

	Week 1 w/b 17.04.17	Week 2 w/b 24.04.17	Week 3 w/b 01.05.17	Week 4 w/b 08.05.17	Week 5 w/b 15.05.17	Week 6 w/b 22.05.17
	<b>17.04.17</b> Easter Monday	<b>24.04.17</b> AM - MG Peer Review at FSG AM – Lesson Monitoring Round 3	<b>01.05.17</b> Bank Holiday	<b>SATS Week</b> <b>08.05.17</b>	<b>15.05.17</b> <b>K.S.1 SATS</b> 2.00 Back to the future – Roadshow (Main Hall)	<b>22.05.17</b> <b>K.S.1 SATS</b>
	<b>18.04.17</b> 9.00 - 11.30 SST Squash Crazy KS1/KS2 Main Hall 10.00 - KS1 TA meeting 10.20 - KS2 TA meeting 3.30 Moderation Staff Meeting with Hub	<b>25.04.17</b> 8.00 - 12.30 Senior Leaders: Understanding School Finance - LJ AM – Lesson Monitoring Round 3 3.30 Staff Meeting - History	<b>02.05.17</b> AM - PPMs 10.00 - KS1 TA meeting 10.20 - KS2 TA meeting 10.30 - 3.00 Yr3/4 & Yr5/6 Quicksticks Hockey Three Hills 3.30 Staff Meeting - Geography	<b>09.05.17</b> <b>SATS Week</b> 3.30 Staff Meeting - Maths	<b>16.05.17</b> <b>K.S.1 SATS</b> 8.30 Premises Committee 9.30 Finance Committee 10.00 - KS1 TA meeting 10.20 - KS2 TA meeting 3.00 - 5.00 High5 Netball Yr5/6 Three Hills 3.30 Staff Meeting - English	<b>23.05.17</b> <b>K.S.1 SATS</b> 3.30 Staff Meeting 6.30 - 8.30 FGB Meeting
	<b>19.04.17</b> <b>MOCK SATS</b> 1.30 - EYFS Moderation - MG PM - SST FA Skills Yr3/Giraffes 14:30 Loft Spring Clean 3.00 - 5.30 Basketball Talent Fun Day (Three Hills) Nvdw 5.30 - 6.30 Year 2 SATs Workshop for Parents (Main Hall)	<b>26.04.17</b> AM – Lesson Monitoring Round 3 9.30 - FLO network Meeting  <b>SHAKESPEARE DAY ?</b> <b>(Year 4- A Midsummer Night's Dream' FOCUS)</b>	<b>03.05.17</b> AM - PPMs 9.00 - 1.00 DSL Refresher Training - JW	<b>10.05.17</b> <b>SATS Week</b> 1.30 Strategy Meeting	<b>17.05.17</b> <b>K.S.1 SATS</b> 12.30 - 2.00 STS Directors Meeting (Community Room)	<b>24.05.17</b> <b>K.S.1 SATS</b>
	<b>20.04.17</b> <b>MOCK SATS</b> Paediatric First Aid Training (Community Room) SJ/VW/CM/SH/JM/LJ/WH/JV	<b>27.04.17</b>	<b>04.05.17</b> AM - PPMs	<b>11.05.17</b> <b>SATS Week</b> 1.00 LIFT meeting JW/WH 1.30 - NQT Training - BSF	<b>18.05.17</b> <b>K.S.1 SATS</b> School Census 8.30 Senco Forum 9.00 - 12.00 Primary Headteachers meeting - MG 15:30 STS Management Meeting MG	<b>25.05.17</b> <b>K.S.1 SATS</b>
	<b>21.04.17</b> <b>MOCK SATS</b> Paediatric First Aid Training (Community Room) SJ/VW/CM/SH/JM/LJ/WH/JV 13:30-14:00 MG/RF update meeting	<b>28.04.17</b> 13:30-14:00 MG/RF update meeting	<b>05.05.17</b> All Year Groups - Class Photographs 13:30-14:00 MG/RF update meeting	<b>12.05.17</b> <b>SATS Week</b> 13:30-14:00 MG/RF update meeting	<b>19.05.17</b> <b>K.S.1 SATS</b> 1.30 Governor Strategy Meeting 13:30-14:00 MG/RF update meeting	<b>26.05.17</b> <b>K.S.1 SATS</b> AM - Sandgate's Got Talent  13:30-14:00 MG/RF update meeting  <b>End of Term 5</b>
	<b>Writing</b>	<b>COMPOSITION</b> Children to write a leaflet home to their parents, which will share all of their learning and topics which will be studied over the whole Summer term. This will include their own thoughts, hopes and inspirations, as well as targets. Model text shared (leaflet produced in advance by Year 4 teachers). From this model text, pull out the features and write own version. English skills to be focused on: -organising paragraphs around a theme -evaluating and editing (using simple organisational devices -proof-reading for spelling and punctuation errors, proposing changes to grammar and vocabulary to improve consistency and accurate use of pronouns).  <b>FICTION – TEMPTATION STORIES</b> <b>Imitation:</b> To learn the story of 'Pandora's Box'	<b>FICTION – TEMPTATION STORIES</b> <b>Innovation:</b> Planning the changes to the original story so that children now have ownership and are able to write their own Temptation story within a guided structure. Each writing session will focus on one aspect of the story with a shared writing input, as well as grammar/sentence level games designed to focus on areas identified in the cold task (linking to the Year 4 writing curriculum).  <b>Opening:</b> Set the time period. Describe the setting Introduce the main characters, who begin a conversation. (Specific focus - SENTENCES OF 3 FOR ACTION/ DESCRIPTION)  <b>Build up:</b> One character hatches a plan	<b>FICTION – TEMPTATION STORIES</b> <b>Innovation:</b> Each writing session will focus on one aspect of the story with a shared writing input, as well as grammar/sentence level games designed to focus on areas identified in the cold task (linking to the Year 4 writing curriculum).  <b>Problem:</b> Build up the temptation. A reason needs to be presented to the character as to why he/she must break the rule/promise. (Specific Focus- CHUNKING- Experiment with moving sentence chunks around for different effects)  <b>Resolution:</b> Describe how the temptation gets the better of the character. Describe how the promise/rule is broken.	<b>FICTION – TEMPTATION STORIES</b> <b>Input session on SIMILES AND METAPHORS related to Temptation stories</b> (incl. changing similes to metaphors creatively and effectively)  <b>Innovation:</b> describe an element of HOPE to counterbalance the negative/evil (in detail) (Specific focus - Use short sentences to move events on quickly AND Use long sentences to enhance description / information)  <b>Editing opportunity:</b> ask children to identify what they have done well themselves (teacher to say whether they agree in marking). Refer to targets.  <b>Invention:</b>	<b>FICTION – TEMPTATION STORIES</b> <b>Invention:</b> Link back to children's innovation stage of writing Temptation stories- children to invent their own Temptation story, changing the setting and characters  (Background to The Black Hole: Seemingly bored with his dull existence, one mans life is changed for ever when the photocopier in work churns out a portable black hole.  The man is tempted to use the black hole to steal things. He first uses the black hole to steal from the vending machine and then from the office safe, however it doesn't go to plan.  <b>Questions to consider:</b> What could have happened in the

	<p>(An Ancient Greek Myth), using the actions. To story map the story in order for children to be confident in retelling the story. Boxing up the story into the five parts (opening, build up, problem, resolution, ending). Co-construct a toolkit.</p>	<p>(describe the plan in detail). (Specific focus – USING EFFECTIVE OPENERS, incl. ing openers and recapping adverbials)  <u>Editing opportunity: ask children to identify what they have done well themselves (teacher to say whether they agree in marking). Refer to targets.</u></p>	<p>Describe what punishment occurs/ how something bad or evil occurs. (Specific focus – SIMILES -Focus on using effective similes as sentence openers) STIMULUS CLIP: <a href="https://www.youtube.com/watch?v=c dgUhz2F0Mg">https://www.youtube.com/watch?v=c dgUhz2F0Mg</a> (57:11)</p>	<p>Link back to children’s innovation stage of writing Temptation stories- children to invent their own Temptation story, changing the setting and characters. Use link as prompt: <a href="https://www.literacysshed.com/the-thinking-shed.html">https://www.literacysshed.com/the-thinking-shed.html</a> (ctrl f: tempted)  Children have previously written a Temptation story hugging closely to ‘Pandora’s Box’. This invention stage will allow them to use all the skills they have developed, as well as the key elements of their tool kits to this open-ended activity, inspired by ‘The Black Hole’.  (ONE SESSION THIS WEEK &amp; SESSIONS NEXT WEEK)</p>	<p>scene before? (who told the man in the office that this temptation could be there?) i.e. what lead up to this scene?  What would you use the black hole for? How can it be used for ‘bad’ things? What bad things could have come out of using it?  What element of hope could there be at the end of your story? )  (TWO SESSIONS TO COMPLETE INVENTION STAGE &amp; ONE SESSION TO EDIT)  <u>Editing opportunity: ask children to identify what they have done well themselves (teacher to say whether they agree in marking). Refer to targets.</u></p>	
