

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Skellig</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>
Writing	<p>Legends</p> <p>Children will be analysing Legend stories. They will think deeply about the structure and the language used. Legend stories will fascinate the children and will help develop their imagination resulting as them making prediction based off the front cover. Children will build an understanding</p>	<p>Legends</p> <p>From reading several Legend stories children will begin to appreciate a new culture and how it is different or similar to their own. It will help providing them with lots of unique and invaluable learning experiences. They will figure out the genre of the story and the message behind it. This will help them retelling the story in their own</p>	<p>Playscripts</p> <p>Children will be exploring many different examples of Playscripts, analysing the details of the Scenes, Character, stage and backdrop. They will then aim to immerge themselves in the several examples where they will be identifying the structural and language features of a playscript and practise how to implement these features</p>	<p>Playscripts</p> <p>After exploring a range of examples children will aim to write their own playscript including different scenes, characters, stage and backdrop. They will also aim to follow the structural and language features when planning and writing their own. Children will then edit and publish their final piece and will move in to</p>	<p>Performance Poetry</p> <p>Children will revisit what poetry is, why people write poem and the different types of poems. They with deepen their understanding on analysing the features and structure of different forms of poetry, they will revisit and practice what Emotive language is, personification, metaphors and the use of ambitious vocabulary.</p>	<p>Performance Poetry</p> <p>Children will then plan and create their own poem using the features and structure they discovered from exploring examples. Children will then edit and publish their poem moving on to the last part of this topic of performing their own poem in front of an audience.</p>



	on what type of story Legend stories is, whether it is a fictional or nonfictional book.	words, to then creating a pictorial map.	in their own writing, preparing them for when they write their own.	performing their own playscripts in front of an audience.		
Maths	<p>Shapes</p> <p>Key skills: Children will develop understanding on different degrees such as 360° is a full turn, 180° is half a turn, 90° is a quarter turn (or right angle) and 270° is a three-quarter turn. They use this knowledge and the language of clockwise and anticlockwise to describe turns, including in the context of compass directions and clocks. Children will classify and estimate angles as acute, obtuse or reflex by comparing them to right angles and straight lines. Children will use protractor to measure angles up to</p>	<p>Shapes</p> <p>Key skills: Children will learn how to accurately calculate angles around a point and on a straight line using a protractor they will then move on to recapping what perimeter is and how to calculate it, so that children can use this to work out missing lengths and angles in shapes. Children will then explore and identify regular and irregular polygons where they will calculate the perimeter of regular shapes when given the length of one side. Moving on to the last step of this topic of identifying 3-D shapes and their properties. Children will look at drawings of compound 3-D shapes made up of two</p>	<p>Position and Direction</p> <p>Key skills: Children will recap on reading and plotting coordinates extending their understanding by answering problem solving questions. Children will then translate a single point, before translating full shapes. Moving on to translating shapes with coordinates, starting with either up/down or left/right before moving on to a combination of both directions. Children will recap knowledge on line of symmetry where they will identify shapes on a grid that have a mirror line, and finalising by identifying the lines of symmetry on shapes</p>	<p>Decimals</p> <p>Key skills: Children will move on to the topic decimals, where they will use known facts to add and subtract decimals within, across 1, with the same and different numbers of decimal places. Children will also find complements to 1 for numbers with up to 3 decimal places. They will try to understand the links with number bonds to 10, 100 and 1,000, and will use ten frames and hundred squares to support them with this.</p>	<p>Decimals</p> <p>Key skills: Children will then add and subtract decimals with different numbers of decimal places. Figure out efficient strategies for adding and subtracting decimals, completing decimal sequences, and recapping on prior knowledge of multiplying and dividing by 10, 100 and 1,000 and missing values.</p>	Assessment Week



