Year: Four Term: 6 Topic(s): Anglo-Saxons Hook: Dr Morris (Lecture for Children)

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	Week 1 w/b 4th June 2018	Week 2 w/b 11 th June	Week 3 w/b 18th June	Week 4 w/b 25th June	Week 5 w/b 2 nd July 2018	Week 6 w/b 9th July 2018	Week 7 w/b 16th July
		2018	2018	2018 Environmental Week			2018
				 Looking after the World 			
	04.06.18	11.06.18	18.06.18	25.06.18	02.07.18 10-2 Water sports at	09.07.18	16.07.18
		PUMA, PIRA & GAPs		Year 6 PGL trip return	Sunny Sands (Yrs 5 & 6)	Shepway CCCU Induction	23.37.20
		Yr 5/6 Novice hockey @ 3 Hill		, 22	LJ Language link rescreening (LJ)	3.30-4.30 After school open class	
					Science Network Mtg – CT	sessions – new entrants	6.00 Year 6 Performance
					3.30-4.30 After school open class		
					sessions – new entrants		
	05.06.18	12.06.18	19.06.18	26.06.18	03.07.18 10-2 Water sports at	10.07.18	17.07.18
	Coffee morning – MG		KS1 Sports Day		Sunny Sands (Yrs 5 & 6)	Year 5 Taster Day HGS/FSG	10 – LAC mtg WH/JW (Cm Rm)
	3.30 Staff Meeting				10.30 Strategy Meeting		3.30 Optional PTC
_					3.30-4.30 After school open class		5.00 Year 6 Performance
lu T	06.06.18	13.06.18	20.06.18	27.06.18	sessions – new entrants 04.07.18	11.07.18	6.30 FGB mtg 18.07.18
l n	10.00-12.00 Mastery Course	13.00.10	KS2 Sports Day	Kent School Games – Handball Yr 6	Year 2 Trip to Leeds Castle	3.30-4.30 After school open class	10.07.10
Ë	3.30 TforW Project Team Meeting		550.65 55,	SJ – NCETM meeting – HJ	LJ Language link rescreening (LJ)	sessions – new entrants	
วี	6.00 New Parent's Meeting			12.30 STS Director's Meeting	3.30-4.30 After school open class	District Sports	
Wider curriculum	7.00 PESE meeting			2.00 Rocksteady Concert	sessions – new entrants		
>	07.06.18	14.06.18	21.06.18	28.06.18 10-12 Swimming Gala	05.07.18	12.07.18	19.07.18
	Piano lessons	Year 5 Port Lympne trip	Foundation Trip to Wingham	니 Language link rescreening (니)	MOVING UP DAY	Foundation Subjects Data (final)	
	pm JE leading Hub meeting CCCU	Year 1 Book Share	V 40.50 L	1-4 NQT Training (LR/JC)	10-11.30 New admissions Teddy	5.30 Year 6 Leaver's meal	
	Folkestone Academy to visit Year 6		Years 4 & 5 Book share	STS TA CPD Maths Interventions	Bears Story Time		
	3.30 EYFS/Year 3 Bookshare		Dance	3.30 – 5.00 STS Management Mtg Year 2/Year 6 Book share	☐ Language link rescreening (☐)		
	08.06.18	15.06.18	22.06.18	29.06.18	06.07.18 Year 6 Folkestone	13.07.18	20.07.18
	SF EYFS moderating	Year 5 Port Lympne trip return	Year 6 PGL trip	Canada Day	Academy Transition Day	Reports to parents	Leaver's Assembly
	Pm Year 5 Brass lessons	Year 6 Folkestone Academy to	Year 5 Brass lessons	Pm LJ rescreening Language Link	TAG DAY Data Update	JE at conference (all day)	1.30 Year 6 Sports Afternoon
		meet Head of House		Year 5 Brass lessons	LJ Language link rescreening (LJ)	Year 5 Brass lessons	4.00 Year 6 v Staff rounders match
		SF EYFS moderating		Camp Night	Year 5 Brass lessons		& BBQ
	Explanation Text -	Explanation Text -	Explanation Text -	Explanation Text -	Explanation Text -	Explanation Text -	Explanation Text -
	Imitation.	Imitation & Immersion	Innovation	Innovation	Independent Application	Independent Application	Independent Application
	Cold task.	Play language games linked to	Co-construct class plan for		I =		15 ". "
			I CO-COHSHUCE Class Diam for	Shared writing followed by	I Explicit teaching of how to	Discrete language and SPAG	Recap all toolkit ready to take
		genre.	innovated text; story maps and	Shared writing followed by independent and guided	Explicit teaching of how to create and make choices for	Discrete language and SPAG activities.	Recap all toolkit ready to take up to Year 5.
