

LRR



- To explore the meaning of words in context.
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.
- To understand what they read by checking that the book makes sense to them and discussing their understanding
- To discuss and evaluate how authors use language, considering the impact on the reader
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.

ENGLISH

Composition: Draft, plan and write in narratives by creating settings, characters and plot. Organise paragraphs around a theme. Evaluate and edit effectiveness of their own and others writing.

Spelling: continue to distinguish between homophones and other words which are often confused

use further prefixes and suffixes and understand the guidance for adding them

Grammar: To use modal verbs or adverbs to indicate degrees of possibility

To use colons to mark boundaries between independent clauses

To use the perfect form of verbs to mark relationships of time and cause

MATHS

Week 1 - Algebra

Week 2 - Geometry

Week 3 - Number and Place Value.

Week 4 - Four main operations.

Week 5 - Constructing graphs including pie charts.

Week 6 - Reasoning and problem solving.

PE

Athletics

Week 1 - Begin to build a variety of running techniques and use with confidence.

Week 2 - Begin to build a variety of running techniques and use with confidence.

Week 3 - Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)

Week 4 - Demonstrate accuracy and confidence in throwing and catching activities.

Week 5 - Begin to record peers' performances and evaluate these.

Week 6 - Comment on tactics and techniques to help improve performance and make suggestions on how to improve their work, commenting on similarities and differences.

GERMAN

Lesson 1 - I can read and understand a humorous sketch.

Lesson 2 - I can adapt a model and write my own café sketch.

Lesson 3 - I can take part in a performance of a café sketch.

Lesson 4 - I can remember fruit and vegetable nouns.

Lesson 5 - I can understand nouns to do with nature or the classroom and take part in a scavenger hunt

Lesson 6 - I can apply my language detective skills to learn another language

MUSIC

Key Question: Can I compose a piece of music with a ternary structure?

Week 1: To compose a ternary piece in small groups. To compose a melody

Week 2: To compose a ternary piece in small groups. To incorporate rhythmic variety to the melodic phrase.

Week 3: To compose a ternary piece in small groups. To enhance melody by adding in repetition and contrast.

Week 4: To compose a ternary piece in small groups. To enhance melodies with rhythmic or chordal accompaniment.

Week 5: To practice ternary composition in small groups.

Week 6: To perform composition in small groups.

GEOGRAPHY

Week 1 - To know where Brazil is in the world.

Week 2 - To use six-figure grid references to locate the major cities of Brazil.

Week 3 - To confidently understand the significance of Latitude and Longitude and the impact on climate and time zones.

Week 4 - To know the climate in Brazil and compare it to England's climate.

Week 5 - To know the physical geography of Brazil.

Week 6 - To describe and understand the physical geography of the Brazilian Amazon Rainforest including climate, biomes and vegetation.

Week 7 - To know about urbanisation of Brazil and how this effects the city of Rio de Janeiro.

DT - BRIDGES

Week 1 - To go through evaluations of existing products considering the cost to make, how innovative they are, and how sustainable the materials are. To research some key architects/engineers - Iron Bridge - Thomas Pritchard and Abraham Derby

Week 2 - To come up with innovative design ideas, and create a design criteria and specification, drawing on market research. To use annotated sketched, cross sectional planning and exploded diagrams, and computer programmes to clearly explain how the design will work.

Week 3 - To independently model and refine design ideas by making prototypes and produce suitable lists of tools, equipment, materials needed, considering constraints. Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics.

Week 4 - To accurately measure, mark out, cut and shape materials/components, use selected tools and equipment precisely, such as card, paper, straws, string, tape.

Week 5 - To accurately assemble, join and combine materials/components, and reinforce and strengthen a 3D frame.

To accurately apply a range of finishing techniques.
Week 6 - To test and evaluate final product; explain what would improve it and the effect different resources may have had.

RE

Week 1-6

To understand that concept of Jihad can be interpreted differently lead to different actions and consequences.

Key Question:

Does the understanding of Jihad impact upon how it is viewed by all in the wider world?



PSHE - CHANGING ME

Week 1 - Understand that everyone is unique and special

Week 2 - Can express how they feel when change happens?

Week 3 - Understand and respect the changes that they see in themselves

Week 4 & 5 - Understand and respect the changes that they see in other people

Week 6 - Know how to ask for help if they are worried about change



ICT - SENSING MOVEMENT

Week 1 - To know how to create a program to run on a controllable device.

Week 2 - To know that selection can control the flow of a program.

Week 3 - To know how to update a variable with a user input.

Week 4 - To know how to use a conditional statement to compare a variable to a value.

Week 5 - To know how to design a project that uses inputs and outputs on a controllable device.

Week 6 - To know how to develop a program to use inputs and outputs on a controllable device.

