

	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
	17.04.17 Easter Monday	24.04.17 AM - MG Peer Review at FSG AM – Lesson Monitoring Round 3	01.05.17 Bank Holiday	SATS Week 08.05.17	15.05.17 K.S.1 SATS 2.00 Back to the future – Roadshow (Main Hall)	22.05.17 K.S.1 SATS
	18.04.17 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	25.04.17 8.00 - 12.30 Senior Leaders: Understanding School Finance - LJ AM – Lesson Monitoring Round 3 3.30 Staff Meeting - History	02.05.17 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	09.05.17 SATS Week 3.30 Staff Meeting - Maths	16.05.17 K.S.1 SATS 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	23.05.17 K.S.1 SATS 3.30 Staff Meeting 6.30 - 8.30 FGB Meeting
	19.04.17 MOCK SATS 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)	26.04.17 AM – Lesson Monitoring Round 3 9.30 - FLO network Meeting	03.05.17 AM - PPMs 9.00 - 1.00 DSL Refresher Training - JW	10.05.17 SATS Week 1.30 Strategy Meeting	17.05.17 K.S.1 SATS 12.30 - 2.00 STS Directors Meeting (Community Room)	24.05.17 K.S.1 SATS
	20.04.17 MOCK SATS Paediatric First Aid Training (Community Room) SJ/VW/CM/SH/JM/LJ/WH/JV	27.04.17	04.05.17 AM - PPMs	11.05.17 SATS Week 1.00 LIFT meeting JW/WH 1.30 - NQT Training - BSF	18.05.17 K.S.1 SATS School Census 8.30 Senco Forum 9.00 - 12.00 Primary Headteachers meeting - MG 15:30 STS Management Meeting MG	25.05.17 K.S.1 SATS
	21.04.17 MOCK SATS Paediatric First Aid Training (Community Room) SJ/VW/CM/SH/JM/LJ/WH/JV 13:30-14:00 MG/RF update meeting	28.04.17 13:30-14:00 MG/RF update meeting	05.05.17 All Year Groups - Class Photographs 13:30-14:00 MG/RF update meeting	12.05.17 SATS Week 13:30-14:00 MG/RF update meeting	19.05.17 K.S.1 SATS 1.30 Governor Strategy Meeting 13:30-14:00 MG/RF update meeting	26.05.17 K.S.1 SATS AM - Sandgate's Got Talent 13:30-14:00 MG/RF update meeting End of Term 5
	Writing Recount Cold Task Imitation objectives: - Children to be able to re-tell the model text off by heart, enabling them to become familiar with its features and structure. - Create class story map. Each table to be given a section of the newspaper report and they need to create pictures to correspond with parts of the story. Each team is to then come to the front of the class and teach the class which pictures go with which sentences, enabling the whole class to revise the structure once again. Sentence structures: Editing lesson	Innovation objectives: -re-cap features of newspapers -shared write a different part of the class newspaper report, based on the topic below, each day and then children are to independently write their own versions of the report based on the same topic. - Focus on sentence structures and the use of semi-colons (children to master how to use a semi-colon this term). -Use post it notes to cover up parts of our story map to create and re-tell new reports (verbal lesson). Topic: Hunt for missing boy (link to Journey to the River Sea).	Innovation: Diary entries Objectives: -Write from the perspective of either Gwendolyn or Beatrice and the suspicions they have about Mia. - Re-cap the features of diary entries by showing examples and discussing toolkits we have created in the past. -Teacher to take part in daily shared writing with the children, focusing on subordinate clauses. Write as Maia re-capping the same event from the book and then the children are to write from the perspective of the twins to enable the children the chance to establish independence.	Innovation: Recount of a certain day or event that the children have experienced. Invention objectives - Develop chn's understanding of fake news stories (PHSCE link) through games and shorts burst emotional recount writing. - Revise the model text by getting out the story map from the first week. Children to re-tell the text as a warm up activity. -STAR reading test	YEAR 5 CATS WEEK -Non-verbal and verbal reasoning test. -NFER reading test Invention objectives: - Develop chn's understanding of fake news stories (PHSCE link) through games and shorts burst humorous recount writing.	Invention continued due to testing last week. Depending on where the children are with their learning with regards to the objectives this term, lessons from last week may be rolled into this week to make sure children have enough invention opportunities before the independent hot task. Hot Task - Planning and writing.

