

Spotlight Masterpiece: Abstraction of still life		Hook: Collaborative creation of abstract art referring to shape, colour, form and emotion.
Writing Genre: Narrative	Fiction: Model Text: <ul style="list-style-type: none"> Use a range of facts/faction to support an argument. To know how to use quotes to support an opinion. To know when and how to maintain formality within a persuasion text. To know how to effectively use bias in a persuasion text (e.g. by using outside opinions and generalisers) Use different techniques to conclude texts. 	
Reading	Class Text: Holes <ul style="list-style-type: none"> To use dictionaries to check the meaning of words. 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 based on the content that has been explored within a text. To draw inferences such as characters’ feelings, thoughts and motives from their actions, justifying evidence. To predict what might happen from details stated and implied. 	
SPAG	<ul style="list-style-type: none"> 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 Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. Recap and revise commonly misspelt words. Recap and revise Years 3-5 common errors. Recap parenthesis. To accurately punctuate subordinate clauses using commas. To accurately use commas to avoid ambiguity. 	
Mathematics	Decimals <ul style="list-style-type: none"> Adding decimals within 1 / Subtracting decimals within 1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 	
History	Canterbury - Thomas Becket & Monarchy <ul style="list-style-type: none"> To know that Thomas Becket was chancellor to King Henry II and was very powerful. To know that Thomas Becket and King Henry became good friends and the king chose Becket as his new archbishop of Canterbury. To know that as the Archbishop of Canterbury, Becket became the leader of the Roman Catholic Church in England. To know that Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes. To know that Becket was killed by four of the king’s knights in 1170. To know that Christians were shocked by Becket’s murder and the pope made him a saint of the Roman Catholic Church. To know that for centuries after Becket’s death, many people made pilgrimage to Canterbury Cathedral. To know that Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. To know that Becket’s shrine was in Canterbury but was destroyed by order of Henry VIII during his reign. 	

<p>Art</p>	<p>Abstraction of still life</p> <p>Skills</p> <ul style="list-style-type: none"> • Compare effects of colourful vs monochromatic art and how they create appealing contrast when used side by side. • Experiment with composition, including overlapping objects and using the overlapped areas to create contrast through colour and pattern. • Keep elements of realism in abstracted art to keep the original idea clear to a viewer, but not be restricted by observational 'copying'. • Use personal experience/prior knowledge to abstract from an observational stimulus (e.g. drawing a sticker on a banana that doesn't have one, or a stalk and leaf on an apple). • Contrast round observed shapes with abstracted sharper shapes and angles. • Use warm and cool colours to create contrast between the foreground and the background of a piece of art. • To use pattern and colour to fill negative space in a way that does not distract from the focal object of an art piece (e.g. contrasting colours or warmer/cooler tones) <p>Knowledge</p> <ul style="list-style-type: none"> • To know that composition in an art piece means how you choose to lay out the elements across the page/canvas. • To know that abstract art still follows 'rules' – reasons for why artistic decisions have been made/applied, such as specific colour palettes or compositional choices. • To know that abstraction starts with observation, but allows for creative decisions when representing what you can see. • To know that a viewer's eye needs to be drawn across a piece of art and this can be achieved through use of contrasting colour, shape and line. • To know that effective composition includes balancing the light and shadow across a piece of art. • To know that negative space means the empty space around the focal object of an art piece.
<p>Computing</p>	<p>Website Design & HTML</p> <p>Skills</p> <ul style="list-style-type: none"> • Be able to use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. • Create a clear plan for their web page and begin to create it. • Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. • Create four web pages with a range of features on their website. <p>Knowledge</p> <ul style="list-style-type: none"> • To know the purpose of a website. • To know the key features of Google Sites to learn how to create content for a web page. • To know and identify examples of HTML tags. • To know how to change HTML code for a specific purpose. • To know how to explore more complex components of a web page. • To know how to alter key elements on a webpage including text and images.
<p>Religious Education</p>	<p>Islam</p> <ul style="list-style-type: none"> • To know the Five Pillars of Islam are essential in the life of Muslims. • To know the Five Pillars are an expression of ibadah (worship and belief in action). • To know the Five Pillars of Islam provide a structure for Islamic daily spiritual life. • To know the Five Pillars of Islam are: shahadah - a belief in one God; salah - prayer, five times a day; sawm- fasting in the month of Ramadan; hajj - pilgrimage and zakah- the giving of alms.
<p>Physical Education</p>	<p>Tennis</p> <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it.

	<ul style="list-style-type: none"> To use a variety of strokes to outwit an opponent. <p>Fitness</p> <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To know the difference between a mammal, amphibian, an insect and a bird. To know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To know how to describe the life process of reproduction in some plants and animals. To know as part of their life cycle, plants and animals reproduce. To know that most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring, which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young, which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. To know plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction, which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.
RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves <p>Relationships</p> <ul style="list-style-type: none"> To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support. <p>Living in the Wider World</p> <ul style="list-style-type: none"> To learn about the role money plays in their own and others’ lives (revision) To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer (revision)
Music	<p>Ukulele</p> <ul style="list-style-type: none"> To know that a Ukulele strings are tuned G-C-E-A. To know that you can change the pitch of a string by turning the tuning pegs To know how to use finger placement to produce the following chords: C, F, G and Am To know that strumming or finger picking can be used to produce sound on a ukulele and create different intensity depending on how hard you strum. To know that a pic can be used to play the strings and this produces a different timbre. To know that the chords C, F and G can be played interchangeable to produce a tune or melody.
Primary Languages – Spanish	<p>Where do you live - ¿Dónde vives?</p> <ul style="list-style-type: none"> To know the following locations in Spanish: Where do you live? (¿Dónde vives?), I live in...(vivo en...), a house (una casa), an apartment (un piso), in town (en la ciudad), in the countryside (en el campo), in the mountains (en la montaña), by the sea (en la costa), in a village (en un pueblo). To know the following rooms in Spanish:

	<ul style="list-style-type: none"> • In my home there is... /there are... (en mi casa hay...), a kitchen (una cocina), a dining room (un comedor), a bathroom (un cuarto de baño), a bedroom (un dormitorio), a utility room (un lavadero), and (y), a basement (un sótano), an office (un despacho), a living room (un salón) a garage (un garaje), a garden (un jardín) • To know that in spoken Spanish, the 'yo' (I) is dropped before the verb. • To be able to listen to and understand the new vocabulary. • To recognise that some words are feminine and are often easily recognisable as they end with an 'a' (e.g. una cocina) • To be able to join together two ideas using the conjunction 'y' (and) in both spoken and written Spanish.
<p>The Queen's Platinum Jubilee</p>	<ul style="list-style-type: none"> • Know that Queen Elizabeth II is the queen (monarch) of the United Kingdom of Great Britain and Northern Ireland. • Know that Queen Elizabeth II is the longest-reigning monarch in British history. • Know that a Commonwealth Realm is a country which has The Queen as its Monarch; know there are 14 Commonwealth Realms in addition to the UK. • Know that the monarchy is the oldest form of government in the UK. • Know that the British Monarchy is known as a constitutional monarchy. This means that, while The Sovereign is Head of State, the ability to make and pass legislation resides with an elected Parliament. <p>A History of Jubilees</p> <ul style="list-style-type: none"> • Know that the concept of the jubilee began in biblical times. • Know that Royal Jubilees are an occasion to celebrate the life and reign of a Monarch. • Know that few British monarchs achieved reigns of 50 years and Golden Jubilees are very rare. • Know that the Queen will become the first British Monarch to celebrate a Platinum Jubilee, marking 70 years of service to the people of the United Kingdom, the Realms and the Commonwealth. • Know that commemorative souvenirs have been a popular way of marking Royal events such as Jubilees. • Know that The Royal Mint produces coins for the UK and produces commemorative coins, specifically the Platinum Jubilee £5 coin. • Study the Platinum Jubilee coins and learn about heraldic coin designs, specifically the Royal Coat of Arms. • Plan, design, make and decorate a Platinum Jubilee £5 coin that will be made out of clay.