	180° and to draw lines and angles accurately.	or three simple 3-D shapes and identify which 3-D shapes were used to make the shape.	without the aid of the grid.			
Science Reproducti on A and B	<p>Reproductive part in Plants</p> <p>Enquiry Skill: Children will build on their knowledge of flowering plants by exploring reproductive parts in more detail. Children will learn the names and functions of the specific male and female reproductive parts in plants. Children will work practically by carrying out a plant dissection to identify the reproductive parts of a flowering plant. To extend learning, children will dissect different types of flowering plants and compare the reproductive parts.</p>	<p>Pollination</p> <p>Enquiry Skill: Children will explore the process of pollination in flowering plants. Children should recall that the anthers and filaments make up the male parts of a flowering plant and the stigma, style and ovary make up the female parts. They should understand that plants can reproduce sexually through pollination and should be aware that many plants cannot pollinate themselves as they rely mainly on pollinators or wind to transfer the pollen to other plants.</p>	<p>Asexual reproduction</p> <p>Enquiry Skill: Children build on their knowledge of reproduction by exploring asexual reproduction. They learn that asexual reproduction can occur with only one parent and results in offspring that are identical to the parent. These offspring are sometimes called “clones”. Children should be able to give examples of plants that can carry out asexual reproduction. Children should learn that asexual reproduction in animals is starfish and humans have cloned animals, such as Dolly the sheep.</p>	<p>Plan- Cloning plants</p> <p>Enquiry Skill: Children begin to plan an observation over time enquiry to find out which parts of a parent plant are best for cloning a plant from. In this investigation, children should choose two different parts of the parent plant to use as cuttings to grow a new plant. Children will plan their investigation and identify which parts of the parent plant they will use to try and clone plants. They should make a prediction as to which cutting will produce the tallest plant.</p>	<p>Cloning plants</p> <p>Enquiry Skill: Children begin their investigation by taking their cuttings from parent plants. They measure the initial length of their cuttings with a ruler. They should then plant the cuttings in some compost, using rooting powder or gel to encourage growth of the plants and keep away from direct sunlight. Children will make observations and measure their cuttings over the next six weeks. They will measure the final length of their plants and present their findings from the investigation.</p>	<p>Findings of cloning plants/ Interpret Data</p> <p>Enquiry Skill: Children will look at their results from the plant cloning investigation and have the opportunity to compare and discuss results as a class. They will provide an answer to the enquiry question through diagrams or written responses. Children will work scientifically to interpret data from other plant experiments. Children will be given the opportunity to create questions for further investigation in relation to reproduction in plants.</p>



<p>Computing</p> <p>Creating media-Introduction to vector graphics</p>	<p>The drawing tools</p> <p>In this lesson, children will be introduced to vector drawings and begin to understand that they are made up of simple shapes and lines. They will use the main drawing tools within the Google Drawings application to create their own vector drawings. Children will discuss how vector drawings differ from paper-based drawings.</p>	<p>Creating images</p> <p>In this lesson, Learners begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Learners create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.</p>	<p>Making effective drawings</p> <p>In this lesson, Learners increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Learners also use tools to modify objects to create a new image.</p>	<p>Layers and objects</p> <p>In this lesson, Learners gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings.</p>	<p>Manipulating objects</p> <p>In this lesson, Learners find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Learners then use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings.</p>	<p>Create a vector drawing</p> <p>In this final lesson of the unit, Learners use the skills they have gained in this unit to create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learners then begin to compare vector drawings to freehand paint program drawings.</p>
<p>History</p> <p>How did the Maya civilisation compare to the Anglo-Saxons?</p>	<p>Who were the Maya and when did they live?</p> <p>Children will discover the features of the ancient Maya civilisation and identify its key periods. They will recognise when and where the ancient Maya lived and will identify other events that happened at the same time as the ancient</p>	<p>How did the Maya settle in the rainforest?</p> <p>Children will be identifying the challenges of settling in the rainforest and finding solutions. They will identify the key features of the rainforest and will explain the Maya's challenges when settling in the rainforest. They will make strong suggestions for how the</p>	<p>What similarities and differences existed between Maya and Anglo-Saxon homes?</p> <p>Children will identify the features of Maya houses and will compare them with Anglo-Saxon homes. Children will name the key features of Maya homes and will recall the features of an Anglo-Saxon house. They then will identify the</p>	<p>What did the Maya believe?</p> <p>Children will investigate the beliefs of the Maya and will look at the characteristics of Maya gods and goddesses. Children will explain the importance of Maya gods and goddesses and will explain the Maya creation story. They then will identify the characteristics of</p>	<p>What do archaeological remains tell us about Maya cities?</p> <p>For this part of the topic children will make deductions about Maya cities and will plan a city. Children will design a map of a Maya city where they will make deductions about cities from archaeological evidence. They then will identify the key features</p>	<p>Man-made or natural disaster? What caused the decline of the Maya cities?</p> <p>Children will investigate the end of the Classic period Maya city-states. presenting data on a digital map and pie chart to analyse and evaluate their findings. They will explain potential reasons for the decline and will evaluate the reasons for</p>



