



Subject Read aloud text: <b>William Shakespeare Tempest</b>	Week 1	Week 2	Week 3	Week 4	Week 5
Reading	<p><b>Treasure Island (Fictional story)</b></p> <ul style="list-style-type: none"> <li>-Find and explain meaning of words in context</li> <li>-Make and justify inferences using evidence from the text.</li> <li>-Summarise the main ideas from more than one paragraph</li> </ul>	<p><b>Assessment week</b></p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><b>Tempest</b></p> <ul style="list-style-type: none"> <li>-Find and explain meaning of words in context</li> <li>-Make and justify inferences using evidence from the text.</li> <li>-Summarise the main ideas from more than one paragraph</li> </ul>	<p><b>Tempest</b></p> <ul style="list-style-type: none"> <li>-Predict what might happen from the details given and implied</li> <li>-Retrieve and record information and identify key details.</li> <li>- Sequence the key events in the text</li> </ul>	<p><b>Poem</b></p> <ul style="list-style-type: none"> <li>-Rhyming couplets</li> <li>-Smilies/metaphors</li> <li>-imagery/alliteration/</li> <li>-personification</li> </ul>
Writing	<p><b>LO: To write the Tempest -the Storm description</b></p> <ul style="list-style-type: none"> <li>-To act out a storm using a soundscape</li> <li>-To write a setting of the Tempest</li> <li>-To write the setting using similes and expanded nouns</li> <li>-To generate questions to ask Prospero (in role as his daughter Miranda)</li> </ul>	<p><b>LO: To write a story beginning using super sentences</b></p> <ul style="list-style-type: none"> <li>-To write a story extract using super sentences</li> <li>-To write supper sentences as prose</li> <li>-To write mini character descriptions using supported composition</li> </ul>	<p><b>LO: To write a story extract (Caliban plots to kill Prospero)</b></p> <ul style="list-style-type: none"> <li>-To use persuasive dialogue in story (Caliban's plot to kill Prospero</li> <li>-To write the plot to kill Prospero using persuasive dialogue</li> <li>-To write suspense</li> <li>-To write and edit suspense and read as whole piece from this week</li> </ul>	<p><b>LO; To write a scene of a play-(forgiveness) group re-enactments</b></p> <ul style="list-style-type: none"> <li>-To write a playscript Prospero forgives his enemies</li> </ul>	<p><b>Direct address: Prospero's tempest had served its purpose</b></p> <ul style="list-style-type: none"> <li>-add conjunctions to expand</li> </ul>
Maths	<p><b>Unit 7: Time</b></p> <ul style="list-style-type: none"> <li>L1 Read analogue and digital 12-hour clocks</li> <li>L2 Read and understand 24-hour time</li> <li>L3 Convert hours, minutes and seconds</li> <li>L4 Convert years and months, and weeks and days</li> </ul>	<p><b>Assessment week</b></p> <p>NTS Assessments: Mathematics</p> <ul style="list-style-type: none"> <li>-Arithmetic paper</li> <li>-Reasoning paper 1</li> <li>-Reasoning paper 2</li> </ul>	<p><b>Unit 8: Decimals</b></p> <ul style="list-style-type: none"> <li>L1 Recognise and write decimal equivalents of any number of tenths</li> <li>L2 Recognise quantities as decimal tenths</li> <li>L3 Compare numbers with one decimal place</li> <li>L4 Round decimals with one decimal place to the</li> </ul>	<p><b>Unit 8: Decimals</b></p> <ul style="list-style-type: none"> <li>L5 Round to the nearest whole number in order to investigate a problem</li> <li>L6 Derive number bonds for numbers with one decimal place</li> <li>L7 Mentally add and subtract numbers with one decimal place</li> </ul>	<p><b>Unit 8: Decimals</b></p> <ul style="list-style-type: none"> <li>L9 Recognise and write decimal equivalents of any number of hundredths (using bead string)</li> <li>L10 Recognise and write decimal equivalents to one quarter, half and three quarters</li> </ul>



			nearest whole number	L8 Recognise and write decimal equivalents of any number of hundredths (using Dienes)	L12-13 Multiply and divide by 10 including decimals  L14-15 Multiply and divide by 100 including decimals
Science	<p><b>UNIT: Electricity</b> 1. Explore electrical appliances and electrical safety</p> <p>Identify common appliances that run on electricity</p> <p>Understand the dangers of using electrical appliances</p> <p>Understand how to keep safe when using electrical appliances</p>	<p><b>UNIT: Electricity</b> 2. Learn about electrical components in a series circuit</p> <p>Identify electrical components</p> <p>Construct a simple series circuit</p> <p>Explain how a simple series circuit works</p>	<p><b>UNIT: Electricity</b> 3. Investigate electrical circuits</p> <p>Construct a simple series circuit</p> <p>Know the difference between a complete and an incomplete series circuit</p> <p>Predict if a simple series circuit will work</p>	<p><b>UNIT: Electricity</b> 4. Explore conductors and insulators</p> <p>Understand the difference between an insulator and a conductor</p> <p>Investigate which objects are conductors and which are insulators</p> <p>Give examples of insulators and conductors in everyday appliances</p>	<p><b>UNIT: Electricity</b> 5. Learn about electrical switches</p> <p>Understand how a switch works</p> <p>Explain how an electrical switch works</p> <p>Apply knowledge of electrical conductors to create a switch</p>