	Play language games linked to	genre.					up to Year 5.
	Play language games linked to genre.		innovated text; story maps and boxing up.	independent and guided writing.	create and make choices for themselves as writers.		up to Year 5. Reflection: Writing as authors;
	genre.	genre. Develop genre specific toolkits.	innovated text; story maps and boxing up. Shared writing followed by	independent and guided writing. Opportunities for redrafting	create and make choices for themselves as writers. Planning of independent version	activities. Focussed workshops.	up to Year 5.
	genre. Use picture stimulus to develop	genre.	innovated text; story maps and boxing up. Shared writing followed by independent and guided	independent and guided writing.	create and make choices for themselves as writers.	activities.	up to Year 5. Reflection: Writing as authors; writing for readers.
	genre.	genre. Develop genre specific toolkits. Continue to learn text orally.	innovated text; story maps and boxing up. Shared writing followed by	independent and guided writing. Opportunities for redrafting	create and make choices for themselves as writers. Planning of independent version of class text.	activities. Focussed workshops. Hot task.	up to Year 5. Reflection: Writing as authors;
ng	genre. Use picture stimulus to develop characterisation.	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of	innovated text; story maps and boxing up. Shared writing followed by independent and guided	independent and guided writing. Opportunities for redrafting	create and make choices for themselves as writers. Planning of independent version	activities. Focussed workshops.	up to Year 5. Reflection: Writing as authors; writing for readers.
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Writing	genre. Use picture stimulus to develop characterisation. Begin to learn text orally.	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity:	activities. Focussed workshops. Hot task. Polished versions on Laptops.	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted
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Writing	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one?	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character.	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism)	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report.	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre.
Writing	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity:	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity:	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted
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	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task Beowulf Who is Michael Morpurgo?	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one? Beowulf Summarise	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character. Beowulf Dictionary task	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism) Beowulf Chapter predictions	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report.	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task Beowulf Book review.	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre. Beowulf AR Quiz.
	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task Beowulf	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one? Beowulf	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character. Beowulf Dictionary task Inference – problems and	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism)	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report. Beowulf Inference – problems and solutions.	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task Beowulf Book review. Author Letter	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre. Beowulf
	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task Beowulf Who is Michael Morpurgo? Book Predictions	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one? Beowulf Summarise Cause and effect	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character. Beowulf Dictionary task	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism) Beowulf Chapter predictions Thesaurus task	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report. Beowulf Inference – problems and	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task Beowulf Book review.	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre. Beowulf AR Quiz.
Reading Writing	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task Beowulf Who is Michael Morpurgo?	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one? Beowulf Summarise	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character. Beowulf Dictionary task Inference – problems and solutions.	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism) Beowulf Chapter predictions	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report. Beowulf Inference – problems and solutions. Sequencing	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task Beowulf Book review. Author Letter Retrieval and Inference questions	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre. Beowulf AR Quiz.
	genre. Use picture stimulus to develop characterisation. Begin to learn text orally. Extended writing opportunity: Complete Cold Task Beowulf Who is Michael Morpurgo? Book Predictions	genre. Develop genre specific toolkits. Continue to learn text orally. Introduce written version of text. Extended writing opportunity: History: Discussion Text – Is one God better than one? Beowulf Summarise Cause and effect	innovated text; story maps and boxing up. Shared writing followed by independent and guided writing. Extended writing opportunity: Consolidation: Short Burst writing that develops characterisation for an Anglo-Saxon Character. Beowulf Dictionary task Inference – problems and	independent and guided writing. Opportunities for redrafting (when appropriate). Extended writing opportunity: Short Burst writing exploring a theme from Geography Week (Environmentalism) Beowulf Chapter predictions Thesaurus task	create and make choices for themselves as writers. Planning of independent version of class text. Writing of independent version. Celebration of independent versions. Extended writing opportunity: CHRISTIANITY - What does it mean to be a Christian in Britain today? Non-Chron. report. Beowulf Inference – problems and solutions.	activities. Focussed workshops. Hot task. Polished versions on Laptops. Extended writing opportunity: Complete Hot Task Beowulf Book review. Author Letter	up to Year 5. Reflection: Writing as authors; writing for readers. Celebration as authors. Extended writing opportunity: Consolidation of targeted extended writing genre. Beowulf AR Quiz.

