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| Week 7<br>15 <sup>th</sup> – 19 <sup>th</sup> Dec | Christmas Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| Christmas Activities                                                                                                                                                                                                                                                                                                                                                                                                                  | Christmas Activities                                                                                                                                                                                                                                                              | Christmas Activities                                                                                                                                                                                                  | Christmas Activities                                                                                                                                                                                                                                           | Christmas Activities                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Pupils will take part in or observe The Swamp performance, demonstrating focus, confidence, and appreciation of music and drama.</b><br>Pupils are able to:<br>- focus, confidence, and respectful engagement during the performance.<br>- present their roles with timing, teamwork, and confidence.<br>- notice and describe how music, dialogue, and actions help tell the story.<br>- reflect on their own contribution or what they enjoyed and learned from watching the performance. |                                                                                                                                                                                                                                                                                                                                                                                                                    | Christmas Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Week 6<br>8 <sup>th</sup> – 12 <sup>th</sup> Dec  | <b>Pupils will learn how to express personal responses to poetry through speaking, writing, and creative tasks, and demonstrate their understanding through assessment.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics<br>- read part of a poem aloud clearly.<br>- use simple sentences to describe belonging.<br>- answer questions about a poem.<br><b>EL3</b> - Pupils are able to:<br>- E3.6 Make relevant contributions to group discussions about straightforward topics<br>- present a favourite poem with reasons.<br>- write a short response to a question using evidence.<br><b>L1</b> - Pupils are able to:<br>- L1.5 Express opinions and arguments and support them with evidence.<br>- deliver a short presentation analysing a poem.<br>- complete a comparative analysis using two poems.                                                                                                                                                                                                                                                          | <b>Pupils will learn how to read and understand fractions.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers.<br>- E2.10 Recognise simple fractions (halves, quarters and tenths) of shapes.<br>- E2.3 Recognise and sequence odd and even numbers up to 100.<br><b>EL3</b> - Pupils are able to:<br>- E3.7 Read, write and understand thirds, quarters, fifths and tenths.<br>- E3.7 Recall equivalent forms of thirds, quarters, fifths and tenths.<br><b>L1</b> - Pupils are able to:<br>- L1.8 Read, write, order and compare common fractions and mixed numbers.<br>- L1.9 Find fractions of whole number quantities or measurements.                                                                                                     | <b>Pupils will learn about saving, borrowing and financial fraud.</b><br>Pupils are able to:<br>- describe the benefits of saving and borrowing.<br>- explain how interest rates work in relation to saving and borrowing.<br>- judge when financial situations can present significant risk, and can explain why this may impact on someone's wellbeing.<br>- suggest ways to avoid negative financial risk from borrowing or fraud. | Paper                                                                                                                                                                                                                                                                             | <b>Pupils will learn how to create a line graph in Excel.</b><br>Pupils are able to:<br>- highlight the correct cells.<br>- choose the most appropriate line graph.<br>- check their graph shows all the information. | <b>Natural Resources – Pupils will learn what global food production is and its impacts. Pupils will be able to identify different sources of food, explain why food production can be harmful to the planet and understand what sustainable farming is.L1</b> | Christmas Fair                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Pupils will learn to develop listening, rhythm, and teamwork skills through festive-themed musical games.