

SUMMER 1 Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>  <b>2 shared</b> <b>2 fluency</b> <b>1 comprehension</b> <b>(each week)</b>	Reading fluency – read with accuracy and expression Inferences – characters feelings and motives Summarise – Looking at key historical events relating to the text Comprehension – Looking in the text for clues Themes and conventions – discussing stories with similar themes Literal retrieval					
<b>Spelling and SPaG</b> <b>Level 5</b>          <b>Level 2</b>	List 21 Words with 'ough'          Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.	List 22 Words with 'ie' sounds like ee          the 'or' sound spelled 'a' before ll and ll	List 23 Adverbs of possibility. These words show the possibility that something has of occurring.          The short vowel sound 'o'	List 24 Challenge words	List 25 Homophones and near homophones          The /ee/ sound spelled '-ey'	List 26 Homophones and near homophones          words with the spelling 'a' after w and qu.
<b>Writing</b>  <b>Journey to Jo'Burg</b> <b>Nelson Mandela</b>	Narrative – Journey to Jo'Burg -features of an informal letter -1 <sup>st</sup> person, include thoughts and feelings -use fronted adverbials with correct punctuation -use a range of sentence structures including relative clause -write with cohesion within a paragraph -to use dialogue with correct punctuation -collect vocabulary and use tier-2 language			NFER Assessments (Reading) Week 3		Biography – Nelson Mandela -features of biography writing -formal writing -collect information and vocabulary -cohesion across a paragraph -past tense -fact and opinion

<b>SPaG</b>	-homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	-parenthesis to add information within a sentence: -brackets -commas-dash	-plurals and apostrophes of possession	-subject and verb agreement when using different verb tense (eg: we were talking, I wrote a letter)	-use modal verbs and adverbs to indicate degrees of possibility
<b>Maths</b> <b>Arithmetic</b>	Multiplication and Division -word problems -squared/cubed numbers -prime numbers -multiples and factors	Fractions Decimal/ percentages	NFER assessments	Geometry 2D and 3D shape Area and perimeter Word problems	
<b>PDL/Jigsaw/6 Strands</b> <b>Relationships</b>  <b>No Outsiders</b>	Jigsaw Safeguarding LO: to understand there are rights and responsibilities in an online community or social network	Jigsaw -to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	NO OUTSIDERS Book- The Girls  LO: to explore friendships.	Jigsaw - to understand that belonging to an online community can have positive and negative consequences	Jigsaw -to know there are rights and responsibilities when playing a game online  Online Safety - to give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
<b>Geography</b> <b>What's it like living in a desert?</b>	-to summarise the characteristics of a desert biome.	-to locate and explore features of deserts.	-to describe the physical features of a desert environment.	-to explain the different ways humans can use deserts.	-to describe some of the threats facing deserts.  -to explore the similarities and differences between two physical environments

<p><b>Science</b></p> <p><b>Making New Substances</b></p>	<p>-to understand that all matter, including gas, has <b>mass</b>.</p>	<p>-to investigate what happens when mixed substances <b>react</b> to make a new substance.</p>	<p>-to understand and investigate that heating can sometimes cause materials to change permanently.</p>	<p>-to identify indicators that something new has been made and the properties of the material are different.</p>	<p>-to understand and investigate that if it is not possible to get the material back easily, it is likely that it is not there anymore and something new has been made (<b>irreversible change</b>)</p>	
<p><b>RE - Concept:</b></p> <p>COMMUNITY (Islam) The 5 Pillars of Islam</p>	<p><b>Communicate</b> What are my responses to the concept of community?</p>	<p><b>Apply</b> How does a sense of community affect our lives and others' lives?</p>	<p><b>Inquire</b> What does Umma (community) mean to Muslims?</p>	<p><b>Contextualise</b> How do Muslims develop a sense of community?</p>	<p><b>Evaluate</b> What is the value of Umma (community) to Muslims? What is the value of Umma community to me?</p>	
<p><b>Computing</b></p>	<p>Online Safety LO: to discover ways to overcome bullying.</p>	<p>LO: to recognise how bit patterns represent images as pixels.</p>	<p>LO: to explain how the data for digital images can be compressed.</p>	<p>LO: to identify and explain the fetch, decode and execute cycle.</p>	<p>LO: to learn the basics of using <i>Tinkercad</i> through tutorials. LO: to design a functional tyre for the Mars rover using <i>Tinkercad</i>.</p>	
<p><b>Art</b></p> <p><b>John Muafangejo Printing</b></p>	<p>LO: I can create a subtractive print block using the scoring technique and experimenting with pattern blocks</p>	<p>LO: I can use printing ink and rollers to print with my print block</p>	<p>LO: I can transfer an image to a print block</p>	<p>LO: I can design my own animal print block</p>	<p>LO: I can use gelli plate print blocks to experiment with colour and pattern to create backgrounds for my prints</p>	<p>LO: to final print my final piece.</p>

<b>PE</b>	Athletics Prep for sports day			Team Games (Hockey/Cricket)		
<b>MfL French</b>	To recognise that verbs take different forms	To begin to recognise some regular verbs in the present tense	to find infinitive verbs in a dictionary	To know that some verbs do not follow regular patterns	To build and deliver a short presentation, choosing and using a range of action verbs	
<b>Music</b>	To know the key features of Blues music		To play the first line of the 12-bar Blues	To be able to play the 12-bar Blues	To be able to play the Blues scale	To improvise with notes from the Blues scale