Tonic(s): Anglo-Savons Hook. Dr Morris (Lecture for Children) Vear: Four

	Year : Four	Term : 6	Topic(s): Anglo-Saxons		Hook: Dr Morris (Lecture for Children)		
		Test Technique – Non-fiction-Non-	Test Technique – Extract (Fiction).	Test Technique – Non-fiction -	Test Technique – Extract (Fiction)		
		Chron.		Newspaper			
	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.	Consolidation of Year 4 skills.
SPAG	Adding the suffix -ous	Adding the suffix -ous	Adding the suffix -ous	Adding the suffix -ous	Adverbials of frequently/possibility.	Adverbials of manner.	
S	Present tense	Present tense	Prepositions	Possessive apostrophes, including with plurals.	Possessive apostrophes, including with plurals.	Possessive apostrophes, including with plurals.	
	Multiplication and Division:	Statistics:	Statistics:	Geometry:	Geometry:	Geometry:	Consolidation
Maths	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	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.	Identify lines of symmetry in 2D shapes presented in different orientations. Complete an simple symmetric figure with respect to a specific line of symmetry.	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.	
世	HISTORY (ANGLO-SAXONS)	HISTORY (ANGLO-SAXONS)	HISTORY (ANGLO-SAXONS)		HISTORY (ANGLO-SAXONS)	HISTORY (ANGLO-SAXONS)	HISTORY (ANGLO-SAXONS)
OPPORTUNITITE	Knowledge: Name the Anglo-Saxon Gods	Evaluation: One god is better than many gods. Discuss.	Comprehension: How would the Anglo-Saxons spend their free time?		Synthesis: Create a new Anglo- Saxon game for the modern day. Application: How would you show	Analysis: What legacy still remains from the Anglo-Saxon conversion to Christianity.	Evaluation: Bodies in the Grave mystery.
0	Scientists and Inventors	Scientists and Inventors	Scientists and Inventors	Scientists and Inventors	your is Anglo-Saxon based? Scientists and Inventors	Scientists and Inventors	
	Madagascar in Danger	Alexander Graham Bell	Discovering Oxygen	Absolute Zero	Thomas Edison	Toothpaste	
Science	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.	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.	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.	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	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.	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.	
				Kelvin scale with Celsius.			
	CHRISTIANITY - What does it mean to be a Christian in Britain	Reflect and Conclude.	CHRISTIANITY - What does it mean to be a Christian in Britain		Reflect and Conclude.	CHRISTIANITY - What does it mean to be a Christian in Britain	Reflect and Conclude.
	today?	Recount or diary.	today?		Non-Chronological Report	today?	Discussion text.
R.E.	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. Cross-Curricular link – British	Cross-Curricular link – British Values.	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. Cross-Curricular link – British Values.		Cross-Curricular link – British Values.	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? Cross-Curricular link – British Values.	Cross-Curricular link – British Values.
	Values.						<u> </u>

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	rear: Four	rerm: o	ropic(s): Angio-3	ianulia	HOOK: DI MOTTIS (Lecture for Children)		
	Athletics	Athletics		Athletics	Athletics	Athletics	Athletics
	FUNdamentals	Finish Fast		Relay Running	Standing Triple Jump	Pull It	Pentathlon
		To use running, jumping, throwing		To use running, jumping, throwing	To develop flexibility, strength,	To develop flexibility, strength,	To use running, jumping, throwing
	To use running, jumping, throwing	and catching in isolation and in		and catching in isolation and in	technique, control and balance.	technique, control and balance.	and catching in isolation and in
11.1	and catching in isolation and in	combination.		combination.			combination.
<u> </u>	combination.			Combination	To use running, jumping, throwing	To use running, jumping, throwing	Combination
Indoor PE	combination.	To develop flexibility, strength,		To develop flexibility, strength,	and catching in isolation and in	and catching in isolation and in	To compare performances with
유		technique, control and balance.		technique, control and balance.	combination.	combination.	previous ones and demonstrate
_ <u>⊆</u>		tecinique, control and balance.		technique, control and balance.	Combination.	Combination.	•
_		Tist			T		improvement to achieve personal
		To compare performances with	SPORTS DAY		To compare performances with		best.
		previous ones and demonstrate			previous ones and demonstrate		
		improvement to achieve personal			improvement to achieve personal		
		best.	-		best.		
111	FIFA - World Cup	FIFA - World Cup		FIFA - World Cup	FIFA - World Cup	FIFA - World Cup	FIFA - World Cup
Outdoor PE							
o	To select and perform their own	To select and perform their own		To select and perform their own	To select and perform their own	To select and perform their own	To select and perform their own
Ř	warm up and cool down activities.	warm up and cool down activities.		warm up and cool down activities.	warm up and cool down activities.	warm up and cool down activities.	warm up and cool down activities.
