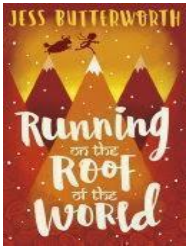
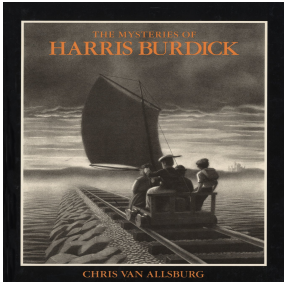


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Geography	Why do people live near plate boundaries?						
Art/ DT	Sculpture and 3D: Interactive Installation						
Novel							
Writing Text	The mysteries of Harris Burdick 						
Grammar and Punctuation	See Writing LTP						
Maths	Fractions Find fractions, equivalents, recognise equivalent fractions, Improper fractions	Fractions Mixed numbers, compare fractions, order fractions	Fractions Compare/ order, fractions greater than 1, add/ subtract fractions.	Fractions Add/ subtract fractions, add/ subtract mixed number fractions.	Multiplication & Division 4-digit by 1-digit, 2-digit by 2-digit, 3-digit by 2-digit	Multiplication & Division Solve problems, Short division, Divide 4-digit by 1-digit	Multiplication & Division Divide with remainders, efficient division, solve problems Division/ Multiplication
<i>Arithmetic</i>	Column addition (More than 4 digits)	Column subtraction (More than 4 digits)	Inverse operations/ missing number	Multiply 10, 100, 1000	Divide 10, 100, 1000	Find fractions of whole numbers	Find fractions of whole numbers.

			calculations.				
Science	Materials: Properties and changes						
	Hardness To determine the hardness of materials and link this to their uses.	Transparency To determine the transparency of different materials and link this to their uses.	Conductivity To determine the conductivity of different materials and link this to their uses.	Reversible changes To demonstrate reversible changes.	Irreversible changes: Burning and rusting To demonstrate irreversible changes.	Irreversible changes: Mixing To demonstrate irreversible changes.	
KMRM	Children to pick materials with varying levels of hardness.	What are useful and un-useful uses of transparent materials?	Children to write and test prediction about how materials conduct thermal and electrical energy.	Children to write and test prediction about how materials change properties and how it can be reversible.	Children explain what changes are always irreversible and what causes them.		
Links to prior learning	compare and group materials together, according to whether they are solids, liquids or gases (Y4)	identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. (Y2)	Compare and group materials together, according to whether they are solids, liquids or gases (Y4)	observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), (Y4)	compare and group materials together, according to whether they are solids, liquids or gases (Y4)		
working scientifically	Working scientifically (Identifying and classifying)		Working scientifically (Research using secondary sources) To design and draw a table.	Working scientifically (Pattern seeking)		Working scientifically (observing over time)	Working scientifically (comparative and fair testing) To use temperature data
Provision	Selection of rocks for scratch testing. Shadow puppets to demonstrate opaque objects. Fact cards						
Geography	Why do people live near plate boundaries?						