Geography	<p><b>UNIT: Where does our food come from?</b> To explain the impact of food choices on the environment.</p> <p>-I can state why certain foods grow in different biomes.</p> <p>-I can explain ways in which food choices can harm the environment.</p> <p>-I can describe how to make small changes to a diet to help fight climate change.</p>	<p><b>UNIT: Where does our food come from?</b> To understand the importance of trading responsibly.</p> <p>-I know what trading responsibly means.</p> <p>-I can explain how responsible trading supports equality.</p> <p>-I can discuss some of the advantages and disadvantages of importing food.</p>	<p><b>UNIT: Where does our food come from?</b> To describe the journey of a cocoa bean.</p> <p>-I understand there are different opinions on importing products.</p> <p>-I can recall the locations a cocoa bean travels through to reach the UK.</p> <p>-I can describe the process from cocoa bean to chocolate.</p>	<p><b>UNIT: Where does our food come from?</b> To map and calculate the distance food has travelled.</p> <p>-I can label countries on a world map using an atlas.</p> <p>-I can use the scale bar on a map to calculate approximate food milage.</p> <p>-I can ask questions about where the food I eat comes from.</p>	<p><b>UNIT: Where does our food come from?</b> To design and use data collection methods to find where our food comes from.</p> <p>-I can collect data from an interview.</p> <p>-I can analyse information from an interview.</p> <p>-I can describe the features of a questionnaire.</p>
Computing	<p><b>Data and information – Data logging</b> To explain that data gathered over time can be used to answer questions</p> <p>I can choose a data set to answer a given question</p>	<p><b>Data and information – Data logging</b> To use a digital device to collect data automatically</p> <p>I can explain what data can be collected using sensors I can use data from a sensor to answer a given question</p>	<p><b>Data and information – Data logging</b> To explain that a data logger collects 'data points' from sensors over time I can recognise that a data logger collects data at given points</p>	<p><b>Data and information – Data logging</b> To recognise how a computer can help us analyse data I can view data at different levels of detail</p>	<p><b>Data and information – Data logging</b> To identify the data needed to answer questions</p> <p>I can propose a question that can be answered using logged data</p>



	<p>I can suggest questions that can be answered using a given data set</p> <p>I can identify data that can be gathered over time</p>	<p>I can identify that data from sensors can be recorded</p>	<p>I can identify the intervals used to collect data</p> <p>I can talk about the data that I have captured</p>	<p>I can sort data to find information</p> <p>I can explain that there are different ways to view data</p>	<p>I can plan how to collect data using a data logger</p> <p>I can use a data logger to collect data</p>
RE	<p><b>UNIT: Who was Jesus really?</b> To explore who Jesus was and how he has been represented in different ways.</p> <p>-I can learn and share facts about Jesus' life from history.</p> <p>-I can reflect on and discuss the reasons behind the varied ideas about Jesus.</p> <p>-I can share my ideas about what Jesus might have looked like.</p> <p>-I can analyse pictures of Jesus, discussing and comparing the reasons for any differences</p>	<p><b>UNIT: Who was Jesus really?</b> To explore Jesus' significance to many of his followers using passages from the Bible.</p> <p>-I can name qualities that some Jewish people believed the Messiah would hold.</p> <p>-I can interpret stories to understand why some people believe Jesus was the Messiah.</p> <p>-I can recognise that Jewish and Christian people may interpret scripture differently.</p>	<p><b>UNIT: Who was Jesus really?</b> To consider how different people interpreted Jesus' parables using Bible passages.</p> <p>-I can suggest what the meaning of a 'parable' is.</p> <p>-I can discuss why some people did not accept Jesus' parables and teachings.</p> <p>-I can explain how Jesus' parables can be helpful to some non-Christians.</p>	<p><b>UNIT: Who was Jesus really?</b> To identify the different names some Christians use for Jesus using images and Bible passages.</p> <p>-I can list some names Christians might use when discussing Jesus.</p> <p>-I can explain the meanings of some names for Jesus.</p> <p>-I can select images and passages to represent Jesus' different names.</p>	<p><b>UNIT: Who was Jesus really?</b> To create deductions about Jesus by interpreting Bible stories.</p> <p>-I can explain what 'literal' means.</p> <p>-I can discuss different ways people might understand a story.</p> <p>-I can suggest how Jesus' events can inspire some people.</p>