</b><br>Pupils are able to:<br>- demonstrate turn-taking and cooperation in group games.<br>- participate in rhythm or movement-based games (e.g. musical statues, pass the rhythm, Christmas sound quiz).<br>- reflect on what they enjoyed about making music together.                                                                                                          | <b>Supporting Rehearsals – “The Swamp” Pupils will assist with costumes, make-up, and final rehearsal preparation for the show.</b><br>Pupils are able to:<br>- help apply or organise costumes and make-up<br>- check that props, set, and sound cues are ready for performance<br>- demonstrate teamwork and support during full rehearsal<br>- reflect on their overall contribution to the production          | <b><u>WHEELCHAIR BASKETBALL</u></b> <b>Pupils will learn how to how to defend during games</b><br>Pupils are able to demonstrate attempts at stopping opposition attacks by tracking players, screening, intercepting the ball and attempting to block shots 5 times during games.<br><b><u>GYMNASTICS</u></b><br><b>Pupils will learn how to perform different types of shapes and balances on varying types of low/high equipment</b><br>Pupils are able to demonstrate performing a shape or balance (i.e. tuck, straddle) on 3 different types of equipment (i.e. bench, beam, trapeze, ropes, climbing frame).                                          |
| Week 5<br>1 <sup>st</sup> – 5 <sup>th</sup> Dec   | <b>Pupils will learn how poets explore themes of displacement, migration, and the emotional impact of losing or longing for a homeland.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.20 Use adjectives and simple linking words in the appropriate way.<br>- identify positive and negative words.<br>- identify who a poem is about.<br>- identify shared ideas.<br><b>EL3</b> - Pupils are able to:<br>- E3.10 Identify different purposes of straightforward texts.<br>- describe a speaker's feelings about home.<br>- explain the message of a poem.<br>- use a table to compare poems.<br><b>L1</b> - Pupils are able to:<br>- L1.17 Read and understand a range of specialist words in context.<br>- L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate.<br>- analyse how Rumens uses contrast to show displacement.<br>- explore how Zephaniah uses voice and repetition.<br>- write a comparative analysis on displacement and hope.                                                                                                                                                                                                 | <b>Pupils will learn how to understand numbers in context.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.5 Subtract two-digit numbers, with exchanging.<br>- Subtract two-digit measures, with exchanging.<br><b>EL3</b> - Pupils are able to:<br>- E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 <b>and use this rounded answer to check results.</b><br>- Use addition and subtraction to solve measurement problems with three+ digit numbers.<br><b>L1</b> - Pupils are able to:<br>- L1.12 Approximate by rounding to a whole number or to one or two decimal places.<br>- L1.3 Multiply and divide whole numbers and decimals by 10, 100, 1000<br>- Use addition and subtraction to solve measurement problems with three+ digit numbers and decimals that may involve converting. | <b>Pupils will learn about the business and economic environment and how personal financial choices can affect ourselves, others and the economy.</b><br>Pupils are able to:<br>- assess the risks and explain the consequences of making different financial decisions.<br>- describe the responsibilities of consumers.<br>- assess how my choices might affect the economy.                                                        | Revision/practice paper                                                                                                                                                                                                                                                           | <b>Pupils will learn how to create a bar chart in Excel.</b><br>Pupils are able to:<br>- highlight the correct cells.<br>- choose the most appropriate bar chart.<br>- check their graph shows all the information.   | <b>Natural Resources – Pupils will learn what renewable and non-renewable energy resources are</b><br>Pupils will be able to identify renewable and non-renewable energy sources and understand the difference between them. L2                                | <b>Pupils will learn how to order the cooking of vegetables in a stir fry.</b><br>Pupils are able to:<br>- understand that vegetables take different amount of time to cook based on make-up, size and how they have been prepared.<br>- understand that harder and larger vegetables will take longer to cook.<br>- cut their vegetables into appropriate sizes.<br>- fry their vegetables in an appropriate order.                                            | <b>Pupils will learn to share their music with the school or community and reflect on their experience.</b><br>Pupils are able to:<br>- perform confidently to an audience.<br>- describe how music can bring people together.<br>- demonstrate positive performance behaviour.<br>- reflect on what they enjoyed and achieved.                                                                                                                                                                | <b>Supporting Rehearsals – “The Swamp” Pupils will assist with costumes, make-up, and final rehearsal preparation for the show.</b><br>Pupils are able to:<br>- help apply or organise costumes and make-up<br>- check that props, set, and sound cues are ready for performance<br>- demonstrate teamwork and support during full rehearsal<br>- reflect on their overall contribution to the production          | <b><u>WHEELCHAIR BASKETBALL</u></b><br><b>Pupils will learn how to counterattack during games</b><br>Pupils are able to demonstrate winning the ball back and executing fast passes, dribbles to get in good shooting positions and shoot towards the basket during games.<br><b><u>GYMNASTICS</u></b><br><b>Pupils will learn how to perform different types of travel on gym mats and/or low apparatus</b><br>Pupils are able to demonstrate 5 different types of travel on mats and benches, such as walking, crawling, hopping, jumping, animal movements, sliding, Add different types of travel to a basic routine. Perform routine to peers.          |
| Week 4<br>24 <sup>th</sup> – 28 <sup>th</sup> Nov | <b>Pupils will learn how poetry can reflect cultural identity, heritage, and the significance of place in shaping a sense of belonging.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.9 Understand organisational markers in short, straightforward texts<br>- E2.17 Communicate information in words, phrases and simple sentences<br>- identify cultural references in a poem.<br>- identify places mentioned in a poem.<br>- match themes to poems.<br><b>EL3</b> - Pupils are able to:<br>- E3.18 Communicate information, ideas and opinions clearly and in a logical sequence.<br>- explain what the speaker learns.<br>- describe the speaker's view of the area.<br>- use sentence frames to compare two poems.<br><b>L1</b> - Pupils are able to:<br>- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words.<br>- L1.24 Use format, structure and language appropriate for audience and purpose.<br>- analyse how Chingonyi explores identity and tradition.<br>- explore how setting reflects belonging.<br>- compare how both poets explore cultural identity. | <b>Pupils will learn how to subtract numbers using written and mental methods.</b><br><b>EL2</b> - Pupils are able to:<br>- E2.5 Subtract two-digit numbers, without exchanging.<br>- Subtract two-digit measures, without exchanging.<br><b>EL3</b> - Pupils are able to:<br>- E3.2 Subtract three-digit whole numbers, without exchanging.<br>- E3.2 Subtract three-digit whole numbers, with exchanging.<br>- Subtract three-digit measures that may need converting.<br><b>L1</b> - Pupils are able to:<br>- Subtract four-digit numbers, with or without exchanging.<br>- Subtract four-digit measures that may need converting.<br>- L1.11 Subtract decimals with 2 decimal places.                                                                                                                                 | <b>Pupils will learn how to analyse information and ask questions that aid in decision making.</b><br>Pupils are able to:<br>- explain how to make informed choices.<br>- explain how the Bank of England uses different sources of information to help make its decisions.<br>- assess the reliability of financial information.<br>- assess the risk in relation to financial decision making.                                      | <b>Pupils will learn about sources of energy</b><br>Pupils are able to:<br>- describe the main energy sources that we can use on Earth.<br>- classify sources of energy as either renewable or non-renewable.<br>- explain why both renewable and non-renewable sources are used. | <b>Pupils will learn how to create a pie chart in Excel.</b><br>Pupils are able to:<br>- highlight the correct cells.<br>- choose the most appropriate pie chart.<br>- check their graph shows all the information.   | <b>Natural Resources – Pupils will learn what renewable and non-renewable energy resources are</b><br>Pupils will be able to identify renewable and non-renewable energy sources and understand the difference between them. L1                                | <b>Pupils will learn how to locate the origin of ingredients for different worldwide cuisines.</b><br>Pupils are able to:<br>- identify a range of cuisines, ingredients, cooking techniques and equipment used around the world.<br>- know that some ingredients need to be imported.<br>- describe advantages to buying food locally and seasonally in the UK.<br>- try different stir-fried vegetables and sauces and make choices for their dish next week. | <b>Pupils will learn to rehearse for a community or school performance.</b><br>Pupils are able to:<br>- perform their pieces from memory or prompt.<br>- demonstrate awareness of audience and teamwork.<br>- describe the purpose of performing for others.<br>- help plan the running order or introduce songs.                                                                                                                                                                              | <b>Supporting Rehearsals – “The Swamp” Pupils will learn to prepare and operate sound effects for rehearsal scenes.</b><br>Pupils are able to:<br>- select appropriate sounds to match actions or atmosphere<br>- operate audio equipment or cue sound effects at the correct time<br>- demonstrate awareness of timing and coordination with performers<br>- reflect on how sound effects enhance the performance | <b><u>WHEELCHAIR BASKETBALL</u></b><br><b>Pupils will learn how to create shooting opportunities during games</b><br>Pupils are to demonstrate dribbling the ball towards the basket and using accurate passes to pass to players in shooting positions.<br><b><u>GYMNASTICS</u></b><br><b>Pupils will learn how to perform different types of individual balances on different part of the body</b><br>Pupils are able to demonstrate 3 different types of balances, such as single leg balances, 2 hands & 1 leg, 2 legs and 1 hand, standing, supported, kneeling, sitting. Add different types of balances to a basic routine. Perform routine to peers. |
|                                                   | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RSE/PSHE                                                                                                                                                                                                                                                                                                                                                                                                                              | Science                                                                                                                                                                                                                                                                           | Computing                                                                                                                                                                                                             | Geography<br>Mrs Wilson                                                                                                                                                                                                                                        | Food and Nutrition                                                                                                                                                                                                                                                                                                                                                                                                                                              | Music<br>Miss Beed                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Drama<br>Miss Beed                                                                                                                                                                                                                                                                                                                                                                                                 | PE<br>Mr Gauden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| Week 3<br>17 <sup>th</sup> – 21 <sup>st</sup> Nov | <p><b>Pupils will learn how poets use sensory language and imagery to evoke memories of childhood and reflect on past experiences.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.12 Use illustrations, images and captions to locate information.</li></ul> <p>-identify sensory words.</p> <p>- match lines to images.</p> <p>- identify shared themes.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.12 Understand organisational features and use them to locate relevant information.</li><li>- describe a scene and emotions.</li><li>- explain how a poem shows childhood.</li><li>- use a Venn diagram to compare.</li></ul> <p><b>L1</b>- Pupils are able to:</p> <ul style="list-style-type: none"><li>- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes.</li><li>- explore how Clare uses nature to evoke memory.</li><li>- analyse how Brontë uses imagery to reflect memory.</li><li>- write a comparative response focusing on tone and imagery.</li></ul>                                     | <p><b>Pupils will learn how to use numbers appropriately.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.5 Add two-digit numbers, with regrouping.</li></ul> <p>- Add two-digit measures, with regrouping.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.6 Recognise and continue linear sequences of numbers up to 100.</li><li>- E3.9 Recognise and continue sequences that involve decimals.</li></ul> <p><b>L1</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- L1.2 Recognise and use positive and negative numbers.</li><li>- L1.7 Follow the order of precedence of operators</li></ul>                                                                                                                              | <p><b>Pupils will learn about the role of the Bank of England and how the economy, and other factors, affect decisions.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- describe how different parts of the economy are connected.</li><li>- describe the role of the Bank of England in the economy.</li><li>- explain what influences financial decisions.</li></ul>                                                                                                                                                                                                            | <p><b>Pupils will learn about wastage of energy during transferal</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- understand that energy can be wasted or lost to the surroundings.</li><li>- recall that energy lost to the surroundings is not useful energy.</li><li>- describe how to reduce unwanted energy transfers.</li><li>- be able to use: efficiency = ( useful energy output / total energy input) x 100%.