

**Year: Four**

**Term: 6**

**Topic(s): Anglo-Saxons**

**Hook: Dr Morris (Lecture for Children)**

	<b>Week 1 w/b 4<sup>th</sup> June 2018</b>	<b>Week 2 w/b 11<sup>th</sup> June 2018</b>	<b>Week 3 w/b 18<sup>th</sup> June 2018</b>	<b>Week 4 w/b 25<sup>th</sup> June 2018 Environmental Week – Looking after the World</b>	<b>Week 5 w/b 2<sup>nd</sup> July 2018</b>	<b>Week 6 w/b 9<sup>th</sup> July 2018</b>	<b>Week 7 w/b 16<sup>th</sup> July 2018</b>
<b>Wider curriculum</b>	04.06.18	11.06.18 PUMA, PIRA & GAPs Yr 5/6 Novice hockey @ 3 Hill	18.06.18	25.06.18 Year 6 PGL trip return	02.07.18 10-2 Water sports at Sunny Sands (Yrs 5 & 6) LJ Language link rescreening (LJ) Science Network Mtg – CT 3.30-4.30 After school open class sessions – new entrants	09.07.18 Shepway CCCU Induction 3.30-4.30 After school open class sessions – new entrants	16.07.18  6.00 Year 6 Performance
	05.06.18 Coffee morning – MG 3.30 Staff Meeting	12.06.18	19.06.18 KS1 Sports Day	26.06.18	03.07.18 10-2 Water sports at Sunny Sands (Yrs 5 & 6) 10.30 Strategy Meeting 3.30-4.30 After school open class sessions – new entrants	10.07.18 Year 5 Taster Day HGS/FSG	17.07.18 10 – LAC mtg WH/JW (Cm Rm) 3.30 Optional PTC 5.00 Year 6 Performance 6.30 FGB mtg
	06.06.18 10.00-12.00 Mastery Course 3.30 TforW Project Team Meeting 6.00 New Parent’s Meeting 7.00 PESE meeting	13.06.18	20.06.18 KS2 Sports Day	27.06.18 Kent School Games – Handball Yr 6 SJ – NCEM meeting – HJ 12.30 STS Director’s Meeting 2.00 Rocksteady Concert	04.07.18 Year 2 Trip to Leeds Castle LJ Language link rescreening (LJ) 3.30-4.30 After school open class sessions – new entrants	11.07.18 3.30-4.30 After school open class sessions – new entrants District Sports	18.07.18
	07.06.18 Piano lessons pm JE leading Hub meeting CCCU Folkestone Academy to visit Year 6 3.30 EYFS/Year 3 Bookshare	14.06.18 Year 5 Port Lympe trip Year 1 Book Share	21.06.18 Foundation Trip to Wingham  Years 4 & 5 Book share Dance	28.06.18 10-12 Swimming Gala LJ Language link rescreening (LJ) 1-4 NQT Training (LR/JC) STS TA CPD Maths Interventions 3.30 – 5.00 STS Management Mtg Year 2/Year 6 Book share	05.07.18 <b>MOVING UP DAY</b> 10-11.30 New admissions Teddy Bears Story Time LJ Language link rescreening (LJ)	12.07.18 Foundation Subjects Data (final) 5.30 Year 6 Leaver’s meal	19.07.18
	08.06.18 SF EYFS moderating Pm Year 5 Brass lessons	15.06.18 Year 5 Port Lympe trip return Year 6 Folkestone Academy to meet Head of House SF EYFS moderating	22.06.18 Year 6 PGL trip Year 5 Brass lessons	29.06.18 Canada Day Pm LJ rescreening Language Link Year 5 Brass lessons Camp Night	06.07.18 Year 6 Folkestone Academy Transition Day TAG DAY Data Update LJ Language link rescreening (LJ) Year 5 Brass lessons	13.07.18 Reports to parents JE at conference (all day) Year 5 Brass lessons	20.07.18 Leaver’s Assembly 1.30 Year 6 Sports Afternoon 4.00 Year 6 v Staff rounders match & BBQ
<b>Writing</b>	<b>Explanation Text - Imitation.</b>  Cold task.  Play language games linked to genre.  Use picture stimulus to develop characterisation.  Begin to learn text orally.	<b>Explanation Text - Imitation &amp; Immersion</b>  Play language games linked to genre.  Develop genre specific toolkits.  Continue to learn text orally.  Introduce written version of text.	<b>Explanation Text - Innovation</b>  Co-construct class plan for innovated text; story maps and boxing up.  Shared writing followed by independent and guided writing.	<b>Explanation Text - Innovation</b>  Shared writing followed by independent and guided writing.  Opportunities for redrafting (when appropriate).	<b>Explanation Text - Independent Application</b>  Explicit teaching of how to create and make choices for themselves as writers.  Planning of independent version of class text.  Writing of independent version.  Celebration of independent versions.	<b>Explanation Text - Independent Application</b>  Discrete language and SPAG activities.  Focussed workshops.  Hot task.  Polished versions on Laptops.	<b>Explanation Text - Independent Application</b>  Recap all toolkit ready to take up to Year 5.  Reflection: Writing as authors; writing for readers.  Celebration as authors.
	<b>Extended writing opportunity:</b>  <b>Complete Cold Task</b>	<b>Extended writing opportunity:</b>  <b>History: Discussion Text – Is one God better than one?</b>	<b>Extended writing opportunity:</b>  <b>Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character.</b>	<b>Extended writing opportunity:</b>  <b>Short Burst writing exploring a theme from Geography Week (Environmentalism)</b>	<b>Extended writing opportunity:</b>  <b>CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report.</b>	<b>Extended writing opportunity:</b>  <b>Complete Hot Task</b>	<b>Extended writing opportunity:</b>  Consolidation of targeted extended writing genre.
<b>Reading</b>	<b>Beowulf</b>  Who is Michael Morpurgo?  Book Predictions  Retrieval and Inference questions  <i>Test Technique – Extract (Fiction)</i>	<b>Beowulf</b>  Summarise  Cause and effect  Retrieval and Inference questions	<b>Beowulf</b>  Dictionary task  Inference – problems and solutions.  Retrieval and Inference questions	<b>Beowulf</b>  Chapter predictions  Thesaurus task  Retrieval and Inference questions	<b>Beowulf</b>  Inference – problems and solutions.  Sequencing  Retrieval and Inference questions	<b>Beowulf</b>  Book review.  Author Letter Retrieval and Inference questions  <i>Test Technique – Non-fiction - Biography</i>	<b>Beowulf</b>  AR Quiz.  <i>Test Application – STAR AND PIRA.</i>

