



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Text: Journey to Jo'Burg Genre: Narrative Objectives: To predict To make inferences To summarise the main ideas from a text</p>	<p>Text: Journey to Jo'Burg Genre: Narrative Objectives: To give the meaning of words in context To use tone, intonation and volume when reading aloud To make comparisons within a text</p>	<p>Text: Poetry for Young People Genre: Poetry Objectives: To comment on poet's word choice To make inferences to To understand word meaning</p>	<p>Text: Poetry for Young People Genre: Poetry Objectives: To evaluate use of language To provide reasoned justifications To provide evidence to support opinions</p>	<p>Text: When the Stars Come Out Genre: Fiction Objectives: To retrieve and record information from the text To give the meaning of words in context To summarise main ideas</p>	<p>Text: When the Stars Come Out Genre: Fiction Objectives: To comment on layout and structure To make predictions To justify answers with evidence from the text</p>
Writing	<p>Unit: Titanic Outcome: To write a balanced argument Skills: passive sentence, formal writing, contrasting conjunctions</p>	<p>Unit: Titanic Outcome: To write a balanced argument Skills: modal verbs, formal writing, contrasting conjunctions</p>	<p>Unit: Greek Myths Outcome: To explore a story through drama To gather language for a recount Skills: speech, figurative language, expanded noun phrases, fronted adverbials</p>	<p>Unit: Greek Myths Outcome: To describe Theseus' journey through the labyrinth Skills: Fronted adverbials, prepositional phrases, figurative language</p>	<p>Unit: Greek Myths Outcome: To retell a Greek Myth Skills: Paragraph cohesion, multi-clause sentences, expanded noun phrases,</p>	<p>Unit: Greek myths Outcome: To retell a Greek Myth Skills: Paragraph cohesion, fronted adverbials, dialogue</p>
Maths	<p>Unit: Number</p> <ul style="list-style-type: none"> • Common factors • Common multiples • Prime numbers • Squared and cubed numbers 	<p>Unit: Number</p> <ul style="list-style-type: none"> • Order of operations • Mental calculations • Reason from known facts 	<p>Unit: Decimals</p> <ul style="list-style-type: none"> • Three decimal places • Multiply by 10, 100, 1000 • Divide by 10,100,1000 • Multiple decimals • Divide decimals 	<p>Unit: Decimals</p> <ul style="list-style-type: none"> • Three decimal places • Multiply by 10, 100, 1000 • Divide by 10,100,1000 • Multiple decimals 	<p>Unit: Decimals</p> <ul style="list-style-type: none"> • Divide decimals Division to solve problems • Decimals as fractions • Fractions to decimals 	<p>Unit: Percentages</p> <ul style="list-style-type: none"> • Fractions to percentages • Equivalent FDP • Order FDP • Percentage of an amount • Missing values
Science	<p>Unit: Evolution Focus: Inheritance detective</p>	<p>Unit: Evolution Focus: Mutations and adaptations</p>	<p>Unit: Evolution Focus: Extreme survival</p>	<p>Unit: Evolution Focus: Evolutionary pioneers</p>	<p>Unit: Evolution Focus: Evolutionary trees and fossils</p>	<p>Unit: Evolution Focus: The tale of the giraffe's neck</p>



<p>Geography</p>		<p>Unit: Human Geography – Mayan farming</p> <p><u>Farming practices</u></p> <p>Children are given example landscapes, each with their own advantages and disadvantages for farming, and are asked to come up with their own solutions. Learn how the Maya farmed the same lands.</p>		<p>Unit: Human Geography – Mayan farming</p> <p><u>Mayan Food and Chocolate</u></p> <p>Do some research to find out what types of food the Maya had access to, either by farming, hunting or gathering. Try cooking some recipes.</p>		<p>Unit: Human Geography – Mayan farming</p> <p><u>Model making</u></p> <p>Use their sketches to make models of how the different regions of the Maya lands handled farming. Label the model using their geographical knowledge.</p>
<p>Computing</p>	<p>Unit: Programming</p> <p><u>Moving a robot</u></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Unit: Programming</p> <p><u>Robot algorithms</u></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Unit: Programming</p> <p><u>Sequence in music</u></p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Unit: Programming</p> <p><u>Repetition in shapes</u></p> <p>Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Unit: Programming</p> <p><u>Selection in physical computing</u></p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Unit: Programming</p> <p><u>Variables in games</u></p> <p>Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output</p>
<p>RE</p>	<p>Unit: Similarities and differences</p> <p>What values and practices do religions and world views share?</p>		<p>Unit: Similarities and differences</p> <p>Why is meeting together important for religious people?</p>		<p>Unit: Similarities and differences</p> <p>How is the Church and Mosque important to Christians and Muslims?</p>	
<p>Music</p>	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures 	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures 	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures 	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures 	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures 	<p>Drumming</p> <ul style="list-style-type: none"> Secure a strong sense of pulse Create rhythm patterns in a range of given time signatures



	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming 	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming 	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming 	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming 	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming 	<ul style="list-style-type: none"> Learn to recognise different rhythm patterns – clave, afoxe, reggae, calypso Develop specific instrument playing techniques using sticks and hand drumming
Art & DT	<p>Unit: Photography</p> <p>Focus: Photomontage</p> <p>Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own</p>		<p>Unit: Photography</p> <p>Focus: Macro photography</p> <p>Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography</p>		<p>Unit: Photography</p> <p>Focus: Self portraits</p> <p>By looking at the many different examples of self-portraits over time, children use photography to create their own.</p>	<p>Unit: Photography</p> <p>Focus: Expressions in photography</p> <p>Looking at 'The Scream' by Edvard Munch, children recreate the image adding an expressive photo self-portrait to a background created in another medium.</p>
History	<p>Unit: The Mayans</p> <p>To explore where and when the remains of the Mayan civilisation were discovered</p>	<p>Unit: The Mayans</p> <p>To find out how the Mayan civilisation developed over time</p>	<p>Unit: The Mayans</p> <p>To find out about the city states of the Mayans and how society was organised</p>	<p>Unit: The Mayans</p> <p>To find out about Mayan religions and beliefs</p>	<p>Unit: The Mayans</p> <p>To find out about everyday life for the Mayan people</p>	<p>Unit: The Mayans</p> <p>To explore Mayan writing and calendars</p>
PSHE	P4C Evolution	CW: Drugs and Alcohol Lesson 1	PATHS	CW: Drugs and Alcohol Lesson 2	Skills Builder: Problem solving	CW: Drugs and Alcohol Lesson 3
PE	Net & Wall Games	Net & Wall Games	Volleyball	Volleyball	Badminton	Badminton