

<b>Important Dates</b>	<b>12.05.25</b> <b>KS2 National Tests</b>	<b>23.05.25</b> <b>Half term</b>	<b>12.06.25</b> <b>Gloucester Cathedral</b> <b>Leavers Service</b>	<b>24.06.25-</b> <b>25.06.25</b> <b>Transition</b> <b>Days</b>	<b>1.07.25-</b> <b>4.07.2025</b> <b>Residential</b>	<b>10.07.25</b> <b>Leavers'</b> <b>Production</b>	<b>18.07.25</b> <b>Leavers'</b> <b>assembly</b>
<b>English Theme</b>	<b>Spelling, Punctuation and Grammar and Reading</b> <b>Revision focus</b>	<b>Non-fiction writing week</b>	<b>Film text: Francis (from The Literacy Shed)</b>	<b>Leavers' Production</b>			
<b>Written outcomes</b>		A range of non-fiction writing	Write a script for an audio voice-over for Quetico Park.  Write an ending to 'Francis' concentrating on tension and atmosphere				
<b>Maths</b>	<b>Shape and Position and Direction</b>		<b>Problem-solving and Reasoning</b>				
	Variation and Adaptation						
	<b>How and why do living things change over time?</b>						
<b>Science</b>	<b>What is variation?</b> WALT: understand that variation occurs between individuals of the same species and individuals of different species.  <b>Why do offspring inherit characteristics from their parents?</b>  WALT: know and understand that advantageous characteristics are passed down to offspring	<b>What is Adaptation?</b>  WALT: understand that animals adapt to their environment over time and give examples of these adaptations	<b>What is the Theory of Evolution by Natural Selection?</b> WALT: know and understand that all life on Earth began from a single point around 4.5 thousand million years ago WALT: know that living things change over time and that this gradual change is called evolution  WALT: know and understand Darwin's Theory of Evolution by Natural Selection	<b>What can fossils tell us about life long ago?</b> WALT: know how a fossil is formed  WALT: understand what fossils can tell us about living things that died long ago			

<b>PSHE</b>	<b>Rights and Responsibilities</b> <b>What are my Rights and Responsibilities?</b>			
	<b>Two sides to every story?</b>  WALT: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report;	<b>What's it worth?</b>  WALT: Explain some benefits of saving money;  Describe the different ways money can be saved, outlining the pros and cons of each method	<b>What's it worth?</b>  WALT: Describe the costs that go into producing an item;  Suggest sale prices for a variety of items, taking into account a range of factors	<b>What leads people to take action within their community?</b>  WALT: Explain what we mean by the terms voluntary, community and pressure (action) group;  Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
<b>Computing</b>	<b>Online Safety</b> <b>How can I navigate the internet in an informed, safe and respectful way?</b>			
	<b>Why might someone feel unsafe online?</b>  WALT: describe issues online that give us negative feelings and know ways to get help	<b>When and what should we share online?</b>  WALT: think about the impact and consequences of sharing online	<b>How can I keep my passwords safe?</b>  WALT: manage personal passwords effectively	<b>What can I do to keep safe online?</b>  WALT: be aware of strategies to help be protected online
<b>Art</b>	<b>Sculpture and 3D: Making memories</b> <b>How can I use sculpture to represent my memories of Tutshill?</b>			
	<b>What do self-portraits communicate about an artist?</b>  WALT: analyse how art can explore the concept of self.	<b>What are the different ways to create sculpture?</b>  WALT: explore sculptural techniques and use creative experience to develop ideas and plan a sculpture	<b>What materials should I choose for my sculpture?</b>  WALT: apply an understanding of materials and techniques to work in 3D.	<b>What finishing touches and refinements are needed to my sculpture?</b>  WALT: problem solve, evaluate and refine artwork to achieve a chosen outcome.

	<b>Composing and Performing a Leavers Song</b> <b>How do lyrics and melody work together to convey emotion?</b>				
<b>Music</b>	<b>What vocabulary can I use to describe a piece of music?</b>  WALT: listen to and describe music	<b>What needs to be considered when writing lyrics for a song?</b>  WALT: write lyrics for a song	<b>How can lyrics tell a story?</b>  WALT: organise lyrics into a song structure	<b>How can a melody bring lyrics to life?</b>  WALT: compose a melody	<b>How can I perform with confidence?</b>  WALT: perform music with confidence and discipline
	<b>Understanding Christianity U 2.7 (Salvation)</b> <b>What difference does the Resurrection make for Christians?</b>				
<b>RE</b>	<b>What do we know about Resurrection?</b>  WALT: compare our ideas with the Christian belief in Resurrection	<b>How does Biblical narrative show Christian belief about the Resurrection?</b>  WALT: explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.	<b>How do Christians think about the Resurrection during worship?</b>  WALT: make clear connections between Christian belief in the Resurrection and how Christians worship	<b>Why is the Resurrection so important to Christians?</b>  WALT: explain why some people find belief in the Resurrection makes sense and inspires them.	
	<b>Les Vikings (The Vikings) - Language Angels</b> <b>HOW CAN I DESCRIBE MYSELF AND/OR ANOTHER PERSON AND TALK ABOUT MY DAILY ROUTINE (as a Viking)?</b>		<b>La Seconde Guerre Mondiale (World War II) - Language Angels</b> <b>CAN I USE MY DECODING SKILLS TO BETTER UNDERSTAND UNKNOWN LANGUAGE IN FRENCH?</b>		
<b>French</b>	<b>How can I talk about my daily routine in French as a Viking?</b> WALT: describe our daily routine in French using a wider range of verbs (including irregular and reflexive verbs). WALT: consolidate and apply our learning from the term in written form, (mini presentation)	<b>What have I learnt in this unit? How would I evaluate my learning and progress?</b> WALT: consolidate our skills in listening, speaking, reading and writing (assessment).	<b>How can I use word classes to help me decode texts in French?</b>  WALT: group and order words (based on word classes) to help us decode texts in French.	<b>How can I name the countries and languages involved in WW2 in French?</b>  WALT: say and write in French the key countries and languages involved in WW2.	