

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>Mayan Creation Story</b>  Vocabulary generation/character analysis  Reported/directed speech  Plural and possessive apostrophes	<b>Mayan Creation Story</b>  Reported/directed speech  Setting description  Character description	<b>Mayan Creation Story – BW</b>  To edit a piece of writing, making changes to punctuation and spelling errors  Plan and write an innovation – changing what people could be made from	<b>Performance Poetry</b> <b>Learn and perform a range of environmental poetry</b>  To compare and contrast a range of poetry with environmental themes  To write an innovated version/verse for a range of environmental poems	<b>Discussion Text – Balanced Argument</b>  To identify the features of a balanced argument  To use a range of conjunctions which are appropriate for a balanced argument  To evaluate the benefits and negatives of a subject - use of a semi colon (some;others AP)	<b>Discussion Text – Balanced Argument - BW</b>  To identify examples of formal language  To plan and research the pros and cons of a chosen topic  To write and edit a balanced argument for a chosen subject
<b>Maths</b>	Addition and subtraction written strategies – Column Method  <b>Perimeter</b>  To measure and calculate the perimeter of composite	Multiplication/Division – Short and Long Multiplication/Division  <b>Shape</b>  To identify 3-D shapes, including cubes and other	Adding and subtracting fractions  <b>Shape</b>  <i>Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</i>	Mixed numbers and improper  <b>Volume</b>  To estimate volume and capacity	Multiplying mixed number fractions  <b>Decimals and Percentages</b>  To identify, name and write equivalent fractions	Non-unit fractions of quantities  <b>Decimals and Percentages</b>  To read and write decimal numbers as fractions

	<p>rectilinear shapes in centimetres and metres</p> <p>To calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p>	<p>cuboids, from 2-D representations</p> <p>To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>To use the properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>To identify:</p> <ul style="list-style-type: none"> <li>angles at a point and 1 whole turn (total 360°)</li> <li>angles at a point on a straight line and half a turn (total 180°)</li> </ul> <p>other multiples of 90°</p> <p>To distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p><b>Convert between units of measure, including using common decimals and fractions</b></p>	<p>of a given fraction, represented visually, including tenths and hundredths</p> <p><b>Recall decimal fraction equivalents for half, quarter, fifth, tenth and for multiples of these proper fractions.</b></p> <p>To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p>To recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>To solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25</p>
<b>Science</b>	<p>LO: To apply prior knowledge of Earth and Space</p>	<p>To describe the movement of the Earth, and other planets, relative to the sun in the solar system</p>	<p>To use a model to describe and compare movements of different planets in space</p>	<p>To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>To present and interpret data gathered throughout the sun shadows investigation</p>	<p>To describe the movement of the moon relative to the Earth</p>
<b>Computing</b>	<p><b>iMotion animation- Pok-a-Tok commentary:</b></p> <p>I can storyboard and create an animation.</p>	<p><b>iMotion animation- Pok-a-Tok commentary:</b></p> <p>I can storyboard and create an animation.</p>	<p>I can combine a variety of software (programs that run on computers) to accomplish given goals.</p>	<p><b>Google slides – Science link (Space):</b></p> <p>I can collaborate meaningfully with networked technologies (for example, within a shared document or shared workspace).</p>	<p><b>Google slides – Science link (Space):</b></p> <p>I can collaborate meaningfully with networked technologies (for example, within a shared document or shared workspace).</p>	<p>To present a Science informative presentation to a group.</p> <p>To articulate information in a clear and concise way.</p>
<b>Geography</b>	<p style="text-align: center;"><b>Connected Geography - What is a river?</b></p> <p style="text-align: center;"><i>(Locational Knowledge continue to embed)</i></p>					

<b>History</b>	<p>Key Stage History 1</p> <p>Pupils are able to speculate and make deductions from a range of visual clues</p>	<p>Key Stage History 1</p> <p>Pupils are able to speculate and make deductions from a range of visual clues</p>	<p>Key Stage History 2</p> <p>To understand when the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?</p>	<p>Key Stage History 3</p> <p>To understand what was life like at the height of the Mayan civilization?</p>	<p>Key Stage History 3</p> <p>To understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming.</p>	<p>Key Stage History</p> <p>To create an informative report on what society was like in ancient Maya.</p>
<b>Art</b>	<p>Printing</p> <p>Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing</p>	<p>Printing</p> <p>Choose the printing method in a task</p> <p>Build up layers and colours/textures</p> <p>Organize work in terms of pattern, repetition, symmetry or random printing styles</p>	<p>Collage</p> <p>Use a range of media to create collage</p>	<p>Collage</p> <p>Use a range of media to create collage</p>	<p>Artist Study</p> <p>Worldwide artist: Yayoi Kusama</p>	<p>Artist Study</p> <p>Worldwide artist: Yayoi Kusama</p>
<b>DT</b>	<p style="text-align: center;"><b>Food - Local chef Paul Ainsworth</b></p> <ul style="list-style-type: none"> <li>• Select and prepare foods for a particular purpose.</li> <li>• Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.</li> <li>• Weigh and measure using scales.</li> <li>• Cut and shape ingredients using appropriate tools and equipment e.g. grating.</li> <li>• Join and combine food ingredients appropriately e.g. beating, rubbing in.</li> <li>• Work safely and hygienically</li> <li>• Show awareness of a healthy diet from an understanding of a balanced diet</li> <li>• Understand how to feed themselves and others affordably now and in the future</li> </ul>					