</li></ul> | Cinema Trip                                                                                                                                                                                                                                                                                                                                               | <p><b>Natural Resources – Pupils will learn</b> what are they, where are they found, and why are they important.</p> <p>Pupils will be able to Name some natural resources and describe how they can be used L2</p> | <p><b>Pupils will learn how to identify ways diets can be healthier and more sustainable.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- show a way a recipe can be modified to support a healthier and more sustainable diet.</li><li>- identify different sources of protein.</li><li>- explain how reducing the amount of food waste at each stage of the 'farm to fork' journey has financial and environmental benefits.</li><li>- cook and compare meat and plant-based meat.</li></ul>  | <p><b>Pupils will learn to sing or sign familiar carols as part of a group.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- demonstrate singing or signing with confidence.</li><li>- identify lyrics and melody changes.</li><li>- describe how to perform expressively.</li><li>- choose props or instruments to support performance.</li></ul>               | <p><b>Supporting Rehearsals – “The Swamp” Pupils will explore lighting cues and assist with lighting for rehearsal scenes.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- identify lighting needs for different scenes</li><li>- operate simple lighting cues or assist the lighting technician</li><li>- demonstrate understanding of how lighting affects mood and focus</li><li>-reflect on how lighting supports the story and performance</li></ul> | <p><b>TRAMPOLINING</b></p> <p><b>Pupils will learn how to perform a routine including 5 different moves.</b></p> <p>Pupils to be able to perform a routine consisting of a star jump, seat drop to feet, tuck jump, half twist jump, straight jump, stop. Repeat routine 3 times.</p> <p><b>BASKETBALL</b></p> <p><b>Pupils will learn how to counter-attack with speed during games.</b></p> <p>Pupils are able to demonstrate fast dribbling with the ball towards the basket, running forwards into space to support, passing to players in shooting positions and shooting towards the basket.</p>                                    |
| Week 2<br>10 <sup>th</sup> – 14 <sup>th</sup> Nov | <p><b>Pupils will learn how poetry can express emotions and relationships, particularly within families, and how to compare these portrayals.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.10: Use effective strategies to find the meaning of words.</li><li>- identify who a poem is about.</li><li>- match lines of a poem to emotions.</li><li>- identify similarities in two poems.</li></ul> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.10: Identify the different purposes of straightforward texts.</li><li>- describe the relationship between the speaker and sister.</li><li>- identify the speaker’s feelings about her brother.</li><li>- use sentence starters to compare themes.</li></ul> <p><b>L1</b>- Pupils are able to:</p> <ul style="list-style-type: none"><li>- L1.10: Compare information, ideas and opinions in different texts.</li><li>- analyse how nature is used to express emotion.</li><li>- compare the portrayal of sibling relationships within ‘To My Sister’.</li><li>- write a short comparative paragraph using evidence.</li></ul> | <p><b>Pupils will learn how to add numbers together using written and mental methods.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.5 Add two-digit numbers, without regrouping.</li></ul> <p>- Add two-digit measures, without regrouping.</p> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.2 Add three-digit whole numbers, without regrouping.</li><li>- E3.2 Add three-digit whole numbers, with regrouping.</li></ul> <p>- Add three-digit measures that may need converting.</p> <p><b>L1</b>- Pupils are able to:</p> <ul style="list-style-type: none"><li>- Add four-digit numbers, with or without regrouping.</li><li>- Add four-digit measures that may need converting.</li><li>- L1.11 Add decimals with 2 decimal places.</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></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- recognise the difference between online and real friends.</li><li>- understand that social media sometimes does not reflect real life.</li><li>- know from whom to get help and advice about online stress, including the Every Mind Matters website.</li><li>- identify helpful strategies to manage online stress.</li></ul> | <p><b>Pupils will learn about transferal of energy</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- recall that energy cannot be created or destroyed.</li><li>- understand that energy can be transferred from one form to another.</li><li>- use simple Sankey diagrams.</li><li>- use energy transfer diagrams.</li></ul>                                                                                                       | <p><b>Pupils will learn how to decide which chart will show data most effectively.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- identify the differences between bar, pie and line charts.</li><li>- identify which chart would be best for which data.</li><li>- answer questions based around all three graphs.