

<p>Writing</p>	<p>Non-Fiction: Recount (newspaper report) Secondary Unit: Lost and Found (setting)</p> <p>Model Text: PROFESSOR HARTMAN MISSING PRESUMED DEAD</p> <p>Composition:</p> <ul style="list-style-type: none"> • Tools to sensationalise the story & sell newspapers. • Tools to 'hide' the writers/newspapers own opinions. Concept of bias: all writers have an opinion. Explore critical literacy when reading as reader. • Giving a summary, and then elaborating, elaborating further, elaborating further - no matter where they stop reading, the reader knows what's happened. • Level of innovation: fiction > non-fiction > true non-fiction
<p>Reading</p>	<p>Class Text: Cogheart</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Focus 1 (weeks 1 & 2) Role of setting: Victorian London but not as history knows it. Why this choice? What effect? Consider implication on plot and characters. • Focus 2 (weeks 3 & 4) Viewpoints & perspectives: viewpoint of Lily, viewpoint of Robert, viewpoint of Madame V, viewpoint of mechanicals, viewpoint of author • Focus 3 (weeks 5 & 6) Main themes/ideas/arguments (linked to viewpoint of author); what is this book really 'about'? <p>POEM: Eletelephony</p> <ul style="list-style-type: none"> • Make links to Jabberwocky – playful with language. Unlikely to require whole lessons to develop familiarity.
<p>SPAG</p>	<p>Transcription:</p> <ul style="list-style-type: none"> • Endings which sound like /ʃəl/ e.g. official, special • Revisit and revise words with double consonant spellings. • Common exception & tricky words: committee, communicate, community, correspond, occupy, occur, opportunity. • Brackets, dashes or commas to indicate parenthesis.
<p>Mathematics</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> • Multiply fractions and mixed numbers by an integer. • Calculate a fraction of a quantity and an amount. • Calculate the whole from a fraction. • Use fractions as operators. <p>Number: Decimals & Percentages</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. <p>Perimeter and area</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. <p>Arithmetic</p> <ul style="list-style-type: none"> • To know how to add and subtract fractions with the same denominator and denominators that are multiples of the same number

	<ul style="list-style-type: none"> To know the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths To know how to multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 To know how calculate a percentage of a quantity [e.g. of measures such as 15% of 360] To know and quickly recall multiplication and division facts for multiplication tables up to 12 × 12 To know how to multiplying together three numbers To know how to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Problem Solving</p> <ul style="list-style-type: none"> Conjecturing Looking for patterns
Science	<p>Properties and changes of Materials</p> <ul style="list-style-type: none"> Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Materials which are good thermal conductors allow heat to move through them easily. Thermal conductors are used to make items that require heat to travel through them easily, such as a saucepan, which requires heat to travel through to cook food. Thermal insulators do not let heat travel through them easily. Examples of thermal insulators include woollen clothes and flasks for hot drinks. Electrical conductors allow electricity to pass through them easily while electrical insulators do not. Electrical insulators have a high resistance which means that it is hard for electricity to pass through these objects.
Religious Education	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (Shahadah (belief in one God and his Prophet); salat (daily prayer; to know that muslims pray 5 times a day); sawm (fasting); zakat (alms giving); hajj (pilgrimage). To describes and reflect on the significance of the Holy Qur'an to Muslims as the sacred word of God. To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils in their life. Makes connections between the key functions of the mosque and the beliefs of Muslims. That in addition to the Qur'an there is Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). To understand how it can be difficult to commit to the expectations of Muslims today in their daily life.
Physical Education	<p>Swimming</p> <p>BEGINNERS:</p> <ul style="list-style-type: none"> To submerge and regain feet in the water. To breathe in sync with an isolated kicking action from poolside. To use arms and legs together to move effectively across a short distance in the water. To glide on front and back over short distances. To float on front and back for short periods of time. To confidently roll from front to back and then regain a standing position. <ul style="list-style-type: none"> DEVELOPERS: To confidently and consistently retrieve an object from the floor with the same breath. To begin to co-ordinate breath in time with basic strokes showing some consistency in timing. To demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. To combine gliding and floating on front and back over an increased distance. To float on front and back using different shapes with increased control. To comfortably demonstrate sculling head first, feet first and treading water.

