



	Week 1 (21/2 - 25/2)	Week 2 (28/2 - 04/3)	Week 3 (07/3 - 11/3)	Week 4 (14/3 - 18/3)	Week 5 (21/3 - 25/3)	Week 6 (28/3 - 01/4)
Wider Curriculum	Rock Climbing	Tudor Workshop				Theme week: Maths
Resources	Prince and the Pauper book	Prince and the Pauper book	Prince and the Pauper book	Henry VIII book	Henry VIII book	Henry VIII book
Writing	<p><b><u>Prince and the Pauper</u></b></p> <p>Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p>	<p><b><u>Prince and the Pauper</u></b></p> <p>Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Explain and discuss their understanding of what they</p>	<p><b><u>Prince and the Pauper</u></b></p> <p>Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations</p>	<p><b><u>Biographies:</u></b></p> <p>Read and view a selection of biographies in different forms, e.g. print, film and reading on screen. Model re-reading and reading ahead to locate clues to support understanding. Reading and analysing Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader. Box-up a biography to create a planning and writing frame.</p>	<p><b><u>Biographies:</u></b></p> <p>Read and view a selection of biographies in different forms, e.g. print, film and reading on screen. Model re-reading and reading ahead to locate clues to support understanding. Reading and analysing Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader. Box-up a biography to create a planning and writing frame. Discuss the purpose of paragraphs and identify key</p>	<p><b><u>Biographies:</u></b></p> <p>Read and view a selection of biographies in different forms, e.g. print, film and reading on screen. Model re-reading and reading ahead to locate clues to support understanding. Reading and analysing Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader. Box-up a biography to create a planning and writing frame.</p>



<p>Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Create and punctuate complex sentences using -ing openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Create and punctuate complex sentences using -ing openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Create and punctuate complex sentences using -ing openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>Discuss the purpose of paragraphs and identify key information in each paragraph. Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order. Create a checklist of features for use in the writing phase. Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. Plan their writing by drawing on similar writing models, reading and research. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p>	<p>information in each paragraph. Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order. Create a checklist of features for use in the writing phase. Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. Plan their writing by drawing on similar writing models, reading and research. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of compositions focusing on</p>	<p>Discuss the purpose of paragraphs and identify key information in each paragraph. Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order. Create a checklist of features for use in the writing phase. Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. Plan their writing by drawing on similar writing models, reading and research. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of</p>
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				<p>Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.</p>	<p>intonation and volume, and audience engagement.</p>	<p>compositions focusing on intonation and volume, and audience engagement.</p>
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Resources	Books Question stickers	Books Question stickers	Books Question stickers	Books Question stickers	Books Question stickers	Books Question stickers
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Reading	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p>	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6</p>	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling list (see National Curriculum, pp66-7)</p>	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6</p>	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p> <p>9) Demonstrate an understanding of the</p>	<p><b><u>Chichester: Kensuke's Kingdom</u></b></p> <p><b><u>Rochester: Gansta Granny</u></b></p> <p><b><u>Winchester: BFG</u></b></p> <p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace</p> <p>2) Read outside of school for pleasure or information</p> <p>3) Read aloud with appropriate intonation to show understanding</p> <p>4) Summarise and present a familiar story in their own words</p> <p>6) Infer meanings of unfamiliar words and discuss what they have read</p> <p>7) Read most words effortlessly</p> <p>8) Automatically work out how to pronounce unfamiliar words</p>
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	9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-7	spelling rules and spelling list (see National Curriculum, pp66-7		spelling rules and spelling list (see National Curriculum, pp66-7	meanings of some words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-7	9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-7
Spellings	Ambitious Cautious Fictitious Infectious Nutritious Repetitious Superstitious Gracious Precious Vicious	Hesitancy Truancy Accountancy Discrepancy Infancy Vacancy Buoyancy Tenancy Compliancy Occupancy	Advice Advise Device Devise Licence License Practice Practise Prophecy Prophecy	Dictionary Existence Especially Neighbour Average Conscience Vehicle Shoulder Relevant Twelfth	Doubt Island Lamb Thistle Knight Knowledge Knoll Wring Aisle Daughter	Recap of the term
Resources	Variety of PPTS and Pixl therapies – found on staff drive.	Variety of PPTS and Pixl therapies – found on staff drive.	Variety of PPTS and Pixl therapies – found on staff drive.	Variety of PPTS and Pixl therapies – found on staff drive.	Variety of PPTS and Pixl therapies – found on staff drive.	Variety of PPTS and Pixl therapies – found on staff drive.
