

ENGLISH

Week 1 and 2
Aladdin continued

Week 3
Assessment Week

Week 4 and 5
Persuasion text
Train or canal in
Industrial Revolution?

Week 6 and 7
Candledark.



READING

The Enchanted Wood
by Enid Blyton

- To use dictionaries
- To predict what might happen next
- To know themes and conventions
- To make inferences
- To draw main ideas from a text
- To participate in discussions about text

MATHS

- TTRS Practice
- Decimal
- Assessment Week
- Four operation
- Statistic
- Area
- Revisit and Review

PE

- Week 1 – Recap throwing and catching a cricket ball and greater distances.
Week 2 – Bowl a cricket ball with increasing accuracy at stumps.
Week 3 – To be able to hit the cricket ball with greater distance.
Week 4 – To be able to think about where you want the ball to go before hitting it (bat and body positioning).
Week 5 – To begin to develop an understanding of the rules and regulations of cricket.
Week 6 – To participate in a game of cricket in small groups.

GERMAN

- I can say different weather statements in German.
- I can describe the weather in different seasons of the year.
- I can say simple phrases to give the weather forecast.
- I can understand and name ice cream flavours.
- I can talk about ice creams I love, like and dislike.
- I can apply my language detective skills to learn another language

MUSIC

- To create 2, 3 or 4 beat phrases into bars
- To begin to create a piece of music for a specific mood.
- To continue to create a piece of music for a specific mood
- To develop piece of music for a specific mood by capturing composition using notation.
- To develop piece of music for a specific mood by capturing composition using notation.
- To perform piece of music created for a specific mood.

HISTORY

- To know when the Industrial Revolution began and where.
- To understand why the Industrial Revolution was important to Britain.
- To understand why coal and iron were so important.
- To understand the impact that canals had on trade and transport
- To understand the significance of the steam engine
- To know about the first train lines to be built in Britain.
- To suggest reasons why Telford was the best place to start the Industrial Revolution?

SCIENCE

CHANGES OF STATE

- To compare and group materials together, according to whether they are solids, liquids or gases
- To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Does the temperature of water affect how quickly chocolate melts?
- What happens to the water when the towel is hung on the washing line to dry?
- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (investigate the water cycle).
- KQ- How can the same material exist in different states?

RE

- To explain some feelings a special place gives to me and suggest why that is.
- To know what happens during worship,
- To describe some of the ways Christians use churches to worship.
- To explain different reasons why Christians go to church.
- To recognise that some people may choose to worship publicly and others more privately.
- To understand the impact a Christian's special place has on them.

PSHE - CHANGING ME

- Unique Me
- Having a baby alternative
- Girls and Puberty
- Circles of change
- Accepting change
- Looking ahead



ICT

- To know how to develop the use of count-controlled loops in a different programming environment.
- To know that in programming there are infinite loops and count-controlled loops.
- To know how to develop a design that includes two or more loops which run at the same time.
- To know how to modify an infinite loop in each program.
- To know how to design a project that includes repetition.
- To know how to create a project that includes repetition.

ART

- To look at the artwork of an artist (Alberto Giacometti).
- To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- To plan and design a model from observation and imagination. To show understanding of space, shape and form.
- To cut, make and combine shapes to create recognisable form. To use a variety of materials.
- To add materials to the sculpture to create detail. To use malleable materials to join adequately and work reasonably independently.
- To share and evaluate my piece of work in our class gallery.