	<p>Intermediate</p> <ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation. <p>Handball</p> <ul style="list-style-type: none"> • To use dribbling to change the direction of play with some control under pressure. • To dribble with feet with some control under increasing pressure. • To use a variety of throwing techniques with some control under increasing pressure. • To use a variety of kicking techniques with some control under increasing pressure. • To catch and intercept a ball using one and two hands with some success in game situations. • To receive a ball using different parts of the foot under pressure with increasing control. • To use a variety of techniques to change direction to lose an opponent. • To create and use space for self and others with some success. • To understand the need for tactics and can identify when to use them in different situations.
<p>History</p>	<p>Society</p> <ul style="list-style-type: none"> • That the Pharaohs of Ancient Egypt were the heads of state and that the Egyptians followed the succession of a dynasty, which is when one family maintained power, handing down the throne to a male heir. • That the pharaoh Hatshepsut was one of only a few female pharaohs and is considered one of Egypt's greatest pharaohs. Know that Hatshepsut brought great wealth and artistry to her land. • That Ancient Egypt had a class system, with pharaohs and gods at the top and slaves, labourers and peasants at the bottom. • Know that slaves were people that may have been war prisoners or criminals. • Know that slavery became a major part of the ancient Egyptian community and they were forced to do whatever labour that was needed. Compare this with previous civilisations that have been studied (Y4). <p>Pyramids</p> <ul style="list-style-type: none"> • That many pyramids were built next to the Nile River as it was easier to get the blocks to the pyramid; the stones could be bought nearer to the pyramid building site by boat. • To know that thousands of slaves and other employees were used to cut up the large blocks and then slowly move them up the pyramid on ramps. • To make suggestions about the significance of the Egyptian built pyramids e.g. their roles as burial places and monuments to the Pharaohs. • Understand that we know about the pyramids and which were built for which Pharaohs thanks to primary sources such as Pyramid Texts and carvings on the side of tombs. • To use source analysis such as evidence from archaeological digs to suggest what may be found inside the pyramid the Pharaoh would be buried with e.g. a variety of items and treasure that he/she may need to survive in the afterlife. <p>Hieroglyphics</p> <ul style="list-style-type: none"> • To recall that the first Egyptian writing was a system of pictures called hieroglyphics.

	<ul style="list-style-type: none"> • That the Rosetta Stone had the same message written in both hieroglyphics and Greek. Know that this was important because it helped to translate what the hieroglyphics said and could be used to help translate other hieroglyphics as well. • Make critical suggestions about why the Rosetta Stone was so significant in the introduction of written word.
<p>RSHE</p>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • That there are a variety of everyday things that affect feelings. • Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations. • How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking. • To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals. • That images in the media do not always reflect reality and can affect how people feel about themselves. • How bodies and emotions change as they approach and move through puberty (SRE lessons 1, 2 and 3). • That they have autonomy and the right to protect their body from inappropriate and unwanted contact. • That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe. • That a habit is something that you do often and regularly, often without knowing you are doing it, and that habits can be hard to break and change. • That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly. • That sudden weight loss or other unexplained changes to the body can be early signs of illness. • That they should talk to a trusted adult, such as a family member or a member of school staff, if they are concerned about their health. • Basic emergency aid procedures, including CPR.
<ul style="list-style-type: none"> • DT 	<p>Cooking: Pizza</p> <ul style="list-style-type: none"> • To know what constitutes a healthy and varied diet. • To Investigate and analyse a range of existing products, including looking at nutritional information of pre-made pizzas. • To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. • To know how to safely use the oven (discussion and observation with adults) • To know how to treat minor burns • Evaluate pizzas against own design criteria <p>With moderate supervision:</p> <ul style="list-style-type: none"> • Finely grate hard foods (e.g. zesting, parmesan cheese) • Dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs etc) • Use both bridge hold and claw grip to cut same food (e.g. onion) • Use a rolling pin to roll out dough to a specific thickness • Knead and shape dough <p>With close supervision</p> <ul style="list-style-type: none"> • Handle hot food safely using oven gloves



Medium Term Plan
Year ___ – Term 4 – 2022/2023

Primary Languages – Spanish	The date (la fecha) <ul style="list-style-type: none">• How to ask the date (<i>¿Qué fecha es hoy?</i>) and reply using 'today it is...' (<i>hoy es...</i>)• How to ask when someone's birthday is using '<i>¿Cuándo es tu cumpleaños?</i>' and reply using '<i>Mi cumpleaños es el...</i>'• That ordinal numbers aren't used in Spanish.• That months of the year in Spanish don't use a capital letter unless used at the start of the sentence.• That accents can be placed on some words like 'qué' to indicate a question word.
Music	UKULELE <ul style="list-style-type: none">• To know that a triad is a three-note chord and how they are formed.• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.• To know that a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.• To improvise freely over a drone, using tuned percussion and melodic instruments.• To improvise over a groove• To experiment with wide range of dynamics.• To perform simple chordal arrangements to form mixed ensembles.• To read and perform pitch notation within an octave.• To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers