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<p>Science Properties and changes of materials</p> <p>Royal Society of Chemistry – The 175 Faces of Chemistry provides information on contemporary chemists and chemists of the past - <a href="http://www.rsc.org/diversity/175-faces/all-faces">http://www.rsc.org/diversity/175-faces/all-faces</a></p>	<p>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>SC: I can group materials according to their properties</p>	<p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>SC: I can investigate which materials are soluble in water I can explain how to recover a substance from a solution</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.</p> <p>SC: I can explain why materials are used for different purposes</p>	<p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>SC: I can identify if a change is easily reversible and how to reverse it.</p>			Assessment

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<p><b>Computing</b></p> <p><b>Using search engines and assessing quality of information</b> E-safety issues and using responsible use of technology when searching for information on-line. Develop research skills and decide what information is appropriate; Understand how search engines select and rank results; quality of information, develop and refine ideas and text collaboratively;</p> <p>Digital Literacy</p>	<p><b>Digital Literacy: Focus</b> Privacy and security</p> <p>LO: Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p> <p>SC I can define a spam I know what to do with unwanted spams. I can identify different forms of spams</p>	<p><b>What Makes a Good Webpage?</b> <b>Staying Safe:</b> What features of a webpage might suggest anything to be concerned about? The 2 main dangers in browsing the web are pages where rogue software is installed (drive-by downloads) and inappropriate content.</p> <p>LO Use search technologies effectively Appreciate how results are selected and ranked, Be discerning in evaluating digital content in the context of identifying the key features of a webpage.</p> <p>SC I can comment on the layout and features of web pages. I can use the advanced features of Google's web search.</p>	<p><b>Page Layout</b> <b>Staying Safe:</b> Remind children about sharing passwords. , When is it right to share usernames and passwords and when not? Show question of child asking for another's password. What would be a good reply?</p> <p>LO: Understand how to create a webpage layout</p> <p>SC: I can create a webpage layout.</p>	<p><b>Type the webpage</b> <b>Staying Safe</b> Review staying safe online <a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a></p> <p>LO: Know how to add text to a webpage</p> <p>SC I can add text to a webpage.</p>	<p><b>Images</b> <b>Staying Safe</b> Using Images from the Internet: Where do you find images you can use? Can you use any images on the Internet? Why? Why not?</p> <p>LO: Understand how add images to a webpage</p> <p>SC I can search for an appropriate image that illustrates the text of a webpage. I can insert and format an image.</p>	<p><b>Hyperlinks</b> Bias: Show children how to find out about the purpose of a website and where to find the terms of use. Authority: Demonstrate how to evaluate the authority of a website (how trustworthy the information on the site is) by cross-referencing the information with another source.</p> <p>LO Understand how to add hyperlinks</p>	
<p><b>Music</b></p> <p>Beat</p> <p>Music Express Skill builders</p> <p>Additional resources</p>	<p>LO Understand how many beats are in each bar</p> <p>SC I can perform actions to match a 4 beat to a bar rhythm</p>	<p>LO: I understand how to perform a sound and rest for four beats</p> <p>SC I can perform the cymbal sound; rest for four beats; I can perform the drum and snare sound; rest for four beats</p>	<p>LO Understand what the count in tell us that there are 4 beats in a bar.</p> <p>SC: I can mark the beat by slightly nodding the head on each beat.</p>	<p>LO: Understand how to count in time change</p> <p>SC: I can quietly count, 1-2-3, then 1-2-3-4, and so on. I can Gently tap the beat on palms. I can emphasise the first beat by saying and tapping it slightly louder.</p>	<p>LO Understand conducting movements</p> <p>SC I can conduct to a rhythm</p>	<p>LO: Understand the link between words in a rap and beats in a bar</p> <p>SC: I can perform the words of a rap in time with the beat.</p> <p>Rap split</p>	
<p>PE</p> <p>Tennis /Badminton</p>	<p>LO Run in different directions and stop with control • Get ready in a balanced position • Balance on various parts of the body</p>	<p>LO Move in different directions and awareness of spaces • Control a ball and watch bounces</p>	<p>LO: Develop reaction speed Develop effective running style</p>	<p>LO To read the ball and react by turning to forehand and backhand sides Control the racket face and contact the ball out in front Develop a cooperative rally</p>	<p>LO Make contact with the ball with a controlled racket face</p>	<p>LO *Read the direction and height of the ball • React to move to the ball and receive it • Recover to original position</p>	

