



Stunning Start:

Make rockets!

Fabulous Finish:

Present our work on space to parents in an assembly

Real life experiences

Local Spaceport – outreach visit at school



English

Storytelling Text: The War of the Worlds - HG Wells



Imitation: Read The War of the Worlds and learn the text through drama techniques (freeze frames)

Spelling, Punctuation and Grammar: Dialogue, adverbials of time, expanded noun phrases using pre-modification

Innovation: Change the characters/ dialogue

Invention: Write a defeating the monster tale

Wider Curriculum Writing: Instructions on how to send a rocket into space (Science).

Novel Study Text: The Jamie Drake Equation by Christopher Edge

Assembly Theme:

Courage

Emotional Literacy:

Introduction to the Zones of Regulation

Wellbeing

Daily Mile to Mars 140, 000, 000
(1 mile = 1,000,000 miles)

Learning new breathing techniques-bubbles and whale breaths



Mathematics:

White Rose Units:

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

Key Skills Session:

TT Rockstars

Mastering Number



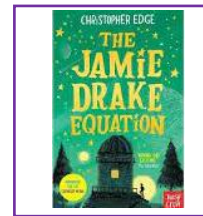
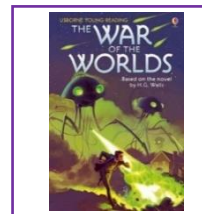
Oracy

Physical: Varying volume, pace, clarity, and tone when performing to an audience of parents.

Linguistic: Appropriate vocabulary choice in geography, when presenting facts about mountains.

Cognitive: Choice of content in science to explain night/day.





Social and Emotional: Listening actively and responding appropriately in RE when visiting the church.










Environment and Community

Local Spaceport – outreach visit at school



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Biology Unit: Earth and Space	Themes: Location, Physical processes, Physical features, Techniques Unit: Mountains	Theme: Christianity Unit: GOD: What does it mean if God is Holy and loving? (Unit 31)	Area: Computer systems and networks Unit: Systems and searching Natterhub: Learn it and Nail it
Builds On:	Year: 3 Term: Summer 1 Unit: Physics - Light	Year: 4 Term: Summer 1 Unit: Rainforest	Year: 3 Term: Summer 1 Unit: INCARNATION/GOD: What kind of world did Jesus want? (Unit 20)	Year: 3 Term: Autumn 1 Unit: The Internet
Memory Master:	Explanation of what shadows are and how they are formed.	Locate the world's principal rainforests on a world map and describe the pattern based on their location.	Diagram of the Trinity to describe the Christian belief.	What is the internet? What are domains, websites and browsers? How can sites be used? What is copyright?
Lesson Sequence:	I can describe the planets in the solar system.	I understand what a mountain is.	What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?	I can explain that computers can be connected together to form systems
	I can describe the Sun, Earth and Moon as approximately spherical bodies.	I can locate the world's 'Seven Summits' on a map.	What does the Bible say God is like?	I can recognise the role of computer systems in our lives.
	I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	I can describe the key features of a mountain understand how it is formed.	How can ideas of God be expressed in art?	I can identify how to use a search engine.
	I can describe the movement of the Moon relative to the Earth	I can describe the climate of the mountains and explore mountain life. Show what you know	How do some Christians respond to a holy and loving God?	I can describe how search engines select results.
	I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Show what you know		How do churches and cathedrals reflect Christian ideas about God? What does it mean if God is Holy and loving? Show what you know	I can explain how search results are ranked. I can recognise why the order of results is important, and to whom.
Composite:	Explanation of how we have night and day.	Definition of (chosen) mountain with labelled features, name, location, climate and what it is like to live there.	Church visit - explore ways in which building reflects Christian ideas of God: stained glass tells stories; font points to God's loving welcome and forgiveness; altar talks of sacrifice; confessionals talk of forgiveness; crosses talk of God's love through Jesus. Sketch areas of the church and label them with the key words.	Children explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching.
Impact:	Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They can describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Children can identify and describe how the physical features affect the human activity within mountain regions. They can identify and describe the geographical significance of mountains. They can use maps, atlases and digital computer mapping to locate mountains and describe the features.	Children can identify some different types of biblical texts, using technical terms accurately. They can explain connections between biblical texts and Christian ideas of God, using theological terms	Children know computers accept inputs, processes them and then produce outputs and know this as IPO model / systems can use sensors / search engines offer browsers to find websites / search engines select results based on index of that particular one /search engine uses web crawlers to create index of webpages / the more specific the search term, the less results returned / selection explains which webpages a search engine displays / ranking explains order they appear.

