



Topic driver: Fair is Foul and Foul is Fair							
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>Shakespeare: Macbeth</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>Shakespeare: Macbeth</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>Shakespeare: Macbeth</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>Shakespeare: Macbeth</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>Shakespeare: Macbeth</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>Shakespeare Sonnets</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>Shakespeare Sonnets</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>Macbeth transition unit L.O. To analyse two adaptations of Shakespeare</p>	<p>Macbeth unit: Planning L.O. To use subordinate clauses (conjunction)</p>	<p>Macbeth unit: Planning L.O. To use subordinate clauses (conjunction)</p>	<p>Macbeth unit: Writing beginning and middle</p>	<p>Macbeth unit: Writing beginning and middle</p>	<p>Macbeth unit: Writing ending and editing</p>	<p>Shakespeare Sonnets L.O. To build tension using imagery</p>



	<p>L.O. To find the meaning of idioms from Shakespearean times</p> <p>L.O. To build tension using imagery</p>	<p>L.O. To plan story in 3 main parts (beginning, middle, end).</p>	<p>L.O. To plan story in 3 main parts (beginning, middle, end).</p>	<p>L.O. To use passive voice with modal verbs</p> <p>L.O. To use subordinate clauses (conjunction)</p> <p>L.O. To use dashes for effect</p>	<p>L.O. To use passive voice with modal verbs</p> <p>L.O. To use subordinate clauses (conjunction)</p> <p>L.O. To use dashes for effect</p>	<p>L.O. To use passive voice with modal verbs</p> <p>L.O. To use subordinate clauses (conjunction)</p> <p>L.O. To use dashes for effect</p>	
Maths	White Rose Maths Investigations	White Rose Maths Investigations	White Rose Maths Investigations	White Rose Maths Investigations	White Rose Maths Investigations	White Rose Maths Investigations	White Rose Maths Investigations
Science	<p>Biology: Evolution and inheritance</p> <p>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</p>	<p>Biology: Evolution and inheritance</p> <p>L.O. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Biology: Evolution and inheritance</p> <p>L.O. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Biology: Evolution and inheritance</p> <p>L.O. To understand genetic variation in offspring</p>	<p>Biology: Evolution and inheritance</p> <p>L.O. To recognise how animals adapt to their environment</p>	<p>Biology: Evolution and inheritance</p> <p>L.O. To recognise how plants adapt to their environment</p>	
Computing	<p>Sensing</p> <p>The micro:bit</p> <p>L.O. To create a program to run</p>	<p>Sensing</p> <p>Go with the Flow</p> <p>L.O. To explain that selection can</p>	<p>Sensing</p> <p>Sensing Inputs</p>	<p>Sensing</p> <p>Finding your way</p> <p>L.O. To use an conditional</p>	<p>Sensing</p> <p>Designing a step counter</p>	<p>Sensing</p> <p>Making a step counter</p>	



	on a controllable device	control the flow of a program	L.O. To update a variable with a user input	statement to compare a variable to a value	L.O. 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	Local history unit Local history walk looking at local heritage sites.	Local history unit Compare and contrast maps of local area to an aerial photograph	Local history unit Create models of local heritage site	Local history unit Create a map of the local area of Rotherhithe			
Spanish	Zoo Animals <ul style="list-style-type: none"> To begin theme of learning zoo animals through a book – ‘Mama’ by Mario Ramos To consolidate numbers, likes, dislikes, colours in learning 	Descriptions with adjectives <ul style="list-style-type: none"> To be able to say and write simple sentences using a noun, verb & adjective To learn vowel sounds through games and song (find the flashcard & drawing games) 	Drama to inform & consolidate learning (animals, body parts, numbers, colours, adjectives, likes and dislikes) <ul style="list-style-type: none"> To use drama to identify known and new language To recognise cognates To use games as a means of 	Drama to inform & consolidate learning (animals, body parts, numbers, colours, adjectives, likes and dislikes) <ul style="list-style-type: none"> To play charades to describe weather conditions To introduce items of clothing you might wear during 	Zoo and farm animals <ul style="list-style-type: none"> To learn farm animals To consolidate numbers, likes, dislikes, colours in learning the farm animals To use photo flashcards to reinforce learning of 		



	<p>the zoo animals</p> <ul style="list-style-type: none"> To use photo flashcards to reinforce learning of new vocabulary To recognise cognates To engage children in the wonder of wildlife & animals <p>Introduce the word 'hay' & 'tiene'</p>	<ul style="list-style-type: none"> To use song that describes a home to learn adjectives and 'ita' diminutive To consolidate zoo animals spellings with jigsaw spellings and hangman To sort adjective cards and sort into colour, size, character or categories independently chosen Consolidate use of the word 'hay' and 'tiene' 	<p>communication solely in Spanish</p> <ul style="list-style-type: none"> To develop oracy of language not previously seen – application of phonic knowledge to support reading & writing To be able to say 2 weather conditions and 4 items of clothing Consolidate use of the word 'hay' and 'tiene' To create artwork that depicts a fictional character and label character based on clothes, colours, body parts, likes and dislikes (chn 	<p>different seasons</p> <ul style="list-style-type: none"> To finish artwork that depicts a fictional character and label character based on clothes, colours, body parts, likes and dislikes (chn can add foods, preferred weather conditions and animals as a challenge) Consolidate use of the word 'hay' and 'tiene' 	<p>new vocabulary</p> <ul style="list-style-type: none"> To recognise cognates Consolidate the word 'hay' and 'tiene' <p>To describe their likes and dislikes orally and in written form with a connective</p>		
--	---	---	--	---	--	--	--



			can add foods, preferred weather conditions and animals as a challenge)				
Music	Recorders Musical theatre	Recorders Musical theatre	Recorders Musical theatre	Recorders Musical theatre	Recorders Musical theatre	Recorders Musical theatre	
PE	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules Swimming booster lesson for year 6 only	Striking & Fielding Cricket/Rounders Tactics Techniques Rules
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	CWP: Puberty, Relationships & Reproduction Lesson 1: Puberty & Reproduction	CWP: Puberty, Relationships & Reproduction Lesson 2: Communication in Relationships	CWP: Puberty, Relationships & Reproduction Lesson 3: Families, Conception & Pregnancy	CWP: Puberty, Relationships & Reproduction Lesson 4: Online Relationships.	CWP: Puberty, Relationships & Reproduction Drug education: preventing Early Use		



--	--	--	--	--	--	--	--