SPAG	Identify the tense of a challenging extract; convert from one tense to another; identify 1 <sup>st</sup> or 3 <sup>rd</sup>	Define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> .	Independently make suitable choices of sentence type according to chosen genre.	To revise understanding of subordinate clause.	Common, proper and collective nouns.  Expanded noun phrases.	Use of comma in clauses.  Pronouns to avoid repetition.



	<p>person in shared or guided reading.</p> <p>Revise use of apostrophe for omission, and ensure pupils know term 'contracted form'.</p>	<p>Identify word class of words in sentences including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i>.</p> <p>Also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i>; play games to consolidate four key word classes.</p>	<p>To understand apostrophes for possession.</p> <p>Demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation.</p>	<p>Refine understanding of the meaning of less familiar words.</p>		<p>Revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i>.</p>
<p>Resources</p>	<p>Fraction wall Fraction wheel Place value chart</p>	<p>Fraction wall Fraction wheel Place value chart</p>	<p>Fraction wall Fraction wheel Place value chart</p>	<p>Place value chart 100 square Fraction wall</p>	<p>Place value chart 100 square Fraction wall</p>	





	supported by materials and diagrams.			Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.	Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.	
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Resources		<p>Photopage</p> <p>Animal lifespan information sheet</p>	<p>Animal photographs</p> <p>Human Timeline</p> <p>I wonder question</p>	<p>Life expectancy</p> <p>I wonder ques</p>
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Unit Title	<p><u>LI: What do I already know about how animals change and age?</u></p> <p><b>Activities:</b> Identify what children already know; discuss vocab; identify key questions that they want answered.</p> <p><b>Outcomes:</b> Mind maps of current/prior knowledge</p>	<p><u>LI: Do all animals have the same life expectancy?</u></p> <p><b>Activities:</b> Activity 1: What do we mean by life expectancy? Discuss in groups what life expectancy means – could put a definition on the working wall. Predict what you think the life expectancy of different animals would be. Feedback as a whole class.</p> <p>Activity 2: Look at the different life expectancies and discuss as a group how they are different; think about why they might be different. After getting ideas watch the following clip. <a href="https://www.youtube.com/watch?v=7m8QISPP7t0&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=7m8QISPP7t0&amp;ab_channel=TED-Ed</a></p> <p>Activity 3: Feedback as a whole class what we thought about the presentations explaining how life expectancies are different and why they are different; did we agree on why life expectancies are different?</p> <p><b>Outcomes:</b> Photopage - Children will work as a group to create a presentation explaining the life expectancy of different animals.</p>	<p><u>LI: How do humans change as the age?</u></p> <p><b>Activities:</b> Activity 1: What are the different stages in the life cycle of a human? Discuss as a group and then feedback as a whole class; identify the key stages and place these on large sheets of paper with a photo to represent each stage.</p> <p>Activity 2: What are the key human characteristics at each stage? Children to add key characteristics to each stage of the human life cycle; encourage children to think about emotional changes as well as physical.</p> <p><b>Outcomes:</b> Blue group: stick age / stages onto timeline then draw picture of that age / stage.</p> <p>Mild: Write bullet point notes about some of the characteristics at each stage and start fact sheet.</p> <p>Hot: Write bullet point notes about the emotional and physical characteristics during each stage and start fact sheet.</p> <p>Spicy: Write a paragraph that explains the human and physical characteristics at each stage and start fact sheet.</p>	<p><u>LI: Why has lif</u></p> <p><b>Activities:</b> Activity 1: How... Discuss in gro... Feedback as a... Tudor times: 3... Today: 83 year</p> <p>Activity 2: As... (https://www... ticles/howhas</p> <p>Discuss as a g... medicine, diet... Feedback idea</p> <p><b>Outcomes:</b> Mild: Explain... sheet. Hot: Explain h... Spicy: Explain... in notes and a</p>
