



Real life experiences

Visit from Shelterbox



Wellbeing

I wish my teacher knew box

Teambuilding Days

Belly Breathing and Star Breaths



Oracy

Physical: To have a stage presence – Music – Performing my own composition

Linguistic: To use sophisticated vocabulary appropriate to the context and purpose of talk – Geography – Presenting the effects of earthquakes

Cognitive: To spontaneously respond to increasingly complex questions, citing evidence where appropriate – RE – How might dharma affect the way someone lives their life?

Social and Emotional: To develop an awareness of group dynamics and invite those who haven't spoken to contribute – English – Drama techniques and group discussion.



Environment and Community

Fundraising for ShelterBox



Stunning Start:

Investigation - finding clues and discovering the effects of earthquakes.

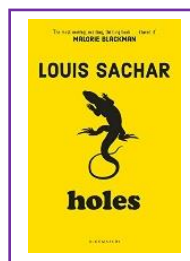
English

Writing: Character Description

Novel Study Text: Holes by Louis Sachar

Daily Reading Fluency

Accelerated Reader



Fabulous Finish:

Curating a gallery of learning to show our parents.

Emotional Literacy Theme:

Introduction to the Zones of Regulation

Mathematics:

White Rose Units:

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

Key Skills Session:

TT Rockstars

Daily arithmetic

Weekly Arithmetic Test and Number Bonds Quizzes



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Physics Unit: Electricity	Themes: Location, Physical Processes, Diversity, Techniques Unit: Earthquakes	Theme: Hinduism Unit: Why do Hindus want to be good? (Unit 39)	Area: Computer systems and networks Unit: Communication and collaboration Natterhub: Balance it and Question it
Builds On:	Year: 4 Term: Summer 2 Unit: Physics: Electricity	Year: 3 Term: Autumn 2 Unit: Volcanoes	Year: 4 Term: Spring 1 Unit: What does it mean to be a Hindu in Britain today? (Unit 29)	Year: 5 Term: Autumn 1 Unit: Systems and searching
Memory Master:	Make and label a circuit explaining how switches work.	Know the location of famous volcanoes and the Ring of Fire.	Drawings showing what the Trimurti is and why it important.	What does IPO mean? How do search engines select results? How do they use ranking?
Lesson Sequence:	I can use symbols when drawing a simple circuit diagram.	I can recall the structure of the Earth.	Who or what is Brahman?	I can explain the importance of internet addresses.
	I can associate the brightness of a lamp with the number and voltage of cells used in the circuit.	I can explain why earthquakes occur.	What is atman? What can be learned about atman through a Hindu story?	I can recognise how data is transferred across the internet.
	I can investigate variations in how components function.	I can locate where famous earthquakes have occurred and write a report.	What is samsara? Why is atman important? What else is important?	I can explain how sharing information online can help people to work together.
	I can investigate variations in how components function and write a conclusion.	I can identify the effects of earthquakes on land and people.	How might dharma affect the way someone lives their life?	I can evaluate different ways of working together online.
	I can name renewable and non-renewable sources of energy. Show what you know	I can identify the help people need after an earthquake. Show what you know	What is ahimsa and how does it affect the lives of Hindu people? Why do Hindus want to be good? Show what you know	I can recognise how we communicate using technology. I can evaluate different methods of online communication.
Composite:	An investigation into variations in how components function with a conclusion.	An aid kit for an area impacted by an earthquake.	In groups, write a paragraph to explain why Hindus want to be good using the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why.	Children explore different methods of communication, before they consider internet-based communication in more detail. They evaluate which methods of communication suit particular purposes.
Impact:	Children able to associate brightness of bulb/volume of a buzzer with the number/voltage of cells. They can use recognised symbols when representing a simple circuit in a diagram.	Children know locations of famous earthquakes and how they occur. They know effects they have on land and people.	Children can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately They give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Children know data transferred over the internet is broken down into packets / protocols are an agreed method of communication / addresses are needed for packets to reach their destinations / an IP address directs a packet to its destination / a router connects multiple devices to the internet and manages data flow between them / data is split into small packages to be sent and once they reach their destination, they go no further and are reassembled into their original form.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Printing Artists: Hokusai	Learning focus: Personal Unit: REAL PE	Unit: Handball	Area: Electrical systems Unit: Steady hand games
Builds On:	Year: 4/5 Term: Autumn 1	Year: Year 5 Term: Autumn 1 Unit: REAL PE Personal	Year: Year 5 Term: Autumn 1 Unit: Handball	Year: 4 Term: Summer 2 Unit: Torches
Memory Master:	Revisit artists in previous printing units.	N/A	N/A	Quiz on Torches Unit
Lesson Sequence:	Artist I can recall the key features of artist Hokusai.	Warm up games All change Gate masters Fundamental Movement Skills Coordination – Ball skills Agility – Reaction / response Skills Application Game – Tag Netball Competition – Round Robins	I can pass/ send a ball whilst moving at speed.	Research I can research and analyse a range of children's toys.
	Imitate I can simplify a more complex drawing into lines and shapes for printing.		I can shoot whilst under pressure.	Skill I can cut and assemble a net. I can make and test a circuit.
	Experiment I can experiment with lino printing techniques.		I can pass and shoot the ball over different distances whilst moving at speed.	Design I can design a steady hand game and name the components.
	Plan I can plan a lino print inspired by Hokusai.		I can decide on ways to attack during games.	Make I can make a steady hand game that is functional and has a good appearance.
	Create I can create a lino print inspired by Hokusai.		I can decide on ways to defend during games.	Evaluate I can evaluate my game by considering if it is fit for purpose.
	Evaluate I can review and revisit my creation.		I can play handball games against others.	Show what you know
Composite:	Children create a lino print in the style of Hokusai.	Children work in groups of 4 and take turns to play 1 v 1 in a small area with 1 ball as a competition.	5-a-side games employing tactics.	Design and make steady hand game.
Impact:	Children safely use lino cutting tools by mastering the use of a bench hook to secure the lino and always carving away from the body. They can carve lines and shapes using lino tools and use different blades to create textures and patterns,	REAL PE – Personal Cog Children cope well and react positively when things become difficult. They can persevere with a task and improve their performance through regular practice.	Children develop control whilst performing skills at speed. They combine and perform skills with control, adapting them to meet the needs of the situation. They choose and apply a range of tactics and strategies when both attacking and defending.	Children will know the form and function of a product and key components. They will understand about using four different perspective drawings to design according to criteria.

