

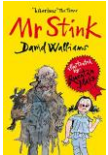
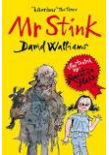


AREA	WEEK 1 Consolidate Non-Fiction writing from Autumn	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
<p>Topic Text</p>  <p>Class readers -</p>  	<p>Creating explanation sentences. Question and answer paragraphs that help the reader think about the subject.</p> <p>How can we add extra information as we travel through the Earth's layers?</p>	<p>Non-fiction writing. Add alliteration and use synonyms in non-fiction texts. Add facts with a descriptive sentence. Use video clips and internet to research information.</p> <p>Explore non-fiction text structure.</p>	<p>Fiction. Use our class reader to develop our own ideas for our writing. If you were the author what would happen next? Use story planning to develop ideas. Focus on paragraphing to move the story on.</p>	 <p>Read the opening chapters of the new class reader.</p> <p>Talk about and describe the challenges homeless people may face. How does society treat those less fortunate than ourselves?</p> <p>Use discussions to create powerful descriptive sentences.</p>	<p>Mr Stink</p> <p>In the story one of the characters would like to be an MP. What ideas would you have for a manifesto? Think about how you would explain why something needs changing.</p>	<p>Mr Stink</p> <p>Predict what could happen next. Look at how this author grabs the attention of the reader. How do they hold your attention? Look at how we can plan, write and edit the next action sequence in the story.</p> <p>Focus on the use of dialogue.</p>	<p>Non fiction Topic writing. From all our learning about Viking we could produce a fact page. Edit, add and improve a non fiction page about the Vikings. Create a final piece for writing assessment.</p>
Mathematics	Addition and subtraction. Exchanging in subtraction.	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Measure - Money	Statistics
Science Animals including Humans, Nutrition	Science- light. Complete the labelled diagram of your stained glass window and answer the assessment challenges.	Nutrition 1 Living things need food to grow strong and be healthy.	Nutrition 2 Plants can make their own food but animals can't. Forest School	Nutrition 3 To stay healthy humans need exercise and healthy diet. Link to Saxon/Viking diet.	Nutrition 4 Humans need to be hygienic to stay healthy. Topic. Hygiene now and hygiene for our history topic periods.	Nutrition 5 Topic. Finding out about the past, skeletons. What does our skeleton do? How can it tell us about people in the past?	Nutrition 6 How do muscles grow and strengthen? How do they move our body?

Art and Design Topic	3D drawing techniques to create round houses and cuboid style roman villas. Introduce perspective	Use a viewfinder to zoom in on Roman soldier equipment.	How to draw people. Use our sketching skills to create proportion so that we can draw people easier. Sketching book and pencils.	Sutton Hoo helmet. Complete the other half of the picture using your sketching skills. What does this tell us about the Saxons?	The Viking longship. How did the Vikings travel to England? Look at the shape and features of a longship. Use History books to sketch a long ship and label the main features.	Apply our learning to create a picture of a Viking Long house. Use 3D perspective to create a picture of a stone or wooden longhouse. Colour in pencil crayon.	Viking clothing. Use our sketching skills to complete the picture of the Viking. Look at clothing and style.
Languages French	Les jeux et chansons Allez - Greetings	On The Farm	On The Farm continued.	Playground games.	Conversation - pronunciation	Celebrations	
History and Geography	<u>Geography from Autumn 2</u> Compare land use in to photographs. What is the same what is different? Discuss cause and effect.	We know the Celts lived in tribes. Which tribe used the Wrekin. What happened when the Romans arrived. Create a map of the Wrekin.	The Roman Soldier. What is all his equipment called? Why were they so effective in battle? Celtic war chariots. Invasion maps and outcomes. Roman settlement.	The end of an empire. The start of a new age for Britain. Here come the Saxons. Who are the Saxons?	England has good farming land. The Vikings raid from the North. The Vikings start to settle and fight the Saxons for their land.	Viking settlements and homes. What did a Viking home look like? What did it have in it? Viking warriors.	Viking society Who was in charge in Viking society? What are their laws and beliefs?
Computing Purple Mash Online safety continued, Blogs.	Content ratings. What is our digital use? What do the content ratings mean and why are they there? 2 lessons	Blog - Review Caps Lock, shift, enter and font size.	Add to blog - Bold, underline and font colour E-Safety on line blogs.	Blog Cartoon creator - using story boards.	Blog Cartoon creator - using story boards. SG Mine craft - building creator SG on line games.	Blog Cartoon creator - using story boards.	Purple Mash spreadsheets, handling data and presenting it in different ways.
Music Music Express	Our Place - learn a new song about 'place' and add percussion 1.	Our Place - learn a new song about 'place' and add percussion 1.	Music Express Environment Focus on Ostinato	Music Express Under the bridge.	Music Express Our place. Finding a place for instrumentation.	Our Place Voices and instruments in the verse and chorus.	Our Place Voices and instruments.
RE Islam	Can you suggest evidence of the Father, the Son and the Holy spirit in stories from the Bible?	Islam 1 The Holy Book, The Qur'an. Someone who follows the religion of Islam is a Muslim. How does this guide a Muslim.	Islam 2 The Mosque What are the special places in the Mosque and what are their significance.	Islam 3 The Five Pillars of Islam Why are they so important to the Muslim faith?	Islam 4 The five pillars continued. Look at each pillar in detail and find examples of how a Muslim respects the 5 pillars.	Islam 5 Mecca Use maps and atlases to find Mecca and talk about the importance of prayer.	Islam assessment lesson

<p>P.E.</p> <p>Gymnastics/ Dance</p>	<p>Dance warm up, Body control.</p> <p>Floor skills, move like a gymnast. Groups for setting up. Health and safety.</p>	<p>Setting up safely Moving around apparatus. Dance 1. Movement to music, building confidence.</p>	<p>Floor core skills. Can they be used on the apparatus?</p>	<p>Building movements on apparatus. Holding a balance at a certain point. Dance 2 Building a routine together.</p>	<p>Developing a routine. How can we travel across the equipment in different ways?</p>	<p>Using floor and apparatus safely and within ability range.</p>	<p>Using floor and apparatus. Begin to develop a routine. Dance 3 Add to our routine. Using beats of 4</p>
<p>Citizenship / S.E.A.L</p>	<p>What could you bring to the tribe? Make a tile that represents your skills and interests in a picture form.</p>	<p>Building society and community. What if...</p>	<p>Working together, learning from others. Rome - voting for leaders.</p>	<p>Getting on and falling out. Discussion story</p>	<p>Getting on and falling out. Resolving differences - Danelaw</p>	<p>Getting on and falling out. How would you create a peace between the Saxons and Vikings? What did Alfred try to do?</p>	<p>How can we resolve our differences? What do we mean by compromise?</p>