

	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
English	<i>The Viewer by Gary Crew.</i>	<i>Spelling, Punctuation and Grammar and Reading</i> <i>Revision focus</i>			KS2 Assessment Week		<i>Film text: Francis (from The Literacy Shed)</i>
Written Outcomes	Descriptive writing and diary writing.						Write an ending to 'Francis' concentrating on tension and atmosphere
Maths	Fractions, decimals and percentages	Area, Perimeter and Volume	Statistics	Shape	Position and Direction		
Guided Reading	<p>We are working on:</p> <p>Vocabulary Have you noticed anything special about the way language is used in this book?</p> <p>Inference Why did this character react in this way?</p> <p>Prediction How do you think the story will end?</p> <p>Explaining Why did this happen?</p> <p>Retrieval What was the name of the town in which she lived?</p> <p>Summarising What is the main theme of this paragraph?</p>						

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

RE	<p>Understanding Christianity U2.8 (Kingdom of God)</p> <p style="text-align: center;">For Christians, what kind of king is Jesus?</p>			
	<p>Do Christians think Jesus came to Earth to get people into Heaven, or to make the world more like Heaven? 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? 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? 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? WALT: investigate the idea of the importance of love and service in the world today</p>
PSHE	<p>SCARF: Being My Best</p> <p style="text-align: center;">What helps me to be the best I can be?</p>			
	<p>What are my goals for life? This will be your life! WALT: identify aspirational goals;</p>	<p>How can we make a positive impact on the health and wellbeing of others? Our recommendations 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? WALT: identify risk factors in a given situation;</p>	<p>What should I do in an emergency? Basic first aid, including Sepsis Awareness WALT: understand concepts of basic first-aid.</p>
Computing	<p>Programming: Intro to Python</p> <p style="text-align: center;">How can I use Python for programming?</p>			
	<p>What are Logo and Python? WALT: tinker with a new piece of software</p>	<p>Why do we use nested loops in programming? WALT: understand nested loops</p>	<p>How are Logo and Python similar and different? WALT: understand basic Python commands</p>	<p>How can I use Python to recreate shapes? WALT: use loops when programming</p>

	<p>Theme and variations (Theme: Pop Art)</p> <p style="text-align: center;">How can rhythms 'translate' onto different instruments?</p>					
Music	<p>How do you think an orchestra or band could play variations on a theme?</p> <p>Lesson 1: Pop Art and music WALT: explore the musical concept of theme and variations</p>	<p>How does listening to this orchestra make you feel?</p> <p>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>How can rhythms create a theme in music?</p> <p>Lesson 3: Learning the theme WALT: use complex rhythms to be able to perform a theme</p>	<p>How can I show variation through musical notation?</p> <p>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;">Can I use my decoding skills to better understand unknown language in French?</p>					
French	<p>How can I use word classes to help me decode texts in French?</p> <p>WALT: group and order words (based on word classes) to help us decode texts in French.</p>	<p>How can I name the countries and languages involved in WW2 in French?</p> <p>WALT: say and write in French the key countries and languages involved in WW2.</p>	<p>How can I use cognates and near-cognates to help me decode texts in French?</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>How can I use the past tense to describe what I saw in the city and countryside in WW2?</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>How can I compare city and country life in WW2 in French?</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>What have I learnt so far? How would I evaluate my learning and progress?</p> <p>WALT: consolidate our skills in listening, speaking, reading and writing (assessment).</p> <p>GLOBAL AWARENESS WEEK</p> <p>What do I know about francophone countries?</p> <p>WALT: Understand the francophone world.</p>