



Topic driver: <b>Fair is Foul and Foul is Fair</b>							
Subject	Week 1 Class book: Diary of Anne Frank	Week 2 Class book: Diary of Anne Frank	Week 3 Class book: Diary of Anne Frank	Week 4 Class book: Diary of Anne Frank	Week 5 Class book: Diary of Anne Frank	Week 6 Class book: Diary of Anne Frank	Week 7 Class book: Diary of Anne Frank
Reading	<p><b>Shakespeare: Macbeth</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2e: Predict what might happen from details stated and implied.</p>	<p><b>Shakespeare: Macbeth</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2h: Make comparisons within the text.</p>	<p><b>Shakespeare: Macbeth</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p>	<p><b>Shakespeare: Macbeth</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2c: Summarise main ideas from more than one paragraph.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2h: Make comparisons within the text.</p>	<p><b>Shakespeare: Macbeth</b></p> <p>Witches poem</p> <p>2a: Give/explain the meaning of words in context.</p> <p>2e: Predict what might happen from details stated and implied.</p>	<p><b>Shakespeare Sonnets</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>2g: Identify explain how meaning is enhanced through choice of words and phrases.</p>	<p><b>Shakespeare Sonnets</b></p> <p>2a: Give/explain the meaning of words in context.</p> <p>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</p>
Writing	<p><b>WW2: Rose Blanche narrative</b></p> <p>L.O. To add a direct address</p> <p>L.O. To plan, write and edit</p>	<p><b>WW2: Informal letter in role as evacuee</b></p> <p>L.O. To plan a persuasive letter using formal language.</p>	<p><b>Macbeth transition unit</b></p> <p>L.O. To analyse two adaptations of Shakespeare</p>	<p><b>Macbeth transition unit: Planning</b></p> <p>L.O. To use subordinate clauses (conjunction)</p>	<p><b>Macbeth transition unit: Writing beginning and middle</b></p>	<p><b>Macbeth transition unit: Writing ending and editing</b></p>	<p><b>Shakespeare Sonnets</b></p> <p>L.O. To build tension using imagery</p>



	narrative with flashbacks	L.O. To use persuasive language effectively	L.O. To find the meaning of idioms from Shakespearean times  L.O. To build tension using imagery	L.O. To plan story in 3 main parts (beginning, middle, end).	L.O. To use passive voice with modal verbs  L.O. To use subordinate clauses (conjunction)  L.O. To use dashes for effect	L.O. To use passive voice with modal verbs  L.O. To use subordinate clauses (conjunction)  L.O. To use dashes for effect	
Maths	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations	Transitions and White Rose Maths Investigations
Science	<b>Biology: Evolution and inheritance</b>  L.O. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>Biology: Evolution and inheritance</b>  L.O. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	<b>Biology: Evolution and inheritance</b>  L.O. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<b>Biology: Evolution and inheritance</b>  L.O. To understand genetic variation in offspring	<b>Biology: Evolution and inheritance</b>  L.O. To recognise how animals adapt to their environment	<b>Biology: Evolution and inheritance</b>  L.O. To recognise how plants adapt to their environment	
Computing	<b>Sensing</b>  The micro:bit	<b>Sensing</b>  Go with the Flow	<b>Sensing</b>  Sensing Inputs	<b>Sensing</b>  Finding your way	<b>Sensing</b>  Designing a step counter	<b>Sensing</b>  Making a step counter	



	L.O. To create a program to run on a controllable device	L.O. To explain that selection can control the flow of a program	<b>L.O.</b> To update a variable with a user input	<b>L.O.</b> To use an conditional statement to compare a variable to a value	<b>L.O.</b> To design a project that uses inputs and outputs on a controllable device	L.O. To develop a program to use inputs and outputs on a controllable device	
History	<b>Local history unit</b>  Local history walk looking at local heritage sites.	<b>Local history unit</b>  Compare and contrast maps of local area to an aerial photograph	<b>Local history unit</b>  Create models of local heritage site	<b>Local history unit</b>  Create a map of the local area of Rotherhithe			
Spanish	<b>Review Lesson (using adjectives to describe clothes)</b> <ul style="list-style-type: none"> <li>To recap the names of clothing learned last half-term</li> <li>To recap colours and adjectives already learned</li> <li>To remember that</li> </ul>	<b>Using 'hay' + Buildings on the high street</b> <ul style="list-style-type: none"> <li>To make simple sentences and manipulate them by changing an element</li> <li>To understand and use negatives in sentences</li> <li>To recite a short text with accurate pronunciation</li> </ul>	<b>Using 'hay' + Buildings on the high street (part 2)</b> <ul style="list-style-type: none"> <li>To make simple sentences and manipulate them by changing an element</li> <li>To understand and use negatives in sentences</li> <li>To recite a short text with accurate pronunciation</li> </ul>	<b>Directions</b> <ul style="list-style-type: none"> <li>To revise the position of adjectives in a sentence</li> <li>To memorise or present two or three sentences describing a high street</li> <li>To manipulate language by changing an element in the sentence</li> <li>To learn names of</li> </ul>	<b>Directions (part 2)</b> <ul style="list-style-type: none"> <li>To revise the position of adjectives in a sentence</li> <li>To memorise or present two or three sentences describing a high street</li> <li>To manipulate language by changing an element in the sentence</li> <li>To learn names of</li> </ul>	<b>Asking where places are</b> <ul style="list-style-type: none"> <li>To use the question ¿Hay? (is there..?) in a sentence</li> <li>To give simple descriptions about where a place is (e.g.it is in the corner)</li> <li>To take part in a simple conversation asking for</li> </ul>	





PE	Striking & Fielding Cricket/Rounders Tactics Techniques Rules	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> Recognise the Features of the Dance Style and Understand Theme Origin	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> -Perform Correct Technique - Hand/ Foot Placement/ Alignment -Understand/ Demonstrate Smooth	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> Transitions -Formations Learn Sequence Order of Dance Content/ Choreography	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> Create Original Dance Content - Isolations, Curves/ Lines, Bounce & Groove, Footwork,	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> Travelling Movement - Demonstrate Rehearsal Skills – The 3 Ps	Striking & Fielding Cricket/Rounders Tactics Techniques Rules <b>South American Dance - Salsa   Samba</b> Present Performance Skills – The 3 Rs Apply Peak Performance
RE	What do people believe about life after death? What is life like?	What do people believe about life after death? Living and dying: what do religions say?	What do people believe about life after death? What do Christians believe about life after death?	What do people believe about life after death? What do Muslims believe about life after death?	What do people believe about life after death? Is death the end?		
PSHCE/RSE	<b>CWP: Puberty, Relationships &amp; Reproduction</b>  Lesson 1: Puberty & Reproduction	<b>CWP: Puberty, Relationships &amp; Reproduction</b>  Lesson 2: Communication in Relationships	<b>CWP: Puberty, Relationships &amp; Reproduction</b>  Lesson 3: Families, Conception & Pregnancy	<b>CWP: Puberty, Relationships &amp; Reproduction</b>  Lesson 4: Online Relationships.	<b>CWP: Puberty, Relationships &amp; Reproduction</b>  Drug education: preventing Early Use		