

Enquiry question	How has the past shaped the present?							
<b>Week beginning</b>	<b>2.9.19</b> Mon and Tues <b>INSET DAYS</b>	<b>9.9.19</b>	<b>16.9.19</b>	<b>23.9.19</b>	<b>30.9.19</b>	<b>7.10.19</b>	<b>14.10.19</b>	<b>21.10.19</b>
<b>Wow moments</b>				<b>Roman Baths visit (24.9.19)</b>		<b>Mosaic artist workshops tbc</b>		
<b>Thinking and learning skills</b>		<i>Questioning</i>	<i>Making links</i>	<i>Creating and developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating</i>	<i>Evaluating</i>
<b>Outdoor learning opportunities</b>	<b>Circle time/ getting to know you...</b>	<b>Reading story on field/ in woods</b>	<b>Maths work with chalk on playground</b>	<b>Act out the story of Pompeii on playground</b>	<b>Counting in French on playground</b>	<b>Maths work with chalk on playground</b>	<b>Science- observing body movement</b>	<b>Circle time outside</b>
<b>PSHE</b>	Becoming a class team	Becoming a class team	Being a school citizen	Rights, responsibilities and democracy	Rewards and consequences	Our learning charter	Owning our learning charter	Setting ourselves targets

<b>English</b>	<b>Settling in activities-</b> writing about holiday, handwriting activity, assessments etc...	Stories in familiar settings: To read and compare stories with familiar settings.  <b>GF:</b> Adjectives and similes  <b>PF:</b> Capital letters and full stops  <b>SF:</b> Adding prefixes (-dis, -in, -mis)	Stories in familiar settings: Learning the features of a great story teller  <b>GF:</b> Adverbs, fronted adverbials and conjunctions  <b>PF:</b> Inverted commas for direct speech  <b>SF:</b> Yr 3, 4 and 5 spellings	Stories in familiar settings: Writing our own stories  <b>GF:</b> Using grammar taught so far  <b>PF:</b> Using punctuation taught so far  <b>SF:</b> Adding –im, words ending in –sure and words ending in -ible	Journalistic writing: Using a story text to learn about a historical event  <b>GF:</b> Imperative verbs, modal verbs and adverbials  <b>PF:</b> Colons, semi colons  <b>SF:</b> Yr 3, 4 and 5 spellings	Journalistic Writing: Learning the skills to become journalistic writers  <b>GF:</b> Alliteration, 3 <sup>rd</sup> person, past tense  <b>PF:</b> Brackets and dashes  <b>SF:</b> Adding suffix –ous, refix –auto and words ending in -able	Journalistic Writing: Writing our own newspaper article on Pompeii  <b>GF:</b> Including the grammar features from previous week  <b>PF:</b> Applying punctuation from previous week  <b>SF:</b> Yr 3, 4 and 5 spellings	Kenning poems: Looking at examples and writing our own  <b>GF:</b> Adjectives and verbs  <b>SF:</b> Adding the suffix -ly
<b>Maths</b>	<b>Settling activities-</b> Times table songs, games and assessments	Place value: Identifying value of digits and representing numbers	Place value: Ordering and playing with number	Addition: Formal written methods (column)	Addition: Problem solving and mental maths	Subtraction: Formal written methods (Column)	Subtraction: Problem solving and mental maths	Geometry: Properties of shape

