



| Subject  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   | Week 7  |
|--|---|---|---|--|---|--|---|
| <p>Reading</p> <p><b>Read Aloud:</b><br/>Doomspell,<br/>Cliff McNish</p> | <p><b>Macbeth (Play)</b></p> <p>To make inferences.</p> <p>To consider word meaning and impact on the reader.</p> <p>To retrieve key information.</p>                                   | <p><b>Macbeth (Play)</b></p> <p>To identify how narrative content is related and contributes to the meaning as a whole.</p> <p>To make inferences.</p> <p><b>Revision</b></p> | <p><b>Assessment Week</b></p> <p>2a: Give/explain the meaning of words in context.<br/>2b: Retrieve and record information/identify key details from fiction and non-fiction.<br/>2c: Summarise main ideas from more than one paragraph.<br/>2d: Make inferences from the text/explain and justify inferences with evidence from the text<br/>2e: Predict what might happen from details stated and implied.<br/>2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.<br/>2g: Identify explain how meaning is enhanced through choice of words and phrases.<br/>2h: Make comparisons within the text.</p> | <p><b>Macbeth (Play)</b></p> <p>To consider layout and structure of a playscript.</p> <p>To retrieve information from a text.</p> <p>To make a prediction.</p> | <p><b>Macbeth (Play)</b></p> <p>To consider word meaning and impact on the reader.</p> <p>To make inferences.</p> <p>To retrieve key information.</p> | <p><b>Macbeth (Poetry)</b></p> <p>To read poetry with expression, considering tone, register and intonation.</p> <p>To consider word meaning and author's choice of language.</p> <p>To make inferences.</p> | <p><b>Macbeth (Poetry)</b></p> <p>To memorise a poem and perform it by heart.</p>           |
| <p>Writing</p>   | <p><b>Unit: Macbeth William Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Retelling</li> <li>- Direct Address</li> <li>- Setting Description</li> </ul> | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To Plan, write and edit a letter from Macbeth to Lady Macbeth.</p>   | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To plan, write and edit an internal monologue from the perspective of Lady Macbeth.</p>  | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To plan, write and edit a diary entry from the perspective of Lady Macbeth's maid.</p>                      | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To plan, write and edit a setting description.</p>   | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To plan, write and edit a setting description a letter</p>  | <p><b>Unit: Macbeth William Shakespeare</b></p> <p>To publish and read best work aloud.</p> |



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| <p>Maths</p>     | <p><b>Calculating with whole numbers and decimals</b></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><b>Calculating with whole numbers and decimals</b></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> | <p><b>ASSESSMENT WEEK</b></p> <p>Paper 1: Arithmetic<br/>Paper 2: Reasoning 1<br/>Paper 2: Reasoning 2</p> | <p><b>2D and 3D Shape</b></p> <p>To identify, compare and classify geometric shapes based on their properties</p> <p>To identify a polygon as regular or irregular, based on reasoning about equal sides and angles</p> <p>To compare and classify triangles based on their properties</p> <p>To identify, compare and classify quadrilaterals based on their properties</p> | <p><b>2D and 3D Shape</b></p> <p>To use the term 'diagonal' and make conjectures about angles formed</p> <p>To identify, compare and classify 3-D shapes based on their properties</p> <p>To recognise 2-D representations of 3-D shapes</p> <p>To build simple 3-D shapes, including making nets</p> | <p>To illustrate and name parts of circles</p> <p><b>Volume</b></p> <p>To recognise and use cube numbers and the notation for cubed (<sup>3</sup>)</p> <p>To use centimetre cubes to estimate volume</p> <p>To visualise and estimate the volume of solids</p> <p>To convert units of volume</p> | <p><b>Problem Solving</b></p> <p>To calculate intervals across zero</p> <p>To solve problems involving division with remainders</p> <p>To solve problems involving division with remainders</p> <p>To calculate and interpret the mean as an average</p> <p>To develop strategies to plan and solve problems</p> |
| <p>Science</p>   | <p><b>Green schools project: ACT stage</b></p> <p>To develop our project.</p>   | <p><b>Green schools project: ACT stage</b></p> <p>Exploring places through sound.</p>   | <p><b>Green schools project: ACT stage</b></p> <p>Carrying out project tasks.</p>                          | <p><b>Green schools project: ACT stage</b></p> <p>Carrying out project tasks.</p>  | <p><b>Green schools project: ACT stage</b></p> <p>Carrying out project tasks.</p>   | <p><b>Green schools project: ACT stage</b></p> <p>Present / deliver projects.</p>  | <p><b>Green schools project: ACT stage</b></p> <p>Review project.</p>  |
| <p>Geography</p> | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>How can our food choices impact the environment?</p>  | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>What does it mean to trade responsibly?</p>   | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>How do we get our chocolate?</p>             | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>Where does our food come from?</p>   | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>Are our school dinners locally sourced?</p>   | <p><b>Where does our food come from?</b> (Year 4 unit)</p> <p>Is it better local or imported food?</p>   |  |



