

Week 8 20 <sup>th</sup> – 24 <sup>th</sup> Oct	<p><b>SPaG:</b> Pupils will learn how to identify and use homophones. Pupils are able to:</p> <ul style="list-style-type: none"><li>- identify and use homophones from morning work time</li></ul> <p><b>Pupils will learn about organisational features of texts.</b> Pupils are able to:</p> <p><b>EL2</b> - Use illustrations, images and captions to locate information</p> <p><b>EL3</b> - understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p>	<p><b>Pupils will learn how to describe and make comparisons between measures of items (focus on weight).</b> <b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- use metric measures of weight, including grams and kilograms to describe the weight of an object.</li><li>- use different scales to measure the weight of items to the nearest g or kg.</li><li>- identify markings on images of different scales to measure the weight of an item to the nearest g or kg.</li></ul> <p>- read, write, order and compare weights to 200 units.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- compare measures of length, including grams and kilograms.</li><li>- identify unlabelled divisions of weight.</li><li>- measure weight to the nearest labelled or unlabelled division.</li><li>- use a suitable instrument to measure mass.</li></ul>	<p><b>Pupils will learn how to manage the stress that may result from excessive use of social media or as a result of interacting with online content, including FOMO (the 'fear of missing out').</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- recognise the difference between online and real friends.</li></ul> <p>- understand that social media sometimes does not reflect real life.</p> <p>- know from whom to get help and advice about online stress, including the Every Mind Matters website.</p> <p>- identify helpful strategies to manage online stress.</p>	<p><b>Pupils will learn the scientific parts of road safety</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- use: the stopping distance of a vehicle = the thinking distance + the braking distance</li><li>- identify different ways that the stopping distance of a vehicle is changed.</li><li>- explain that a driver's reaction time is increased when using drugs (medicines and alcohol) or when being distracted.</li></ul>	RECAP of topic	<p><b>Pupils will learn about the kind of world that Jesus would want.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- recall information from the topic.</li><li>- discuss how the teachings and actions of Jesus helped to share what he wanted the world to be like.</li></ul>	<p><b>Pupils will learn how to understand how the Qing dynasty expanded the Chinese Empire.</b></p> <p>Pupils are able to know how the Qing expanded and to understand the problems that occurred due to expansion. Also to analyse the problems of Qing expansion.</p> <p><b>CARRIED OVER FROM LAST LESSON</b></p>	<p><b>Pupils will learn how to follow their own recipe.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- follow their edited recipe from last week.</li><li>- work independently to create their cookies.</li><li>- use the timer effectively on the oven.</li></ul>	<p><b>Pupils will learn to perform and reflect on their own and others' sound creations.</b> - Pupils are able to perform their sound piece to peers, staff, or audience.</p> <ul style="list-style-type: none"><li>- Pupils are able to describe their own contribution and choices.</li><li>- Pupils are able to listen and respond positively to others' performances.</li></ul>	<p><b>Pupils will learn to perform a piece showing their identity.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- present a short scene about their world.</li><li>- show feelings through role-play.</li><li>- use gesture/voice to communicate ideas.</li><li>- reflect on how drama expresses identity.</li></ul>	<p><b><u>VOLLEYBALL</u></b> Pupils to learn how to set pass and spike over net and in the court. Pupils are able to demonstrate performing a set pass and spike with a partner 5 times each.</p> <p><b>Pupils to learn about the 3 contact rule</b> Pupils are able to demonstrate understanding of the rule during game situations</p>	<p><b>Pupils will learn to use the inkwash method to shade</b> Pupils are able to use the inkwash method to add shading to object</p>	<p><b>Pupils will learn how to take on the role of a creative designer.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- follow instructions to complete a design project.</li><li>- take feedback from classmates.</li><li>- act on feedback</li></ul>
