

			Торіс	: Titanic			
Subject Read aloud text: Percy and the Lightening Thief	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Shared Reading	THE TITANIC The Titanic – an introduction through visuals, photographs, nonfiction texts Diary Entry – Ruth Becker. Summary – storyboards	THE TITANIC First Person Recounts from the perspective of first class and third- class passengers - Beesley	THE TITANIC Reviewing strategies for the reading domains: -retrieval -inference -author choice -summary -prediction	THE TITANIC First Person Recounts from the perspective of first class and third-class passengers - Gracie	THE TITANIC Nonfiction text: Usborne Young Readers -summarizing -retrieval	THE TITANIC Nonfiction text: Usborne Young Readers -word meaning -inferencing	THE TITANIC Nonfiction text: Poetry – The Wreck of the Titanic
Writing	THE TITANIC To write newspaper reports using layout and organisation features.	THE TITANIC To write a postcard in role as first class passenger (adding similes, magic 3's and thoughts)	THE TITANIC To write a discursive plan: Who is to blame? Is it Captain, Bruce Ismay, or Jack Phillips?	THE TITANIC To write a witness statement (adding simile, detail and thoughts)	THE TITANIC To plan and write a discursive newspaper report for The Band Played on!	THE TITANIC To plan and write a discursive newspaper report for The Capathia's rescue of survivors	THE TITANIC To write an historical narrative
Maths (Y5)	2D and 3D shapes Classify 2-D shapes and reason about regular and irregular polygons	2D and 3D shapes Classify 3D shapes 2D representations and 3D shapes	Assessment week To revise for the arithmetic paper: four operations, fractions and decimals. To revise for the reasoning paper: problem solving.	Volume Use numbers and notation Estimate volume	Volume Convert units of volume	Problem Solving Negative numbers and calculating intervals across zero Calculating the mean	Problem Solving Interpret remainders Investigate numbers: Consecutive, palindromic, multiples



Maths (Y4)	Solving measure and money problems To develop strategies to plan and solve problems. To work systematically. To use trial and improvement.	Shape and symmetry To compare and order angles. To identify right angels. To identify acute and obtuse angles. To investigate angles within shapes.	Assessment week To revise for the arithmetic paper: four operations, fractions and decimals. To revise for the reasoning paper: problem solving.	 Shape and symmetry To compare and classify 2D shapes. To compare and classify quadrilaterals. To compare and classify right-angled and equilateral triangles. To compare and classify isosceles and scalene triangles. 	Shape and symmetry To identify lines of symmetry in 2D shapes To complete simple symmetrical figures. Position and direction To describe positions on a 2D grid. To plot specified points on a grid.	Position and directionTo describe movements between positions as translation.Reasoning with patterns and sequencesTo investigate the place value of different number systems.To investigate Roman numerals up to 100.To identify and complete number sequences.	3-D shape Properties of 3-D shape. To solved problems based on 2-D representations. Drawing 2-D representations of 3- D shapes.
Science	Animals including humans To describe the stages of human development.	Animals including humans To explain how babies grow and develop.	Animals including humans I can describe and explain the main changes that occur during puberty	Animals including humans To identify the changes that take place in old age.	Animals including humans I can report findings from enquiries.	To investigate number sequences. Animals including humans I can explore the life expectancy of humans.	Animals including humans Assessment
History	Ancient Greeks Where is Greece?		Ancient Greeks Ancient Greece – Greeks on a timeline		Ancient Greeks A human and physical features of Ancient Greece		Ancient Greeks Greek gods and goddesses
Computing	Exploring conditions To explain how selection is used in computer	Selecting outcomes To relate that a conditional statement	Asking questions To explain how selection directs the flow of a program	Designing a quiz To design a program which uses selection	Testing a quiz To create a program which uses selection	<u>Evaluating a</u> <u>auiz</u> To evaluate my program	<u>Summative</u> assessment



