

1 3.06.2024 Wed 5 th - trip Thurs 6 th - twilight	2 10.06.2024 Thurs 13 th -swap	3 17.06.2024 MUSIC WK	4 24.06.2024 TRANSITION Fri Woolaston Sports day	5 1.07.2024 Tues 2 nd - swap Fri 5 th - sports day	6 8.07.2024	7 15.07.2024
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Literacy Theme	The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry <i>Exploring a global issue through a narrative - investigating how illustrations and an author's use of language creates empathy for an issue. Responding to a global issue using descriptive narratives, poetry, informal letters, persuasive arguments, role-play and debates.</i>
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Written Outcomes	<ul style="list-style-type: none"> CLPE Session 1 - visualisation through Art CLPE Session 2 - Exploring non-fiction, broadening subject knowledge using non-fiction texts 	<ul style="list-style-type: none"> CLPE Session 3 - building ambitious vocabulary to describe Application of new language - describing the rainforest to create a collaborative poem Creating a descriptive paragraph 	<ul style="list-style-type: none"> CLPE Session 4 - book talk: annotating thoughts, ideas, predictions and questions about the first page of the book, using VIPERS skills CLPE Session 5 - developing comprehension of poetry (For Forest by Grace Nichols) Group performance of poetry Response to poetry - Tell Me Grid 	<ul style="list-style-type: none"> CLPE Session 7 - Freeze-Frame and Thought Tracking Writing in Role - writing a note to a character in the story 	<ul style="list-style-type: none"> CLPE Session 8 - Whole class debate: harmful effects vs the benefits of logging CLPE Session 9 - Persuasive argument against logging CLPE Session 11 - Conscience Alley & writing and editing an informal letter of advice 	<ul style="list-style-type: none"> CLPE Session 12 - play script CLPE Session 13 and 14 - Planning, drafting and editing the next part of the story (narrative and dialogue) 	<ul style="list-style-type: none"> Book Review - Response to reading
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Matilda by Roald Dahl							
Guided Reading focus	<ul style="list-style-type: none"> Pre-read: prediction and inference Chapter 1: The reader of Books 	<ul style="list-style-type: none"> Mr Wormwood, The Great Car Dealer 	<ul style="list-style-type: none"> The Hat and the Superglue <p><i>Class read: The Ghost, Arithmetic & The Platinum-Blond Man</i></p>	<ul style="list-style-type: none"> Miss Honey The Trunchball <p><i>Class read: The Parents, Throwing the Hammer</i></p>	<ul style="list-style-type: none"> Bruce Bogtrotter and the Cake The Weekly Test <p><i>Class read: Lavender, The First Miracle</i></p>	Reading Assessments <p><i>Class read: The Second Miracle, Miss Honey's Cottage & Miss Honey's Story</i></p>	<p><i>Class read to the end and compare with Matilda: the Musical!</i></p>

The Amazon Rainforest (taught through the value of COMPASSION) - The Amazon Rainforest; what, who and how?				
Geography	Where in the world are the tropical rainforests? WALT: explain where rainforests are found Biome Equator Latitude Tropic of Cancer Tropic of Capricorn	What is the Amazon Rainforest like? WALT: understand what is unique about the Amazon Rainforest Buttress roots Lianas vegetation	Who lives in the Amazon Rainforest? WALT: discuss who lives in the Amazon Rainforest Deforestation Community Indigenous peoples	How are rainforests changing? WALT: explain how rainforests are changing Drought Greenhouse gasses Logging Global warming mining

Computing	Online Safety - How can we stay safe online?
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	<p>Is everything you see on the internet true?</p> <p>WALT: understand how the internet can be used to share beliefs, opinions and facts</p> <p>Fact Belief Opinion Reliability Accuracy</p>	<p>How can using the internet affect my mood?</p> <p>WALT: understand the effects that some internet use can have on our feelings and emotional wellbeing</p> <p>Content Block and report</p>	<p>How is personal information shared on the internet?</p> <p>WALT: understand the ways personal information can be shared on the internet</p> <p>Privacy settings Personal information Autocomplete Smart devices</p>	<p>How can people stay safe when using social media platforms?</p> <p>WALT: understand the rules for social media platforms</p> <p>Social media platforms Age restrictions Digital devices Search functionality</p>	
	Tapestry - How do I use cross-stitch and applique to create a decorative cushion?				
DT	<p>How do I use the techniques of cross-stitch and applique?</p> <p>WALT: learn how to sew cross-stitch and applique</p> <p>Cross-stitch Applique Running stitch Thread</p>	<p>How can I create an effective design and template?</p> <p>WALT: design a product and its template</p> <p>Patch Fabric Equipment Seam</p>	<p>How can I apply the skills of cross-stitch and applique to decorate fabric?</p> <p>WALT: decorate fabric using applique and cross stitch</p> <p>Knot Decorative Stitch</p>	<p>How do I assemble and complete a decorative cushion?</p> <p>WALT: assemble a cushion</p> <p>Sewing Stuffing Double stitch</p>	
	Developing singing technique (Theme: The Vikings) - How can we develop our understanding of rhythmic notations to perform as a group?				
Music	<p>How can we sing in time with others?</p> <p>WALT: sing in time with others</p> <p>Composition Notation</p>	<p>What is the effect of singing in time with others?</p> <p>WALT: to sing in time with others</p> <p>Melody Tempo</p>	<p>What is a rhythmic notation?</p> <p>WALT: recognise simple rhythmic notation by ear and by sight</p> <p>Rhythm Rhythmic notation</p>	<p>How can I apply my understanding of rhythmic notations?</p> <p>WALT: use simple rhythmic notation to compose a Viking battle song</p> <p>Minim Quaver Crotchet</p>	<p>What makes an effective performance?</p> <p>WALT: perform music with confidence and discipline</p> <p>Disciple Confidence Coordinated</p>
RE	L2.12 How and why do people try to make the world a better place?				

