

RE

Transformation: How can energy transform?
Explore the events of the Road to Emmaus, consider the significance of the Holy Spirit as a gift, as having the power to transform lives.

Freedom & Responsibility: How do rules bring freedom? The Ten Commandments.

Adaptations:

Teacher and TA support differentiation through task, intervention or outcome.
Individual Provision Maps for pupils with SEN
Support resources (word banks/writing frames/ICT, visual timetable/prompts etc where appropriate).

History: Tudors

Mind map: What do you already know?

Timeline 1485-1603

When? Who? How long?

War of the Roses 14.55-1487- **impact**

Battle of Bosworth- local-map (**chronology; Historical enquiry; impact; vocab**)

What was it like during Tudor times?

Daily life; crime and punishment.

(**use and compare sources; enquiry; vocab**)

What was it like during Tudor times?

food; houses; entertainment

(**use and compare sources; enquiry; vocab**)

Geography:

North America

- To know how to name & locate the world's 7 continents and 5 oceans. To label lines of latitude & longitude, Tropics of Cancer & Capricorn, the equator and the Prime/ Greenwich Meridian (**revisit**) To use symbols & a key and 8 compass points on a map.
- To know how to name & locate the largest countries of North America (Canada, United States, Mexico, Greenland) To name & locate capital & major cities & bodies of water (Gulf of Mexico, Hudson Bay, Lakes.

CENTRAL THEME

**Were the
Tudors really
that terrible?**

COMPUTING:

Completing the coding unit

Multimedia:

- How and why data is collected.**
- Read and calculate numbers using binary code.**
- Use binary code to calculate additions and subtractions.**

CREATIVE ARTS:

Music – Weekly music lessons with outside providers.

Art (Architecture- Craft and Design)

To apply observational drawing skills to interpret forms accurately.

To apply composition skills to develop a drawing into print.

To apply an understanding of architecture to design a building.

To extend design ideas through research and sketchbook use.

To explore and evaluate the intention of a design.

PE- Volleyball (Weds); Taught by play leader – Cricket (Tues)

SCIENCE: Living Things and Habitats – Animals

- To know and identify the key features of how animals can be classified into different groups such as mammals, amphibians, insects, birds, reptiles, fish.
- To know that as part of their life cycle animals reproduce. Most animals reproduce sexually involving two parents.
- To know that animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. To describe the lifecycle of example mammals.
- To know that in other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. To describe the lifecycle of example birds and reptiles.
- To know that some young undergo a further change before becoming adults e.g. caterpillars to butterflies and tadpoles to frogs. This is called a metamorphosis. To describe the lifecycle of example insects and amphibians.

ENGLISH:

Reading, writing, speaking and listening

Class book: My Friend Walter by Michael Morpurgo

Weekly reading comprehension (Non-fiction/fiction)

Character description; Poetry (Limerick, Haiku, Rhyming)

SPaG – Similes and metaphors, Personification, How but how fronted adverbials, Triple see-saw, adjective opener, coordination

MATHS:

Developing fluency, reasoning and problem solving

Shape, Position and Direction, Decimals

Daily Reasoning Problems

Testbase and Mental Maths Weekly.