	<p>Extended writing opportunity:  <b>Cold Task- Temptation story</b></p>	<p>Extended writing opportunity:  <b>Cross-curricular link- Shakespeare Day activities TBC</b>  <u>Editing opportunity (see above)</u></p>	<p>Extended writing opportunity:  <b>Cross-curricular link: RE-Recount of last week’s Islam talk by Ali Farooqui’s mother.</b></p>	<p>Extended writing opportunity:  <b>Cross-curricular link: HISTORY: Explanation of how Canterbury changed from the time of the Roman occupation to Anglo-Saxon times and why/how.</b>  <u>Editing opportunity (see above)</u></p>	<p>Extended writing opportunity:  <u>Editing opportunity (see above)</u></p>	<p>Extended writing opportunity:  <b>Hot Task- Temptation story</b></p>
Reading	<p>3-3:15pm - story time: Finish ‘The Story of Adolphus Tips’ by Michael Morpurgo  Focus on retrieval skills and definitions of new vocabulary that can also be magpied for writing sessions as our class text is a diversity story.</p>	<p>3-3:15pm - story time: ‘ A Midsummer Night’s Dream’ by William Shakespeare (abridged version)  Focus on retrieval skills and definitions of new vocabulary that can also be magpied for writing sessions as our class text is a diversity story.</p>	<p>3-3:15pm - story time: ‘ A Midsummer Night’s Dream’ by William Shakespeare (abridged version)  Focus on drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied.</p>	<p>3-3:15pm - story time: ‘Canterbury Tales’ by Chaucer ( abridged version)  Focus on drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied.</p>	<p>3-3:15pm - story time: ‘Canterbury Tales’ by Chaucer ( abridged version)  Focus on identifying main ideas drawn from more than one paragraph and summarising these ☑ identifying how language, structure, and presentation contribute to meaning.</p>	<p>3-3:15pm - story time: ‘Canterbury Tales’ by Chaucer ( abridged version)  Focus on identifying main ideas drawn from more than one paragraph and summarising these ☑ identifying how language, structure, and presentation contribute to meaning.  <b>Star Reader assessment</b></p>
SPAG	<p>Grammar: Use of inverted commas and other punctuation to indicate direct speech, including using commas, question marks and exclamation marks.  Spellings: sc sound spellings: science, scene, discipline, fascinate, crescent</p>	<p>Grammar: Use of inverted commas and other punctuation to indicate direct speech, including using commas, question marks and exclamation marks.  Spellings: sc sound spellings: science, scene, discipline, fascinate, crescent</p>	<p>Grammar: Focus on the use of apostrophes to mark plural possession; making comparisons with the use of apostrophes to mark singular possession.  Spellings: Apostrophes for possession: girls’, boys’, babies’, children’s, men’s, mice’s</p>	<p>Grammar: Develop their understanding of the concept of using the present perfect form of verbs in contrast to the past tense [uses standard English forms for verb inflections instead of local spoken forms]  Spellings: Apostrophes for possession: girls’, boys’, babies’, children’s, men’s, mice’s</p>	<p>Grammar: Focus on the use of apostrophes to mark plural possession; making comparisons with the use of apostrophes to mark singular possession.  Spellings: ei, eigh, ey words: vein, weigh, eight, neighbour, they, obey</p>	<p>Grammar: Develop their understanding of the concept of using the present perfect form of verbs in contrast to the past tense [uses standard English forms for verb inflections instead of local spoken forms]  Spellings: ei, eigh, ey words: vein, weigh, eight, neighbour, they, obey</p>

Maths						
	PROBLEM SOLVING FOCUS: Reasoning Logically.					