	<p>Opportunities for extended writing:</p> <p>-Cold task – recount writing</p>	<p>Opportunities for extended writing:</p> <p>-Children to create a newspaper report</p>	<p>Opportunities for extended writing:</p> <p>-Diary entry</p>	<p>Opportunities for extended writing:</p> <p>-Recount of a specific day or moment that the children have experienced.</p>	<p>Opportunities for extended writing:</p> <p>-Short burst linked to Science – newspaper article about deforestation - plan in English write during the Science lesson in Science books – put a sticker in English books.</p>	<p>Opportunities for extended writing:</p> <p>-Hot Task - Recount</p>
Reading	<p>Using Read & Respond to assist planning. Book study: Journey to the River Sea.</p>					
	<p>Read chapters 1-4 Skills developed:</p> <ul style="list-style-type: none"> - Inference using an extract from the text. - Predication & retrieval - Retrieval and justification skills developed through exploring and analysing Maia's character. <p>-Explore features of the model text. -Discuss target audiences for newspaper reports and how this can be established.</p> <p>Children to read chapters 5, 6 and 7 as home learning and are to sketch the main thing that happened in each chapter of the story on the home learning template provided.</p>	<p>Re-cap on the home learning reading. Read extract 2 from Read and Respond book and develop inference and justification skills.</p> <p>Chapters 8 & 9 (over the course of a few days): Split class into groups. One half of groups are going to skim through the two chapters and record Maia's encounters with Finn and the other group do the same with Clovis. Then swap the groups and ask them what each boy is looking for from Maia. When Clovis goes to the Carter's house or when Finn trusts her, what are they hoping will happen? (Retrieval) While reading identify and discuss any unfamiliar words.</p> <p>Children to read chapters, 9 & 10 for Home Learning and explore the friendships in the story. Children to explore and write about what Maia thinks of Finn, Finn of Maia, Clovis of Finn, Finn of Clovis and so on.</p>	<p>Read chapter 11 Read chapter 12</p> <p>12 - 30 word summary</p> <p>Read chapter 13 - describe 'the crows in five words</p> <p>Lesson 3 Objective: To deduce character's reason's for behaviour from their actions (see pg 13 from Read and Respond).</p> <p>Read chapter 14 – complete activities based on extract 3 which is linked to this chapter (longer session).</p> <p>Children to read chapters 15, 16 and 17 for home learning.</p>	<p>Read Chapter 18 – character focus Mr Carter</p> <p>Are there things about Mr Carter that remind the chn of his daughters? What is Miss Minton doing in the face of this misery? Re-read the final moments of chapter 18 and check what Mr Carter actually does when there is a fire? What had he said back in chapter 4?</p> <p>Read chapter 19 as a class and children to update the reading records in their reading books.</p> <p>Children read chapter 20 and 21 for home learning.</p> <p>STAR reading test</p>	<p>YEAR 5 CATS WEEK READING NFER</p> <p>Read chapter 22 as a class and children to update the reading records in their reading books.</p> <p>Children finish the book for home learning.</p>	<p>Children to take quiz on the story. Teachers to print out the children's quiz sheet and this will be glued into the children's books.</p> <p>Objective: To infer the writer's perspective from what is written and from what is implied (see pg13 from Read and Respond).</p>
	<p>Revise sentence structures: Joining related sentences together using the correct corresponding conjunction or punctuation.</p> <p>Spelling focus: Endings which sound like /ə/ e.g. official, special Revisit and revise words with double consonant spellings.</p>	<p>Through daily shared writing, children are to be exposed how to accurately use a semi-colon. As well as this, warm up activities will allow children to practise how to use a semi-colon to help develop their confidence when it comes to their independent writing.</p> <p>Spelling focus: The 'i before e except after c' rule where the sound spelt by ei is /i:/ including specifically: deceive, conceive, receive, perceive, ceiling, conceive, receive, perceive, receipt, ceiling.</p>	<p>Subordinate clause focus: what is it? How do you use them? This week focus on starting sentences with subordinate clauses. During shared writing, make this the teacher focus. As well as this, warm up activities will allow children to practise and develop their skills.