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		<i>Test Technique – Non-fiction-Non-Chron.</i>	<i>Test Technique – Extract (Fiction).</i>	<i>Test Technique – Non-fiction - Newspaper</i>	<i>Test Technique – Extract (Fiction)</i>		
<b>SPAG</b>	Consolidation of Year 4 skills. Adding the suffix -ous Present tense	Consolidation of Year 4 skills. Adding the suffix -ous Present tense	Consolidation of Year 4 skills. Adding the suffix -ous Prepositions	Consolidation of Year 4 skills. Adding the suffix -ous Possessive apostrophes, including with plurals.	Consolidation of Year 4 skills. Adverbials of frequently/possibility. Possessive apostrophes, including with plurals.	Consolidation of Year 4 skills. Adverbials of manner. Possessive apostrophes, including with plurals.	Consolidation of Year 4 skills.
<b>Maths</b>	<b>Multiplication and Division:</b> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems	<b>Statistics:</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	<b>Statistics:</b> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	<b>Geometry:</b> Identify acute and obtuse angles and compare and order angles up to two right angles by size.  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	<b>Geometry:</b> Identify lines of symmetry in 2D shapes presented in different orientations.  Complete a simple symmetric figure with respect to a specific line of symmetry.	<b>Geometry:</b> Describe positions on a 2D grid as coordinates in the first quadrant.  Describe movements between positions as translations of a given unit to the left/ right and up/ down.  Plot specified points and draw sides to complete a given polygon.	<b>Consolidation</b>
<b>OPPORTUNITIE</b>	<u>HISTORY (ANGLO-SAXONS)</u> <b>Knowledge: Name the Anglo-Saxon Gods</b>	<u>HISTORY (ANGLO-SAXONS)</u> <b>Evaluation: One god is better than many gods. Discuss.</b>	<u>HISTORY (ANGLO-SAXONS)</u> <b>Comprehension: How would the Anglo-Saxons spend their free time?</b>		<u>HISTORY (ANGLO-SAXONS)</u> <b>Synthesis: Create a new Anglo-Saxon game for the modern day.</b>  <b>Application: How would you show your is Anglo-Saxon based?</b>	<u>HISTORY (ANGLO-SAXONS)</u> <b>Analysis: What legacy still remains from the Anglo-Saxon conversion to Christianity.</b>	<u>HISTORY (ANGLO-SAXONS)</u> <b>Evaluation: Bodies in the Grave mystery.</b>
<b>Science</b>	<b>Scientists and Inventors Madagascar in Danger</b>  To recognise that environments can change and that this can sometimes pose dangers to living things by exploring Gerald Durrell’s conservation work in Madagascar.  To set up simple practical enquiries and report on findings from enquiries in the context of soil erosion and nutrient loss.	<b>Scientists and Inventors Alexander Graham Bell</b>  To recognise that vibrations from sound travel through a medium to the ear in the context of Alexander Graham Bell’s invention of the telephone.  To report on findings, including oral and written presentations and displays in the context of Alexander Graham Bell’s invention of the telephone.	<b>Scientists and Inventors Discovering Oxygen</b>  To compare and group materials together according to whether they are solids, liquids or gases by exploring the discovery of oxygen.  To identify changes relating to simple scientific ideas and processes by exploring the discovery of oxygen and the theory of phlogiston.	<b>Scientists and Inventors Absolute Zero</b>  To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring Kelvin’s discovery of absolute zero.  To take accurate measurements using standard units and a range of equipment, including thermometers by comparing the Kelvin scale with Celsius.	<b>Scientists and Inventors Thomas Edison</b>  To identify changes related to scientific ideas and processes by exploring Thomas Edison’s work with electricity.  To identify common electrical appliances that run on electricity by exploring Thomas Edison’s work with electricity.	<b>Scientists and Inventors Toothpaste</b>  To identify the different types of teeth in humans and their functions by finding out about the invention of toothpaste.  To use scientific evidence from comparative tests to support their findings by comparing different toothpastes.	
<b>R.E.</b>	<b>CHRISTIANITY - What does it mean to be a Christian in Britain today?</b>  How do Christians make a difference in their local community?  Describe ways the local church helps the surrounding community. Find out about some Christian community projects. Think of reasons why some Christians want to help their local community.  <b>Cross-Curricular link – British Values.</b>	<b>Reflect and Conclude.</b> Recount or diary.  <b>Cross-Curricular link – British Values.</b>	<b>CHRISTIANITY - What does it mean to be a Christian in Britain today?</b>  How and why do different Christians use music in worship?  Describe how different Christians use music to worship God. Find out more about the beliefs shown in a hymn or song of worship. Think of reasons why some people worship God with music.  <b>Cross-Curricular link – British Values.</b>		<b>Reflect and Conclude.</b> Non-Chronological Report  <b>Cross-Curricular link – British Values.</b>	<b>CHRISTIANITY - What does it mean to be a Christian in Britain today?</b>  Why do people stand up against injustice because of their religion?  Story of Rosa Parks: Why she stood up for her rights. Why is it important to support others who are being badly treated?  <b>Cross-Curricular link – British Values.</b>	<b>Reflect and Conclude.</b> Discussion text.  <b>Cross-Curricular link – British Values.</b>