Resources	Stations of the Cross	Stations of the Cross		Resources for Chalice Paten Wafers Bible



RE	<p><u>LI: What are the 'Stations of the Cross'?</u></p> <p><b>Activities:</b> Recap what they know about Jesus' last days. Introduce the Stations of the Cross. Discuss what happened and why. Why are they important to Christians?</p> <p><b>Outcomes: Create freeze frames of the different stations, exploring how the characters feel etc.</b> Photopage</p>	<p><u>LI: Who was responsible for Jesus' death?</u></p> <p><b>Activities:</b> Explore the key characters in the death of Jesus and the roles they played. Discuss how each had a part to play in God's big plan. Discuss why Jesus died- look at Bible references and what Christians believe. What do they believe?</p> <p><b>Outcomes:</b> In groups, explore the different modern day scenarios that link to the reason Jesus dies. Photopage</p>	<p><u>LI: How might Jesus' role be viewed by Christians?</u></p> <p><b>Activities:</b> Discuss how Christians see Jesus and His role in different ways. Each group/ individual will take from His story what they need to help them. Look at which roles are hard to understand and why. Discuss their own views on what Jesus was here to do.</p> <p><b>Outcomes:</b> In groups- complete the 4 different activities to show the different roles Christians believe Jesus had.</p>	<p><u>LI: What is the...</u></p> <p><b>Activities:</b> Discuss how J... ways through... Discuss what t... Discuss simila... matter they a...</p> <p><b>Outcomes:</b> Children's cho... understandin...</p>
	Resources			



PE	<p><u>LI: To increase pupil's competence in fundamental skills.</u></p> <p><b>Activities:</b> Pupils spend 5 minutes on each station. Each pupil will complete all 10 stations during the lesson. This may mean you need to shorten the warm up and cool down in order to fit them all in.</p> <p><b>Station 1-</b> Pupils jump side to side over the speed bounce wedge keeping their knees together and landing with two feet. Pupils can use their arms to balance. After competing 20 jumps they swap with their partner. Continue this for the 5 minutes.</p> <p><b>Station 2-</b> Pupils work in pairs and stand either side of the cones. Pupils then have to bowl the ball underarm between the two cones. If pupils are successful they move the cones closer and take a step back.</p> <p><b>Station 3-</b> Pupils work in pairs and stand opposite each other between the cones. Pupils then pass the football using the side of their foot to one another counting how many passes they can make. If the ball goes wide or one pupil miss controls the ball then the pupils start again at 0.</p> <p><b>Station 4-</b> Pupils skip using the skipping ropes. Pupils can either skip with two bounces, one bounces, cross overs however they feel. Pupils count how many skips they can complete.</p> <p><b>Station 5-</b> Pupils take it in turns to throw the ball underarm at the target, trying to hit as many cones as possible. If pupils are successful they count their cones they knocked over, stack the cones back up and give the ball to the next pupil.</p> <p><b>Station 6-</b> Pupils run over the hurdles then join the back of the line. Pupils should look to keep their knees high and swing their arms whilst running through.</p> <p><b>Station 7-</b> Pupils work in pairs. They stand opposite each other and throw the ball to one another. Every time they make 4 successful passes they take a step back if they drop the ball they take a step closer.</p>	<p><u>LI: To increase pupil's competence in fundamental skills.</u></p> <p><b>Activities:</b> Pupils spend 5 minutes on each station. Each pupil will complete all 10 stations during the lesson. This may mean you need to shorten the warm up and cool down in order to fit them all in.</p> <p><b>Station 1-</b> Pupils jump side to side over the speed bounce wedge keeping their knees together and landing with two feet. Pupils can use their arms to balance. After competing 20 jumps they swap with their partner. Continue this for the 5 minutes.