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| **AUTUMN 1 2024** | | | | | | | | | |
| **SUBJECT** | **WEEK 1** | **WEEK 2** | **WEEK 3**  **BIKEABILITY** | **WEEK 4**  **BLACK HISTORY** | | **WEEK 5**  **BLACK HISTORY** | **WEEK 6**  **BLACK HISTORY** | **WEEK 7**  **RESIDENTIAL** | **WEEK 8**  **HARVEST** |
| **READING**  book clip art reading - Clip Art Library | **No lesson due to Training Day** | **Charles Darwin**  Link to science unit: Evolution and inheritance. Guided and independent tasks.  **OBJECTIVES:**   * Identify new words and discuss their meaning in context * Justify and explain opinions and ideas using textual evidence * Retrieve simple facts | **Freedom 1787 by Catherine Johnson**  Children to look at the front cover and make predictions about what the text will be about whilst justifying their reasons.  Freedom: 1 : Johnson, Catherine: Amazon.co.uk: BooksThey will then progress to the blurb and find out if they were correct and add any further predictions that they have with reasoned justification. | **Harriett Tubman**  **Black History Focus : Influential Figure**  **OBJECTIVES:**   * Identify new words and discuss their meaning in context * Justify and explain opinions and ideas using textual evidence * Retrieve simple facts   A screenshot of a computer  Description automatically generated | **Freedom 1787 by Catherine Johnson**  **Week 4 - Chapter 3**  **Week 5 – Chapter 5**  **OBJECTIVES:**   * Children check that the book makes sense, discussing their understanding and exploring the meaning of words in context * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Predict what might happen from details stated and implied * Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * Explain and discuss understanding of what they have read * Provide reasoned justifications for their views   Whole class read of the chapters stated above (always pausing to discuss new vocabulary). Children to then answer a range of questions linked to vocabulary, inference, prediction, explanation, retrieval and summarising. The different question types to be explored in each lesson until the children are secure in identifying what type of question they are being asked and what is required for their answers. ALWAYS ENCOURAGE THE USE OF EVIDENCE! | | | No reading lesson this week due to the res idential. | **Mary Anning**  Link to science unit: Evolution and Inheritence.  Guided and independent activities.  **OBJECTIVES:**   * Identify new words and discuss their meaning in context * Justify and explain opinions and ideas using textual evidence * Retrieve simple facts   Mary Anning - Wikipedia |
| **WRITING**    **INCLUDING GENRE(S)** | **Class Mission Statement & School Council**  **GENRE : PERSUASIVE WRITING**  **PURPOSE:‘WRITING TO PERSUADE’**  Mission Statement = class non -negotiables and jobs/roles in class.  Discuss school council – What does this mean? **Link to the British Value of ‘DEMOCRACY’.**  Children to write a persuasive manifesto/speech as to why they should be elected.  **Text features to include:**   * Use of 2nd person * Personal pronouns * Planned repetition * Facts & Statistics * Hyperbole   **Grammar and sentences learning to include:**   * Use imperative and modal verbs to convey urgency,   *Buy it today! This product will transform your life..*   * Use adverbials to convey sense of certainty,,   *Surely we can all agree…?*  • Use short sentences for emphasis *This has to stop! Vote for change!*  • Use of the subjunctive form for formal structure,  *If I were you, I would...*  **Punctuation content to include:**   * Use ? ! for rhetorical / exclamatory sentences * Use colons and semi-colons to list features, attractions or arguments * Use brackets or dashes for parenthesis, including for emphasis   *This is our chance—our only chance—to make a difference.*   * Use semi-colons for structure repetition | | **Freedom 1783 BLACK HISTORY**  **GENRE : RECOUNT**  **PURPOSE: WRITING TO INFORM**  **Week 3 and 4 (due to Bikeability)** - Children to write a diary entry about Nat’s journey from the plantation to England.  **Text features to include:**  -Detailed description  -Use paragraphs to organise in time sequence  **Grammar and sentences learning to include:**  -Use subordinating conjunctions in varied positions.  -Use expanded noun phrases to inform.  -Use relative clauses to add further detail.  -Begin to use passive voice to remain formal or detached.  -Begin to use colons to link related clauses.  **Punctuation content to include:**  -Use brackets or dashes to mark relative clauses.  -Secure use of commas to mark clauses, including opening subordinating clauses.  -Begin to use colons & semi-colons to mark clauses.  **GENRE : NEWPAPER ARTICLE**  **PURPOSE: WRITING TO INFORM/DISCUSS**  **Week 5:** Children to write a newspaper article about what happened to the Zong  **Text features to include:**   * Paragraphs used to group related ideas * Heading/subheadings * Use of technical vocabulary   **Grammar and sentences learning to include:**   * Use subordinating conjunctions in varied positions * Use of expanded noun phrases to inform * Use relative clauses to add further * Begin to use passive voice to remain formal or detached * Begin to use colons to link related clauses   **Punctuation content to include:**   * Use brackets or dashes to explain technical vocabulary * Use semi-colons to punctuate complex lists, including when using bullet points * Use colons to introduce lists or sections * Use brackets or dashes to mark relative clauses * Secure use of commas to mark clauses, including opening subordinating clauses * Begin to use colons & semi-colons to mark clauses   **GENRE : PERSUASIVE WRITING**  **PURPOSE:‘WRITING TO PERSUADE’**  **Week 6/7:** Children to write a persuasive speech to convince the King of England to abolish slavery (ASSESSMENT)  **Text features to include:**   * Use of 2nd person * Personal pronouns * Planned repetition * Facts & Statistics * Hyperbole   **Grammar and sentences learning to include:**   * Use imperative and modal verbs to convey urgency,   *Buy it today! This product will transform your life..*   * Use adverbials to convey sense of certainty,,   *Surely we can all agree…?*  • Use short sentences for emphasis *This has to stop! Vote for change!*  • Use of the subjunctive form for formal structure,  *If I were you, I would...*  **Punctuation content to include:**   * Use ? ! for rhetorical / exclamatory sentences * Use colons and semi-colons to list features, attractions or arguments * Use brackets or dashes for parenthesis, including for emphasis   *This is our chance—our only chance—to make a difference.*   * Use semi-colons for structure repetition | | | | | | Children to write a letter to their group leader at Robinwood. The purpose is to thank them for supporting and guiding them at Robin wood.  **ONLY ONE LESSON ON THE THURSDAY AS GPS WILL TAKE PLACE ON FRIDAY.** |
| **SPELLING**  spelling clipart - Clip Art Library | ***Ambitious Synonyms: Adjectives***  aggressive  hostile  obstinate  awkward  desperate  frantic  disastrous  calamitous  marvellous  spectacular | ***Homophones & Near Homophones: Nouns that end –n –ce/-cy & verbs that end in –se/sy***  advice  advise  device  devise  licence  license  practice  practise  prophecy  prophesy | ***Adjectives ending in –ant into nouns ending in –ance/-ancy***  observant  observance  expectant  expectancy  hesitant  hesitancy  tolerant  tolerance  relevant  relevance | ***Adjectives ending in –ent into nouns ending in –ence/-ency***  innocent  innocence  decent  decency  excellent  excellence  confident  confidence  existent  existence | | ***Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel***  co-operate  co-ordinate  co-own  co-author  re-enter  re-educate  re-examine  re-evaluate  re-energise  re-elect | ***Hyphens; To join compound adjectives to avoid ambiguity***  man-eating  little-used  rock-bottom  wide-eyed  pig-headed  tight-fisted  cold-hearted  stone-faced  green-eyed  short-tempered | **NO SPELLINGS DUE TO RESIDENTIAL** | **RE-VISIT Y5/6 STATUTORY WORD LIST** |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | **Introduce purpose of GPS lessons with RP and expectations.**  Work on what makes a sentence a sentence (word classes). This will be a feature in every GPS lesson to support the children’s understanding of world classes and to hopefully support the children’s writing. | ***LO: to revise the simple present tense***  Children to understand:  - The simple present tense is made of a one word verb.  - The present tense is made from a pronoun and a one word verb.  