



Topic driver: Personal journeys

Subject Read Aloud:	Week 1 Coming to England Floella Benjamin	Week 2 Coming to England Floella Benjamin	Week 3 Coming to England Floella Benjamin	Week 4 Coming to England Floella Benjamin	Week 5 Coming to England Floella Benjamin	Week 6 Coming to England Floella Benjamin	Week 7 Coming to England Floella Benjamin
Reading	<p>Coming to England Floella Benjamin</p> <ul style="list-style-type: none"> Introducing the context of coming to England Exploring the setting 	<p>Coming to England Floella Benjamin</p> <ul style="list-style-type: none"> Exploring characterisation Exploring themes Identifying turning points in the plot 	<p>Harriet Tubman: A Journey to Freedom</p> <ul style="list-style-type: none"> Retrieving key facts from the text Inference Summery 	<p>Harriet Tubman: A Journey to Freedom</p> <ul style="list-style-type: none"> Retrieving key facts Ordering events Give/explain the meaning of words in context 	<p>Harriet Tubman: A Journey to Freedom</p> <ul style="list-style-type: none"> Give/explain the meaning of words in context Inference Prediction 	<p>Harriet Tubman: A Journey to Freedom</p> <ul style="list-style-type: none"> Inference Summary Make comparisons 	<p>Poetry: The wind</p> <ul style="list-style-type: none"> Poetic devices Making inferences Exploring poet's choice of language
Writing	<p>To plan an autobiography</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write an autobiography: Introduction</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write an autobiography: Hopes and dreams</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write a biography of Harriet Tubman: Childhood</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, 	<p>To write a biography of Harriet Tubman: Escapes</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes. 	<p>To write a biography of Harriet Tubman: Escapes</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including 	<p>To write a biography of Harriet Tubman: Legacy</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes.



		<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today 	<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today 	<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today 	<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today 	<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today 	<ul style="list-style-type: none"> To understand why Harriet Tubman is still important today
Computing		<p>Computing systems and networks How does a digital device work?</p>	<p>Computing systems and networks What parts make up a digital device?</p>	<p>Computing systems and networks How do digital devices help us?</p>	<p>Computing systems and networks How am I connected?</p>	<p>Computing systems and networks How are computers connected?</p>	<p>Computing systems and networks What does our school network look like?</p>
RE		<p>Why doesn't Christianity always look the same?</p> <p>To investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church.</p>	<p>Why doesn't Christianity always look the same?</p> <p>To explore the impact of historical figures on the development of Christian beliefs and practices.</p>	<p>Why doesn't Christianity always look the same?</p> <p>To find out how Christianity has changed over time by learning about how different groups (denominations) have formed.</p>	<p>Why doesn't Christianity always look the same?</p> <p>To explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit.</p>	<p>Why doesn't Christianity always look the same?</p> <p>To compare how Christians show their beliefs by looking at how different denominations practise.</p>	<p>Why doesn't Christianity always look the same?</p> <p>To investigate how religions can change by exploring how Christianity continues to develop in the world today.</p>
Spanish		<p><u>Describing Family and Friends in Spanish</u></p> <p>To ask and answer questions about family members. To describe the relationship between family members. To identify the third person singular form of some common verbs.</p>	<p><u>Spanish Portraits</u></p> <p>To use language detective skills to interpret meaning. To describe a person's eyes and hair. To translate portrait descriptions. To describe plural nouns. To describe portraits orally.</p>	<p><u>Sports in Spanish</u></p> <p>To apply knowledge of verbs when asking and answering questions about sport. To recognise and use imperative verbs to give game instructions. To translate written instructions for the Maya ball game.</p>	<p><u>Spanish Food and Drink</u></p> <p>To express likes and dislikes about food. To ask and answer questions about food preferences. To listen to spoken language and identify food preferences. To deduce a person's pizza</p>	<p><u>A trip across Spain</u></p> <p>To describe the location of some Spanish cities. To use a range of strategies to widen vocabulary for describing places. To construct sentences describing future plans. To discuss future travel plans.</p>	<p><u>Saving South America</u></p> <p>To interpret locational language in a description of South America. To construct comparative sentences about South America's environment. To discuss ways to help protect South</p>



		To describe what someone likes to do. To write a short descriptive text about a person. To identify key information in descriptive sentences.	To compose a written description of a portrait.	To use instructional and motivational language when playing the Maya ball game. To identify and classify keywords from instructions for games. To create written instructions for an original ball game.	choice by finding out their food preferences. To conduct an interview about food preferences. To develop questioning skills to find out about food preferences.	To create a role play conversation about future travel plans.	America's environment. To write a set of instructions for creating a healthy world. To script an advert campaigning for action on South America's environmental problems. To present adverts campaigning for action on South America's environmental problems.
Music		<u>Cyclic Patterns</u>					
		<p>Unit Aim: To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse. Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Tap and play the pulse in known songs at different speeds Recognise and tap 4 beat rhythms from known songs (e.g. Engine Engine Number Nine)</p>					
Art & Design		Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms,

