

	1 8-4-2024	2 15-4-2024	3 22-4-2024	4 29-4-2024	5 6-5-2024 <i>Bank Holiday</i>	6 13-5-2024	6 20-5-2024
<b>English</b>	<i>The Viewer by Gary Crew.</i>	<i>Spelling, Punctuation and Grammar and Reading</i> <i>Revision focus</i>			<b>KS2 Assessment Week</b>		<i>Film text: Francis (from The Literacy Shed)</i>
<b>Written Outcomes</b>	Descriptive writing and diary writing.						Write an ending to 'Francis' concentrating on tension and atmosphere
<b>Maths</b>	<b>Fractions, decimals and percentages</b>	<b>Area, Perimeter and Volume</b>	<b>Statistics</b>	<b>Shape</b>	<b>Position and Direction</b>		
<b>Guided Reading</b>	<p>We are working on:</p> <p><b>V</b>ocabulary Have you noticed anything special about the way language is used in this book?</p> <p><b>I</b>nference Why did this character react in this way?</p> <p><b>P</b>rediction How do you think the story will end?</p> <p><b>E</b>xplaining Why did this happen?</p> <p><b>R</b>etrieval What was the name of the town in which she lived?</p> <p><b>S</b>ummarising What is the main theme of this paragraph?</p>						

	<p>Variation and Adaptation</p> <p style="text-align: center;"><b>How and why do living things change over time?</b></p>				
<b>Science</b>	<p><b>What is variation?</b> WALT: understand that variation occurs between individuals of the same species and individuals of different species.</p>	<p><b>Why do offspring inherit characteristics from their parents?</b>  WALT: know and understand that advantageous characteristics are passed down to offspring</p>	<p><b>What is Adaptation?</b>  WALT: understand that animals adapt to their environment over time and give examples of these adaptations</p>	<p><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</p>	<p><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</p>
<b>History</b>	<p>Black and British</p> <p style="text-align: center;"><b>How much has life changed for Black British people?</b></p>				
	<p><b>How shall we tell the story of the first Black Britons in Britain?</b>  WALT: understand the history of Black British people</p>	<p><b>What difference did the slave trade make to the experience of Black people?</b>  WALT: understand what the Transatlantic Slave Trade was and its impact on Black people in Britain</p>	<p><b>When so many Black people fought in the two world wars, why is it only recently being recognised?</b>  WALT: understand the contribution of Black people in the two world wars</p>	<p><b>How did the arrival of the Empire Windrush change the way Black people were treated in Britain?</b>  WALT: understand the impact and significance of the SS Windrush</p>	<p><b>How far has life improved for Black people living in Britain in the last 60 years?</b>  WALT: identify and explore laws that prevent racial discrimination in Britain</p>

	Understanding Christianity U2.8 (Kingdom of God)			
	<b>For Christians, what kind of king is Jesus?</b>			
<b>RE</b>	<p>Do Christians think Jesus came to Earth to get people into Heaven, or to make the world more like Heaven?</p> <p>WALT: understand what Christians believe about the Kingdom of God</p>	<p>How does a belief in the Kingdom of God affect the way Christians live their lives?</p> <p>WALT: make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice</p>	<p>How do Christians make a difference in the world?</p> <p>WALT: relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p>	<p>How can I live a life of love and service?</p> <p>WALT: investigate the idea of the importance of love and service in the world today</p>
	SCARF: Being My Best			
	<b>What helps me to be the best I can be?</b>			
<b>PSHE</b>	<p>What are my goals for life?</p> <p>This will be your life!</p> <p>WALT: identify aspirational goals;</p>	<p>How can we make a positive impact on the health and wellbeing of others?</p> <p>Our recommendations</p> <p>WALT: present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p>What's the risk?</p> <p>WALT: identify risk factors in a given situation;</p>	<p>What should I do in an emergency?</p> <p>Basic first aid, including Sepsis Awareness</p> <p>WALT: understand concepts of basic first-aid.</p>
	Programming: Intro to Python			
	<b>How can I use Python for programming?</b>			
<b>Computing</b>	<p>What are Logo and Python?</p> <p>WALT: tinker with a new piece of software</p>	<p>Why do we use nested loops in programming?</p> <p>WALT: understand nested loops</p>	<p>How are Logo and Python similar and different?</p> <p>WALT: understand basic Python commands</p>	<p>How can I use Python to recreate shapes?</p> <p>WALT: use loops when programming</p>

	<p>Theme and variations (Theme: Pop Art)</p> <p style="text-align: center;"><b>How can rhythms 'translate' onto different instruments?</b></p>					
<b>Music</b>	<p><b>How do you think an orchestra or band could play variations on a theme?</b> Lesson 1: Pop Art and music WALT: explore the musical concept of theme and variations</p>	<p><b>How does listening to this orchestra make you feel?</b> Lesson 2: The Young Person's Guide to the Orchestra WALT: compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'</p>	<p><b>How can rhythms create a theme in music?</b> Lesson 3: Learning the theme WALT: use complex rhythms to be able to perform a theme</p>	<p><b>How can I show variation through musical notation?</b> Lesson 5: Picturing Pop Art WALT: use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>		
	<p>La Seconde Guerre Mondiale (World War II) - Language Angels</p> <p style="text-align: center;"><b>Can I use my decoding skills to better understand unknown language in French?</b></p>					
<b>French</b>	<p><b>How can I use word classes to help me decode texts in French?</b></p> <p>WALT: group and order words (based on word classes) to help us decode texts in French.</p>	<p><b>How can I name the countries and languages involved in WW2 in French?</b></p> <p>WALT: say and write in French the key countries and languages involved in WW2.</p>	<p><b>How can I use cognates and near-cognates to help me decode texts in French?</b></p> <p>WALT: use cognates and near-cognates to help us decode texts in French.</p> <p>WALT: apply our reading and listening skills to understand longer passages in French.</p>	<p><b>How can I use the past tense to describe what I saw in the city and countryside in WW2?</b></p> <p>WALT: say and write what the differences were in city and country life during the war.</p> <p>WALT: recognise and use a verb in the past tense (J'ai vu)</p>	<p><b>How can I compare city and country life in WW2 in French?</b></p> <p>WALT: Use what we have learnt to write a letter in French home explaining what life is like as an evacuee living in the countryside.</p> <p>WALT: use adjectives to compare city and country life.</p>	<p><b>What have I learnt so far? How would I evaluate my learning and progress?</b></p> <p>WALT: consolidate our skills in listening, speaking, reading and writing (assessment).</p> <p><b>GLOBAL AWARENESS WEEK</b></p> <p><b>What do I know about francophone countries?</b></p> <p>WALT: Understand the francophone world.</p>