Revise pronouns and show how the present tense works with different pronouns. Independently choose verbs and form the simple present tense. | **LO: to revise the simple past tense**  Revise tenses: they are formed by verbs (revise definition of verbs) and they tell us when the verb happened. (Tenses=Time)  Revise simple past tense The simple past tense is made of a one word verb.  Show how pronouns could be replaced with nouns. Show how the simple past tense is formed by adding ed to the infinitive (to…) form. | **LO: to revise the present progressive tense**  Children to understand:  -The present progressive tense is made of two words.  -The present tense of the verb to be and the main verb with an ing ending.  -It is used to talk about something that is happening now and is still going on (it's not a completed action).  -It can be joined to the main verb with an ing ending.  Look at exceptions and spelling adjustments: | | **LO: to revise the past progressive tense**  Children to understand:  - The present progressive tense is made of two words. The past tense of the verb to be and the main verb with an ing.  -We use it to talk about something that was going on over time in the past.  - It is often something which is going on when another action happens.  Revise the exceptions and spelling adjustments looked at last week. | **LO: To identify tense and word classes**  A revision session linked to all of the learning this tern. Children given two passages of text. They must identify any tense changes and all of the different word classes. | **LO: To identify tense and word classes**  A revision session linked to all of the learning this tern. Children given two passages of text. They must identify any tense changes and all of the different word classes. | **Revision/Review/**  **Assessment of key learning from this half term.** |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **Number: Number and Place Value**  ***Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit***   * Numbers to 1,000,000 * Numbers to 10,000,000 * Partition numbers to 10,000,000 * Powers of 10 * Numbers to 10,000,000 * Compare and order any number   ***Round any whole number to a required degree of accuracy***  ***Use negative numbers in context, and calculate intervals across zero*** | | **Number: Addition and Subtraction**  ***solve addition and subtraction multi‐ step problems in contexts, deciding which operations and methods to use and why***   * Add integers * Subtract integers * Problem solving +/-   **Number: Multiplication**  ***Identify common factors, common multiples and prime numbers***   * Common factors * Common multiples * Rules of divisibility * Primes to 100 * Squared and cubed numbers | | | **Number: Multiplication and division**  ***Multiply multi‐digit numbers up to 4 digits by a two‐digit whole number using the formal written method of long multiplication***   * Multiply by a 1-digit number * Multiply up to a 4-digit number by a 2-digit number   ***Divide numbers up to 4 digits by a two‐digit number using the formal written method of short division where appropriate, interpreting remainders according to the context***   * Short division * Division using factors * Divide a 3-digit number by a 2-digit number * Divide a 4-digit number by a 2-digit number * Long division with remainders | | **ONLY ONE LESSON THIS WEEK DUE TO THE RESIDENTIAL**  ***Perform mental calculations,***  ***including with mixed operations and large numbers***  -Mental calculations  -Reason from known facts | **Number: Addition, Subtraction, Multiplication and Division**  ***Use knowledge of the order of***  ***operations to carry out calculations***  ***involving the four operations***   * Order of operations * Brackets * Reason from known facts   ***Perform mental calculations,***  ***including with mixed operations and large numbers*** |
| **LEARN BY HEARTS** | **Place Value – Two Week Cycle**  ***LO: To read, write, order and compare Roman Numerals to 1000*** | | **Number - Prime Numbers – Two Week Cycle**  ***LO: To learn all of the prime numbers to 100*** | | | **Number - Two Week Cycle**  ***LO: To learn square numbers and cubed numbers to 12X12 and 12 X 12 X 12*** | | **Number – Rules of divisibility**  ***LO: To learn the rules of divisibility*** | |
| **SCIENCE** | **Evolution and Inheritance** | | | | | | | |  |