</p> <p><b>Station 2-</b> Pupils work in pairs and stand either side of the cones. Pupils then have to bowl the ball underarm between the two cones. If pupils are successful they move the cones closer and take a step back.</p> <p><b>Station 3-</b> Pupils work in pairs and stand opposite each other between the cones. 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Every time they make 4 successful passes they take a step back if they drop the ball they take a step closer.</p> <p><b>Station 8-</b> Pupils grab a bean bag, they throw the bean bag up and clap. Each successful clap and catch they increase the number of claps they do before catching the bean bag. If they drop the beanbag they start at 1 clap again.</p> <p><b>Station 9-</b> Pupils spilt into two lines. They then dribble the ball using their feet in and out of the cones. Once they reach the end they pass the ball to the next pupil in the line.</p>	<p><u>LI: To increase pupil's competence in fundamental skills.</u></p> <p><b>Activities:</b> Pupils spend 5 minutes on each station. Each pupil will complete all 10 stations during the lesson. This may mean you need to shorten the warm up and cool down in order to fit them all in.</p> <p><b>Station 1-</b> Pupils jump side to side over the speed bounce wedge keeping their knees together and landing with two feet. 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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resource</p>	<p>Laptops Purple Mash Lesson 1 PowerPoint</p>	<p>Laptops Purple Mash Lesson 2 PowerPoint</p>	<p>Laptops Purple Mash Lesson 3 PowerPoint</p>	<p>Laptops Purple Mash Lesson 4 PowerPoint</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p><u>LI: Can I code efficiently?</u></p> <p><b>Activities:</b> Create simplified code which is efficient and concise. Using variables in code.</p> <p><b>Outcomes:</b> Create a simple playable game (Catching game).</p>	<p><u>LI: Can I simulate a physical system?</u></p> <p><b>Activities:</b> Plan an algorithm which represents the sequencing of traffic lights. Select images to represent their simulation. Plan their program.</p> <p><b>Outcomes:</b> Creating code to change the colour of traffic lights.</p>	<p><u>LI: Can I use different functions?</u></p> <p><b>Activities:</b> Create a program which represents a physical system. Create and use functions in code to make programming efficient.</p> <p><b>Outcomes:</b> Football game using functions.</p>	<p><u>LI: Can I use variables?</u></p> <p><b>Activities:</b> Create and use variables in code. Use text variables in code. Use strings to store text.</p> <p><b>Outcomes:</b> Free code using variables.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>	<p>Tudor timeline cards Photopage</p>		<p>Henry VIII picture I wonder stickers</p>	<p>Henry VIII picture I wonder stickers</p>



History	<p><u>L.I. Do I understand the timeline of the Tudor period?</u></p> <p><b>Activities:</b>          Explain to the children that the next topic they are going to be looking at will be the Tudors.          Ask the children if they know anything (or think they know anything) about this period of time already?          Show the children the IWB slide with the 4 images of topics (3 they have studied) – can anyone put them in CHRONOLOGICAL order? Recap the word chronological. Recap the idea of BC and AD – make sure the children realise that dates go UP in each direction and that there is no year 0 – just 1 AD and 1BC.          Ancient Greeks 700BC-480BC          Ancient Rome 753BC–476 AD          Vikings 793AD-1066AD          Tudors 1485AD – 1603AD          Why is the period between 1485 and 1603 called the Tudor period? How long ago was this? How many centuries?          Show video summarising the Tudor period.  <a href="https://www.youtube.com/watch?v=fAmRSHRwADE">https://www.youtube.com/watch?v=fAmRSHRwADE</a>          Chn to make notes in jotters esp key dates. Pause video as you go and discuss what has happened at each stage and why.          As a table, sort the timeline cards into the correct order this can then help children to draw their own timeline.