	Maya civilisation to create a timeline.	Maya settled in the rainforest.	similarities and differences between Anglo-Saxon and Maya homes.	important Maya gods and goddesses and will compare Maya and Anglo-Saxon beliefs.	of Maya cities to create a plan for a Maya city, including the main features.	the decline of the Maya cities. They then will identify similarities and differences between the Maya civilisation and the Anglo-Saxons.
Art Craft and design: Architecture	Observational drawing- Houses Children will learn to apply observational drawing skills to interpret forms accurately. They will learn to sketch basic shapes lightly to plan the composition of their drawing and will measure features roughly to help work out the right proportion. Children will aim to look closely to draw details accurately and will evaluate their drawing as they work, making adjustments if needed.	House Monoprint Children will apply composition skills to develop a drawing into print. They will select an interesting area from their house drawing using cropping methods and will go over their drawing firmly (without pressing the paper) to create a clear print. They will then evaluate their composition and print.	Be an Architect Children will be develop an understanding of architecture to design a building through describing the role of an architect, designing a building, following a brief and drawing their design with a front elevation view or a perspective plan. They will then justify their design choices they made.	Friedensreich Hundertwasser Children will investigate how to extend design ideas through research and sketchbook use. They will recognise and describe Hundertwasser's work and will select information and present it in an interesting way. They then will develop new ideas inspired by the style of an artist.	Monuments Children will design a monument by reflecting on something important and evaluate how successfully the monument conveys meaning. They will learn how to explore and evaluate the intention of a design. They will explain why people make monuments and will design a monument to symbolise a person or event. They then will describe their interpretation of a monument.	



<p>PSHE Citizenship</p>	<p>Breaking the Law!</p> <p>Children will build understanding on what happens when someone breaks the law and will explain the process of a trial. Children will do this through participating in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Rights and Responsibilities!</p> <p>Children will explore rights that are applied to everyone, will increase understanding that there are responsibilities and rights. Children will explain what freedom of expression means and what limitations there are.</p>	<p>Protecting the Planet!</p> <p>Children will be encouraged to understand how reducing the use of materials and energy helps the environment. They should explain some of the things individuals can do to reduce use of materials and energy and some of the things government and business can do to reduce the use of materials and energy. This will deepen their knowledge on how individuals can influence government and business.</p>	<p>Contributing to the community!</p> <p>Children will build an understanding of examining how contributions to the community are recognised and valued. They will also explain how some individuals have contributed to society. The aim is for children to value the different contributions that people and groups make to the community'.</p>	<p>Pressure Group!</p> <p>Children will begin to understand what a pressure group is and will explain how pressure groups can bring about change. They will be taught what democracy is, and about the basic institutions that supports it locally and nationally;'</p>	<p>Parliament!</p> <p>Children will learn to explore and have an understanding of how the Parliament works. They will explain what the parts of parliament are and will identify some qualities needed to be an MP.</p>
<p>PE Outdoor Adventure</p>	<p>Communicate and Collaborate!</p> <p>In this lesson, children will develop skills for communicating and collaborating with one another when completing challenges. They will have to work as part of a team to</p>	<p>Agility and Endurance!</p> <p>During this lesson, children will learn the importance of endurance and agility in orienteering and develop new skills in order to participate in a continuous obstacle course. They will also continue their learning</p>	<p>Navigation Skills!</p> <p>In this lesson, children will practise basic compass reading, understand why a compass is useful and how it works. They will be introduced to the cardinal points surrounding a compass and will learn</p>	<p>All about Maps!</p> <p>Children should learn basic map reading skills, as well as how to give clear and concise direction to others. They will also learn how to complete missing information from</p>	<p>Around the Grounds!</p> <p>In this lesson, children will take part in an orienteering exercise where they will learn the skills needed to navigate around a chosen area, identify the meaning of orienteering symbols, and mark and find control</p>	<p>Orienteering Extravaganza!</p> <p>In this lesson, children will recap on the different orienteering and outdoor adventurous skills and activities they have learnt and taken part in throughout the unit and then use these skills to</p>



	<p>utilise a range of different methods to communicate effectively. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of: problem solving; undertaking and surmounting challenges; tackling problems and challenges with a focus on communication and collaboration.</p>	<p>from last lesson by working as a team to gain a strong understanding of what orienteering is, and how agility and endurance are useful for this and other sports. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of taking part in activities that simulates moving through an orienteering course. To demonstrate agility and endurance in a range of situations.</p>	<p>how to use it effectively in order to identify the eight different compass directions. They will then take part in challenges and activities to reinforce their basic compass reading skills and learn how to take directional instructions. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of compass skills.</p>	<p>a map by using the activities to practise. Children will learn that symbols are used to represent different features such a campsite or train station and that a key tells you what the symbols mean. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of map reading.</p>	<p>points on a map. Using skills learnt from prior lessons, children will need to effectively collaborate and communicate with one another in order to complete the orienteering task. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of orienteering.</p>	<p>design and take part in an orienteering exercise. Children will work in groups to set up an orienteering course for others to complete and then work collaboratively to follow a map and plan the best route to complete an orienteering course that has been set by others. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of orienteering.</p>
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