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	<p>• Know the names of tennis shots</p>						
<p>RE SALVATION What did Jesus do to save human beings? (CORE)</p>	<p><b>Question:</b> Can I outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it? (T)</p> <p>SC: I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. (T)</p>	<p><b>Question:</b> Can I explain what Christians mean when they say that Jesus' death was a sacrifice (using theological terms)? (T)</p> <p>SC: I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. (T)</p>	<p><b>Question:</b> What are some of the meanings for the narratives of Jesus' death/resurrection (comparing my ideas with ways in which Christians interpret these texts)? (T)</p> <p>SC: I can suggest meanings for narratives of Jesus' death/resurrection, comparing my ideas with ways in which Christians interpret these texts. (T)</p>	<p><b>Question:</b> What are the connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper? (I)</p> <p>SC: I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. (I)</p>	<p><b>Question:</b> How do Christians put their beliefs into practice? (I)</p> <p>SC: I can show how Christians put their beliefs into practice. (I)</p>	<p><b>Question:</b> Can I weigh up the value and impact of ideas of sacrifice in my own life and the world today? (C)</p> <p>SC: I can weigh up the value and impact of ideas of sacrifice in my own life and the world today. (C)</p> <p>?</p>	
<p>History/ Geog. Geography including similarities between Mesoamerica and the UK  Earthquakes</p>	<p>LO: To find out where the Mayans lived.</p>	<p>LO: To compare the physical geography of Mesoamerica and the UK.</p>	<p>LO: To find out about the way of life of modern Mayans.</p>	<p>LO: To find out about earthquakes and what causes them.</p> <p>TASC: Work with a partner to design a resource to help your classmates revise what they have learnt about earthquakes</p>		<p>Review and Assess</p>	

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<p>Art/DT/ OUTDOOR LEARNING Developing key skills in art: TASC/ Outdoor learning:</p>	<p>LO To explore how artists, create perspective in their work.</p>	<p>LO: To be able to use perspective to create realistic interiors.</p>	<p>LO To produce a landscape painting in the style of Heaton Cooper</p>		<p>LO: Develop key skills Work collaboratively Develop communication and cooperation skills Problem solving and creativity  <u>Activity</u></p>		
<p>PHSE Leading success: Teamwork, Reflecting on success</p>	<p>• LO: To understand the purpose of teams and how they develop</p> <p>• To recognise the qualities and values of a high performing team</p> <p>• To understand the roles and responsibilities within teams that make for good teamwork and</p>		<p>LO:</p> <ul style="list-style-type: none"> <li>• Students will work together collaboratively to apply the qualities, skills and values of a high performing team</li> <li>• They will have the opportunity to demonstrate listening, communication, respect and co-operation skills (the values of a high performing team)</li> <li>• They will reflect on their contribution to the task and identify areas for improvement</li> </ul>		<p>LO:</p> <ul style="list-style-type: none"> <li>• To reflect on the programme or lessons covered and the impact it has had for every student and the class as a whole</li> <li>• To recognise the steps taken and changes in attitude that may have taken place</li> <li>• To identify further options and actions students may want to pursue to continue to develop themselves to achieve the results they want</li> </ul>		
<p>French Hobbies Main Resource: Salut CD Main unit L</p>	My hobbies	Music	Musical instruments	The weekend	Films	New Friend	

<p><b>English</b></p> <p>Persuasive Writing</p> <p>Stories by significant children's authors</p>	<p><b>Persuasive writing</b></p> <p>Explore different forms of persuasive texts and consider when and why they are used. Understand that persuasive writing has a clear purpose and intended audience Explore how opinions can be disguised as fact to persuade the reader</p> <p><b>Grammar Focus</b> Adverb of possibility</p>	<p><b>Stories by significant children's authors</b></p> <p>Make links between the stories of Jeremy Strong and their own experience Explore Jeremy Strong's style and techniques Understand that the narrator has a point of view, and that this is revealed by the way the narrator describes the characters.</p> <p><b>Grammar Focus:</b> Parenthesis</p>	<p>Assessment</p>
<p><b>Maths</b></p> <p>Area and Perimeter Fractions</p>	<p>LO: Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes.</p>	<p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>25 + 45 = 65 = 1 \frac{15}{10}</math>] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [ for example <math>0.71 = \frac{71}{100}</math>] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rate</p>	<p>Assessment</p>