

	1	2	3	4	5
Literacy Theme	The Green Ship by Quentin Blake <i>Exploring and inferring details about a character from illustrations, character descriptions and dialogue. We will be investigating how illustrations influence a reader's experience of a text and developing creative responses to a text through drama, play, storytelling and photography.</i>				
Written Outcomes	<ul style="list-style-type: none"> • Make predictions • Inferring a character's thoughts and feelings • Creating a role on the wall 	<ul style="list-style-type: none"> • Writing a character description • Writing a diary extract • Performance poetry • Setting description 	<ul style="list-style-type: none"> • Debate - conscience alley • Creating a story map • Drama/ role-play 	<ul style="list-style-type: none"> • Planning a story - role play • Story mapping • Storytelling and retelling 	<ul style="list-style-type: none"> • Shared and independent narrative writing • Editing and reviewing writing
SPaG Focus	<ul style="list-style-type: none"> • Using apostrophes for plural and singular possession. • Punctuating direct speech. 	<ul style="list-style-type: none"> • Punctuating direct speech 	Determiners: <ul style="list-style-type: none"> • What is a vowel? • What is a consonant? • A or an? 	Determiners: <ul style="list-style-type: none"> • Recognising and using determiners. 	Spelling patterns - revision of taught spelling patterns
Geography	Where does our food come from?				
	How can our food choices impact the environment? WALT: explain the impact of food choices on the environment <i>food miles</i> <i>distribution</i> <i>fertiliser</i> <i>import</i> <i>produce</i> <i>consume</i>	What does it mean to trade responsibly? WALT: understand the importance of trading responsibly <i>trade</i> <i>sustainability</i> <i>responsible trade</i> <i>drawback</i> <i>grant</i>	How do we get our chocolate? WALT: describe the journey of a cocoa bean <i>transport</i> <i>process</i> <i>packaging</i> <i>source</i> <i>consumer</i>	Where does our food come from? WALT: map and calculate the distance food has travelled <i>carbon footprint</i> <i>scale bar</i> <i>air freight</i> <i>approximate</i>	Is it better to buy local or imported food? WALT: discuss the advantages and disadvantages of buying both locally and imported food <i>sample size</i> <i>reliability</i> <i>limitations</i> <i>pesticides</i>
Computing	Creating Media - How can I create a video (book) trailer using an iPad?				
	What is the purpose of a book trailer? WALT: plan a book trailer, understanding the purpose <i>plan</i> <i>key events</i> <i>storyline</i> <i>book trailer</i>	What is the first step of making a video trailer? WALT: use digital devices to record video or take photos <i>filming</i> <i>digital device</i> <i>voiceovers</i> <i>video/photo</i>	How can I edit a video trailer to make it more effective? WALT: use film editing software on a tablet device <i>edit</i> <i>sound effects</i> <i>import</i> <i>music</i> <i>graphics</i>	How can I use text and transitions to make my video trailer more effective? WALT: incorporate different transitions in my video <i>transition</i> <i>text</i> <i>theme</i> <i>slide</i>	
DT	Food - Eating Seasonally - When, where and why are fruits and vegetables grown in different seasons?				

	<p>How does climate affect food growth?</p> <p>WALT: explain why food comes from different places around the world</p> <p><i>climate</i> <i>polar</i> <i>temperate (mild)</i> <i>dry</i> <i>tropical</i> <i>mediterranean</i></p>	<p>What are the advantages of eating seasonal foods grown in the UK?</p> <p>WALT: explain the benefits of seasonal foods</p> <p><i>seasonal</i> <i>sugar</i> <i>export</i> <i>import</i></p>	<p>Do vegetables and fruits of the same colour have similar health benefits?</p> <p>WALT: create a recipe that is healthy and nutritious using seasonal vegetables</p> <p><i>healthy</i> <i>nutritious</i> <i>vitamins</i> <i>minerals</i> <i>fibre</i></p>	<p>How do I follow a recipe safely?</p> <p>WALT: safely follow a recipe when cooking</p> <p><i>hygiene</i> <i>equipment safety</i> <i>ingredients</i> <i>evaluate</i> <i>recipe</i></p>
RE	<p>L2.3 What is the Trinity and why is it important for Christians?</p>			
	<p>What is the difference between a Gospel and a letter?</p> <p>WALT: identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter</p> <p><i>gospel</i> <i>trinity</i></p>	<p>What do texts about baptism and Trinity mean?</p> <p>WALT: offer suggestions about what texts about baptism and Trinity might mean</p> <p><i>God the father</i> <i>God the son</i> <i>God the holy spirit</i></p>	<p>How do Christians show their beliefs about God the trinity?</p> <p>WALT: describe how Christians show their beliefs about God the trinity in worship and in the way they live</p> <p><i>baptism</i> <i>holy water</i> <i>symbolism</i></p>	<p>What is the God of Christianity like?</p> <p>WALT: make links between some Bible texts studied and the idea of God in Christianity, expressing some ideas of our own about what the God of Christianity is like</p> <p><i>creator</i> <i>rescuer</i> <i>saviour</i> <i>holy trinity</i></p>