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Indoor PE	<p><b>Athletics FUNDamentals</b></p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>Athletics Finish Fast</b></p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To compare performances with previous ones and demonstrate improvement to achieve personal best.</p>	<p><b>SPORTS DAY</b></p>	<p><b>Athletics Relay Running</b></p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance.</p>	<p><b>Athletics Standing Triple Jump</b></p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare performances with previous ones and demonstrate improvement to achieve personal best.</p>	<p><b>Athletics Pull It</b></p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>Athletics Pentathlon</b></p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare performances with previous ones and demonstrate improvement to achieve personal best.</p>
	<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>	<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>		<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>	<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>	<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>	<p><b>FIFA - World Cup</b></p> <p>To select and perform their own warm up and cool down activities.</p> <p>To apply their skills in a range of modified game situations.</p>
Computing							
History	<p><b>Anglo-Saxons Artefacts and Culture</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture.</p> <p>Comprehension: How would the Anglo-Saxons spend their free time?</p>	<p><b>Anglo-Saxons Artefacts and Culture</b></p> <p>Synthesis: Create a new Anglo-Saxon game for the modern day.</p>	<p><b>Anglo-Saxons Gods</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped.</p> <p>Knowledge: Name the Anglo-Saxon Gods</p>		<p><b>Anglo-Saxons Gods</b></p> <p>Evaluation – One god is better than many gods. Discuss.</p>	<p><b>Anglo-Saxons Conversion to Christianity</b></p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.</p>	<p><b>Anglo-Saxons Conversion to Christianity.</b></p> <p>What legacy still remains from the Anglo-Saxon conversion to Christianity.</p>
	Geography			<p>Environmental Week x 5 Geographical sessions.</p>			
PSHE/P4C		<p><b>SRE: GROWING UP</b></p> <p>To explore the human lifecycle.</p>	<p><b>SRE: GROWING UP</b></p> <p>To explore the human lifecycle.</p>	<p><b>SRE: GROWING UP</b></p> <p>To identify some basic facts about puberty.</p>	<p><b>SRE: GROWING UP</b></p> <p>To explore how puberty is linked to reproduction.</p>	<p><b>SRE: GROWING UP</b></p> <p>To explore how puberty is linked to reproduction.</p>	
Art		<p><b>Anglo-Saxon Artefacts</b></p> <p>Observe AS pottery.</p> <p>Knowledge: How would you recognise the features of Anglo-Saxon pottery.</p>	<p><b>Anglo-Saxon Artefacts</b></p> <p>Synthesis: What way would you design your Anglo-Saxon pottery</p>		<p><b>Anglo-Saxon Artefacts</b></p> <p>Application: Execute your piece of pottery.</p>	<p><b>Anglo-Saxon Artefacts</b></p> <p>Application: How would you decorate your pottery to ensure it shows the features of Anglo Saxon style.</p> <p>Evaluation: Would it be better if...?</p>	

