

Spotlight Masterpiece:		Hook:
Write a script to roleplay a Spanish clothing shop		Come dressed as a specific colour to combination Spanish clothing and colour vocabulary
Writing Genre: Explanation texts (non-fiction)	<ul style="list-style-type: none"> To use paragraphs to organise ideas logically around a theme To use topic sentences to clearly introduce the topic of each paragraph in a piece of writing To use causal conjunctions and time conjunctions to guide a reader through the explanation of a process Take control over formality of texts and recognise the different language used in formal and informal pieces 	
Reading	<ul style="list-style-type: none"> Class Text: 'James and the Giant Peach' To use dictionaries to check the meaning of words that they have read To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action To discuss words and phrases that capture the reader's interest and imagination To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context To ask questions to improve their understanding of a text To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To predict what might happen from details stated and implied 	
SPAG	<ul style="list-style-type: none"> To add the prefixes im- and inter- to words, and understand how they change the meaning of the root word To spell words with the /g/ sound spelt -gue To spell words with the /k/ sound spelt -que To use the first two or three letters of a word to check its spelling in a dictionary To introduce apostrophes to mark plural possession To understand the grammatical difference between plural and possessive -s 	
Mathematics	Decimals <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre] Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths 	
Science	Animals (including humans) <ul style="list-style-type: none"> To know how to describe the simple functions of the basic parts of the digestive system in humans. To know how to identify the different types of teeth in humans and their simple functions. To know humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing). To know how to construct and interpret a variety of food chains, identifying producers, predators and prey. To know the process of digestion: it starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. 	
Religious Education	Why is Jesus inspiring to some people? <ul style="list-style-type: none"> To know the meaning of inspiration and discuss their own experiences related to this. To understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him. Make links between values and commitments and their own attitudes and behavior. To know the events that took place during Holy Week with reference to 'Good Friday' and 'Easter Sunday/Resurrection Day'. 	
Music	<ul style="list-style-type: none"> To know how pulse, rhythm and pitch work together To know that accelerando means getting faster and rallentando means getting slower. To know that phrases can be played legato (smoothly) or staccato (detached). To know how to keep the internal pulse To know that the pentatonic scale consists of 5 notes which can be played together without clashing (C D E G A in the key of C) To know that a texture can be created in a duet, with a melody and an accompaniment To know that when improvising, using one or two notes confidently is better than using five 	

	<ul style="list-style-type: none"> To know that if you improvise using the notes on the pentatonic scale you cannot make a mistake To know that there are different ways of recording compositions (letter names, symbols, audio etc.) Know that a performance involves communicating feelings, thoughts and ideas about the song/music
Physical Education	<p>OAA</p> <ul style="list-style-type: none"> To develop co-operation and teamwork skills To develop trust and team work To involve all team members in an activity and work towards a collective goal To develop trust and accept support whilst listening to others and following instructions To be able to identify objects on a map, draw and follow a simple map To draw a route using directions To be able to orientate a map and navigate around a grid <p>Basketball</p> <ul style="list-style-type: none"> To develop the attacking skill of dribbling To be able to use protective dribbling against an opponent To develop the bounce and chest pass and begin to recognise when to use them To develop tracking and defending an opponent To develop the technique for the set shot To be able to apply the skills, rules and tactics you have learnt to a mini tournament
History	<p>Early Islamic Civilisations</p> <ul style="list-style-type: none"> To know that the religion of Islam was founded by the Prophet Muhammad. To know that after Muhammad died, the Islamic government was called the 'Caliphate' and was ruled by a 'caliph.' To know a caliph commissioned the construction of the city of Baghdad in 762 AD near the Tigris River in Mesopotamia and wanted it to be the capital of the Islamic empire. To know that Baghdad was built in this location because of its trade routes across land and sea. To know that the ancient city of Baghdad was a round city. To know that at the centre of this round city was the Mosque and a palace, where the caliph lived. To know that outside the city walls were markets and homes. To know that Baghdad was the capital of an empire so many people wanted to visit, specifically to trade and to study. To know the House of Wisdom housed a library and attracted scholars from around the world. To know that the Islamic Golden Age was a period when science, technology, education and the arts flourished throughout the Islamic Empire. To know that while the Islamic civilisation was having a Golden Age, Europe was experiencing the Dark Ages due to the downfall of the Roman Empire, characterised by the collapse of trade networks and widespread violence as different groups fought for land and power.
RSHE	<ul style="list-style-type: none"> To recognise and challenge stereotypes Develop an awareness for different types of relationships and family set ups To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities
DT	<p>Sewing skills</p> <ul style="list-style-type: none"> Develop their own design criteria based on a given brief. Create simple patterns to match the brief Aim the design criteria at a target market. To analyse a planned project to consider how the product would meet the brief.
Primary Languages – Spanish	<p>La ropa (clothing)</p> <ul style="list-style-type: none"> To be able to accurately recall and pronounce Spanish clothing vocabulary To know the difference between feminine and masculine using the singular indefinite articles 'un' and 'una' and the plural forms 'unos' and 'unas' To know how to conjugate the verb 'llevar' (to wear) in the present tense To know that 'my' in Spanish is 'mi/mis' and that 'mi' is used for singular and 'mis' is used for plural To know that Spanish adjectives often go after the noun and often agree in terms of gender and number To accurately read and say the phonemes 'CA', 'CE', 'CI', 'CO' and 'CU' in Spanish To accurately use the possessive adjective 'my' in Spanish (e.g. mis pantalones) and understand that 'mi' is used for singular and 'mis' is used for plural in written sentences To be able to accurately use the verb 'llevar' to say what they are wearing To know how to use the negative 'no' before the verb 'llevar' to say what you are not wearing To accurately use adverbial agreement in written sentences to describe the colour of clothes