	1	2	3	4	5
Maths	Multiplication and division				Time
	<ul style="list-style-type: none">Reasoning about multiplication.Multiply a 2-digit number by a 1-digit number (no exchange).Multiply a 2-digit number by a 1-digit number (with exchange).	<ul style="list-style-type: none">Link multiplication and division.Divide a 2-digit number by a 1-digit number (no exchange).	<ul style="list-style-type: none">Divide a 2-digit number by a 1-digit number (flexible partitioning).Divide a 2-digit number by a 1-digit number (with remainders).	<ul style="list-style-type: none">Scaling.How many ways?End of Unit assessment	<ul style="list-style-type: none">Roman numerals to 12Tell the time to 5 minutesTell the time to the minuteRead time on a digital clock
Friday Maths (LH)	Measurement - Length and Perimeter				
	WALT: add Lengths	WALT: subtract Lengths	What is a perimeter? WALT: measure perimeter	WALT: calculate perimeter	Review and Consolidate - Assessment
Science	Light & Sight -				
	<p>What is a light source?</p> <p>WALT: identify sources of light</p> <p>eyes light sources natural light sources artificial light sources</p>	<p>How do we see?</p> <p>WALT: explain how we are able to see objects</p> <p>reflection shiny dull</p>	<p>How is a shadow formed?</p> <p>WALT: explore how changing the position of the position of the light source or object can change the shadow formed</p> <p>opaque translucent transparent shadow</p>	<p>Is an object opaque, translucent or transparent?</p> <p>WALT: carry out a short investigation to explore the terms 'opaque', 'translucent' and 'transparent'</p> <p>opaque translucent transparent shadow</p>	
PE	Over The Net (Net Games)				

	<p>Can I perform an underarm serve?</p> <p>WALT: identify & describe some rules of tennis & badminton</p> <p>WALT: consolidate the underarm serve technique</p>	<p>How can I do a forehand shot?</p> <p>WALT: explore forehand hitting</p> <p>WALT: move towards a ball or object before striking it</p>	<p>How do I serve in badminton and volleyball?</p> <p>WALT: explore the 'serve' technique (volleyball/badminton)</p> <p>WALT: identify & describe some rules of tennis & badminton</p>	<p>Can I link my underarm serve and forehand shot into a rally?</p> <p>WALT: consolidate the underarm serve technique</p> <p>WALT: explore forehand hitting</p>	<p>Can I combine all learning to take part in a Net and Wall game successfully?</p> <p>WALT: identify & describe some rules of tennis & badminton</p> <p>WALT: consolidate the underarm serve technique</p> <p>WALT: explore forehand hitting</p> <p>WALT: move towards a ball or object before striking it</p> <p>WALT: explore the 'serve' technique (badminton)</p>
French	<p>Les Fruits (Fruits) - Language Angels</p> <p>How do I talk about fruits I like and don't like in French?</p>				
	<p>How can I name fruits in French? (lesson 1)</p> <p>WALT: name, recognise and remember 5 fruits in French with the correct article/determiner.</p>	<p>How can I name fruits in French? (lesson 2)</p> <p>WALT: name, recognise and remember 5 further fruits in French.</p> <p>WALT: Understand that nouns for fruits in French can be masculine or feminine.</p>	<p>What is the plural form of the fruit nouns I have learnt? (lesson 3)</p> <p>WALT: name, recognise and remember up to 10 fruits in French.</p> <p>WALT: use the plural form of nouns for French with the correct article/determiner.</p> <p>How can I talk about which fruits I like? (lesson 4 - start)</p> <p>WALT: state which fruits we like in French, using 'J'aime...'</p>	<p>How can I talk about which fruits I like? (lesson 4 - end)</p> <p>WALT: state which fruits we like in French, using 'J'aime...'</p> <p>How can I talk about which fruits I don't like? (lesson 5)</p> <p>WALT: state which fruits we don't like in French, using 'Je n'aime pas...'</p> <p>WALT: ask someone if they like a fruit.</p>	<p>What have I learnt so far? How would I evaluate my learning and progress? (lesson 6)</p> <p>WALT: consolidate our skills in listening, speaking, reading and writing (assessment).</p>
PSHE	<p>Valuing Difference - How can we be respectful and tolerant to respect diversity?</p>				

	<p>Do we have respect and tolerance in our classroom? What does it do?</p> <p>WALT: give examples of respectful language</p> <p><i>respect</i> <i>compromise</i></p>	<p>What are the benefits that come with belonging to a community?</p> <p>WALT: identify the benefits of belonging to a community</p> <p><i>community</i> <i>belonging</i></p>	<p>What are the factors that make people similar and different to each other?</p> <p>WALT: understand why it is important to celebrate our differences</p> <p><i>bullying</i> <i>differences</i> <i>identity</i></p>	<p>What is good about having different community groups? Why?</p> <p>WALT: identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</p> <p><i>prejudice</i> <i>respect</i> <i>identity</i> <i>tolerance</i></p>
--	--	---	--	--