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| Subject | Wb – 6-6-22 | Wb – 13-6-22 | Wb – 20-6-22 | Wb – 27-6-22 | Wb – 4-7-22 | Wb – 11-7-22 | Wb – 18-7-22 | Wb – 25-7-22 |
| English | Oliver Twist by Charles Dickens Biography | | Oliver Twist by Charles Dickens Short Narrative | | Oliver Twist by Charles Dickens Letter/Recount | | Oliver Twist by Charles Dickens Narrative with dialogue | |
| Maths | Time | | Statistics | | Properties of shape/Position and direction | | Consolidation | |
| Science Forces and Magnets | <p>We are learning to recognise that soils are made from rocks and organic matter. Organic matter is made from the decaying remains of living things. Lesson Five Soil samples, sieves, beakers, water</p> <p>We are learning to explain what rocks are and what they can tell us about our planet.</p> <p>Lesson Six – assessment lesson</p> | <p>We are learning to know that a force is a push or a pull. Gravity is a force that makes objects fall to the ground. The effect of a force is to make something move, or change speed or direction, or change shape. We can change the amount of force we use when we push and pull things. Lesson One Toy cars and play dough</p> | <p>We are learning to know that friction is the force between two surfaces. When a car rolls down a slope, the force of friction can slow it down. Rough surfaces create greater friction. Smooth surfaces create less friction. Lesson Two Cars, ramps and surfaces, stopwatches - Investigation</p> | <p>We are learning to know that magnets have an invisible push or pull force. Magnetic force is an invisible push or pull force. When a magnet pushes an object away, we say it repels it. If a magnet pulls an object towards it, we say it attracts it. A lodestone is a naturally occurring rock that has magnetic properties Lesson Three Magnets and objects to test</p> | <p>We are learning to know that magnets have poles and a magnetic field. A magnet has two opposite poles, the north and south pole. A magnetic field is the space around a magnet where the magnetic force can be felt. Lesson Four Magnets, paperclips and objects to test</p> | <p>We are learning to know that magnetic forces are not all the same strength. Larger magnets are often, but not always the strongest. The strength of magnetic force can be tested. Magnetic strength can be weakened over time. Lesson Five Magnets, paperclips, ruler, measuring tape Investigation</p> | <p>We are learning to be able to explain that we cannot see forces, but we can see the impact they have, using examples of gravity, friction and magnetism. Gravity is a force that causes things to fall to the ground when dropped. Friction is a force between two objects that slows down the moving object. Magnets have two poles and like poles repel whereas unlike poles attract. Magnets have different strengths.</p> | Summer holidays |

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| | | | | | | | Lesson Six – Assessment lesson Quiz, KO with blank spaces and writing task – 'Invisible forces cannot be real'. | |
| Computing Simulations, Graphing | Simulations - Lesson 1 What are simulations? Simulations - Lesson 2 Exploring a simulation. | (Yr5/6 to Quad Kids) | Simulations - Lesson 3 Analysing and evaluating a simulation. | Graphing Lesson 1 - Introducing 2Graph | DT session | Transition | Graphing Lesson 2 - Using 2Graph to solve investigation | |
| PE Athletics Handball | Athletics - Lesson 1 - Challenge yourself to jump in a variety of ways. - Beat previous distances when jumping. - Copy and describe what others have done. Athletics - Lesson 2 - | OMNES Games Taster Session - Ultimate Frisbee Athletics - Lesson 3 - Combine running and jumping. - Jump over apparatus with | Athletics - Lesson 4 - Throw for accuracy. - Throw for distance. - Experiment with a variety of throws. Athletics - Lesson 5 - Practice a variety of skipping techniques. | Athletics - Lesson 6 - Participate in running, throwing and jumping activities. - Work as a team to try and score points in running throwing and jumping activities. - Identify ways to improve your own, and others' work. Handball - Lesson 1 - Attempt to catch efficiently using the correct catching position. - Perform underarm throws efficiently and accurately. | Handball - catching and underarm throwing recap | Transition | Handball - Lesson 2 - Continue to develop catching securely and safely. - Perform two new passes which could include overarm and two-handed bounce pass. - | |

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| | Run at different speeds. - Start-stop and change pace with control. - Demonstrate agility in running. | control and balance. - Judge speed to jump safely. | Participate in skipping challenge against self and others. - Discover ways to skip with partner. | | | | Decide which pass will be more effective in different situations. Handball - Lesson 3 - Moving with the ball successfully to create a chance to pass/shoot. - Moving quickly with the ball to get closer to the opponent's goal area. - Attempting the 3 step rule with confidence. | |
| Geography China, India and Asia | We are learning to know that India and China are both countries in the | We are learning to understand that India's landscape is diverse. | We are learning to recognise physical and human features of China. | We are learning to know that the Indus and Ganges Rivers are important Indian Rivers. An ancient civilisation grew in the Indus Valley which gave India its name. The Ganges is sacred to Hindus and pilgrims bathe in its waters. The Ganges provides fertile soil and water for farming nearby. Lesson Four | We are learning to understand the Great Wall of China was built to defend China. | We are learning to compare and contrast India and China. | DT Task | Summer Holidays |