<p style="text-align: center;"><b>RE</b></p>	<p>Christians and how to live: 'What would Jesus do'? (Gospel)</p> <ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative)</li> </ul>	<p>Christians and how to live: 'What would Jesus do'? (Gospel)</p> <ul style="list-style-type: none"> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</li> </ul>	<p>Christians and how to live: 'What would Jesus do'? (Gospel)</p> <ul style="list-style-type: none"> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> </ul>	<p>Christians and how to live: 'What would Jesus do'? (Gospel)</p> <ul style="list-style-type: none"> <li>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</li> </ul>	<p>Christians and how to live: 'What would Jesus do'? (Gospel)</p> <ul style="list-style-type: none"> <li>Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>	<p><b>Review and assessment</b></p>
<p style="text-align: center;"><b>PE</b></p>	<p><b>Striking and Fielding:</b> Cricket</p> <p>The focus of the learning is to refine pupils understanding of bowling, applying simple bowling tactics into mini games.</p> <p>Pupils will learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.</p>	<p><b>Net and Wall:</b> Tennis</p> <p>The focus of the learning is to continue to develop racket technique, exploring a new shot, the volley</p>	<p><b>Striking and Fielding:</b> Cricket</p> <p>The focus of the learning is to refine pupils fielding skills; catching, stopping and throwing.</p> <p>Pupils will develop fielding skills under pressure, applying their learning into mini games.</p>	<p><b>Net and Wall:</b> Tennis</p> <p>The focus of the learning is to look at how players can control the game from the beginning (serve)by thinking about how and where to serve</p>	<p><b>Striking and Fielding:</b> Cricket</p> <p>The focus of the learning is to refine batting creating and applying batting tactics into game scenarios</p> <p>Pupils will understand how their role as a batter changes depending on the game situation</p>	<p><b>Net and Wall:</b> Tennis</p> <p>The focus of the learning is to look at how the game changes when we play in pairs (doubles).</p> <p>Pupils will apply their prior learning of how they can win a point whilst playing with a partner</p>
<p style="text-align: center;"><b>PSHE/RSHE</b></p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Explain the importance of food, water and oxygen, sleep and</p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>Know the basic functions of the four systems covered and know they are inter-related.</p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>Identify their own strengths and talents;</p> <p>Identify areas that need improvement and describe strategies for</p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>State what is meant by community;</p> <p>Explain what being part of a school community means to them;</p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>Identify people who are responsible for helping them stay healthy and safe;</p> <p>Identify ways that they can help these people.</p>	<p style="text-align: center;"><b>Being My Best</b></p> <p>Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>Recognise that the way people are portrayed in the media</p>

	exercise for the human body and its health.  Understand the actual norms around smoking and the reasons for common misperceptions of these.	Explain the function of at least one internal organ.  Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	achieving those improvements.	Suggest ways of improving the school community.		isn't always an accurate reflection of them in real life;  Describe 'star' qualities that 'ordinary' people have.
<b>Music</b>	<u><b>Dancing in the Street</b></u> Genre: Motown Understand the impact/culture of Motown  I know how to explain why I think music is successful or unsuccessful.					
<b>Languages (KS2)</b>	<b>All about School</b> <b>1.lesson</b> – to ask and explain where things are in the classroom.	<b>All about School</b> <b>2.lesson</b> – to describe the contents of my pencil case.	<b>All about School</b> <b>3.lesson</b> – to express opinions about school subjects.	<b>All about School</b> <b>4.lesson</b> – to listen to commands and follow instructions.	<b>All about School</b> <b>5.lesson</b> – to ask and answer questions about places in school.	<b>All about School</b> <b>6.lesson</b> – to construct simple sentences to say what I like to do at school
<b>Oracy</b>	Social & Emotional Oracy: • Listen for extended periods of time including notetaking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion					
<b>Career Links</b>	<b>What jobs are available within geography?</b>			<b>Talk about the National Trust (Tamsin)</b>	<b>What jobs are available with theatre?</b>  <b>Cornwall College Visit</b>	<b>Careers within food investigation</b>
<b>Community Links</b>	<b>Kernow King – Cornish Caretakers</b>				<b>Cornwall College Visit</b>	
<b>Local Context</b>	<b>Kernow King – Cornish Caretakers</b>		<b>An exploration of the biggest rivers across Cornwall (linked to Connected Geography)</b>			<b>Paul Ainsworth – local chef</b>

<b>Cultural Capital Enrichment</b>	<b>Axa Artic Live Lesson – Science</b>  <b>Kernow King – Cornish Caretakers</b>			<b>Skip2Bfit Workshop</b>	<b>M&amp;M Production – Jungle Book</b>  <b>Cornwall College Visit</b>	
<b>British Values</b>	<p style="text-align: center;"><b>Tolerance</b> - Explain the similarities and differences between cultures in the United Kingdom, Iceland, and Brazil.</p> <p style="text-align: center;"><b>Tolerance</b> - Re: Christians and how to live: ‘What would Jesus do?’</p> <p style="text-align: center;"><b>British Values:</b> Picture News</p>					
<b>British Values: Whole School</b>	<p style="text-align: center;"><b>Tolerance:</b> Ramadan, VE Day, Pentecost, Deaf Awareness Week</p> <p style="text-align: center;"><b>Liberty:</b> Collective Worship, Child Safety Week, International Dance Day, World Fairtrade Day, Walk to School Week</p> <p style="text-align: center;"><b>Democracy:</b> Link to Local/National Elections (usually held in May).</p> <p style="text-align: center;"><b>Mutual Respect:</b> The Queen’s Official Birthday</p>					