Week 7 13 <sup>th</sup> – 17 <sup>th</sup> Oct	<p><b>SPaG:</b> Pupils will learn how to sequence words in alphabetical order. Pupils are able to:</p> <p><b>EL2</b> - use the first and second letters to sequence words in alphabetical order.</p> <p><b>EL3</b> - use the first, second and third place letters to sequence words in alphabetical order.</p> <p><b>Pupils will be able to share their ideas</b> Pupils are able to:</p> <p><b>EL2</b> - read and understand sentences with more than one clause.</p> <p><b>EL3</b> - Identify, understand and extract the main points and ideas in and from texts.</p> <ul style="list-style-type: none"><li>- make a judgement on Jekyll's attitude in the opening of Chapter 10.</li></ul>	<p><b>Pupils will learn how to describe and make comparisons between measures of items (focus on length).</b> <b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- use metric measures of length, including millimetres, centimetres, metres and kilometres to describe the length or height of an object.</li><li>- use a ruler and metre ruler to measure items to the nearest mm or cm.</li><li>- identify markings on images of different rulers to measure the length of items to the nearest mm, cm, m or km.</li></ul> <p>- read, write, order and compare lengths to 200 units.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- compare measures of length, including millimetres, centimetres, metres and kilometres.</li><li>- measure length to the nearest labelled or unlabelled division.</li><li>- use a suitable instrument to measure length.</li><li>- identify unlabelled divisions of length.</li></ul>	<p><b>Pupils will learn strategies to promote mental health and emotional wellbeing.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions.</li><li>- evaluate a range of ways to promote mental and emotional wellbeing.</li><li>- critique the reliability of sources of support in relation to mental health.</li></ul>	<p><b>Pupils will learn facts about forces</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- recall facts from last lesson.</li><li>- use: weight of an object in Newton (N) = its mass in kilogram (kg) × 10</li></ul>	<p><b>Pupils will learn how to use then AVERAGE function.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- select the cells to average.</li><li>- locate the AutoSum icon on the shortcut toolbar</li><li>- find the average of a set of numbers.</li><li>- identify the function in the formula bar.</li></ul>	<p><b>Pupils will learn about the Good Samaritan.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- explain what a parable is.</li><li>- follow the story of the Good Samaritan.</li><li>- discuss the most important part of the story.</li></ul>	<p><b>Pupils will learn how to understand how the Qing dynasty expanded the Chinese Empire.</b></p> <p>Pupils are able to know how the Qing expanded and to understand the problems that occurred due to expansion. Also to analyse the problems of Qing expansion.</p>	<p><b>Pupils will learn how to create their own version of a recipe.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- choose a previous cookie recipe they preferred.</li><li>- edit the recipe to add a new ingredient in.</li><li>- consider how this ingredient will change the cookies.</li></ul>	<p><b>Pupils will learn to rehearse and adapt a group performance using instruments and technology.</b> - Pupils are able to rehearse their sound pattern or beat with others.</p> <ul style="list-style-type: none"><li>- Pupils are able to suggest ways to improve (change tempo, add FX, remix loops).</li><li>- Pupils are able to demonstrate confidence by playing again with consistency.</li><li>- Pupils are able to adapt their role using different sounds or tech tools.</li></ul>	<p><b>Pupils will learn to refine a scene about their world.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- rehearse lines and actions.</li><li>- use expression to show emotion.</li><li>- adapt scenes with feedback.</li><li>- reflect on rehearsal process.</li></ul>	<p><b><u>DODGEBALL</u></b> Pupils to learn 3 key dodgeball rules. Pupils are able to demonstrate knowledge of dodgeball rules when umpiring games</p> <p><b><u>ORIENTEERING</u></b> Pupils to learn how to follow a bearing to move in a straight line between two points on a map. Pupils are able to demonstrate putting the red in the shed and stating the compass bearing number.</p>	<p><b>Pupils will learn to use the stippling method to shade</b> Pupils are able to use the stippling method to add shading to object</p>	<p><b>Pupils will learn about the role of a games designer.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- explore and research a game.</li><li>- identify features of this role.</li></ul>