</p> <p><b>Outcomes:</b>          Children to create timeline on flipchart paper of Tudor period</p>	<p><b>TUDOR Workshop</b></p>	<p><u>L.I. What was Henry VIII like?</u></p> <p><b>Activities:</b>          What did we learn last week? How did the reign of the Tudors begin?          Explain that even though Henry won the battle – there was still some worried people in England. After all, civil war had raged for 30 years.          How could Henry unite the two families and stop further fighting?          He married Elizabeth of York – and brought the two houses of York and Lancaster together. He even created a new family emblem combining the two old ones.          What makes a good king?          Watch <a href="https://www.youtube.com/watch?v=cagZe9k3wn4">https://www.youtube.com/watch?v=cagZe9k3wn4</a>  <u>START AT 1 MINUTE</u>          Pause to discuss          Make notes from video about the things Henry VIII did and also what he was like.</p> <p><b>Outcomes:</b>          Write a paragraph to tell me what you know about Henry VIII, include information about          what he was like as a young man          Interesting adjectives          His wives and children          Major events and changes he made          Important acts</p> <p><i>I wonder... Was Henry VII a good or bad King? Explain your answer.</i></p>	<p><u>L.I. Who were...</u></p> <p><b>Activities:</b>          Discuss answer...          Was he a good...          may have been...  <a href="https://vimeo.com">https://vimeo.com</a>          Why did he have...          Give each table...          Children to write...</p> <p><b>Outcomes:</b>          Blue group: w...          Children to write...  <i>I wonder...</i>  <i>Girls, how wo...</i>  <i>Boys, How wo...</i></p>
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Resources				
Geography  (Not this term)	<u>LI:</u>  <b>Activities:</b>  <b>Outcomes:</b>	<u>LI:</u>  <b>Activities:</b>  <b>Outcomes:</b>	<u>LI:</u>  <b>Activities:</b>  <b>Outcomes:</b>	<u>LI:</u>  <b>Activities:</b>  <b>Outcomes:</b>
Resources	Smoking images/ posters	Greg and Lottie's story.	Powerpoint Healthy eating guide LA- healthy eating activity	



PSHE/P4C	<p><u>LI: What are the health risks of smoking?</u></p> <p><b>Activities:</b>          Smoking quiz          Look at smoking poster          Discuss how social media shows smoking and healthy lifestyles. What messages does it give to young people?          Can we trust social media to give us the correct information?</p> <p><b>Outcomes:</b>  <b>Discuss posters in groups- answer key questions. Feedback opinions.</b></p>	<p><u>LI: What are the health risks of drinking alcohol?</u></p> <p><b>Activities:</b>          What do they know about alcohol? Go through fact page- which did they know?          Discuss how misuse of alcohol can cause antisocial behaviour. Read Greg and Lottie's story.</p> <p><b>Outcomes:</b>  <b>Children write alternate story ending- without alcohol and responding better to events.</b></p>	<p><u>LI: What is a balanced diet?</u></p> <p><b>Activities:</b>          Discuss what a diet is and what it means to be 'on a diet'.          Talk about reasons why some don't have good relationships with food.          Discuss what a balanced diet and what this might look like.</p> <p><b>Outcomes:</b>  <b>Create a balanced healthy diet sheet for aliens landing on Earth.</b></p>	<p><u>LI: What do w</u></p> <p><b>Activities:</b>          Discuss what t          negative. Disc          different.          Discuss media</p> <p><b>Outcomes:</b>  <b>Look at the m</b></p>
Resources				



Art	<p><u>LI: Can I explore what a Tudor portrait is?</u></p> <p><b>Activities:</b></p> <p><b>Starter:</b> To begin with, the children will explore what a portrait is, and what style of art it is, by exploring a variety of famous portraits.</p> <p><b>Main:</b> Look at Tudor portraits in detail.</p> <p>Why would they have been painted? Explain how in Tudor times, only the very rich could afford to have their portraits painted. Paintings of poorer people from this time are rare. In the past, people used portraits as a way of showing their wealth, status and power. When sitting for a portrait people would dress very carefully, using clothing and accessories to present a carefully constructed image. Jewellery, expensive fabrics, embroidered cloth or objects beside them were used to suggest to the</p>	<p><u>LI: Can I begin to create depth in a composition through simple perspective?