| **Inheritance**  **OBJECTIVES**  -To understand that although we are similar in many ways, there are also differences between  people.  -To recognise that those differences include eye colour, hair colour, height and shoe size.  -To recognise that offspring resemble their parents in many features.  -To recognise that we inherit characteristics from our parents.  -To collect and present data in a variety of ways.  **SUCCESS CRITERIA**  -I can observe differences in appearance.  -I can explain simply why we look like our  parents, but are not identical to either one  of them.  -I can present data in a variety of ways,  including bar charts, independently.  -I can explain how animals are adapted to their habitats. | **Adaptation**  **OBJECTIVES**  -To understand that although we are similar in many ways, there are also differences between people.  -To recognise that those differences include eye colour, hair colour, height and shoe size.  -To recognise that offspring resemble their parents in many features.  -To recognise that we inherit characteristics from our parents.  -To collect and present data in a variety of ways.  **SUCCESS CRITERIA**  -I can observe differences in appearance.  -I can explain simply why we look like our  parents, but are not identical to either one  of them.  -I can present data in a variety of ways,  including bar charts, independently.  -I can explain how animals are adapted to their habitats. | **NO LESSON DUE TO BIKEABILITY** | **How have they changed?**  **OBJECTIVES**  -To recognise that offspring are different from each other and their parents.  -To understand that animals best suited to their environment survive to breed and pass on their  characteristics to their offspring.  -To recognise that this process is known as natural selection.  To develop research skills and interpret data.  -To recognise that observations can be used to support ideas.  **SUCCESS CRITERIA**  -I can recognise that if living things don’t  adapt, change and evolve, they could die out.  -I can describe why offspring are similar but not identical to their parents.  -I can explain simply what the process of  natural selection is.  -I can interpret information from evidence and use it to support ideas | | **Natural Selection**  **OBJECTIVES**  -To recognise that offspring are different from each other and their parents.  -To understand that animals best suited to their environment survive to breed and pass on their  characteristics to their offspring.  -To recognise that this process is known as natural selection.  To develop research skills and interpret data.  -To recognise that observations can be used to support ideas.  **SUCCESS CRITERIA**  -I can recognise that if living things don’t  adapt, change and evolve, they could die out.  -I can describe why offspring are similar but not identical to their parents.  -I can explain simply what the process of  natural selection is.  -I can interpret information from evidence and use it to support ideas | **All Change**  **OBJECTIVES**  -To understand that living things can change over time.  -To recognise that fossils provide information about some of those changes.  -To know about the life and work of scientists who discover fossils.  -To explore ideas about evolutionary timescales.  **SUCCESS CRITERIA**  -I can research famous people.  -I can explain how fossils provide evidence of living things in the past.  -I recognise the contribution made by  people in finding out about the past.  -I can describe how things have changed  over long periods of time.  -I am more aware of the timescale of  evolution. | **NO LESSON DUE TO RESIDENTIAL** | **Mary Anning**  **OBJECTIVES**  -To understand that living things can change over time.  -To recognise that fossils provide information about some of those changes.  -To know about the life and work of scientists who discover fossils.  -To explore ideas about evolutionary timescales.  **SUCCESS CRITERIA**  -I can research famous people.  -I can explain how fossils provide evidence of living things in the past.  -I recognise the contribution made by  people in finding out about the past.  -I can describe how things have changed  over long periods of time.  -I am more aware of the timescale of  evolution. |