Science	<p><b>Electricity (continued from Term 4) :</b></p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Electricity (continued from Term 4) :</b></p> <p>To know how to present data.</p> <p>(I can use scientific data to draw a line graph/bar chart. I understand the term 'voltage' .I can interpret data from a bar chart/line graph.)</p>	<p><b>Animals including Humans</b></p> <p>To demonstrate an understanding of what is already known about Animals including Humans.</p>	<p><b>Animals including Humans</b></p> <p>To be able to describe the simple functions of the stomach as part of the digestive system.</p>	<p><b>Animals including Humans</b></p> <p>To be able to identify the different types of teeth in humans and their simple functions.</p>	<p><b>Animals including Humans</b></p> <p>To be able to construct and interpret a food chains, identifying producers, predators and prey.</p>
RE	<p>ISLAM</p> <p>To develop my understanding of why Muslims call Muhammad the messenger of God.</p>	<p>ISLAM</p> <p>To have an overall understanding of and represent the 5 Pillars of Islam.</p> <p>Ali Farooqui's mother coming in to give a talk about ISLAM relating to the Five Pillars of Islam.</p>	<p>ISLAM</p> <p>Follow up to last week's talk by Ali's mother.</p>	<p>ISLAM</p> <p>To understand why and how Muslims fast during Sawn.</p>	<p>ISLAM</p> <p>To understand how special times and places are important to some people (PILGRIMAGE)</p>	<p>ISLAM</p> <p>To understand how special times and places are important to some people (PILGRIMAGE)</p>
Indoor PE	<p>Gym</p> <p>Skill- Rolling, direction, speed, making judgments of performance</p>	<p>Gym</p> <p>Skill- Rolling, direction, speed, making judgments of performance</p>	<p>Gym</p> <p>Skill- Rolling, direction, speed, making judgments of performance</p>	<p>Gym</p> <p>Skill- developing range of action, performance, creating sequences (speed, level, direction)</p>	<p>Gym</p> <p>Skill- developing range of action, performance, creating sequences (speed, level, direction)</p>	<p>Gym</p> <p>Skill- developing range of action, performance, creating sequences (speed, level, direction)</p>
Outdoor PE	<p><b>Outdoor games:</b></p> <p>Rounders- assessment for learning.</p>	<p><b>Outdoor games:</b></p> <p>Rounders- ball skills (throwing and catching)</p>	<p><b>Outdoor games:</b></p> <p>Rounders- fielding skills</p>	<p><b>Outdoor games:</b></p> <p>Rounders- batting skills</p>	<p><b>Outdoor games:</b></p> <p>Rounders- small sided games</p>	<p><b>Outdoor games:</b></p> <p>Rounders- games with large groups</p>
Computing						
History	<p><b>History:</b> Anglo Saxons (Local History- Canterbury)</p> <p>To introduce the term's theme through the HOOK- The Canterbury Cathedral Mystery on the afternoon of Tuesday- 18<sup>th</sup> April. This will also link to what the children have previously learned about Canterbury in Year 3 and focuses on Thomas Beckett.</p>	<p><b>History:</b> Canterbury in Tudor Times.</p> <p>Linking to SHAKESPEARE DAY, where Year 4 are focusing on the story of 'A Midsummer Night's Dream'</p>	<p><b>History:</b> Anglo Saxons (Local History- Canterbury)</p> <p>To be able to identify a range of changes that occurred as a consequence of the Anglo-Saxon invasion of Canterbury.</p> <p>(I can describe a range of similarities and differences between Roman Canterbury and Anglo-Saxon Canterbury (using my noticing skills, with a focus on</p>	<p><b>History:</b> Anglo Saxons (Local History- Canterbury)</p> <p>To learn about the changes that took place as Britain converted to Christianity under Augustine.</p> <p>(I can understand and describe the consequences of how changes in people's attitude occurred from Roman Canterbury to Anglo-</p>	<p><b>History:</b> Anglo Saxons (Local History- Canterbury)</p> <p>To be able to use source material appropriately to make predictions about historical events.</p> <p>(I can suggest reasons why the bodies are in the grave and how they died, through using clues and sifting through information given to solve the Anglo-Saxons 'Bodies</p>	<p><b>History:</b> Anglo Saxons (Local History- Canterbury)</p> <p>To be able to use source material appropriately to make predictions about historical events.</p> <p>(I can suggest reasons why the bodies are in the grave and how they died, through using clues and sifting through information given to solve the Anglo-Saxons 'Bodies in the grave' Mystery.)</p>

			the settlement and layout of the city.)	Saxon, Christian Canterbury.)	in the grave' Mystery.)	
