

	Week 1 4/9/23	Week 2 11/9/23	Week 3 18/9/23	Week 4 25/9/23	Week 5 2/10/23	Week 6 9/10/23	Week 7 16/10/23
<b>English KEY Objectives</b>	<p><b>Reading:</b></p> <p>[KEY] Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>↳ <b>GD objective:</b> Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with a range of evidence.</p> <p>(KEY) Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>↳ <b>GD objective:</b> Understand what they read by beginning to evaluate how language, structure and presentation contribute to meaning.</p> <p>[KEY] Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>↳ <b>GD objective:</b> Understand what they read by clarifying that the text makes sense to them, identifying and discussing their understanding and exploring the meaning of words in context.</p> <p>[KEY] Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>↳ <b>GD objective:</b> Understand what they read by beginning to summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>[KEY] Beginning to provide reasoned justifications for their views.</p> <p>↳ <b>GD objective:</b> Beginning to provide reasoned and detailed justifications for their views.</p> <p><b>Writing:</b></p> <p>[KEY] Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>↳ <b>GD objective:</b> Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.</p> <p>[KEY] Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</p> <p>↳ <b>GD objective:</b> Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.</p> <p>[KEY] Beginning to proof-read for spelling and punctuation errors.</p> <p>↳ <b>GD objective:</b> Beginning to proof-read for spelling and punctuation errors independently.</p> <p>[KEY] Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>↳ <b>GD objective:</b> Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.</p> <p><b>SPaG:</b></p> <p>[KEY] Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>↳ <b>GD objective:</b> Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.</p> <p>[KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>↳ <b>GD objective:</b> Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.</p> <p>[KEY] Develop their understanding of and use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>↳ <b>GD objective:</b> Develop their understanding and independently use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>[KEY] Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p> <p>↳ <b>GD objective:</b> Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.</p>						
<b>English Writing</b>	Ready to write	<i>Everest- The Remarkable story of Edmund Hillary and Tenzig Norgay</i>				<b>Assessments</b>	<b>Non - fiction</b>
<b>Written Outcomes</b>	Record research to inform own writing  Present research in a fact file	<ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Rewriting a chapter</li> <li>Notes of advice</li> </ul>	<ul style="list-style-type: none"> <li>Notes for research</li> </ul>	<ul style="list-style-type: none"> <li>Narrative for tension</li> </ul>	<ul style="list-style-type: none"> <li>Rewriting a chapter</li> <li>Notes of advice</li> </ul>	Write a narrative poem  Create a blackout poem	Alps tourism guide
<b>Grammar</b>	Ready to write: revisit Nouns and pronouns Punctuating fronted adverbials Punctuating direct speech Plural and possessive -s		Relative clauses Relative pronoun and relative clause Who, where, which, when, whose, that		Modal verbs Indicate degrees of probability	Adverbs Indicate degrees of possibility	

Maths	Review and  Assessment of place value knowledge. Roman numerals	Number and Place Value: Numbers to 1 000 000			Calculation: Addition and Subtraction	
Guided Reading	We are working on: Vocabulary Have you noticed anything special about the way language is used in this book? Inference Why did this character react in this way? Prediction How do you think the story will end? Explaining Why did this happen? Retrieval What was the name of the town in which she lived? Summarising What is the main theme of this paragraph?					
	Exhilarating Everest	Hamlet	Mr Badger- an Extract from Wind in the Willows	MacBeth	Silver Shoes with Pointed Toes- An Extract from Wizard of Oz	
	Awesome Alps  Would you like to live in the Alps?					
Geography	Where are the Alps?  WALT: Locate the Alps on a map?	What is it like in the Alps?  WALT: locate the key physical characteristics of the Alps  WALT: locate the key human characteristics of the Alps	Why do people visit the Alps?  WALT: describe the physical features of an Alpine region  WALT: describe the human features of an Alpine region	What is there to do in our local area?  WALT: collect data about our local area	How are the Alps different to our local area?  WALT: Make comparisons between an alpine region and our local area	What is life like in the Alps?  WALT: understand the physical features of an Alps
	How do we use search engines?					
Computing	What is a search engine?  WALT: explain what a search engine is	How do we know what is true online?  WALT: be aware that not everything online is true	How can I search effectively?  WALT: search effectively using search engines	Presenting learning outcomes:  Information media	What is a web crawler?  WALT: understand how search engines	
	Self portraits  What is mixed media?					