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| **COMPUTING** | No computing lesson this week | Routines and expectations, using Google classroom  **OBJECTIVES:**   * To independently log on to Google classroom and   respond to work set   * To create a Google slide. * To have a clear idea of appropriate online behaviour.   **SUCCESS CRITERIA:**   * To create a poster using google slides showing the rules for using the internet in school and sensible ways to behave on the internet out of school | **OBJECTIVES:**   * Find previously saved work in Google Drive and edit it. * Organise work in Google drive into folders. * To know the meaning of a digital footprint and know how information online can persist.   **SUCCESS CRITERIA**   * Successfully answer online quiz questions showing understanding of digital footprints. To write a sentence on the class stream showing understanding of digital footprints. * To create an online safety folder in google drive and store online safety work there, including a screengrab of their quiz results and their stream answer. * Add a copyright notice to the slide they created last week. | **OBJECTIVES**:   * To explain how sharing information online can help people to work together * To recognise how we communicate using technology * To evaluate different ways of working together online * To identify benefits and risks of mobile devices broadcasting the location of the user/device   **SUCCESS CRITERIA:**   * Use Google Doc to create a table showing the ‘day in the life’ of an internet user, identifying the different online activities they participate in. Include an evaluative note on each activity. | **OBJECTIVES:**   * To recognise how data is transferred across the internet * To explain the importance of Internet addresses   **SUCCESS CRITERIA:**   * Successfully answer online quiz questions showing understanding of the internet, the world wide web and data transfer. * To be able to match network vocabulary to definitions | | **OBJECTIVES:**   * To identify secure sites by looking for privacy seals of approval. * To identify the benefits and risks of giving personal information   **SUCCESS CRITERIA:**   * Show understanding of the issues discussed by using a jamboard to contribute quiz questions for a class quiz about the internet safety issues we have explored this term. | **OBJECTIVES:**  To evaluate different methods of online communication  **SUCCESS CRITERIA:**   * Children to layout and complete a table in google docs showing forms of online communication and their evaluation of them. * To successfully answer the survey questions we generated together last week. | | **OBJECTIVES:**   * To create a data set in a spreadsheet.   **SUCCESS CRITERIA**:   * Children will open a google sheets document and create a spreadsheet showing their screen time across a week. They will format cells for text, number and time, add borders and change fonts. They will use the add function to add minutes to find totals and check it against their ow n calculations. |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | **Trade & Economics**  **OBJECTIVE**  To understand that our food and clothes can come from all over the world  **SUCCESS CRITERIA**  -I know how to use an atlas to locate countries.  -I can name and locate several countries where  my clothes and food  originate.  -I understand that it is sometimes difficult to ascertain where raw materials and ingredients  originate.  **RESOURCES**  -World in Maps (2014) by  Stephen Scoffham  -School uniform items  -School Uniform sheet  -School lunch menus or  sample packed lunch box  (including packaging)  -Map of our world  -Class set of atlases. | **Trade & Economics**  **OBJECTIVE**  -To understand that each type of fruit grows in particular climatic conditions  and in a particular season, and that fruit may have to travel long distances  to reach our fruit bowl  **SUCCESS CRITERIA**  -I know that each type of fruit grows in particular climatic conditions.  -I can explain where in the world several different fruits originate.  -I understand that each type of fruit grows in a particular season.  **RESOURCES**  -A fruit salad – containing a range of seasonal and unseasonal, local and  exotic fruits  -Class set of atlases  -World biomes map  -iPads  -Blank world map  -Blank A3 paper  -Countries of origin for fruit  **THIS LESSON USUALLY TAKES TWO WEEKS TO COMLETE.** | | **Trade & Economics**  **OBJECTIVE**  -To understand that clothes can be produced fairly and sustainably, and to  understand that unwanted clothing may be recycled and processed  **SUCCESS CRITERIA**  -I know how cotton clothing is produced.  -I can explain what ‘fair trade’ means.  -I understand that there are various outcomes for items  of clothing that are no longer wanted. | **Trade & Economics**  **OBJECTIVE**  -To investigate locally made and grown products available in our area,  and to investigate locally imported products available in our area  **SUCCESS CRITERIA**  -I know how to pose my own enquiry questions.  -I can plan and use a range of methods to collect evidence in answer to my  geographical questions.  -I understand that  there are advantages  and disadvantages to  imported and locally  produced products.  **RESOURCES**  -Clipboards  -Cameras  -Map of the area to be covered by the fieldwork  -Materials prepared by the children for their enquiry:  − questionnaires  − tables  − tally charts. | **Trade & Economics**  **OBJECTIVE**  -To understand the perspectives of a range of people on a geographical  issue, and to understand that what people buy affects the lives of others.  **SUCCESS CRITERIA**  -I know that there is no right or wrong regarding the issue of choosing  imported or locally  produced food.  -I can explain the views of different groups of people  on a geographical issue.  -I understand that our shopping choices have an effect on the lives of others.  **RESOURCES**  -Local or imported food  -Ideas organiser:  Advantages and  Disadvantages  -iPads  - Food miles calculator | | **RESIDENTIAL** | **Trade & Economics**  **OBJECTIVE**  -To be able to explain the journey of a product to their home  **SUCCESS CRITERIA**  -I know the journey of how at least one product gets to my home in detail.  -I can explain my  geographical learning in  the form of a story.  -I understand that there  are many routes that  products can take before arriving in my home.  **RESOURCES**  -Paper and pens or pencils  -Computers and tablets  -Blank world map | |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART | **This term, RE lessons follow PSHE on the Monday afternoon. However, if PSHE lessons take longer than the allocated hour, it may be that the RE will not start until Week 4. For this reason, only three lessons have been timetables for this term (the remainer will take place next term).**  ***How do Sikhs Show Commitment?***  ***LEEDS AGREED SYLLABUS***  **KEY QUESTION:**  ***What values are important?***  **OBJECTIVES:**   * Explore values and understand that people have different ideas about what is important.   **OUTCOMES:**   * Discuss and compare a range of important values.   Values are things that we think are important or valuable (e.g. love, sharing, generosity, equality, friendship, learning). We show if these things are really important by the way we act.  **Activity Ideas:** Ask pupils to come up with a list of values that people might think are important. Suggest some ways in which people could demonstrate important values in their own lives. What is the difference between saying something is important and actually doing something about it? Explore what values pupils have, why they hold them, and how they show them in their own lifestyles.  **Lesson 2**  **KEY QUESTIONS:**  ***How do Sikhs show commitment to their faith through religious practice?***  **OBJECTIVES:**   * Understand how Sikhs demonstrate values through daily religious observance. * Reflect on and consider own values.   **OUTCOMES:**   * Summarise and give reasons for Sikh daily practice * Reflect on personal values and make links with Sikh beliefs   Each day, the Guru Granth Sahib is respectfully uncovered at dawn by a baptized Sikh. Those present recite the *ardas* prayer. It is then opened randomly; the top left passage is read aloud to those present to contemplate. At the end of the day the closing ritual *sukhasan* is performed, which includes *ardas* and evening prayers before the book is closed, wrapped in the rumalas and put away  **Activity idea:** Stilling activity: time to think about our own values  **Lesson 3**  **KEY QUESTION:**  ***What symbols are important to Sikhs?***  ***How do Sikhs show commitment to their faith through the use of symbols?***  **OBJECTIVES:**   * Understand Sikh belief about symbols of identity and what they represent.   **OUTCOMES:**   * Identify and explain Sikh symbols, including the 5Ks   Introduce pupils to Sikh artefacts, including the 5Ks**.**  **Activity ideas:** Produce a tray of artefacts / pictures connected to Sikhism. The tray is covered with a cloth. Divide the class into groups of five. Each child in the group is numbered 1-5. All the ‘number ones’ have 30 seconds to look at the items and remember as much as possible. | | | | | | | | | |