<p>What is wrong with the world?</p> <p>WALT: identify some beliefs about why the world is not always a good place</p> <p>Humanists Christianity - Sin Judaism - Tikkun Olam Islam - Submitted to Allah</p>	<p>How can the 'Golden Rule' help people to work out how to make the world a better place?</p> <p>WALT: make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>The Golden Rule</p>	<p>Repairing the world, rescuing the Earth: What can we learn from this Jewish idea?</p> <p>WALT: describe an example of how Jewish people try to live to make the world a better place</p> <p>Tzedek Tikkun Olam</p>	<p>How do Muslims try to make the world a better place?</p> <p>WALT: identify some examples of how and why Muslims give to people in need</p> <p>Generosity Zakah (obligatory) Sadaqah (voluntary) Ummah Purifying</p>	<p>Will we all be world-changers? How can we each make the world 'a better place'?</p> <p>WALT: connect religious values and my own values in a piece of creative writing</p> <p>World-changers</p>
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	1 5.06.2023	2 12.06.2023	3 19.06.2023 <i>Friday - Sports Day</i>	4 26.06.2023 <i>Moving Up Days</i>	5 3.07.2023	6 10.07.2023	7 17.07.2023
	Fractions - B		Mass and Capacity			Problem Solving	Learning Review
Maths	<ul style="list-style-type: none"> • Fraction A assessment • Add fractions • Subtract fractions • Partition the whole 	<ul style="list-style-type: none"> • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount • Fraction B assessment 	<ul style="list-style-type: none"> • Use scales • Measure mass in grams • Measure mass in kilograms and grams • Equivalent masses (kilograms and grams) 	<ul style="list-style-type: none"> • Compare mass • Add and subtract mass 	<ul style="list-style-type: none"> • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres • Equivalent capacities and volumes (litres and millilitres) • Add and subtract capacity and volume 	<ul style="list-style-type: none"> • Application of four calculations - addition, subtraction, multiplication and division • Maths assessments 	<ul style="list-style-type: none"> • Address misconceptions following assessments
	How can we develop our skills of working scientifically?						
Science	<p style="text-align: center;"><u>Animals including humans investigation</u></p> <p>What makes a test fair?</p> <p>WALT: investigate an idea about how the human skeleton supports movement</p> <p>Fair test Results Measure Data</p>	<p style="text-align: center;"><u>Animals including humans investigation</u></p> <p>How do I design and carry out a fair test?</p> <p>WALT: design and carry out our own investigation</p> <p>Prediction Conclusion Evaluation</p>	<p style="text-align: center;"><u>Light investigation</u></p> <p>Does moving the light source change the shadow?</p> <p>WALT: find patterns in the way that the length of the shadows change</p> <p>Straight Transparent Translucent</p>		<p style="text-align: center;"><u>Light investigation</u></p> <p>Which materials are the most reflective and do they have anything in common?</p> <p>WALT: investigate different reflective materials</p> <p>Reflection Reflective Surface</p>		
French	L'Ancienne Histoire de la Grande Bretagne - Ancient Britain: How can I create short sentences with j'ai, je suis and j'habite?						

	<p>How do I name the 6 key periods of Ancient Britain in French?</p> <p>WALT: name the 6 key periods of Ancient Britain in French.</p> <p>WALT: use some simple listening and reading matching activities to recognise, understand and attempt to retain this new language and consolidate chronological ordering of this period in history.</p>	<p>How do I use 'Je suis' to say what I am?</p> <p>WALT: say I am a Stone Age, Bronze Age or Iron Age Man or Woman.</p> <p>WALT: use the verb 'être' (to be) in a sentence with 'Je suis'.</p>	<p>How do I use 'J'ai' to say what I have?</p> <p>WALT: use "J'ai..." (I have... from verb 'avoir') to say which key hunting tools were used in the stone age, the bronze age and the iron age.</p> <p>WALT: recall, select and organise old and new information and language in French.</p>	<p>How do I use 'J'habite' to say where I live?</p> <p>WALT: consolidate facts learnt so far about stone age, bronze age and iron age men and women.</p> <p>WALT: use the French phrase "J'habite..." (I live...) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain.</p>	<p>How can I create short sentences with 'J'ai', 'Je suis' and 'J'habite'?</p> <p>WALT: activate and consolidate learning so far.</p> <p>WALT: use 'Je suis', 'J'ai' and 'J'habite' to make sentences.</p>
PE	Friday afternoons - Athletics				
	How do people help us and how can we develop our ability to help ourselves?				
PSHE	<p><u>How do we help each other to stay safe?</u></p> <p>WALT: identify key people who are responsible for us to stay safe and healthy and ways we can help each other</p> <p>Support networks Respect</p>	<p><u>Why is it important to save for the items we want or need?</u></p> <p>WALT: develop an understanding of how to balance saving and spending</p> <p>Income Saving Spending</p>	<p><u>How do people earn their income?</u></p> <p>WALT: develop an understanding of an income can depend on a range of factors</p> <p>Experience Training Earn</p>	<p><u>How can we look after our school environment?</u></p> <p>WALT: evaluate and explain different methods of looking after our school</p> <p>Environment Responsibility</p>	<p><u>Why is it helpful to be a volunteer?</u></p> <p>WALT: recognise some of the reasons why people volunteer</p> <p>Volunteer Citizenship Community</p>