</p> <p>It has to have a verb in it to be a clause. Fronted adverbials can be subordinate clauses. However, not all fronted adverbials are subordinate clauses.</p> <p>Spelling focus: Common exception words from Year 5 and 6 word list.</p>	<p>Subordinate clause focus: what is it? How do you use them? This week focus on ending sentences with subordinate clauses. During shared writing, make this the teacher focus. As well as this, warm up activities will allow children to practise and develop their skills.</p> <p>Spelling focus: Common exception words from Year 5 and 6 word list.</p>	<p>YEAR 5 CATS WEEK</p> <p><i>No home learning this week due to tests.</i></p>	<p>End of term spelling test and Rising Stars PaG test.</p>
SPAG						

Maths	<p>Geometry – Angles</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o)</p>	<p>Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o</p>	<p>Geometry- Shapes</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths.</p>	<p>Use the properties of rectangles to deduce related facts and find missing angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>YEAR 5 CATS WEEK MATHS NFER</p> <p>Time allowed to either catch up in Maths or start next week’s skills as CATS/NFER will take up 2-3 lessons this week.</p>	<p>Geometry- position and direction</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>
	<p>PROBLEM SOLVING FOCUS: Reasoning Logically.</p>					
Science	<p>Understand and explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Link to poison dart frogs from in the Amazon.</p>	<p>Look for animals in our school environment (playground / field and pond). What animals could we find and at what stage of their lifecycle were they?</p> <p>Allow children to choose how to record their findings.</p>	<p>Life cycle of a mammal from Brazil. Research – Asking questions to an expert</p> <p>Create questions and ask these via Skype call with Port Lympe.</p> <p>Children to record what they’ve learnt.</p>	<p>Germination of the broad bean experiment.</p> <p>Focus on planning for a fair test. Also look at verbally concluding test results.</p>	<p>Describing the life process of reproduction in some plants. Look at different types of pollination, including wind pollination and insect pollination.</p>	<p>To be able to use scientific diagrams and labels.</p> <p>Children to dissect flowers (lillies work well) and then label each part. Do on a whiteboard, then take photos as evidence.</p>
RE		<p>Describe the features of a Jewish synagogue through use of synagogue 3D model and pictures.</p> <p>Children to explain some of the features of synagogues after compiling research from the model, books and iPad research.</p>	<p>P4C: how do you reflect upon occurrences in your life (i.e. when worried about something / feeling guilty / looking forward to something / you’ve learnt a life lesson). Is this the only way?</p> <p>Look at Jewish worship and the rituals involved in this. Compare this with other faiths and also with own life. (Link to the concept of luck/hoping for the best – lucky charms, rituals before for example a football match.)</p>	<p>Opener: what are your best skills?</p> <p>Discuss the role of a Rabbi. Complete a job advert for a Rabbi by thinking about what skills he needs to have.</p> <p>Do you think you’d make a good rabbi – why?</p>		<p>Exploration of artefacts Jewish people might wear / use during prayer. Children to make predictions about what they are. Then share true uses and children to record this alongside their predictions in books.</p>
Indoor PE	<p>Fitness: Gymfit circuits (See Rising Stars for individual lesson plans.)</p> <p>Set up a fitness circuit designed to improve strength and stamina. Discuss how to do these and how each improves strength or stamina.</p>	<p>To improve personal fitness in an obstacle-style circuit. Discuss importance of rest between activities.</p>	<p>As last lesson, but children to aim to improve their personal best.</p>	<p>Fitness circuit from lesson 1 is used again, but with new activities incorporated.</p> <p>Discuss why fitness is good for health and well-being. (PSHE LINK)</p>	<p>Children to design and trial their own circuit or obstacle fitness course.</p>	<p>Refine and improve course created last week and allow children to try out each other’s courses.</p>