Week 6 6 <sup>th</sup> – 10 <sup>th</sup> Oct	<p><b>SPaG:</b> Pupils will learn how to perfect their punctuation skills. Pupils are able to:</p> <ul style="list-style-type: none"><li>- use commas correctly.</li></ul> <p><b>Pupils will learn how to make logical inferences.</b> Pupils are able to:</p> <p><b>EL2</b> – write information in words, phrases and simple sentences.</p> <p><b>EL3</b> - write information, ideas and opinions clearly.</p> <ul style="list-style-type: none"><li>- clearly express straightforward information and communicate opinions.</li><li>- use a clue to make an inference.</li><li>- justify their thoughts.</li></ul>	<p><b>Pupils will learn how to describe and make comparisons between measures of items (focus on capacity).</b> <b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- use metric measures of capacity, including millilitres and litres to describe the capacity of an object.</li><li>- use different jugs to measure the capacity of items to the nearest ml or l.</li><li>- identify markings on images of different jugs to measure the amount of liquid to the nearest ml or l.</li></ul> <p>- read, write, order and compare capacities to 200 units.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- compare measures of capacity, including millilitres and litres.</li><li>- measure capacity to the nearest labelled or unlabelled division.</li><li>- identify unlabelled divisions of capacity.</li></ul>	<p><b>Pupils will learn about the effects of change, loss, and grief.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- describe how change, including loss and bereavement, can affect people in different ways.</li><li>- explain what grief is and how different people might grieve.</li><li>- identify strategies to help manage change, loss, or bereavement and support others who are grieving.</li><li>- explain why, when and how to access support for themselves or others.</li></ul>	<p><b>Pupils will learn facts about forces.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- understand that all forces have size and direction, including friction which acts in the opposite direction to a moving object.</li><li>- understand that (unbalanced) forces cause a change of: a position b speed c shape</li><li>- understand that the forces acting on an object are balanced or zero when the object: a is not moving b moves at constant speed.</li><li>- understand that forces cause objects to speed up or slow down.</li></ul>	<p><b>Pupils will learn how to use the SUM function.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- select the cells to add together.</li><li>- locate the AutoSum icon on the shortcut toolbar.</li><li>- find the sum of a set of numbers.</li><li>- identify the function in the formula bar.</li></ul>	<p><b>Pupils will learn how Jesus wanted and wants people to act.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- research the work of The Leprosy Mission</li><li>- discuss what people can learn from the story of Jesus and the Leper.</li></ul>	<p><b>Pupils will learn how to understand how the Qing dynasty was founded.</b></p> <p>Pupils are able to know where the Qing came from and to understand how the Qing adapted to Chinese culture. Also to evaluate the way the Qing might have been received by the population.</p> <p><b>CARRIED OVER FROM LAST LESSON</b></p>	<p><b>Pupils will learn how preparation can change the outcome of a recipe.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- mix the ingredients in the right order.</li><li>- divide their mixture equally.</li><li>- identify the difference between putting cookie mixture in the fridge for different amounts of time.</li></ul>	<p><b>Pupils will learn to combine sounds to create a group piece that tells a story.</b> - Pupils are able to select and share their "sound signature" in the group piece.</p> <ul style="list-style-type: none"><li>- Pupils are able to contribute ideas for structure (beginning, build-up, ending).</li><li>- Pupils are able to demonstrate teamwork by keeping in time or fitting sounds together.</li><li>- Pupils are able to explain what their part represents in the story.</li></ul>	<p><b>Pupils will learn to create drama that reflects personal experiences.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- share an idea about their world.</li><li>- develop a scene based on this idea.</li><li>- use movement/ voice to communicate meaning.</li><li>- reflect on what their piece shows.</li></ul>	<p><b><u>DODGEBALL</u></b> Pupils to learn the tactic of attacking from different angles. Pupils are able to demonstrate attacking from different angles during game situations.</p> <p><b><u>ORIENTEERING</u></b> Pupils to learn how to follow a compass bearing to move in a straight line between two points on a map. Pupils are able to demonstrate following a bearing in the school playground</p>	<p><b>Pupils will learn to use the cross hatching method to shade</b> Pupils are able to use the cross hatching method to add shading to object</p>	<p><b>Pupils will learn about the role of a make-up artist.</b> Pupils are able to:</p> <ul style="list-style-type: none"><li>- explore the work of a chosen make-up or special effects artist.</li><li>- identify features of this role.</li></ul>