</u></p> <p><b>Activities:</b></p> <p><b>Starter:</b> Before we start get each children to complete the tone level for shading (very light to very dark) and stick in their books. Remind them when they sketch they need to consider the pressure they put on a pencil.</p> <p><b>Main:</b> Think back to last week’s learning around the Tudor portraits. If we were to draw our own portrait today what key areas would we need to draw. (eyes, nose, mouth, ears)</p> <p>Look at a range of eyes of famous portraits throughout history. Discuss the shape, form, mood and the positioning of eyes on a person. Look at their own eyes and nose in a mirror and get them to sketch them in their books at the top of the page.</p> <p>Explain that in order to draw a portrait the eyes are extremely important so we are going to learn how to draw them. Using the video links work through drawing an eye at the bottom of their page (so we can see the difference in skills development).</p> <p><a href="https://www.youtube.com/watch?v=wpZzbAeVxAE&amp;ab_channel=FarjanaDrawingAcademy">https://www.youtube.com/watch?v=wpZzbAeVxAE&amp;ab_channel=FarjanaDrawingAcademy</a> (10mins)</p> <p>Relation to eyes were would we draw a nose? <a href="https://www.youtube.com/watch?v=7ueWr2EseM0&amp;ab_channel=JesciaHopper">https://www.youtube.com/watch?v=7ueWr2EseM0&amp;ab_channel=JesciaHopper</a> (7mins 41)</p> <p><b>Outcomes:</b></p>	<p><u>LI: Can I use different shading methods to draw ears and a mouth?</u></p> <p><b>Activities:</b></p> <p><b>Starter:</b> Get children to look back at last week’s lesson. What did we do and why? What did they think of their outcome?</p> <p><b>Main:</b> In the same way we learnt to draw eyes and noses last week, we are now drawing ears and mouth. Look at a range of mouths of famous portraits throughout history. Revisit, shape, form, and the positioning of each in relation to the eyes on a person. Then do the same with the mouth. Look at their own ear and mouth in a mirror and get them to sketch one in their books at the top of the page.</p> <p>Explain that in order to draw a portrait the proportion of the mouth and ears, in relation to the eyes and nose, are extremely important so we are going to learn how to draw them. Using the video links work through drawing an ear at the bottom of their page (so we can see the difference in skills development).</p> <p><a href="https://www.youtube.com/watch?v=ft_6_VEnwOk&amp;ab_channel=draweasychannel">https://www.youtube.com/watch?v=ft_6_VEnwOk&amp;ab_channel=draweasychannel</a> (lips 3mins 45)</p> <p><a href="https://www.youtube.com/watch?v=8WjywOaFifk&amp;ab_channel=HowtoDrawVideos">https://www.youtube.com/watch?v=8WjywOaFifk&amp;ab_channel=HowtoDrawVideos</a> (ear 3mins 23)</p> <p><b>Outcomes:</b> To sketch a beginning ear and mouth at the top of their page and then to draw an ear and</p>	<p><u>LI: Can I draw</u></p> <p><b>Activities:</b> Today the chil drawing them how they are</p> <p>Get them to u and draw their What facial ex you be portra mood would y observer to th to use mirrors expressions o decide the be today.</p> <p>Recap lesson portraits show How will they themselves? E dance shoes in background e</p> <p>Work through draw the basic will build on.</p>
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<p>viewer that the person in the portrait was important or rich. People often dressed in fabrics in rich, dark colours for portraits, as these were the most expensive dyes. You can also see that people are wearing many layers of material and garments, such as: ruffs, lace, gloves, etc.</p> <p><b>Output:</b> Children to have a family portrait of Henry VIII and Anne Bolyne to stick in their art book. Around the photo, annotate the different things they recognise about the portrait. Get children also to note symbols they notice eg: religious, strength, his size as power, Henry's pose, facial expression and visible symbols of his immense wealth such as his costume and jewellery.</p> <p><b>Outcomes:</b> Blue / Mild:</p>	<p>To sketch a beginning eye and nose at the top of their page and then to draw an eye and nose with perspective by using the video clip underneath.</p>	<p>mouth with perspective by using the video clip underneath.</p>	<p><b>Outcomes:</b> Children to draw portrait showing expression</p>