Outdoor PE	<p>Nimble Nets (Tennis) (See Rising Stars for individual lesson plans.)</p> <p>Revise skills at hitting the tennis ball, looking at good technique for forehand and backhand.</p>	<p>Look at the drop serve and returning the ball to maintain a rally. Recap techniques discussed last week.</p>	<p>Focus on backhand skills, marking the backhand area on the court. Apply this to a game with 4 children rallying to score points.</p>	<p>Learn the ‘approach shot’.</p> <p>Learn about the scoring system in singles tennis.</p>	<p>Introduce the over-head serve.</p>	<p>Learn about the scoring system for a doubles game.</p> <p>Apply all learnt skills to play a game of doubles.</p>
Computing	<p>We are bloggers:</p> <p>Children to blog in role of Mya from Journey to the River Sea – she’s a travel blogger! (Link to recount writing in English).</p> <p>What makes a good blog?</p>	<p>Begin writing in style of Mya. Consider audience, style and tone. Proof-read and provide feedback to other pairs.</p> <p>Insert hyperlinks using correct HTML.</p>		<p>Allow some time for content to be added to.</p> <p>Comment on each other’s blog posts. E-safety link – what would you do if activity on your blog was inappropriate (content or</p>		<p>session</p> <p>Add images or media clips to blog post, remembering to cite author, as in previous unit: we are web developers.</p>

	<p>Evaluate existing (possibly just travel blogs?).</p> <p>Blog posts as web pages – e-safety link.</p> <p>Use word press too show how to add and edit a blog – differences between HTML view and WYSIWYG view.</p> <p>Children to explore blog's dashboard, then share findings in plenary</p>			<p>conduct).</p> <p>Pupils to respond to comments made.</p>		
History						
Geography	<p>Where is Brazil?</p> <p>Identify climate zones and characteristics of each climate zone.</p>	<p>Biomes</p> <p>Identify different types of biomes.</p>	<p>Explore the different features and layers of the Rainforest. (Link to Science – adaptation of plants)</p>	<p>Rivers and estuaries (Following Mya's journey along the Amazon River in JTTRS – Reading Link)</p>	<p><u>Amazonian Indians</u></p> <p>Their use of the rainforest</p> <p>Customs/ rituals</p> <p>Impact on their way of life by invaders.</p>	<p>Effects of deforestation</p>
PSHE/ PAC		<p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>(Link to Mya's and her Aunt's differing opinions of the jungle and the natives in JTTRS in Reading.)</p>	<p>Recognise that increasing independence brings increased responsibility to keep themselves and others safe. (Link to Mya's exploration of the jungle in JTTRS in Reading.)</p>	<p>Discuss why fitness is good for health and well-being (PE link).</p>	<p>Learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community. (Link to Geography and deforestation.)</p>	<p>Think about the lives of people living in other places, and people with different values and customs. (Link to country study of Brazil in Geography.)</p>
Art			<p>Artist study: John Dyer</p>	<p>John Dyer: 1x mini sketching session</p>	<p>John Dyer: Plan a piece of art in John's style</p>	<p>Create piece of rainforest themed art.</p>
DT						
Music	<p><u>BRASS INSTRUCTOR</u></p> <p>Recognition of musical score.</p>	<p><u>BRASS INSTRUCTOR</u></p> <p>Understanding how melodies, rhythms and vocals work together to create a musical piece.</p>	<p><u>BRASS INSTRUCTOR</u></p> <p>Composing own musical composition</p>	<p><u>BRASS INSTRUCTOR</u></p> <p>Composing own musical composition</p>	<p><u>BRASS INSTRUCTOR</u></p> <p>Performing musical composition</p>	<p><u>BRASS INSTRUCTOR</u></p> <p>Evaluating musical compositions of self and others.</p>
Spanish	<p>Que tiempo hace?</p> <p>Speaking focus: Learn vocabulary for different weather types.</p>	<p>Learn Spanish month and season names.</p>	<p>Speaking focus: Using negative statements to describe the weather.</p>	<p>Listening focus: Recap weather vocab. Listen to a weather report and summarise the key points.</p>	<p>Writing focus: For each picture given, write about the weather being shown.</p>	

Year: 5 **Term:** 5 **Topic(s):** Rainforests **Hook(s):** Brazilian Carnival (Making costumes, musical instruments and fashion parade)

	Revise basic conversational vocab in order to hold conversations about the weather.					
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