<p><b>Science</b></p>	<p>Digestion and the digestive system: Chn draw what happens to their lunch once eaten <b>(AFL task)</b></p> <p><b>WS:</b> Draw and discuss ideas about the digestive system and compare to models or images</p>	<p>Animal diets: carnivores, herbivores and omnivores</p> <p><b>WS:</b> Identify and group animals based on diet</p>	<p>Teeth and tooth decay</p> <p><b>WS:</b> Comparing the teeth of carnivores and herbivores an suggesting reasons for the difference.</p>	<p>Eggshell enquiry: the effects of sugar on our teeth (separate enquiry for Yr 5)</p> <p><b>WS: (TAPS):</b> Use results to draw simple conclusions, suggest improvements and raise further questions.</p>	<p>Skeletons: identify that humans and some animals have skeletons for support protection and movement</p> <p><b>WS:</b> Make predictions about what would happen if we didn't have skeletons</p>	<p>Compare skeletons and their functions</p> <p><b>WS (TAPS):</b> Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p>Muscles and joints</p> <p><b>WS:</b> Observing and comparing movement</p>	<p>Effect of exercise and diet on the body:</p> <p><b>WS:</b> Research different food groups and how they keep us healthy and design meals based on what they find out</p>
<p><b>Computing</b></p> <p><b>Skill:</b> I can create and begin to edit text and presentation documents, experimenting with fonts, size, colour, alignment for emphasis and effect</p>		<p>Active Bytes E-safety</p>	<p>Multimedia: Exploring power point</p>	<p>Multimedia: Creating a comic book about our school</p>	<p>Multimedia: Improving my work and giving feedback</p>	<p>Multimedia: Sharing science learning using power point</p>	<p>Multimedia: (Showing my teeth)- Creating different effects</p>	<p>Multimedia: (Showing my teeth)- Sharing my learning</p>

<b>History</b> <b>Skill:</b> I can categorize key features of specific time periods (people and events) and describe how they are different and similar to the present day and other time periods e.g. Romans and Vikings.	The Roman Empire and its impact on Britain introduction	Julius Caesars attempted invasion in 55-54BC	Hadrian's Wall: What does it tell us about the past?	Trip to Roman Baths and write up of trip: What does it tell us about the way the Romans lived?	The impact of technology, culture and beliefs- Roman music	The impact of technology, culture and beliefs- Roman mosaics	The impact of technology, culture and beliefs- Roman Roads	The impact of technology, culture and beliefs- Roman Gods  End of term treat- watching Rotten Romans with parents permission
<b>Geography</b>								
<b>RE</b> <b>Skill:</b> I can ask relevant questions	<b>Settling in activities</b>	<b>Dharma:</b> Listening to and ordering the story of Rama	<b>Dharma:</b> Discussing the meaning of the story of Rama	<b>Dharma:</b> Dilemma cards: What would you do?	<b>Dharma:</b> Caring for living things club	<b>Deity:</b> Understanding avatars	<b>Deity:</b> Relating our own roles to the roles of different gods	<b>Assessment 1-5 (AMV)</b>
<b>DT</b>								
<b>Art</b> <b>Skill:</b> I can develop practical skills by experimenting with, and testing the qualities of a range of different	<b>Settling in activities</b>	Exploring mosaics and mind mapping ideas	What are the key features of mosaics?	Developing technique using picture of Roman vase	Developing technique with card tiles	Planning our mosaics	Creating our mosaics	Evaluating our mosaics

materials and techniques.								
<b>Music</b>  <b>Skill:</b> appreciating orchestral music and applying understanding to compose descriptive music	Listening to and creating sounds to describe animals.	To explore instruments and improvise using musical elements to describe animals.	To match sounds and movement descriptively using instruments.	To listen, move to and reflect upon orchestral music that describes animals.	To build layers of sound to accompany a 'skeleton' song.	To explore timbre of instruments / vocal sounds and select instruments to describe animals.	To compose musical 'motifs' within a structure, for an imaginary animal.	To practice and perform composed animal music
<b>French (KS2)</b>	Settling in activities	Greetings	Greetings	Numbers 0-10	Numbers 10-20	Numbers 20-30	Numbers 30-50	Recap of all areas
<b>PE</b>	<b>Content</b>  <b>Skill</b>	Ball skills - Finding space  I can use awareness of space	Ball skills - Attacking space  I can use awareness of space and others to make good decisions	Ball skills - Developing strategies  I can begin to order instructions, movement and skills	Ball skills - Patterns of play  I can explain what I am doing well and identify areas for improvement	Ball skills - Supporting others  I can explain when someone is working well or performing well	Ball skills - Self-challenge  I can understand ways (criteria) to judge performance	Ball skills - Self and peer evaluation  I can identify specific parts of performance to work on