	English	Maths	RSE/PSHE	Science	Computing	RE	History Mrs Wilson	Food and Nutrition	Music Miss Beed	Drama Miss Beed	PE Mr Gauden	Art Miss Hynes	Careers

<p>Week 5</p> <p>29<sup>th</sup> Sept- 3<sup>rd</sup> Oct</p>	<p><b>SPaG: Pupils will learn how to perfect their punctuation skills.</b> Pupils are able to: - use question and exclamation marks correctly.</p> <p><b>Pupils will learn how to share their ideas clearly.</b> Pupils are able to: <b>EL2</b> - communicate information in words, phrases and simple sentences. <b>EL2</b> - make appropriate contributions to simple group discussions with others about a straightforward topic. <b>EL3</b> - communicate information, ideas and opinions clearly. <b>EL3</b> - make relevant contributions to group discussions about straightforward topics. - explore the theme of curiosity in Chapter 6.</p>	<p><b>Pupils will learn how to read and interpret number lines and scales.</b> <b>EL2</b> - Pupils are able to: - work out intervals on a number line/scale within 100 and 1,000. - position integers on a number line/scale within 100 and 1,000. <b>EL3</b> - Pupils are able to: - work out intervals on a number line/scale within 1,000 or 10,000. - position integers on a number line/scale within 1,000 or 10,000.</p>	<p><b>Pupils will learn how to recognise signs that someone might need support for mental health concerns.</b> <b>Pupils will learn about mental health issues that most commonly affect young people.</b> Pupils are able to: - recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety. - explain when and whom to tell if concerned for theirs or someone else's mental wellbeing. - describe the range of support available for those with emotional or mental health problems, including how best to access local services.</p>	<p><b>Pupils will learn how to create graphs about speed and acceleration.</b> Pupils are able to: - explain what a speed-time graph and a distance-time graph can show. - create their own graphs based on an experiment.</p>	<p><b>Pupils will learn how to recognise signs that someone might need support for mental health concerns.</b> Pupils are able to: - locate the Data option on the menu bar. - select data to sort. - choose the correct sorting option. - sort data numerically. - sort data alphabetically.</p>	<p><b>Pupils will learn how Jesus wanted and wants people to act.</b> Pupils are able to: - recall examples of how Jesus acts. - understand what leprosy is. - explain what it means to be Christ-like.</p>	<p><b>Pupils will learn how understand how the Qing dynasty was founded.</b>  Pupils are able to know where the Qing came from and to understand how the Qing adapted to Chinese culture. Also to evaluate the way the Qing might have been received by the population.</p>	<p><b>Pupils will learn how sugar affects a recipe.</b> Pupils are able to: - clean up their workstation as they go along. - identify differences in recipes. - compare the original and low-sugar recipes for cookies.</p>	<p><b>Pupils will learn to listen and respond by creating their own short musical identity.</b> Pupils are able to: - copy and repeat short rhythms or beats. - create a personal sound pattern, riff, or short loop. - demonstrate their "sound signature" for others.</p>	<p><b>Pupils will learn to explore "What if?" scenarios about their world.</b> Pupils are able to: - create scenes based on everyday life. - adapt roles to show different outcomes. - show emotions through improvisation. - reflect on choices made.</p>	<p><b><u>DODGEBALL</u></b> <b>Pupils to learn how to perform 3 player attacks</b> Pupils are able to demonstrate performing 3 player attacks during games.</p> <p><b><u>ORIENTEERING</u></b> <b>Pupils to learn how to navigate between control markers using a map</b> Pupils are able to demonstrate completing an orienteering course as part of a team using a map.</p>	<p><b>Pupils will learn to use the contour hatching method to shade</b> Pupils are able to use the contour hatching method to add shading to object</p>	<p><b>Pupils will learn about the role of a fashion designer.</b> Pupils are able to: - explore the work of a chosen fashion designer. - explain what a milliner is. - identify features of this role.</p>