	Art and Design 	Physical Education 	Sport 	Spanish 
Unit title:	Techniques: Drawing and painting Style and Period: Impressionism: 19 th Post Impressionism: 19 th , Contemp. 21 st Artists: Claude Monet, Vincent van Gogh, Anna Simonova	Learning focus: Personal Unit: REAL Gym	Unit: Football	Unit: Phonics and pronunciation 3 La Fecha (<i>The Date</i>)
Builds On:	Year: 4 Term: Summer 1 - Drawing	Year: 4 Term: Autumn 1 Unit: REAL Gym	Year: 4 Term: Autumn 1 Unit: Football	Year: 4 Term: Summer 2 Unit: En El Café (<i>At the Café</i>)
Memory Master:	Revisit drawing techniques and artists/styles from previous unit.	N/A	N/A	Revisit pronunciation lesson 2
Lesson Sequence:	I draw circles, ovals and spheres using a continual loose line.	Warm up games Continuous throwing relay Continuous relay Fundamental Movement Skills Hand apparatus Low apparatus Skills Application Ball tricks Rhythmic sequences Apparatus circuit Bench sequences	I can confidently pass accurately.	I can remember and recall the days of the week in Spanish.
	I can draw 3 dimensional geometric shapes.		I can choose when to dribble, when to pass and when to shoot.	I can remember and recall the months of the year in Spanish.
	I can apply light and shade using graded and coloured pencils for effect.		I can defend in a team.	I can spell the days of the week and the months of the year in Spanish.
	I can recreate a section of Van Gogh's 'Starry Night' by applying and blending paint in his style.		I can compete in small sided games.	I can say how old I am and ask others in Spanish.
	I can draw and paint an imaginary space scene using an impressionistic approach and shading skills.		I can mark a player to stop them getting the ball.	I can say when my birthday is in Spanish and ask others about theirs.
Composite:	Drawings of 2/3D planets using graded and coloured pencils to apply shading techniques. Drawing of an imaginary painting based on space using an impressionistic approach.	Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Children play 5 v 3 games. 5 players defend the larger net and the team with fewer players defender the 2 smaller nets.	Children will have a conversation about dates and their birthday.
Impact:	Children will have improved shading skills and developed understanding and skills to paint using an impressionistic approach.	REAL PE – Personal Cog Children can see all new challenges as opportunities to learn and develop.	Children can apply basic principles for defending (by marking, covering, and tracking opponents). They participate in small games They can perform skills with accuracy, confidence and control whilst developing technique. They keep possession of the ball when faced with opponents. They apply basic principle for attacking (by using a variety of tactics to keep possession of the ball).	Children will know days and months and be able to talk about their birthday and know how to write the date in Spanish.

	PSHE 	PSHE 	PSHE (Special Week) 
Unit title:	Brook Learn 1 Unit: A diverse community	Brook Learn 2 Unit: Respectful relationships	Theme: Stay Safe Week
Builds On:	Year: 4 Term: Autumn 1 Unit: What makes a good friend?	Year: 4 Term: Autumn 1 Unit: Respecting others	Year: 2 Term: Autumn 2 Unit: Everyday safety (BL)
Memory Master:	Timed challenge to name as many ways as possible to get support if you feel lonely or isolated.	5-minute class debate on the benefits of wearing school uniform (showing respect behaviours towards the opinions of others).	In teams create a list of as many 'hazards' as possible.
Lesson Sequence:	I can explain what diversity means.	I can understand how to respect differences in the community and classroom.	I can identify hazards in the home that could cause harm or injury.
	I can describe different communities we belong to.	I can define what self-respect is and why it is important.	
	I can describe my personal identity.	I can recognise and encourage polite, respectful relationships.	
Composite:	Produce a mind map of their personal identity.	Write a short paragraph explaining respect.	Draw a room in the house, showing potential hazards.
Impact:	Children will be respectful of different communities and identities.	Children will have deeper understanding of 'respect' within our Golden Rules and wider community.	Children will be aware of the potential hazards in their home and make informed choices.