	PSHE 	PSHE 	PSHE (Special Week) 	Music 
Unit title:	Brook Learn 1 Unit: Different types of families	Brook Learn 2 Unit: Healthy and harmful relationships	Theme: Stay Safe Week	Unit: Music and Technology
Builds On:	Year: 5 Term: Autumn 1 Unit: Diverse communities	Year: 4 Term: Autumn 2 Unit: Resolving conflict and managing negative pressure	New learning	Year: 5 Term: Spring 2 Unit: Make you feel my love
Memory Master:	Timed challenge to name as many ways as possible that people and communities are diverse.	Create a mind map showing the qualities of a good friend.	Role play how to get help in an emergency situation.	Listen to the track 'Make me Feel My Love' and write a response to how the music makes them feel and which emotions it evokes and why.
Lesson Sequence:	I can identify different family structures.	I can identify harmful behaviours in a relationship.	I can recognise safety signs at a railway station and explain what they mean.	I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion.
	I can identify the shared characteristics of a healthy family life.	I can explain what forced marriage is and how to get support.		I can sing in unison and in up to three parts.
	I can explain how to get support if a family relationship is making me unhappy.	I can understand where to go for help or support with harmful behaviour.		I can compose and perform an eight to 16-bar melodic phrase.
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Composite:	Children share family demographics with the class and discuss diversity within families.	Discuss the healthy and harmful scenarios and decide outcomes for these.	Complete a quiz matching signs to their meanings.	Children will create their own composition based on a song.
Impact:	Children will be respectful of different family structures and romantic relationships.	Children will have strategies to support themselves and others if they experience harmful behaviour in a relationship.	Children will be able to manage their own risks when at a railway station.	Children will be able to perform and apply a variety of skills and techniques confidently and with precision.