<p>Week 4</p> <p>22<sup>nd</sup> – 26<sup>th</sup> Sept</p>	<p><b>SPaG: Pupils will learn how to perfect their punctuation skills.</b> Pupils are able to: - use basic punctuation correctly (focus on full stops, capital letters and letter formation).</p> <p><b>Pupils will learn what to look for in texts to aid with reading.</b> Pupils are able to: <b>EL2</b> - understand the main points in texts. <b>EL3</b> - identify, understand and extract the main points and ideas in and from texts. - analyse how the theme of concealment is used to create detective fiction in chapters 3 and 4.</p> <p>- explore the themes of duality and concealment in Chapter 5.</p>	<p><b>Pupils will learn how to approximate numbers by rounding.</b> <b>EL2</b> - Pupils are able to: - find 1, 10 or 100 more or less - approximate by rounding to the nearest 10. <b>EL3</b> - Pupils are able to: - find 1, 10, 100 more and less mentally. - approximate by rounding numbers less than 1000 to the nearest 10 or 100.</p>	<p><b>Pupils will learn how negative thinking patterns can impact on our response to disappointments.</b> <b>Pupils will learn strategies to build resilience by reframing negative thinking.</b> Pupils are able to: - describe different negative thinking patterns and consider their potential impact on wellbeing. - reframe negative thinking and identify ways to learn from setbacks.</p>	<p><b>Pupils will learn about acceleration.</b> Pupils are able to: - understand that large acceleration means large speed changes or small times or both. - use: acceleration = change in speed / time taken</p>	<p><b>Pupils will learn how to format data in a spreadsheet.</b> Pupils are able to: - resize rows and columns. - align text. - fill cells with colour. - add gridlines for print. - wrap text. - locate number formatting on the shortcut toolbar. - select the cells the numbers will go in - choose an appropriate number format.</p>	<p><b>Pupils will learn what an Evangelist is.</b> Pupils are able to: - share ideas how Christians might act due to the previous passage. - explain what an Evangelist is. - discuss how easy or tricky it would be to be an Evangelist. - create an informative job advert for an Evangelist role.</p>	<p><b>Pupils will learn how understand how the Qing dynasty was founded.</b>  Pupils are able to know where the Qing came from and to understand how the Qing adapted to Chinese culture. Also to evaluate the way the Qing might have been received by the population.</p>	<p><b>Pupils will learn how to improve their time-keeping skills.</b> Pupils are able to: - get all equipment ready before starting. - clear up their workstation as they go. - follow instructions more independently. - work independently to bake cookies.</p>	<p><b>Pupils will learn to create and describe soundscapes that represent familiar places.</b> Pupils are able to: - identify a place that is important to them (bedroom, park, city street, football pitch). - select sounds (drum = footsteps, synth = traffic, shaker = birds). - describe why they picked those sounds. - contribute to a class soundscape combining different places.</p>	<p><b>Pupils will learn to use drama to show emotions.</b> Pupils are able to: - identify emotions in a scene. - act out feelings such as happy, angry, or calm. - use voice and gesture to express identity. - reflect on how emotions tell a story.</p>	<p><b><u>FOOTBALL</u></b> <b>Pupils will learn how to utilise defending tactics during games.</b> Pupils are able to demonstrate tracking attackers and attempting to win the ball back during game situations.</p>	<p><b>Pupils will learn to use the hatching method to shade</b> Pupils are able to use the hatching method to add shading to object</p>	<p><b>Pupils will learn about the role of a content creator.</b> Pupils are able to: - explore how content creators share information. - identify features of this role. - explain why honesty is important when promoting an event or product. - design a promotional post for social media about Sandfest.</p>
<p>Week 3</p> <p>15<sup>th</sup> – 19<sup>th</sup> Sept</p>	<p><b>SPaG: Pupils will learn how to find the meaning of a word.</b> Pupils are able to: <b>EL2</b> - use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker). <b>EL3</b> - use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types).</p> <p><b>Pupils will learn what to look for in texts to aid with reading.</b> Pupils are able to: <b>EL2</b> - read and understand sentences with more than one clause. <b>EL3</b> - identify different purposes of straightforward texts. - explore the characterisation of Mr. Hyde.</p>	<p><b>Pupils will learn how to compare and order numbers.</b> <b>EL2</b> Pupils are able to: - compare numbers to 200 or 1,000 - order numbers to 200 or 1,000 <b>EL3</b> Pupils are able to: - compare numbers up to 1,000 or 10,000. - order numbers up to 1,000 or 10,000.