Music	<p><b>Painting with Sound</b> Unit Aim: To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.</p>				
	<p>To understand that music can describe a picture</p> <p>To choose a picture that they can explore musically and explain to the class</p>	<p>To understand that music can describe a picture</p> <p>To choose a picture that they can explore musically and explain to the class</p>	<p>To work in pairs to illustrate a picture musically</p> <p>To work in a group to compose a piece of music based on a picture</p>	<p>To work in pairs to illustrate a picture musically</p> <p>To work in a group to compose a piece of music based on a picture</p>	<p>To work in pairs to illustrate a picture musically</p> <p>To work in a group to compose a piece of music based on a picture</p>
DT	<p><b>UNIT: Cooking and Nutrition</b> To explain why food comes from different places around the world.</p> <p>I can identify some fruits and vegetables that cannot be grown in the UK.</p>	<p><b>UNIT: Cooking and Nutrition</b> To explain the benefits of seasonal foods.</p> <p>I know that importing food has an impact on the environment.</p>	<p><b>UNIT: Cooking and Nutrition</b> To develop cutting and peeling skills.</p> <p>I can identify equipment used for preparing food.</p> <p>I can explain why food would or would not need to be prepared.</p>	<p><b>UNIT: Cooking and Nutrition</b> To evaluate seasonal ingredients.</p> <p>I can identify current seasonal foods.</p> <p>I can taste various fruits and vegetables and describe their flavours.</p>	<p><b>UNIT: Cooking and Nutrition</b> To design a mock-up using criteria.</p> <p>I can design a puff pastry tart using seasonal vegetables and fruits.</p> <p>I can use colours to identify nutritional benefits.</p>



	<p>I can label countries where different fruits and vegetables grow.</p> <p>I can explain why different climate zones grow different foods.</p>	<p>I can match fruits and vegetables with the season in which they grow in the UK.</p> <p>I can find recipes containing seasonal foods.</p>	<p>I can describe the safety rules for preparation techniques.</p>	<p>I can contribute to a class taste wheel.</p>	<p>I can describe my puff pastry tart and the benefits of its ingredients.</p>
PSHE	<p><b>UNIT: Citizenship</b></p> <p>L1 What are human rights?</p> <p>To begin to understand the Human Rights Convention.</p> <p>-I understand that everyone has human rights.</p> <p>-I can explain why these rights are important.</p> <p>-I know who helps to protect human rights.</p>	<p><b>UNIT: Citizenship</b></p> <p>L2 Caring for the environment</p> <p>I understand the environmental benefits of reusing items.</p> <p>-I can explain why reusing is better for the environment than recycling.</p> <p>-I can identify a range of ways that items can be reused.</p> <p>-I understand there are additional benefits to reusing items.</p>	<p><b>UNIT: Citizenship</b></p> <p>L3 Community</p> <p>I understand that a range of different groups exist in my wider community.</p> <p>-I can explain why someone might set up or join a community group.</p>	<p><b>UNIT: Citizenship</b></p> <p>L5 Diverse communities</p> <p>To understand the value of diversity in a community.</p> <p>-I understand that communities are made up of different groups.</p> <p>-I can explain what different people bring to a community.</p> <p>-I can explain why differences benefit a community.</p>	<p><b>UNIT: Citizenship</b></p> <p>L6 Local Councillors</p> <p>I understand the role of local councillor.</p> <p>-I can explain how local residents can share their ideas with the local councillor.</p> <p>-I can identify some issues that a local councillor might be able to help with.</p>
PE	<p><b>Specialist Teacher</b></p> <p><u>Swimming</u></p> <p><b>PE Coach</b></p> <p><u>Gymnastics</u> *Feedback *Analysis *Physical ability</p>	<p><b>Specialist Teacher</b></p> <p><u>Swimming</u></p> <p><b>PE Coach</b></p> <p><u>Gymnastics</u> *Feedback *Analysis *Physical ability</p>	<p><b>Specialist Teacher</b></p> <p><u>Swimming</u></p> <p><b>PE Coach</b></p> <p><u>Gymnastics</u> *Feedback *Analysis *Physical ability</p>	<p><b>Specialist Teacher</b></p> <p><u>Swimming</u></p> <p><b>PE Coach</b></p> <p><u>Gymnastics</u> *Feedback *Analysis *Physical ability</p>	<p><b>Specialist Teacher</b></p> <p><u>Swimming</u></p> <p><b>PE Coach</b></p> <p><u>Gymnastics</u> *Feedback *Analysis *Physical ability</p>
Spanish	<p><b>UNIT: Spanish Celebrations</b></p> <p>To identify the meaning of vocabulary related to important Spanish festivals.</p>	<p><b>UNIT: Spanish Celebrations</b></p> <p>To use a bilingual dictionary to look up the meaning of new verbs.</p>	<p><b>UNIT: Spanish Celebrations</b></p> <p>To apply new and familiar vocabulary to express what I like and dislike to do.</p>	<p><b>UNIT: Spanish Celebrations</b></p> <p>To identify people's likes and dislikes during a festival.</p>	<p><b>UNIT: Spanish Celebrations</b></p> <p>To create phrases describing actions in detail.</p> <p>To describe likes and dislikes at specific celebrations.</p>