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| Computing | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To explain how a sprite moves in an existing project</p> | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To create a program to move a sprite in four directions</p>             | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To adapt a program to a new context</p>                                 | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To develop my program by adding features</p> | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To identify and fix bugs in a program</p>                               | <p><b>Programming B</b></p> <p><u>Events and actions in programs</u></p> <p>To design and create a maze-based challenge</p>    |  |
| RE        | <p><b>Why are some places in the world significant to believers?</b></p> <p>What can make a place significant?</p>                   | <p><b>Why are some places in the world significant to believers?</b></p> <p>How can religious events make a place significant?</p>                  | <p><b>Why are some places in the world significant to believers?</b></p> <p>What makes the Hamandir Sahib significant to many Sikhs?</p>            | <p><b>Why are some places in the world significant to believers?</b></p> <p>How can a river be a goddess?</p>            | <p><b>Why are some places in the world significant to believers?</b></p> <p>Can relics make a place significant?</p>                                | <p><b>Why are some places in the world significant to believers?</b></p> <p>Who can visit significant places?</p>              |  |
| Spanish   | <p><b>Saving South America</b></p> <p>To interpret locational language in a description of South America.</p>                        | <p><b>Saving South America</b></p> <p>To construct comparative sentences about South America's environment.</p>                                     | <p><b>Saving South America</b></p> <p>To discuss ways to help protect South America's environment.</p>  | <p><b>Saving South America</b></p> <p>To write a set of instructions for creating a healthy world.</p>                   | <p><b>Saving South America</b></p> <p>To script an advert campaigning for action on South America's environmental problems.</p>                     | <p><b>Saving South America</b></p> <p>To present adverts campaigning for action on South America's environmental problems.</p> |  |
| Music     | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer</p>                   | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments</p> | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments</p> | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer</p>       | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments</p> | <p><b>Harmony</b></p> <p>Unit Aim: To develop pupils' ability to sing and play music in 2-3 parts and transfer</p>             |  |



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|          | known songs to tuned instruments  |   |   | known songs to tuned instruments  |   | known songs to tuned instruments  |   |
| Art & DT | <p><b>3D sculpture</b><br/>(Kapow3)</p> <p>Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p><b>3D sculpture</b><br/>(Kapow3)</p> <p>Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p><b>3D sculpture</b><br/>(Kapow3)</p> <p>Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p><b>3D sculpture</b><br/>(Kapow3)</p> <p>Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p><b>Textiles</b><br/><u>Bags</u></p> <p>Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.</p> | <p><b>Textiles</b><br/><u>Bags</u></p> <p>Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.</p>                                       | <p><b>Textiles</b><br/><u>Bags</u></p> <p>Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.</p> |
| PSHE     | <p><b>Lesson 3:</b> Help and Support</p>  | <p><b><u>Christopher Winter Project</u></b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction</b></p> <p><b>Lesson 1:</b> Talking about Puberty</p>                        |   | <p><b><u>Christopher Winter Project</u></b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction</b></p> <p><b>Lesson 2:</b> The Reproductive system</p>                      |   | <p><b><u>Christopher Winter Project</u></b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction</b></p> <p><b>Lesson 3:</b> Help and Support</p> |   |