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Resource s	<p>To consider Henry's size, clothing and facial features.</p> <p>Hot: To consider Henry's size, clothing, facial expressions and artefacts in the portrait.</p> <p>Spicy: To consider Henry's size, clothing, facial expressions, use of colours and artefacts.</p>			
Resource s				
DT (Not this term)	<p><u>LI:</u></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p>	<p><u>LI:</u></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p>	<p><u>LI:</u></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p>	<p><u>LI:</u></p> <p><b>Activities:</b></p> <p><b>Outcomes:</b></p>
Resource s	Pictures of Tudor instruments	Pictures of Tudor instruments		Musical instru



<p><u>LI: Can you discover which musical instruments were used in Tudor times?</u></p> <p><b>Activities:</b> Tudor instruments: What types of instruments do you think were popular in Tudor times? Do you know any famous Tudor instruments? Show video clip. Select and a watch variety of instruments found on You tube. Watch: Hurdy Gurdy and other instruments <a href="https://www.youtube.com/watch?v=-Ns14mCcFig">https://www.youtube.com/watch?v=-Ns14mCcFig</a> Tudor Harp. <a href="https://www.youtube.com/watch?v=ZvaRMZPROSo&amp;list=PLE016A3E1235DF5CD">https://www.youtube.com/watch?v=ZvaRMZPROSo&amp;list=PLE016A3E1235DF5CD</a> Citole <a href="https://www.youtube.com/watch?v=Tkqs7ivvyDE">https://www.youtube.com/watch?v=Tkqs7ivvyDE</a> Psaltery Viol Rebec <b>Main activity</b> <b>Draw/write/list label 3 Tudor instruments and the modern day equivalent.</b></p> <p><b>Outcomes:</b> Mild Children to work in pairs to create a poster for class book, showing Tudor instruments.</p>	<p><u>LI: Can you discover which musical instruments were used in Tudor times?</u></p> <p><b>Activities:</b> Tudor instruments: What types of instruments do you think were popular in Tudor times? Do you know any famous Tudor instruments? Show video clip. Select and a watch variety of instruments found on You tube. Watch: Hurdy Gurdy and other instruments <a href="https://www.youtube.com/watch?v=-Ns14mCcFig">https://www.youtube.com/watch?v=-Ns14mCcFig</a> Tudor Harp. <a href="https://www.youtube.com/watch?v=ZvaRMZPROSo&amp;list=PLE016A3E1235DF5CD">https://www.youtube.com/watch?v=ZvaRMZPROSo&amp;list=PLE016A3E1235DF5CD</a> Citole <a href="https://www.youtube.com/watch?v=Tkqs7ivvyDE">https://www.youtube.com/watch?v=Tkqs7ivvyDE</a> Psaltery Viol Rebec <b>Outcomes:</b> Can you identify any of the instruments playing? How do you know? Are there any stringed instruments playing? Are there any wind instruments? Play :‘Henry’ and ‘Village Band’ <a href="https://www.bbc.co.uk/sounds/play/p02btzlj">https://www.bbc.co.uk/sounds/play/p02btzlj</a> <a href="https://www.bbc.co.uk/sounds/play/p02btzy">https://www.bbc.co.uk/sounds/play/p02btzy</a></p>	<p><u>LI: Can I understand standard musical notation?</u></p> <p><b>Activities:</b> Notation Introduce/ recap that music is noted in a standard way. Explain that it is like an international language that all countries follow. It is based on pitch ( the tune ) and rhythm. See if any musicians can order the semi- quaver (sixteenth note ¼ beat) , quaver (eighth note ½ beat) crotchet (quarter note 1 beats) minim (half note 2 beats) in order of note duration. Semibreve – (one note) Activity...use twinkle cards to illustrate</p> <p><b>Reading rhythm videos...Stage 1</b> <a href="https://www.youtube.com/watch?v=4vZ5mIfZlgk&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu">https://www.youtube.com/watch?v=4vZ5mIfZlgk&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu</a></p> <p><b>Stage 2</b> <a href="https://www.youtube.com/watch?v=cHad-I5AJT0&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=2">https://www.youtube.com/watch?v=cHad-I5AJT0&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=2</a></p> <p><b>Stage 3 