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| | continent of Asia. India and China are both located in Asia. The Ganges River is in India. The Huang He and Yangtze Rivers are in China. New Delhi is the capital of India and Beijing is the Capital of China. Lesson One | To know that India's physical geography includes mountains, desert and jungle. To know India has a range of different climates. To know India has a large population of 1.3 billion. Lesson Two | China is the biggest country in the world with a very large population. 20% of China is desert, including the Taklamakan and Gobi desert. The Chang Jiang (Yangtze) river is the longest river in Asia. Lesson Three | | Qin Shi Huangdi was the first Emperor of China. He was strong and strict and brought China together. Qin Shi Huangdi ordered that a wall was built that was big enough and strong enough to keep the Mongolian warriors out. The building of the Great Wall of China went on for longer than Qin Shi Huangdi's lifetime. Lesson Five | To know that most of the world's ancient civilisations started near a river. To know the physical and human features of India. To know the physical and human features of China. Lesson Six- Assessment Lesson | | |
| History The War of the Roses | We are learning to understand that the Wars of the Roses were fought between two families who had a claim to the throne. The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose). It was a Civil War | We are learning to know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster). Henry VI (House of Lancaster) was believed by many at the time to have the strongest | We are learning to know that Richard III took the throne from his nephew and made himself king. When Edward IV died, his son became king. Richard III locked away the princes in the Tower of London. He said this was | We are learning to understand how Henry VII became king. Henry Tudor was a Lancastrian from Wales, who killed Richard III at the Battle of Bosworth Field. Henry Tudor became Henry VII, the first Tudor King. Richard III's remains were found in 2013 near the location of Bosworth Field. Lesson Four | We are learning to understand how Henry VII ended the Wars of the Roses. Henry VII was the first Tudor King Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York. This union between the two warring houses, Lancaster and York, was | We are learning to know what happened during the Wars of the Roses. The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the | DT Task | Summer holidays |

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| | <p>that lasted from 1455-1485 At the start of the Wars, Henry VI from the House of Lancaster was King. The House of York wanted to seize power from him. Lesson One KO and timeline</p> | <p>claim to the throne Henry VI suffered from bouts of madness and lost wars and land against the French Edward IV defeated Henry VI at the Battle of Towton and made himself king of England Lesson Two</p> | <p>to keep them safe. Richard has been accused of killing Edward IV's sons—his own nephews—so that he could become king. Lesson Three Resources for arguments.</p> | | <p>represented in the Tudor Rose. Lesson Five</p> | <p>House of York and the House of Lancaster The Lancastrian king Henry VI, who was known as the 'mad king', was defeated by Edward IV (York) Edward V was still young when his father died, so his uncle Richard ruled for him as protector. Richard III later took the throne from his nephew Edward V and became king. Edward and his brother were never seen again. Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485. Henry</p> | | |
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| | | | | | | Tudor was a Lancastrian and married Elizabeth of York. This ended the Wars of the Roses. Lesson Six - Assessment lesson Option B | | |
| Art Modern Architecture | We are learning to compare modern and traditional architecture. I can draw an outline of the curved shapes of the Guggenheim Museum In can use lines or shading to show different tones. Lesson One Pictures for each child - Guggenheim and St Paul's Cathedral, charcoal and pencils | We are learning to understand that the function of a building effects its design. I can fit in a bed, desk, wardrobe, draws and shelves. I can mark the different shape on the lines of the squared paper. I can make straight lines with a ruler. Lesson Two Squared paper, ruler, pencil | We are learning to understand that architects use different things to inspire their designs. I can draw the outside shape of my building. I can add details and colour. I can label my building to say what materials it should be made out of. Lesson Three Objects to inspire | We are learning to consider the process an architect takes to design a building. I can draw an idea for my building I can start by making a cube with matchsticks and blue tack I can add other shapes onto my cube Lesson Four/Five Matchsticks, blu tack, cardboard, pencil, ruler and paper | We are learning to consider the process an architect takes to design a building. I can draw an idea for my building I can start by making a cube with matchsticks and blue tack I can add other shapes onto my cube Lesson Four/Five Matchsticks, blu tack, cardboard, pencil, ruler and paper | We are learning to understand that an engineer works out how a building will stand up safely. I can try different designs I can test which is the strongest I can work well in a team Lesson six Plastic cups, 2p coins, A4 paper and masking tape | DT session | DT session |
| DT | | We are learning to evaluate | We are learning to understand | We are learning to design our own Shell structure using CAD. | We are learning to | We are learning to evaluate | | |

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| Shell Structures using CAD | | existing products. | how nets work using existing products. | | create own product. | our own product. | | |
| Music | We are learning to listen to music and identify the features. | We are learning to sing in tune with others. | We are learning to identify the rhythm. | We are learning to sing in tune and with confidence. | We are learning to sing in a group adding accompaniment. | DT task | Dt task | Summer Holiday |
| PSHE Managing Change | From last term - We are learning to know what we could do if we experience unwanted or unsafe physical contact. Lesson Seven 7:1, 7:2, 7:4 - unsafe touch | We are learning to identify changes that children may have in their lives. Lesson One Timeline of changes and link emotions | We are learning to understand how and why friendships may change and how this might make us feel. Lesson Two Explore how friendships change, make posters to remind us that change happens and is necessary but we can still be friends. | We are learning to identify situations which involve temporary or permanent loss, and describe how someone might feel. Lesson Three Watch - My Daddy's going away https://www.youtube.com/watch?v=4QvdIEwISn4 Read Invisible String | We are learning to develop strategies for managing feelings associated with loss and change. Lesson Four and Five | We are learning to understand that some changes are wanted and we can plan for them. Lesson Six | We are learning to understand what we have learnt and share with others. Lesson Seven | Summer Holiday |
| RE | Complete learning from last term. | We are learning to engage with the idea of | We are learning to enquire into the importance | We are learning to explore ideas about submission and obedience in Muslim stories or in the Qur'an. Lesson Three | We are learning to explore Muslim Community Practice - | We are learning to explore Muslim living - | We are learning to evaluate what pupils have learnt | We are learning to express our learning |