| **SPANISH** | **NO LESSON THIS WEEK DUE TO TRAINING DAY.** | **La Familia**  **OBJECTIVE:**  *To introduce nouns in Spanish for family members using a fictitious family.*  . | **La Familia**  **OBJECTIVE:**  *To continue and consolidate the nouns and definite articles for members of the family and add new target question ¿cómo se llama?* | **La Familia**  **OBJECTIVE:**  *To consolidate él/ella se llama and introduce new target question ¿tienes un hermano / tienes una hermana?* | **La Familia**  **Numbers to 100**  **OBJECTIVE:**  *To consolidate tengo un hermano/una hermana and él/ella se llama and introduce numbers 10-100 enabling children to work towards being able to say how old their siblings/family members are.* | **La Familia**  **Numbers to 100**  **OBJECTIVE:**  *To introduce the concept of mi/mis using the ‘Mi-Mis’ PowerPoint allowing the children to start to introduce their/a family.* | | **RESIDENTIAL** | **La Familia**  **OBJECTIVE:**  *To revise the possessives and learn how to say the age of a family member in Spanish by using the target question ¿cuántos años tienes? Él/ella tiene ... años ready for creative task and unit assessment.* | |
| **MUSIC** | **Pulse and rhythm activities:**  ‘Let’s all Play my Drum’- watching and listening activity.  Revision of the meaning of Pulse and Rhythm.  Demonstrate with songs we know- *Cobbler Cobbler, Apple Tree.* | **Pulse and rhythm activities:**  Start to look at syncopation (sh-Ti), using a basic pattern to copy.  Look at ‘Hoe Down rhythmic play along’ on Drummerwise. | **Pulse and rhythm activities.**  Learn to sing ‘Let’s See What the Earth has to say’ for the Harvest Festival. | **Pulse and rhythm activities:**  ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  5 second shower  Perform Bubble Gum with Claves, as a canon.  **Listen and appraise:** Sugarhill Gang ‘Rapper’s Delight’ and compare to ‘Me, Myself and I’ by De la Soul.  Continue to work through the verses of ‘The Fresh Prince of Belair’, keeping the speed steady.  Rehearse Harvest Song. | **Pulse and rhythm activities:** Practise ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  5 Second shower  Teach ‘Acka backa soda cracker’  **Listen and appraise:** ‘You Can’t touch this’ by MC  Hammer (Hip hop pop rap). Compare to other pieces we have listened to (how much more ‘pop’ is it/what instruments can you hear?).  **Review and practise:** ‘The Fresh Prince of Belair’  Begin to Learn the ‘Ken and Barbie Beatbox Groove.  Songs for the season: Creepy Castle and ‘Skin and Bones’. | **Pulse and rhythm activities:**  Improvise actions for ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  Pulse and rhythm activities: Improvise actions for ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  **Listen and appraise**: ‘It’s Like that’ by Run DMC. Compare to previous pieces of music we have appraised this term.  Using recorder and chime bars, perform the instrumental sections of ‘The Fresh Prince’ along with a backing track. | | **Pulse and rhythm activities.**  Rehearse ‘When the Wind Blows’ for the Harvest Festival. | **HARVEST FESTIVAL** | |
| **PE**  Real PE – St. Matthew's Primary School, Luton | **Unit 1: Personal**  **Exceeding:**  - I can develop methods to outwit opponents.  - I can recognise and suggest patterns of play which will increase chances of success.  **Expected:**  - I can use my awareness of space and others to make good decisions.  - I can understand ways (criteria) to judge performance.  **Emerging:**  - I have begun to identify areas for improvement.  - I can understand the simple tactics of attacking and defending.  **Fundamental Movement Skills**  **Coordination -** Ball Skills  **Agility -** Reaction / Response | | | | | | | | | |