</p>	<p><b>Pupils will learn about the challenges young people might face as they move through adolescence.</b> <b>Pupils will learn ways to promote positive mental health to help manage these challenges.</b> Pupils are able to: - identify the range of opportunities and challenges young people might encounter as they move into adulthood. - explain strategies to help manage these challenges. - analyse how mental health and emotional wellbeing can change throughout life, often in response to external events.</p>	<p><b>Pupils will learn how to read a speed-time graph.</b> Pupils are able to: - use: average speed = distance / time. - relate the distance travelled to the area under a speed-time graph. - relate acceleration to the steepness of the gradient on a speed-time graph.</p>	<p><b>Pupils will learn how to add, move and edit data in a spreadsheet.</b> Pupils are able to: - identify which is the current cell. - find the name of the cell. - add data in a cell. - move to a different cell. - edit data in a cell.</p>	<p><b>Pupils will learn how the 'Fishers of men' passage applies today.</b> Pupils are able to: - 'hot seat' as disciples. - respond to the end of the passage.</p>	<p><b>The Qing Dynasty</b>  <b>Pupils will learn how dynasties have ruled China throughout history.</b>  Pupils are able to: know what a dynasty is, and compare Chinese and British history. To assess the position of the Qing in Chinese Imperial history</p> <p><b>CARRIED OVER from last lesson</b></p>	<p><b>Pupils will learn how to set the oven correctly.</b> Pupils are able to: - set the correct temperature on the oven. - understand the difference between the different settings on the oven. - set a timer. - listen out for the timer and act appropriately. - work in pairs to bake cookies.</p>	<p><b>Pupils will learn to demonstrate how sounds can express different moods and feelings.</b> Pupils are able to: - choose sounds or beats to represent feelings (happy, chilled, angry, excited). - explain how their chosen sound matches a feeling. - demonstrate emotions through playing or sound mixing.</p>	<p><b>Pupils will learn to explore identity through role.</b> Pupils are able to: - create characters based on their own experiences. - show how their character feels through acting. - interact with others in character. - reflect on how the role links to their world.</p>	<p><b><u>FOOTBALL</u></b> <b>Pupils will learn how to utilise counter attacking tactics during games.</b> Pupils are able to demonstrate dribbling towards the goal with speed, getting in good attacking positions or passing to teammates in attacking positions straight after winning the ball back when defending.</p> <p><b>Football Tournament Friday 19th September</b></p>	<p><b>Pupils will learn to identify a light source and a shadow</b> Pupils are able to draw an object and it's shadow Pupils are able to understand and appreciate that everyone's viewpoint will mean their aet wil all be different from each other</p>	<p><b>Pupils will learn about the role of a graphic designer.</b> Pupils are able to: - identify examples of graphic design. - identify features of this role. - explain elements of typography. - design a logo for Sandfest.</p>
	English	Maths	RSE/PSHE	Science	Computing	RE		Food and Nutrition	Music Miss Beed	Drama Miss Beed	PE Mr Gauden	Art Miss Hynes	Careers

Week 2 8 <sup>th</sup> – 12 <sup>th</sup> Sept	<p><b>Baseline Assessments for reading and spelling.</b> <b>SPaG:</b> Pupils will learn how to find the meaning of a word. Pupils are able to: <b>EL2</b> - use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker). <b>EL3</b> - use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types).</p> <p><b>Pupils will learn how to use a text to find information and interpret it.</b> Pupils are able to: - explore the importance of setting in the opening chapter of 'The Strange Case of Dr. Jekyll and Mr. Hyde'.</p>	<p><b>Pupils will learn the value of numbers.</b> <b>EL2</b> Pupils are able to: - represent numbers to 200 or 1000 using place value equipment. - identify the place value of ones, tens and hundreds in a number up to 200. <b>EL3</b> Pupils are able to: - read and write integers to 1,000 or 10,000 - identify the place value of ones, tens, hundreds and thousands in a number.</p>	<p><b>Pupils will learn about transition to key stage 4 and revision and study skills.</b> Pupils are able to: - identify learning and study skills required at key stage 4. - apply learning and study strategies to support success at key stage 4. - evaluate personal strengths and areas for development and use this to set targets for future learning habits.</p>	<p><b>Pupils will learn how to visualise speed on a graph.