	What is the structure of the Earth? Describe and understand key aspects of the Earth's structure.	What causes Earthquakes? Describe and understand key aspects of the world's structure and how this can be the reason for natural disasters such as Earthquakes.	What happens in an Earthquake and how are they measured? Describe and understand key aspects of earthquakes and identify how they are measured.	What are the effects of earthquakes? (Case study) Describe and understand the effects of earthquakes around the world.	How do earthquakes affect places differently? Describe and identify differences in the effects of earthquakes in different places across the world.	How do countries deal with the threat of earthquakes? Identify how countries around the world deal with the threat of earthquakes and how this might differ across continents.
<i>KMRM</i>	Children to label diagram of the Earth structure.	How does the structure affect the likelihood for earthquakes to occur?	What are the impacts of earthquakes? What is the unit of measurement for an earthquake?	Why is there less of a chance of having an earthquake in the UK opposed to places like Japan?	Which countries around the world are more susceptible to earthquakes? Why is this?	What can we do as a human race to prepare and cope with earthquakes?
<i>Skill</i>	Locating major cities of the countries studied. Using atlases, maps, globes and digital mapping to locate countries studied.	Identifying significant environment regions on a map.	Choosing the best approach to answering an enquiry question.	Confidently using and understanding maps at more than one scale.	Recognising geographical issues affecting people in different places and environments.	Describing and explaining how humans can impact the environment both positively and negatively, using examples.
<i>Links to prior learning</i>	Year 4::Understand climate zones and biomes Each year: children have learnt the names and located countries using a map/atlas including the UK and countries in Europe.	Year 2: What are the continents and oceans of the world?	Year 4: Describe and understand key aspects of physical geography, including earthquakes and volcanoes.	Year 2: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Each year: children have learnt the names and located countries using a map/atlas including the UK and countries in Europe.	Year 4: Compare physical and human geographical features of contrasting countries (UK and Italy.)

	Look at rivers previously learnt such as River Aire.						
Computing	Spreadsheets						
	Online Bullying: Banter Business	Concept maps			Databases		
French	Shopping in France						
	French money, numbers and prices.	French Fruit Market	Monsieur Mangetout's French food week.	Shopping in French - How much?	French detectives in the kitchen.		
	To build numbers and prices confidently in French.	To name different food in French and notice patterns in sounds.	To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.	To be able to use vocabulary to describe a quantity of different food nouns.	To be able to explore and understand an authentic French text		
Music	Blues						
	History of the blues: To know some features of blues music.	Playing a chord: To play the first line of the 12-bar blues.	The 12-bar blues: To be able to play the 12-bar blues.	Blue Scale: To be able to play the blues scale on a tuned instrument.	Improvisation and the blues: To be able to improvise with notes from the blues scale.		
PE	Dance	Dance	Dance	Dance	Dance	Dance	
	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	
PHSE	StoryProject Ada's Violin - Environment, goals, gratitude, self-esteem						
RE	Why doesn't Christianity always look the same?						
Key Questions	To investigate how a religion can begin by exploring the story of Pentecost and the	To explore the impact of historical figures on the development of	To find out how Christianity has changed over time by learning about how different	To explain how different interpretations of the Bible lead to different Christian beliefs about the	To compare how Christians show their beliefs by looking at how	To investigate how religions can change by exploring how Christianity continues to	To explore Christian beliefs about the incarnation through the Nativity story

	start of the Christian church.	Christian beliefs and practices.	groups (Denominations) have formed.	Holy Spirit.	different denominations practise.	develop in the world today,	
<i>Skills</i>	Asking challenging questions and reflecting on the origins of their questions. Identifying key information from a broad range of sources independently. Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story.						
Art	Sculpture and 3D: Interactive Installation						
	What is installation art?	Space and Scale	Everyday amazing	Creative Concepts	Viewer Experience		
	To apply their knowledge of installation art and develop ideas into a finished piece. I can describe how installations can be interactive. I can show what I have learned about installation art in my final idea. I can explain the choices I have made when displaying my installation art.	To investigate the effect of space and scale when creating 3D art. I can justify my opinions of installation artworks. I can work safely when creating my model installation space. I can create the effect of a large-scale space when photographing my box.	To problem-solve when constructing 3D artworks. I can adapt everyday objects and make them interesting for the viewer. I can make changes and try new ideas if something doesn't work first time.	To plan an inl can choose a clear message for my installation. I can identify how my installation idea might make the viewer feel. I can describe how I have considered space, materials and arrangement in my installation. Installation that communicates an idea.	To apply their knowledge of installation art and develop ideas into a finished piece. I can describe how installations can be interactive. I can show what I have learned about installation art in my final idea. I can explain the choices I have made when displaying my installation art.		
<i>Skills</i>	- Generating ideas - Using Sketchbooks	- Generating ideas	- Making skills	- Making skills	- Making skills - Using Sketchbooks		