<b>Art</b>	How does art develop?	How can I combine materials?	What are the features of a self-portrait?	<i>Children will use their understanding of how symbolism to reflect a sitters' traits and personality and create a self-portrait</i>
	<b>WALT:</b> develop different strategies to draw spaces and places	<b>WALT:</b> develop confidence in their ability to draw	<b>WALT:</b> develop greater confidence in drawing from observation, memory and imagination	<b>WALT:</b> develop greater confidence in drawing from observation, memory and imagination
	<b>WALT:</b> develop further control over a variety of drawing tools and media	things they see, know and remember	<b>WALT:</b> develop further control over a variety of drawing tools and media	<b>WALT:</b> develop further control over a variety of drawing tools and media
	<b>WALT:</b> develop strategies for interpretation	<b>WALT:</b> develop further control over a variety of drawing tools and media  <b>WALT:</b> learn to make comparisons and see contrasts	<b>WALT:</b> learn strategies for interpretation n and expression	<b>WALT:</b> develop an understanding of portraits  <b>WALT:</b> learn strategies for interpretation and expression

**Can you play the blues?**

<b>Music</b>	What is the history of the Blues?	How do we play a chord?	What are the 12-bar blues?	Application of 12-bar blues	Presenting learning outcomes
	<b>WALT:</b> know what the key features of the blues are	<b>WALT:</b> play the first line of the 12-bar blues	<b>WALT</b> - consolidate our performance of the 12-bar blues	<b>WALT-</b> play the blues scale	<b>WALT</b> - Improvise using the 12-bar blues

**What use is a material?**

<b>Science</b>	What are the useful properties of specific materials?	Which materials conduct electricity?	How can I describe a solid, liquid or gas?	What does it mean to be saturated?	How can I create crystals?
	<b>WALT</b> - investigate the properties of materials	Scientific enquiry  <b>WALT</b> - carry out a scientific experiment that tests which materials conduct electricity	<b>WALT-</b> use scientific vocabulary to describe the properties of solid, liquids or gases	<b>WALT</b> - test the saturation point of different liquids	Scientific enquiry  <b>WALT-</b> dissolve a solute in a solvent
<b>Why is the Torah so important to Jewish people?</b>					

RE	What can we find out about Jewish communities in Gloucestershire and further afield?  WALT - give evidence and examples of ways in which Jewish people put their beliefs into practice	What do Jews believe about God? How do Jews remember their beliefs about God?  WALT - Identify and explain Jewish beliefs about God	How do Jewish people use a Sefer Torah?  WALT - Make connections between Jewish belief about the Torah and how they use and treat it	Are there particular laws that Jewish people need to follow?  WALT - Explain why following Jewish food laws may be different for different Jewish people	What happens during worship in a synagogue?  WALT - Explain why worship in a synagogue is important to the life of a Jewish person today		
PE	ProStars - see PE overview from Mrs Cooper						
French	Je Me Présente (Presenting Myself) - Language Angels						
(LH)	WALT: use French greetings. WALT: ask and answer 'comment ça va?' WALT: locate France and some French speaking countries.	WALT: ask and answer the question 'What is your name?' WALT: use numbers 1-20 in French.	WALT: use numbers 1-20 in French. WALT: ask and answer the question 'How old are you?'	WALT: ask and answer the question 'Where do you live?' WALT: use numbers in French.	WALT: talk and write about nationality using 'Je suis'	WALT: consolidate our skills in listening, speaking, reading and writing (assessment).	Christmas Themed French - Joyeux Noël
	Me and My relationships						
	What makes a great relationship?						
PSHE	How can I work collaboratively?  WALT: Describe the attributes needed to work collaboratively.	What does it mean to compromise and negotiate?  WALT: Explain what is meant by the terms negotiation and compromise	What qualities make a good friend?  WALT: Demonstrate how to respond to a wide range of feelings in others;	Is this relationship healthy?  WALT: Identify what things make a relationship unhealthy	Why do I need to be assertive?  WALT: Identify characteristics of passive, aggressive and assertive behaviours;		