1 +							
ō	To apply their skills in a range of	To apply their skills in a range of		To apply their skills in a range of	To apply their skills in a range of	To apply their skills in a range of	To apply their skills in a range of
	modified game situations.	modified game situations.		modified game situations.	modified game situations.	modified game situations.	modified game situations.
þΩ							
Computing							
pot							
Ē							
ප							
	Anala Carrana	Anglo-Saxons	Anala Carrana		Anala Carrana	Anala Carrana	Anala Causas
	Anglo-Saxons		Anglo-Saxons		Anglo-Saxons	Anglo-Saxons	Anglo-Saxons
	Artefacts and Culture	Artefacts and Culture	Gods		Gods	Conversion to Christianity	Conversion to Christianity.
	Understand how our knowledge of	Synthesis: Create a new Anglo-	Construct informed responses that		Evaluation – One god is better	Regularly address and sometimes	What legacy still remains from the
	the past is constructed from a	Saxon game for the modern day.	involve thoughtful selection and		than many gods. Discuss.	devise historically valid questions	Anglo-Saxon conversion to
	range of sources and that different		organisation of historical			about change, cause, similarity and	Christianity.
≥	versions of past events may exist,		information by learning about			difference and significance by	
2	giving some reasons for this by		Anglo-Saxon religious beliefs and			learning about how the Anglo-	
History	examining and learning about		the gods they worshipped.			Saxons were converted to	
	Anglo-Saxon artefacts and					Christianity in Britain.	
	deducing what they can teach us		Knowledge: Name the Anglo-				
	about Anglo-Saxon culture.		Saxon Gods				
	Comprehension: How would the						
	Anglo-Saxons spend their free						
	time?						
≥				Environmental Week x 5			
h				Geographical sessions.			
r _a							
90							
Geography							
		SDE: CROWING LIP	SDE- GROWING UP	SRE: GROWING UP	SDE- CROWING UP	SDE- GROWING UP	
2		SRE: GROWING UP	SRE: GROWING UP		SRE: GROWING UP	SRE: GROWING UP	
7d,		To explore the human lifecycle.	To explore the human lifecycle.	To identify some basic facts about	To explore how puberty is linked	To explore how puberty is linked	
Ē/				puberty.	to reproduction.	to reproduction.	
SHE/P4C							
		Anglo-Saxon Artefacts	Anglo-Saxon Artefacts		Anglo-Saxon Artefacts	Anglo-Saxon Artefacts	
		Observe AS pottery.					
		1	Synthesis: What way would you		Application: Execute your piece of	Application: How would you	
Art		Knowledge: How would you	design your Anglo-Saxon pottery		pottery.	decorate your pottery to ensure it	
_		recognise the features of Anglo-				shows the features of Anglo Saxon	
		_				style.	
		I Saxon portery					
		Saxon pottery.					
		Saxon pottery.				Evaluation: Would it be better if?	

Year: Four Term: 6 Topic(s): Anglo-Saxons Hook: Dr Morris (Lecture for Children)

_	real. Four Ferm. 6 Topic(s). Anglo Saxons					HOOK. DI WOTTS (Eccture for children)		
	DT							
	Music	Listen to several layers of sound (texture) and talk about the effect on mood and feelings.		Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.		Know how pulse stays the same but rhythm changes in a piece of music. Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.		Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Combine sounds expressively (all dimensions).
	Spanish	iCuéntame un cuento! (Tell me a story!) Listen and respond to words and phrases with actions Recognise and say key words in a story. Understand that stories from different cultures may be similar.	iCuéntame un cuento! (Tell me a story!) Hear the /r/ sound in Spanish words and phrases. Understand and respond to classroom instructions in Spanish. Understand that verbs change when giving an order in Spanish.	iCuéntame un cuento! (Tell me a story!) Can recognise multiples of 10 up to 100 in Spanish. Begin to understand how the Spanish number system works.	iCuéntame un cuento! (Tell me a story!) Respond to multiples of 10 and say them in chorus. Recognise adjectives and nouns in Spanish Apply simple agreements to adjectives Write simple sentences with support.	¡Cuéntame un cuento! (Tell me a story!) Recognise adjectives and nouns in Spanish. Apply simple agreements to adjectives. Write simple sentences with support.	¡Cuéntame un cuento! (Tell me a story!) Perform a story in front of an audience. Recall and describe the agreement between nouns and adjectives.	¡Cuéntame un cuento! (Tell me a story!) Tell a story effectively. Perform in front of an audience
	British Values	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.	Individual Liberty: Being able to have and show your own beliefs as long as they do not damage other people's lives. Cross-Curricular link – PE – FIFA World Cup and Eng Innovation – FIFA World Cup.