</b> Pupils are able to: - relate speed to the steepness of the gradient on a distance-time graph. - understand relative speeds for everyday contexts such as walking, running, cycling, for a car, for a train, for an airplane and the speed of sound</p>	<p><b>Pupils will learn about the basic features of Excel and how to start a new spreadsheet.</b> Pupils are able to: - understand why we might use Microsoft Excel. - label parts of the interface. - locate the menu bar. - locate the formula bar. - find the shortcut toolbar. - give their spreadsheet a title. - rename a sheet. - add a new sheet.</p>	<p><b>Pupils will learn about the 'Fishers of men' passage in the Bible.</b> Pupils are able to: - name the four gospel writers. - discuss different passages from the Bible.  - explain how the disciples might have felt about spreading God's news</p>	<p><b>The Qing Dynasty</b>  <b>Pupils will learn how dynasties have ruled China throughout history.</b>  Pupils are able to: know what a dynasty is, and compare Chinese and British history. To assess the position of the Qing in Chinese Imperial history</p>	<p><b>Pupils will learn how to keep themselves safe in the Food Room.</b> Pupils are able to: - explain equipment safety rules. - identify which equipment is safest for them to use. - identify where equipment is stored in the Food Room.</p>	<p><b>Pupils will learn to explore and identify different musical sounds using real instruments and apps.</b> Pupils are able to: - select and experiment with real instruments (keyboard, guitar, drums, percussion). - use technology (GarageBand, Chrome Music Lab, DJ app) to make and change sounds. - choose one sound or instrument they like best.</p>	<p><b>Pupils will learn to use improvisation to show identity.</b> Pupils are able to: - create scenes from everyday life. - show feelings through voice or body. - share experiences through role-play. - reflect on what the scene communicates.</p>	<p><b>FOOTBALL</b> <b>Pupils will learn how to use tactics that help the team keep possession.</b> Pupils are able to demonstrate using tactics during game situations that help the team keep possession of the ball.</p>	<p>Shading baseline assessment</p>	<p><b>Pupils will learn about the roles in organising a festival or event.</b> Pupils are able to: - identify different roles. - explain in more detail at least one role. - use a mind map to plan a version of Sandfest.</p>
Week 1 3 <sup>rd</sup> – 5 <sup>th</sup> Sept	<p>Back to School Activities <b>Baseline Assessments for reading and spelling.</b>  <b>Pupils will learn how to use a text to find information and interpret it.</b> Pupils are able to: - explain how Stevenson presents Mr. Utterson in the opening of the novella.</p>	<p>Back to School Activities <b>Baseline Assessments for maths fluency</b></p>	<p><b>Pupils will learn to express considered opinions to inform PSHE curriculum planning.</b> - I can explain the purpose of PSHE education, including Relationships, Sex, and Health education. - I can make meaningful suggestions about how PSHE education can be improved in our school. - I can prioritise the RSHE and wider PSHE topics that I consider to be most important.</p>	<p>INSET day</p>	<p><b>Pupils will learn how to use the new computer logins</b> Pupils are able to: - set up new login system with support. - login and get online independently.</p>	<p>Back to School Activities</p>	<p>Back to School Activities</p>	<p>Recap of food safety, hygiene and storage. Identifying preferred dishes to create. Identifying healthy dishes independently.</p>	<p><b>Pupils will learn to identify and describe the sounds that make up their daily world.</b> Pupils are able to: - identify sounds from school, home, or community. - describe sounds using words like loud/quiet, high/low, smooth/rough. - choose a personal sound that feels important to them (e.g. a bus engine, phone alert, laughter).</p>	<p><b>Pupils will learn to use drama games to develop group trust and ensemble skills.</b> Pupils are able to: - join in ice-breaker activities (e.g. name and movement games). - take turns leading and following actions. - work together in team-building games (e.g. zip zap boing, rhythm circles). - reflect on how the games helped build confidence in drama.</p>	<p><b>FITNESS</b> <b>Pupils to learn about the effects cycling has on the body.</b> Pupils are able to take part in a cycling lesson and describe 2 short term changes (i.e. breathing, temperature, heart rate) and 2 long terms changes to the body.</p>	<p>INSET day</p>	<p>INSET day</p>
	English	Maths	RSE/PSHE	Science	Computing	RE	History Mrs Wilson	Food and Nutrition	Music Miss Beed	Drama Miss Beed	PE Mr Gauden	Art Miss Hynes	Careers

EmployabilitySafeguardingSMSCEducational VisiSex and relationshipsBullyingOnline safety