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|  | **Week 1** | **Week 2** | | | **Week 3** | | | **Week 4** | | | **Week 5** | | | **Week 6** | | **Week 7** | |
| **English**  **Writing** | *Katherine Johnson – A Life Story*  *Leila Rasheed* | | | | | | | | | | | | | | | Assessment  Christmas week | |
| **Written Outcomes** | Plan a non-chronological report | Compose a non-chronological report | | | Refine a non-chronological report | | | Story telling with suspense | | | Building description of setting through specific vocabulary | | | | |
| **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? | | | | | | | | | | | | | | | | |
|  | Forces VIPERS  Information Text | | Forces VIPERS  Narrative | | | | Forces VIPERS  Narrative | | | Forces VIPERS  Information Text | | | | | Forces VIPERS  Information Text | | |
|  | **Were the Maya really civilised?** | | | | | | | | | | | | | | | | |
| **History** | Why do you think we study the Mayan empire in school? | When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? | | | | What was life like at the height of the Mayan civilization? | | | | How can we possibly know what it was like there 1,000 years ago? | | | | If the Maya were so civilized, why then did they believe in human sacrifice? | | How can we solve the riddle of why the Mayan empire ended so quickly? | |
|  | **How is data Handled?** | | | | | | | | | | | | | | | | |
| **Computing** | Why do we collect data from space?  WALT: understand why data is collected from space  WALT: To read and calculate numbers using binary code | | | | What is binary code?  WALT: To identify the computer architecture of the Mars Rovers  WALT: To use simple operations to calculate bit patterns | | | | | | | How do we use binary numbers?  WALT: To represent binary as text | | | | | |
|  | **How can I make a book pop?** | | | | | | | | | | | | | | | | |
| **D&T** | What is a design brief?  WALT: design a pop-up book | | | How good is my design brief?  WALT: follow my design brief to make my pop-up book | | | | | What are layers and spacers?  WALT: use layers and spacers to cover mechanisms | | | | Who is my target audience?  WALT: create a high-quality product suitable for a target user | | | | |
|  | **How do you notate a music composition?** | | | | | | | | | | | | | | | |
| **Music** | Can we sing?  WALT: use rhythm and tone to sing in harmony | How do we notarise music?  WALT: notarise music | | | | | What is a note length?  WALT: read note length | | | How do we read pitch notation?  WALT: read pitch notation | | | | Can we write a piece of music?  WALT: notarise a piece of music | | |

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|  | **1** | **2/3** | | | | | | **4** | | **5** | | **6** | | **7** |
| **Maths** | Calculation: Addition and Subtraction | Multiplication and division | | | | | | Fractions (A) | | | | | | |
| **Maths Objs** | Completing | Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers  Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes  Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  Establish whether a number up to 100 is prime and recall prime numbers up to 19  Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)  Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes  Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000  Multiply and divide numbers mentally, drawing upon known facts | | | | | | Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Add and subtract fractions with the same denominator, and denominators that are multiples of the same number  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a  mixed number  Compare and order fractions whose denominators are all multiples of the same number | | | | | | |
|  | **How have our ideas about the solar system changed over time?**  **Research** | | | | | | | | | | | | | |
| **Science** | What are the different parts of our solar system?  WALT: describe the solar system and the eight planets within it | | | How can we use models to represent the solar system?  WALT: present findings using a model | | | Is there a pattern between the size of a planet and the time it takes to travel around the Sun?  WALT: represent the orbit of planets using scientific diagrams  W.Scietifically – Pattern seeking | | Who are the great Scientist and mathematicians who have shaped our understanding of the solar system?  WALT: research ideas of scientists and mathematicians  W.Scientifically – Research | | What is global warming?  WALT: understand the impact global warming is having on our planet | | What causes day and night?  WALT: explain the rotation of the earth | |
| **RE** | **Incarnation. Was Jesus the Messiah?** | | | | | | | | | | | | | |
| What does the term ‘incarnation’ mean?  WALT: understand the term incarnation | | | | What are the qualities of a Messiah?  WALT: Identify the qualities of a Messiah | | | | Was Jesus the hoped for Messiah?  WALT: answer the question- Was Jesus the hoped for Messiah? | | How is Jesus shown to be the saviour?  WALT: Identify how Jesus is shown to be the Messiah | | Why do Christians believe the Jesus is the Messiah?  WALT: understand why Christians believe that Jesus is the Messiah | |
| **PE** | ProStars – see PE overview from Mrs Cooper | | | | | | | | | | | | | |
| **French**  **(LH)** | **Je Me Présente (Presenting Myself) – Language Angels** | | | | | | | | | | | | | |
| **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 |
|  | **How do we grow and change?** | | | | | | | | | | | | | |
| **PSHE** | How are you feeling?  WALT: Identify and name our emotions | | | | Who can I trust?  WALT: Identify adults we can trust | | | | What do I need?  WALT: understand what we need as our bodies change | | How do we change?  WALT: understand and identify changes in our body | | How does my body feel?  WALT: understand why our bodies feel the way they do | |