



Topic driver: World War II						
Read Aloud:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Genre: Narrative</p> <p>Text: Candle in the Dark by Adele Geras</p> <p><i>2b: Retrieve and record</i></p> <p><i>2d: Make inferences from the text/explain and justify inferences with evidence from the text</i></p>	<p>Sneaky Peek – CGP Wizard of Oz</p> <p>Focus on the full range of domains in a test style context.</p>	<p>Genre: Narrative</p> <p>Text: Candle in the Dark by Adele Geras</p> <p><i>2b: Retrieve and record</i></p> <p><i>2a: Give/explain the meaning of words in context.</i></p> <p><i>2g: Identify explain how meaning is enhanced through choice of words and phrases.</i></p>	<p>Sneaky Peek – CGP All About Mice</p> <p>Focus on the full range of domains in a test style context.</p>	<p>Genre: Narrative</p> <p>Text: Candle in the Dark by Adele Geras</p> <p><i>2b: Retrieve and record</i></p> <p><i>2c: Summarise main ideas from more than one paragraph.</i></p> <p><i>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.</i></p>	<p>Sneaky Peek – CGP</p> <p>Focus on the full range of domains in a test style context.</p>
Writing	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan an introduction to a chronological report</p> <p>L.O. To write an introduction to a chronological report</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To write an introduction to a chronological report</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan a non-chronological report on how WW2 began</p> <p>L.O. To write a non-chronological report on how WW2 began</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan a report on the Blitz</p> <p>L.O. To write a chronological report on the Blitz using punctuation to show clarity</p>	<p>WW2: Non-chronological report writing</p> <p>L.O. To plan a report on the Blitz</p> <p>L.O. To write a chronological report on the Blitz using punctuation to show clarity</p>	<p>WW2: Letter</p> <p>L.O. To plan a persuasive letter using formal language</p> <p>L.O. To use persuasive language effectively in a leaflet</p>



<p>Maths</p>	<p>Perimeter and Area</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>	<p>Volume and Area</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³ , m³ and extending to other units (mm³ and km³)</p>	<p>Percentages and Ratio and Proportion</p> <p>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts.</p> <p>Solve problems involving similar shapes where the</p>	<p>Mixed Practise</p> <p>Review of:</p> <ul style="list-style-type: none">• <i>place value</i>• <i>four operations</i>• <i>fractions</i>• <i>reasoning questions</i>• <i>shape</i>• <i>area and perimeter</i>• <i>percentage</i>• <i>ratio and proportion</i>	<p>Negative Numbers and Algebra</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Use simple formulae Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Perimeter and Area</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>
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RE	<p>Why is it better to be there in person?</p> <p>What can make a space significant? People, place or practice?</p>	<p>Why is it better to be there in person?</p> <p>Why might a Jewish person want to visit Jerusalem?</p>	<p>Why is it better to be there in person?</p> <p>Why is Jerusalem significant to some Muslim people?</p>	<p>Why is it better to be there in person?</p> <p>How can shared challenge bring people together?</p>	<p>Why is it better to be there in person?</p> <p>Are all journeys pilgrimages?</p>	<p>Why is it better to be there in person?</p> <p>Why is it better to be there in person?</p>
Music	<p><u>Unit: Harmony:</u> To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instrument</p>					
	<p>➤ To understand how songs can be sung in 2 parts using rounds</p>	<p>➤ To understand how songs can be sung in 2 parts using rounds</p>	<p>➤ To add drones and ostinatos to known songs and understand the construction process</p>	<p>➤ To add drones and ostinatos to known songs and understand the construction process</p>	<p>➤ To understand various ways songs can be sung in two or three parts</p>	<p>➤ To understand various ways songs can be sung in two or three parts</p>
Art	<p>Painting & Mixed Media: Artist study</p> <p>To understand how to analyse a famous painting.</p> <p>To understand how to find meaning in painting.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To apply drama techniques to explore the meaning of a painting.</p> <p>To understand how art can tell stories or portray messages.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To develop starting points for creative outcomes.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To demonstrate an understanding of painting techniques to make personal choices.</p>	<p>Painting & Mixed Media: Artist study</p> <p>To demonstrate an understanding of painting techniques to make personal choices.</p>	
PSHE	<p>Health and Wellbeing</p> <p>L3 Taking responsibility for my health</p>	<p>Health and Wellbeing</p> <p>L4 The impact of technology on health</p>	<p>Health and Wellbeing</p> <p>L5 Resilience toolbox</p>	<p>Health and Wellbeing</p> <p>L6: Immunisation</p>	<p>Health and Wellbeing</p> <p>L8 Physical Health concerns</p>	



PE	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>	<p>Net & Wall Games Volleyball</p> <p>Gymnastics Feedback Analysis Technique Physical ability</p>
Spanish	<p>Shopping in Spain</p> <p>To explore pronunciation rules using vocabulary for food and market stalls.</p>	<p>Shopping in Spain</p> <p>To describe the location of a market stall using prepositions.</p>	<p>Shopping in Spain</p> <p>To express different amounts of money using numbers up to 100.</p>	<p>Shopping in Spain</p> <p>To express how much/how many using food vocabulary.</p>	<p>Shopping in Spain</p> <p>To adapt and use language structures for a shopping game.</p>	<p>Shopping in Spain</p> <p>To create and use dialogue for a shopping transaction</p>