with rests</b> <a href="https://www.youtube.com/watch?v=rf5rcXhGPps&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=4">https://www.youtube.com/watch?v=rf5rcXhGPps&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=4</a></p> <p><b>Dance of the Sugar plum fairy - challenge</b> <a href="https://www.youtube.com/watch?v=Wlxq-1a_810&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=3">https://www.youtube.com/watch?v=Wlxq-1a_810&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=3</a> The rhythm challenge</p>	<p><u>LI: Can I crea</u></p> <p><b>Activities:</b> Play ‘Music fo fanfare. <a href="https://www.">https://www.</a> Children draw topic books w watch: <a href="https://www.">https://www.</a> <a href="https://www.">https://www.</a> <b>Main Activity</b> Look at the Fa Have chime b G B and D on you can show Clap the differ Discuss the di After seeing th explain that th What elemen rhythm) How Children comp to help them Note down th Play with tune fitted in. Children rehe and peer app</p>
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<p>Hot as above and name modern counterparts.</p> <p>SPICY</p> <p>Poster to include more or less info depending on ability.</p> <p><b>I wonder... how does this music make the listener feel?</b></p>		<p><a href="https://www.youtube.com/watch?v=4WgU1BNz5M8&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=11">https://www.youtube.com/watch?v=4WgU1BNz5M8&amp;list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu&amp;index=11</a></p> <p><b>Main activity</b></p> <p>Work through each clip.</p> <p>Talk about each note and what it means. Practise rhythms.</p> <p>Clap as many of each note that would fit in one 4/4 bar.</p> <p>Recap on the value of each note.</p> <p>Introduce typical words like coffee and tea to represent the quaver and crotchet respectively.</p> <p>Semi quaver is bread and butter. Ask children to practise drawing these notes in their topic books and writing their name.</p> <p>Can they think of topic words instead of coffee and tea to be used for these notes?</p> <p>Could they write a rhythmical sentence about the Tudors and add in the note values?</p> <p>Henry the 8<sup>th</sup> had too many wives and some were lucky and stayed alive.</p> <p><b>Plenary</b> – revise why we need standard notation? Why do we need any standard measurement? What do the musical notes tell you?</p> <p><b>Outcomes:</b></p> <p>Children will be able to identify different musical notes and explain the duration.</p> <p>Some will be able to clap a rhythm from a stave whilst others will use tea and coffee.</p> <p>Simplified will be short phrases.</p>	<p><b>Outcomes:</b></p> <p>LA Some children will be able to create a fanfare which they can perform from memory.</p> <p>MA Some children will be able to draw a sound effect and perform it to them to perform.</p> <p>AA Create a fanfare using notation.</p>
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			Extended : longer sentences with music notation.	
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Resources	Lesson 1 PowerPoint Spanish booklet p39 and 40	Lesson 2 PowerPoint	Lesson 3 PowerPoint	Lesson 4 PowerPoint
Spanish	<p><u>LI: To learn pronouns and apply these to verb endings.</u></p> <p><b>Activities:</b> Lesson 1 PowerPoint</p> <p><b>Vocab:</b> <b>Regular -AR verb Practicar</b> - to do (sports) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican</p> <p><b>Outcomes:</b> Pupils to complete p39 and p40 from the Spanish booklet identifying verbs and pronouns.</p>	<p><u>LI: To describe sports that are played including when and how often.</u></p> <p><b>Activities:</b> Lesson 2 PowerPoint</p> <p><b>Outcomes:</b> Saying when and how often they do something.</p>	<p><u>LI: To use different parts of practicar to talk about the actions of others.</u></p> <p><b>Activities:</b> Lesson 3 PowerPoint</p> <p><b>Outcomes:</b> Practice AR- verb ending to talk about sports others do.</p>	<p><u>LI: To use verb endings.</u></p> <p><b>Activities:</b> Lesson 4 PowerPoint</p> <p><b>Outcomes:</b> Hokey Cokey Dad la vuelta ¡Saltad! (Jump) Dad un paso a Tocad los pies Poned las manos Dad un paso a Poned las manos</p>

Bame reference for each unit highlighted yellow.