas after it. So je porte (I wear) becomes je ne porte pas (I don't wear). You also have to add de. Je ne porte pas de pull. - I don't / I'm not wearing a jumper. Je ne porte pas des chaussures. - I don't / I'm not wearing shoes.</p> <p><b>DID YOU KNOW ...</b> The verb you use to say you wear something – porter - also means 'to carry' so you can say je porte un pull (I wear a jumper) but also je porte un parapluie (I carry an umbrella)! Je porte un pull. - I wear a jumper. Je porte un parapluie. - I carry an umbrella.</p>
---	---	--	---	---

<b>Music</b>	None this half term					
<b>PE</b> (Tag Rugby)	<p><i>Understand the need to prepare properly for games</i></p> <p>Warm up. Which muscles are we using? How can we warm those muscles up? Children in pairs – lead each other’s warm ups.</p> <p>Games. Evading. Bulldog. Passing.</p> <p>2 matches. 7-aside</p>	<p><i>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games</i></p> <p><a href="https://www.sportplan.net/drills/Rugby/Tag-Rugby/Attack-The-Space-tagless503.jsp">https://www.sportplan.net/drills/Rugby/Tag-Rugby/Attack-The-Space-tagless503.jsp</a></p> <p>Attack the space.</p> <p>2 matches. 7-aside</p>	<p><i>Understand, choose and apply a range of tactics and strategies for defence and attack</i></p> <p><a href="https://www.sportplan.net/drills/Rugby/Tag-Rugby/Chain-Reaction-tagless302.jsp">https://www.sportplan.net/drills/Rugby/Tag-Rugby/Chain-Reaction-tagless302.jsp</a></p> <p>2 matches. 7-aside</p>	<p><i>Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it</i></p> <p>Review skills learnt so far.</p> <p>Full sized pitch.</p> <p>Use last week’s success criteria to feedback to players (pair up players from different teams).</p> <p>Encourage children to determine the rules before-hand and self-regulate the games.</p> <p>2 matches. 7-aside</p>	<p><i>Use these tactics and strategies more consistently in similar games</i></p> <p>What other games would these skills be useful in?</p> <p>Tournament.</p> <p>Link to next unit of basketball.</p> <p>Encourage children to determine the rules before-hand and self-regulate the games.</p> <p>2 matches. 7-aside</p>	<p><i>Use these tactics and strategies more consistently in similar games</i></p> <p>What other games would these skills be useful in?</p> <p>Tournament.</p> <p>Link to next unit of basketball.</p> <p>Encourage children to determine the rules before-hand and self-regulate the games.</p> <p>2 matches. 7-aside</p>
<b>Religious Education</b> (Islam)	<p><i>Study the life of the Prophet Muhammad identifying key events that led to him becoming the most revered of all the Messengers of Allah.</i></p> <p>Delivered through a non-curricular whole day.</p> <p>Tell the story of Muhammad. Use drama to re-enact the key events in his life then storyboard the key events. What is a mosque? Use green screen to create a virtual tour of a mosque to show to year 4.</p>					

<p><b>PSHE</b> (Democracy/human rights/equality)</p>	<p><i>What democracy is, and about the basic institutions that support it locally and nationally.</i></p> <p>Introduction into democracy through the school council. Elections.</p>	<p><i>To realise the nature and consequence of racism, teasing, bullying and aggressive behaviours, and how to respond to them.</i></p> <p><b>Equality: Race</b> Using history and civil rights as a starting point, explore racism.</p>	<p><i>Consider social and moral dilemmas</i></p> <p>Delivered through whole class text. 'Tell me no lies'.</p>	<p><i>To think about the lives of people living in other places and times and people with different values and customs.</i></p> <p><b>Equality: Gender</b></p> <p>Malala</p> <p>Read extract from the book. Watch speech.</p> <p>What would you have done in her situation?</p> <p>Did she deserve her noble peace prize?</p> <p>What impact has she had globally?</p>	<p><i>To research, discuss and debate topical issues, problems and events</i></p> <p>Children read a section of the book.</p> <p>Link with literacy.</p> <p>Create diary extract.</p>	<p><i>To research, discuss and debate topical issues, problems and events</i></p> <p>Where is Syria? What is a refugee? Read extract from 'The Bone Sparrow'.</p> <p>Look at newspaper headlines. How do they differ from what we have read?</p> <p>Respect. Understanding. Human rights.</p> <p>What is your opinion on the refugee crisis?</p>	<p><i>To realise the nature and consequence of racism, teasing, bullying and aggressive behaviours, and how to respond to them.</i></p> <p><b>Equality: Sexuality</b></p> <p>Explore the lyrics to Macklemore and Ryan Lewis 'same love'</p> <p>What do you think the song is about?</p> <p>What would you do if you saw someone being teased? Bullied?</p>
<p><b>Community cohesion</b></p>	<p>See computing: Blogging with children in Birmingham in advance of the class trip to Birmingham.</p>						