Geography		<p><u>Geography- Canterbury: Local area</u></p> <ul style="list-style-type: none"> <li>Identify Canterbury, Ashford, Folkestone and Hythe on a map of Kent and SE England</li> <li>Identify River Stour, cathedral, castle, St. Augustine's abbey, modern facilities, roads etc. and other important features of Canterbury</li> </ul>	<p><u>Geography- Canterbury: Local area – 4 figure grid references</u></p> <ul style="list-style-type: none"> <li>To be able to understand how 2 and 4 figure grid references are used to pinpoint locations on maps.</li> <li>SC:I can read coordinates and locate them on a grid; I can read grid references and locate them on a map; I can find the figure/4 figure grid reference for specific locations on a map.</li> </ul>		<p><u>Geography- India: Rural locality in Southern India- preparation for Term 6</u></p> <ul style="list-style-type: none"> <li>Identify India on a world map</li> <li>Identify cities, mountain ranges, rivers, seas and other important features of the Indian sub-continent</li> </ul>	<p><u>Geography- India: Rural locality in Southern India</u></p> <p>Comparing &amp; contrasting this locality with Folkestone</p> <p>Begin to write to pen pals in South Indian School</p>
PSHE/ PAC		<p><b><u>SRE: GROWING UP</u></b></p> <p><b>To explore the human lifecycle.</b></p>	<p><b><u>SRE: GROWING UP</u></b></p> <p><b>To explore the human lifecycle.</b></p>	<p><b><u>SRE: GROWING UP</u></b></p> <p><b>To identify some basic facts about puberty.</b></p>	<p><b><u>SRE: GROWING UP</u></b></p> <p><b>To explore how puberty is linked to reproduction.</b></p>	<p><b><u>SRE: GROWING UP</u></b></p> <p><b>To explore how puberty is linked to reproduction.</b></p>
Art/DT		<p><u>Shakespeare and Art</u></p> <p>Draw own interpretations of characters from 'A Midsummer Night's Dream' – create a sketch book page of characters with annotations, e.g.: Oberon, Titania, Puck, Bottom, Peaseblossom ...</p>	<p><u>Art from around the world</u></p> <p>Focus on Japanese art and Hokusai.</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p><u>Art from around the world:</u></p> <p>Focus on Aboriginal art from Australia.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>	<p><u>Art from around the world:</u></p> <p>Focus on Aboriginal art from Australia.</p> <p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task.</p>	<p><u>Art from around the world:</u></p> <p>Focus on Mogul art from India.</p> <p>Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>
Music		<p>Learning an instrument: Djembe Drumming (Monday afternoons with Kevin Richards).</p>		<p>Learning an instrument: Djembe Drumming (Monday afternoons with Kevin Richards).</p>	<p>Learning an instrument: Djembe Drumming (Monday afternoons with Kevin Richards).</p>	<p>Learning an instrument: Djembe Drumming (Monday afternoons with Kevin Richards).</p>
Spanish	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Introduce 8 sports vocab and revise numbers 1-50.</p>	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Talk about likes and dislikes using the sports vocabulary.</p>	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Introduce 8 more sports and extend talking about likes and dislikes giving reasons.</p>	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Role play situation to discuss opinions on sports giving detailed reasons.</p>	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Role play situation to discuss opinions on sports giving detailed reasons.</p>	<p>UNIT 10: La vida deportiva (Sporting life)</p> <p>Learn the song to LOS JUEGOS OLIMPICOS and play sports related games.</p>