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|         | spell homophones<br><br>Daily Handwriting                                                                                                                                       | spell words ending in -ous.<br><br>Daily Handwriting                                                                                                                                                                                         | spell words ending in -tion/-sion.<br><br>Daily Handwriting                                                                                                                                                           | spell words with silent letters.<br><br>Daily Handwriting                                                                                                                                                                       | spell words ending in -ough.<br><br>Daily Handwriting                                                                                                                                                               | spell statutory words.<br><br>Daily Handwriting                                                                                                                                                                 | -ably<br><br>Daily Handwriting<br><br>.                                                                                                                                                                                                                                        |
| Maths   | <b>Multiplication and division</b><br>Including:<br><ul style="list-style-type: none"> <li>Identifying multiples.</li> <li>Identifying factors.</li> </ul><br>Weekly Arithmetic | <b>Multiplication and division</b><br>Including:<br><ul style="list-style-type: none"> <li>Identifying numbers.</li> <li>Recognise square and cube numbers.</li> <li>Multiply and divide by 10,100 and 1000.</li> </ul><br>Weekly Arithmetic | <b>Fractions</b><br>Including:<br><ul style="list-style-type: none"> <li>Finding equivalent fractions of unit fractions.</li> <li>Finding equivalent fractions of non unit fractions.</li> </ul><br>Weekly Arithmetic | <b>Fractions</b><br>Including:<br><ul style="list-style-type: none"> <li>Convert improper fractions to mixed numbers.</li> <li>Convert mixed numbers into improper.</li> <li>Compare fractions.</li> </ul><br>Weekly Arithmetic | <b>Fractions</b><br>Including:<br><ul style="list-style-type: none"> <li>Compare and order fractions.</li> <li>Add and subtract fractions.</li> <li>Add fractions greater than one.</li> </ul><br>Weekly Arithmetic | <b>Fractions</b><br>Including:<br><ul style="list-style-type: none"> <li>Add to a mixed number.</li> <li>Add mixed numbers.</li> <li>Subtracting fractions from a mixed number.</li> </ul><br>Weekly Arithmetic | <b>Fractions</b><br>Including:<br><ul style="list-style-type: none"> <li>Subtract from a mixed number.</li> <li>Subtract two mixed numbers.</li> </ul><br>Weekly Arithmetic                                                                                                    |
| Science | <b>Properties and changes of materials</b><br><br>L7- I know how to use my knowledge of solids, liquids and gases to decide how mixtures might be separated.                    | <b>Properties and changes of materials</b><br><br>L8 - I know how to explain that some changes are reversible and irreversible. I know the seven life processes.                                                                             | <b>Properties and changes of materials</b><br><br>L9 - I know how to explain that some changes are reversible and irreversible.<br><b>END OF UNIT ASSESSMENT</b>                                                      | <b>Living things and their habitats</b><br><br>L1 - I know the seven life processes.                                                                                                                                            | <b>Living things and their habitats</b><br><br>L2 - I know how mammals reproduce. I know how to present my results using a bar chart.<br><br>I know how to report and present findings                              | <b>Living things and their habitats</b><br><br>L3- I know and understand reproduction in plants. I know how to report and present findings orally from                                                          | <b>Living things and their habitats</b><br><br>L4 - I know how to describe the differences in life cycles between amphibians, reptiles, birds, mammals and insects. I know how to report and present findings orally from enquiries using displays and other presentations. WS |

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|           | (Including filtering, sieving and evaporating)                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                                                                                                              | orally from enquiries using displays and other presentations                                                                                                                   | enquiries using displays and other presentations. WS                                                                                                                                                                  |  |
| Art       | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to critique a famous self portrait                                                                              | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to draw different lines with varying pressure to create lines of different: size, thickness, orientation and density (HB. 3B. 3H. 6B. 6H) | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to create tonal effects such as: reflections, shadows, direction of sunlight through tonal shading,                | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to draw a proportionate face (self portrait) with detailed features inspired by the work of Giuseppe Arcimboldo               | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to draw a proportionate face (self portrait) with detailed features inspired by the work of Giuseppe Arcimboldo | <b>Self Portraits</b><br>Giuseppe Arcimboldo<br><br>I know how to analyse and critique famous self-portraits, gaining an understanding of artistic techniques, styles, and the concept of self-representation in art. |  |
| Computing | <b>Game Creator</b><br><br><b>Lesson 1</b><br>I know how to identify the features of a good video game.<br>I know how to play 2DIY3D games and evaluate them against criteria. | <b>Game Creator</b><br><br><b>Lesson 2</b><br>I know and can recognise the key customisable features of a 2DIY3D game.                                                                                   | <b>Game Creator</b><br><br><b>Lesson 3</b><br>I know how to use 'baddie' sprites in a game.<br>I know how to use 'collectable' sprites in a game.<br>I know how to consider where | <b>Game Creator</b><br><br><b>Lesson 4</b><br>I know how to add features to customise my game world.<br>I know how to add clear instructions that set the scene to my game.<br>I know how to | <b>Game Creator</b><br><br><b>Lesson 5</b><br>I know how to successfully finish my game.                                                                                       | <b>Game Creator</b><br><br><b>Lesson 6</b><br>I know how to evaluate the strengths and areas for improvement of other people's games.                                                                                 |  |

