



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>



Maths	Perimeter and Area Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.	Volume and Area Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm ³ , m ³ and extending to other units (mm ³ and km ³)	Percentages and Ratio and Proportion Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts. Solve problems involving similar shapes where the	Mixed Practise Review of: <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>	Negative Numbers and Algebra Use negative numbers in context, and calculate intervals across zero. Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	Perimeter and Area Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.
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RE	Why is it better to be there in person? What can make a space significant? People, place or practice?	Why is it better to be there in person? Why might a Jewish person want to visit Jerusalem?	Why is it better to be there in person? Why is Jerusalem significant to some Muslim people?	Why is it better to be there in person? How can shared challenge bring people together?	Why is it better to be there in person? Are all journeys pilgrimages?	Why is it better to be there in person? Why is it better to be there in person?
Music	Unit: Harmony: To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instrument					
	➤ To understand how songs can be sung in 2 parts using rounds	➤ To understand how songs can be sung in 2 parts using rounds	➤ To add drones and ostinatos to known songs and understand the construction process	➤ To add drones and ostinatos to known songs and understand the construction process	➤ To understand various ways songs can be sung in two or three parts	➤ To understand various ways songs can be sung in two or three parts
Art	Painting & Mixed Media: Artist study To understand how to analyse a famous painting. To understand how to find meaning in painting.	Painting & Mixed Media: Artist study To apply drama techniques to explore the meaning of a painting. To understand how art can tell stories or portray messages.	Painting & Mixed Media: Artist study To develop starting points for creative outcomes.	Painting & Mixed Media: Artist study To demonstrate an understanding of painting techniques to make personal choices.	Painting & Mixed Media: Artist study To demonstrate an understanding of painting techniques to make personal choices.	
PSHE	Health and Wellbeing L3 Taking responsibility for my health	Health and Wellbeing L4 The impact of technology on health	Health and Wellbeing L5 Resilience toolbox	Health and Wellbeing L6: Immunisation	Health and Wellbeing L8 Physical Health concerns	



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