	programs	connects a			I can implement	I can identify
	Programs	condition to an	I can explain that	l can outline a	my algorithm to	ways the
	I can recall how	outcome	program flow	given task	create the first	program could
	conditions are		can branch	9	section of my	be improved
	used in selection	I can use selection	according to a	l can use a	program	
		in an infinite loop	condition	design format		I can identify the
	l can identify	to check a		to outline my	I can test my	setup code I
	conditions in a	condition	I can design the	project	program	need in my
	program		flow of a			program
		I can identify the	program which	I can identify	I can share my	
	I can modify a	condition and	contains 'if	the outcome of	program with	I can extend my
	condition in a	outcomes in an	then else'	user input in an	others	program further
	program	'if then else'		algorithm		
		Statement	I can show that a			
			condition can			
		l can create a	direct program			
		program with	flow in one of			
		different	two ways			
		outcomes using				
		selection				
		What do religions and		What do religions		What do religions
		world views believe		and world views		and world views
		about God?		believe about God?		believe about God?
		Where is God? What		God?		I can explain and
		do I think about God?		I can explain and		link different
		What do atheists		link different		viewpoints from
		believe about God?		viewpoints from		Hindu people about
RE				Christians and		what God is like.
				Muslims about what		Loon evolution the
				God is like.		I can explain the impact of believing
				I can explain the		in one god in many
				impact of living by		forms for a Hindu
				the 99 names of		person.
				Allah for a Muslim		
				person.		



Spanish	Review Lesson (using adjectives to describe clothes) -To recap the names of clothing learned last half-term -To recap colours and adjectives already learned -To remember that adjectives in Spanish are written after the noun - To remember that adjectives must 'agree' in gender and number when used with nouns - To create a short conversation between friends about what clothing they will wear to a party Specialist Teacher	Using 'hay' + Buildings on the high street -To make simple sentences and manipulate them by changing an element -To understand and use negatives in sentences -To recite a short text with accurate pronunciation -To appreciate similarities and differences between Spanish and English high streets -To learn the names of high street buildings	Using 'hay' + Buildings on the high street (part 2) -To make simple sentences and manipulate them by changing an element -To understand and use negatives in sentences -To recite a short text with accurate pronunciation -To appreciate similarities and differences between Spanish and English high streets -To learn the names of high street buildings	Directions -To revise the position of adjectives in a sentence -To memorise or present two or three sentences describing a high street -To manipulate language by changing an element in the sentence -To learn names of directions in Spanish -To revise conjunctions and include new others (y, también, pero, porque) To revise adjectives (grande, pequeño, enorme, elegante) Specialist Teacher	Directions (part 2) -To revise the position of adjectives in a sentence -To memorise or present two or three sentences describing a high street -To manipulate language by changing an element in the sentence -To learn names of directions in Spanish -To revise conjunctions and include new others (y, también, pero, porque) -To revise adjectives (grande, pequeño, enorme, elegante) Specialist Teacher	Asking where places are -To use the question ¿Hay? (is there?) in a sentence -To give simple descriptions about where a place is (e.g.it is in the corner) -To take part in a simple conversation asking for and giving directions -To know how to add expression and authenticity to a short dialogue -To understand key information from a short exchange -To introduce 'pause words' such as: bueno, pues, vamos a ver, sí	Specialist Teacher
Music	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	Specialist Teacher Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele



		Cooking and Nutrition: What could be healthier?		Cooking and Nutrition: What could be healthier?		Cooking and Nutrition: What could be healthier?	Cooking and Nutrition: What could be healthier?
Design & Technology		From Farm to fork Children learn how beef, the main ingredient of a Bolognese sauce, is formed and are made aware of key welfare issues surrounding the rearing of cattle		What does healthy look like? Children taste test two Bolognese sauces to compare their nutritional values. Then after researching variations of the recipe, the children work in teams to decide on ingredients for a healthier alternative		Adapting and improving a recipe The children work in teams to decide on ingredients for a healthier alternative to the Bolognese recipe.	What a tasty, healthy Bolognese Children work together to make their very own Bolognese sauces, following the recipe methods that they wrote last lesson and designing packaging that promotes it as a healthy and ethical choice
JIGSAW/PSHE		Christopher Winter Project	Christopher Winter Project	Christopher Winter Project	Christopher Winter Project		
PE	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics	Specialist Teacher Swimming, Teacher lead Athletics
Trip	Tate Modern (Art App Planetarium (Earth ar		1		1	1	1
Visitor							