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|           |                                                                                                                                                      | I know how to consider the features of a good game when I plan and design my own.                                                                | the sprites should be placed for playability.                                                                         | evaluate and improve my game.                                                                                              |                                                                                                                                              |                                                                                                             |                                                                                                             |
| DT        |                                                                                                                                                      |                                                                                                                                                  |                                                                                                                       |                                                                                                                            |                                                                                                                                              |                                                                                                             |                                                                                                             |
| French    | <b>At the tearoom</b><br><br>L1- I know 11 different foods, snacks and drinks in French with the correct determiners/indefinite articles.            | <b>At the tearoom</b><br><br>L2- I know another 9 different foods, snacks and drinks in French with the correct determiners/indefinite articles. | <b>At the tearoom</b><br><br>L3- I know some key phrases to help me perform a role-play in the French 'salon de thé'. | <b>At the tearoom</b><br><br>L4- I know some more key phrases to help me perform a role-play in the French 'salon de thé'. | <b>At the tearoom</b><br><br>L5- I know about French currency and use my knowledge of numbers in French to help calculate the bill in euros. | <b>At the tearoom</b><br><br>L6 - I know how to consolidate my learning through an end of unit assessment.  |                                                                                                             |
| Geography |                                                                                                                                                      |                                                                                                                                                  |                                                                                                                       |                                                                                                                            |                                                                                                                                              |                                                                                                             |                                                                                                             |
| History   | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know where the ancient Greek period fits into British History chronologically. | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know what life was like in Ancient Greece.                                 | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know and understand Ancient Greek democracy.    | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know about the olympic games.                        | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know about Athens and Sparta.                                          | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know what the Greeks were famous for. | <b>Achievements of the earliest civilisation: Ancient Greece</b><br>I know what the Greeks were famous for. |
| Music     | <b>Lesson 1.</b><br>I know how to find a pulse and begin to sing the song                                                                            | <b>Lesson 2.</b><br>I know how to compare two versions of the same song -                                                                        | <b>Lesson 3.</b><br>I know how to sing the song Make You Feel My Love and                                             | <b>Lesson 4.</b><br>I know how to perform the instrumental parts for Make                                                  | <b>Lesson 5.</b><br>I know how to compose musical parts for a piece of                                                                       | <b>Lesson 6.</b><br>I know how to perform my own composition                                                |                                                                                                             |

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|      | Make You Feel My Love by Bob Dylan - Adele version                                          | Make You Feel My Love - Bob Dylan version and Adele version                                                                                                                                                              | begin to play instrumental parts                                                                                                                                                          | You Feel My Love and can begin to improvise parts of the song.                                                                                                                                                    | music                                                                                                                                                                                                             | and can review my performance.                                                                                                                                      |                                                                                                                                                                                     |
| PE   | <b>Dance</b><br>Sports<br>Person/Career                                                     | <b>Dance</b><br>I know how to create a dance using a random structure and perform the actions showing quality and control.<br><br>I know and understand how changing dynamics changes the appearance of the performance. | <b>Dance</b><br>I know and understand how to use relationships and space to change how a performance looks.<br><br>I know how to copy and repeat movements in the style of rock and roll. | <b>Dance</b><br>I know how to work with a partner to copy and repeat actions in time with the music.<br><br>I know how to work collaboratively with a group to choreograph a dance in the style of rock and roll. | <b>Dance</b><br>I know how to develop set choreography inspired by a Mayan God.<br><br>I know how to choose actions to create motif in a given character with consideration of dynamics, space and relationships. | <b>Dance</b><br>I know how to use structure to choreograph a dance performance.<br><br>I know how to use matching, canon and unison in the style of the lion dance. | <b>Dance</b><br>I know how to use space and relationships to create a dragon dance.<br><br>I know how to select and combine dance tools to choreograph and perform a chinese dance. |
| PSHE | <b>Celebrating Difference</b><br>I know that cultural differences sometimes cause conflict. | <b>Celebrating Difference</b><br>I know what racism is.                                                                                                                                                                  | <b>Celebrating Difference</b><br>I know how rumour-spreading and name-calling can be bullying behaviours.                                                                                 | <b>Celebrating Difference</b><br>I know the difference between direct and indirect types of bullying.                                                                                                             | <b>Celebrating Difference</b><br>I know how to compare my life with people in the developing world.                                                                                                               | <b>Celebrating Difference</b><br>I know and understand a culture different from my own.                                                                             |                                                                                                                                                                                     |
| RE   | <b>Islam (LAS)</b><br>I know and can explain Muslim beliefs.                                | <b>Islam (LAS)</b><br>I know the five pillars of Islam.                                                                                                                                                                  | <b>Islam (LAS)</b><br>I know what the Quran teaches about how                                                                                                                             | <b>Islam (LAS)</b><br>I know how to identify a diverse range of                                                                                                                                                   | <b>Islam (LAS)</b><br>I know how to explain how Muslim beliefs                                                                                                                                                    | <b>Islam (LAS)</b><br>I know how Muslim beliefs                                                                                                                     |                                                                                                                                                                                     |

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|                      |                                          |  | Muslims should teach others. | ways in which family life-roles and responsibilities impact on key Muslim beliefs. | affect the way individuals live out their lives (Zakat and Ummah). | impact on their actions. |  |
| Personal Development | Cross country<br>Railway Safety Assembly |  |                              |                                                                                    |                                                                    |                          |  |