| **Week 1: Ball Skills**  **Week 2: Reaction/Response**  **Week 3: Ball Skills**  **Personal:**  **Some -** I can recognise and suggest patterns of play which will increase chances of success.  **Many -** I can understand ways (criteria) to judge performance.  **All -** I can understand the simple tactics of attacking and defending.  **Week 1 & 2**  **Warm Up:** Hi Baby!  **Game:** Throw Tennis  **Skill:** Ball Skills  **Review Method:** Secret Stats  **Week 3**  **Warm Up:** Hi Baby!  **Game:** Throw Tennis  **Competition:** Ladder/Bump Ladder  **Review Method:** Secret Stats | | | **Week 4: Ball Skills**  **Week 5: Reaction/Response**  **Week 6: Reaction/Response**  **Personal:**  **Some -** I can develop methods to outwit opponents.  **Many -** I can use my awareness of space and others to make good decisions.  **All -** I have begun to identify areas for improvement.  **Week 4**  **Warm Up:** Hi Baby!  **Game:** End Ball  **Skill:** Ball Skills  **Review Method:** Secret Stats  **Week 5**  **Warm Up:** Hi Baby!  **Game:** End Ball  **Skill:** Reaction/Response  **Review Method:** Secret Stats  Week 7  **Warm Up:** Hi Baby!  **Game:** End Ball  **Competition:** Round Robbins  **Review Method:** Secret Stats | | | | **WEEK 7 = RESIDENTIAL**  Only one PE lesson on the Friday. An opportunity to assess the children for the assessment wheel through a selection of activities. | | |
| **PSHE** |  | **\*Each lesson may take two weeks to complete\***  **You, Me and PSHE Scheme of Work**  **Keeping Safe and Managing Risk**  Pupils learn about feelings of being out and about in the local area with increasing independence.  **Pupils:**   * are aware of potential risks when out and about in the local area * describe a range of feelings associated with being out and about   understand that people can make assumptions about others that might not reflect reality | | **\*Each lesson may take two weeks to complete**\*  **You, Me and PSHE Scheme of Work**  **Keeping Safe and Managing Risk**  Pupils learn about recognising and responding to peer pressure.  **Pupils:**   * can identify risky behaviour in peer groups * recognise and respond to peer pressure and who they can ask for help   understand how people feel if they are asked to do something they are unsure about | | **\*Each lesson may take two weeks to complete\***  **You, Me and PSHE Scheme of Work**  **Keeping Safe and Manaaging Risk**  Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour).  **Pupils:**   * know some of the consequences of anti-social behaviour, including the law * describe ways to resist peer pressure * recognise they have responsibility for their behaviour and actions | |  | | |
| **MINDMATE** | **One lesson per half term. Lesson to take place the first day/lesson of the new term.**  **Topic: Feeling good & Being Me**  **Lesson Focus : Self-Integrity: *I can stay true to myself despite external pressures***  Children will discuss who and what they are influenced by. They will discuss why they are influenced and whether this is a positive or negative influence. Children will develop an understanding of the difference between physical, mental and emotional health and will know that each is important in order to live a happy and healthy life. Finally, they will identify some strategies for dealing with negative influences.  **Learning outcomes: knowledge**  Pupils will have the opportunity to know what factors positively and negatively affect their physical, mental and emotional health.  **Learning outcomes: skills**  Children can use a way of resisting peer pressure and can name factors that can help them cope with difficult feelings and situations. | | | | | | | | | |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | **NO LESSON THIS WEEK DUE TO TRAINING DAY.** | **Street Art**  ***-use sketchbooks to review and revisit ideas***  Focus:Through sketching, to develop ideas and  techniques for art work comprising stylised graffiti  lettering | **Street Art**  ***-use sketchbooks to review and revisit ideas***  Focus: Through sketching, to develop ideas for improving a  public space with street art. | **Street Art**  ***-use sketchbooks to review and revisit ideas***  ***-to improve mastery of art and design techniques, including drawing painting and sculpture***  Focus: To express ideas through a satirical work of art  designed for public spaces. | **Street Art**  ***-to improve mastery of art and design techniques, including drawing painting and sculpture with a range of materials***  Focus: To develop techniques for creating street art using  stencils. | **Street Art**  ***-to improve mastery of art and design techniques, including drawing painting and sculpture with a range of materials***  Focus: To create street art using stencils. | | **Street Art**  ***-to improve mastery of art and design techniques, including drawing painting and sculpture with a range of materials***  FOCUS: To create street art using stencils. | **RESIDENTIAL** | |