



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Reading</p> <p>Read Aloud: Chocolate tree, Linda Lowery</p>	<p>Chocolate Tree</p> <p>To make inferences.</p> <p>To make predictions.</p> <p>To retrieve key information.</p>	<p>Chocolate Tree</p> <p>To consider word meaning.</p> <p>To make inferences.</p> <p>To retrieve key information.</p>	<p>Chocolate Tree</p> <p>To consider vocabulary choice.</p> <p>To make inferences.</p> <p>To summarise.</p>	<p>Mayans non-fiction</p> <p>To retrieve information from a text.</p> <p>To consider layout and structure of a non-fiction text.</p> <p>To summarise.</p>	<p>Poetry</p> <p>To understand the features of poetry.</p> <p>To consider word meaning and author's choice of language.</p> <p>To make inferences.</p>	<p>Poetry by heart</p> <p>To explore language, imagery and structure.</p> <p>To develop intonation, volume, tone and pace.</p> <p>To memorise and perform a poem.</p>
<p>Writing (History through writing – Mayans)</p>	<p>Chocolate Tree</p> <p>To create a glossary.</p> <p>To retell a story through drama.</p> <p>To write a direct address.</p>	<p>Chocolate Tree</p> <p>To write a setting.</p> <p>To write an introduction about the Mayans.</p> <p>To write a character description.</p>	<p>Chocolate Tree</p> <p>To write about what Kulkukan was like.</p> <p>To describe the stone temple.</p> <p>To write a character description.</p>	<p>Chocolate Tree</p> <p>To write the personality (of Night Jaguar).</p> <p>To write a description (flight to paradise).</p> <p>To describe the gods' feast.</p>	<p>Chocolate Tree</p> <p>To write Trouble in Paradise.</p> <p>To write a suspense paragraph.</p>	<p>Chocolate Tree</p> <p>To write instructions on how to grow and make chocolate.</p>



Maths	<p>Transformations</p> <p>To use coordinates to describe a position following a translation.</p> <p>To identify, represent and describe a position after reflection</p> <p>To use coordinates to describe a position after reflection</p> <p>To reflect a shape across the x-axis or y-axis</p> <p>To explore reflections and translations</p>	<p>Units of time and length</p> <p>To convert between seconds, minutes and hours</p> <p>To convert between units of time</p> <p>To convert between units of length</p> <p>To convert between metric units of length</p> <p>To convert between units of length in the context of perimeter</p>	<p>Units of length and mass</p> <p>To convert between miles and kilometres</p> <p>To convert between grams, kilograms and tonnes</p> <p>To understand pounds and convert kilograms to pounds</p> <p>To consolidate and apply learning in the context of the Vitruvian Man</p>	<p>Calculating with whole numbers and decimals</p> <p>To represent decimal numbers in a variety of ways</p> <p>To multiply decimal numbers by 10, 100 and 1,000</p> <p>To multiply and divide by 10, 100 and 1,000, involving decimal numbers</p> <p>To derive addition and subtraction calculations involving decimal numbers</p>	<p>Calculating with whole numbers and decimals</p> <p>To use a formal written method to add decimals</p> <p>To use a formal written method to subtract decimals</p> <p>To use a range of strategies to add and subtract involving decimal numbers</p> <p>To apply addition and subtraction involving decimal numbers</p>	<p>Calculating with whole numbers and decimals</p> <p>To multiply a decimal number by a whole number</p> <p>To use a written method to multiply a decimal number by a whole number</p> <p>To use a range of strategies to multiply decimal numbers</p> <p>To use a range of strategies to multiply decimal numbers</p>
Science	<p>Green schools project: ACT stage</p> <p>To develop our project.</p>	<p>Green schools project: ACT stage</p> <p>Exploring places through sound.</p>	<p>Green schools project: ACT stage</p> <p>Carrying out project tasks.</p>	<p>Green schools project: ACT stage</p> <p>Carrying out project tasks.</p>	<p>Green schools project: ACT stage</p> <p>Carrying out project tasks.</p>	<p>Green schools project: ACT stage</p> <p>Carrying out project tasks.</p>
History	<p>The Maya Civilisation</p> <p>Who were the Maya?</p>		<p>The Maya Civilisation</p> <p>Maya Religion and Gods.</p>		<p>The Maya Civilisation</p> <p>The Maya number system.</p>	
Computing	<p>Creating media – Desktop publishing</p> <p>To recognise how text and images convey information</p>	<p>Creating media – Stop-frame animation</p> <p>To recognise that text and layout can be edited</p>	<p>Creating media – Stop-frame animation</p> <p>To choose appropriate page settings</p>	<p>Creating media – Stop-frame animation</p> <p>To add content to a desktop publishing publication.</p>	<p>Creating media – Stop-frame animation</p> <p>To consider how different layouts can suit different purposes</p>	<p>Creating media – Stop-frame animation</p> <p>To consider the benefits of desktop publishing</p>



RE	Who should get to be in charge? To explore the creation of laws and teachings within communities.	Who should get to be in charge? To recognise why there are different ideas about succession in the Muslim worldview.	Who should get to be in charge? To explore how some religious laws are created in the Muslim worldview.	Who should get to be in charge? To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings.	Who should get to be in charge? To explore leadership qualities through monarchs and religious leaders.	Who should get to be in charge? To explain how the Guru Granth Sahib can be a guiding, living leader in the Sikh worldview.
Spanish	A trip across Spain To describe the location of some Spanish cities.	A trip across Spain To use a range of strategies to widen vocabulary for describing places.	A trip across Spain To construct sentences describing future plans.	A trip across Spain To discuss future travel plans.	A trip across Spain To create a role play conversation about future travel plans.	
Music	<u>Harmony</u> Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments 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 understand how songs can be sung in 2 parts using rounds					
Art	3D sculpture (Kapow3) Structural shapes: To join 2D shapes to make 3D shapes.	3D sculpture (Kapow3) Constructing in 3D: To join materials in different ways when working in 3D.	3D sculpture (Kapow3) Seeing space: To develop ideas for 3D artwork.	3D sculpture (Kapow3) Abstract sculpture: To apply knowledge of sculpture when working in 3D.	3D sculpture (Kapow3) Surface decoration: To evaluate and improve an artwork.	
PSHE	Economic wellbeing To prioritise needs over wants.	Economic wellbeing To create a weekly budget.	Economic wellbeing To identify the significance of borrowing and loaning money.	Economic wellbeing To examine the risks associated with handling money online.	Economic wellbeing To identify and challenge stereotyping in the workplace.	Economic wellbeing To explore how personal interests and skills align with different careers.