</li></ul> | Cinema Trip                                                                                                                                                                                                         | Cinema Trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Pupils will learn to perform simple rhythmic patterns to accompany carols.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- demonstrate accurate rhythm playing with a pulse.</li><li>- identify changes in tempo and dynamics.</li><li>- describe how percussion supports a song.</li><li>- play as part of a small group.</li></ul>                      | <p><b>Supporting Rehearsals – “The Swamp” Pupils will support the rehearsal by creating and organising the set and props.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- select and arrange props for scenes</li><li>- assist with building or adjusting set pieces</li><li>- demonstrate awareness of scene changes and transitions</li><li>- reflect on how set and props enhance the performance</li></ul>                                            | <p><b>TRAMPOLINING</b></p> <p><b>Pupils will learn how to perform a routine including 5 different moves.</b></p> <p>Pupils to be able to perform a routine consisting of a star jump, seat drop to feet, tuck jump, half twist jump, straight jump, stop. Repeat routine 3 times.</p> <p><b>BASKETBALL</b></p> <p><b>Pupils will learn how to attack in a 1v1 situation</b></p> <p>Pupils are able to demonstrate dribbling and feinting skills when attacking in a 1v1 situation.</p>                                                                                                                                                    |
| Week 1<br>3 <sup>rd</sup> – 7 <sup>th</sup> Nov   | <p><b>Pupils will learn how poets use language and imagery to explore personal identity and the concept of belonging.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.8: Understand the main points in texts.</li><li>- identify key words in a poem.</li><li>- match words to images from a poem.</li><li>- identify rhyming words and repetition.</li></ul> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.9: Identify, understand and extract the main points and ideas in and from texts.</li><li>- recognise the theme of belonging in a poem.</li><li>- describe the setting and feelings of a speaker.</li><li>- explain how a speaker feels about their identity.</li></ul> <p><b>L1</b>- Pupils are able to:</p> <ul style="list-style-type: none"><li>- L1.11 Identify meanings in texts and distinguish between fact and opinion</li><li>- explain how poets use language to explore belonging.</li><li>- analyse how a poet uses contrast to show identity.</li><li>- explore how language and structure reflect dual heritage.</li></ul>                              | <p><b>Pupils will learn how to read and use decimals.</b></p> <p><b>EL2</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E2.11 Read, write and use decimals to one decimal place.</li></ul> <p><b>EL3</b> - Pupils are able to:</p> <ul style="list-style-type: none"><li>- E3.8 Read, write and use decimals up to two decimal places.</li><li>- E3.9 Recognise and continue sequences that involve decimals.</li></ul> <p><b>L1</b>- Pupils are able to:</p> <ul style="list-style-type: none"><li>- L1.10 Read, write, order and compare decimals up to three decimal places.</li></ul>                                                                                                                                                                                                                       | <p><b>Pupils will learn about the effects of change, loss, and grief.</b></p> <p>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 the scientific parts of road safety</b></p> <p>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> | <p><b>Pupils will learn how to use functions for a large data spreadsheet.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- use SUM, MAX, MIN and COUNT.</li><li>- identify where they need to change their function due to data spread.</li></ul>                                                                              | Natural Resources – Pupils will learn what are they, where are they found, and why are they important. <p>Pupils will be able to Name some natural resources and describe how they can be used L1</p>               | <p><b>Pupils will learn how to describe the food origins of ingredients in dishes and meals.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- explain that all food produced, processed and consumed around the world must be grown, reared or caught.</li><li>- explain why food is sourced, processed and sold in different ways.</li><li>- identify the food origins (geographic location and season) of different food.</li><li>- identify labels that give additional assurances.</li></ul> | <p><b>Pupils will learn to recognise and perform rhythms used in celebration.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- identify music used for different celebrations.</li><li>- demonstrate keeping a steady beat using percussion.</li><li>- choose appropriate instruments for the theme.</li><li>- describe how rhythm creates excitement.</li></ul> | <p><b>Supporting Rehearsals – “The Swamp” Pupils will learn lines and cues to support the rehearsal process.</b></p> <p>Pupils are able to:</p> <ul style="list-style-type: none"><li>- practise and recall lines for their character or a supporting role</li><li>- follow cues from the script and respond at the correct time</li><li>- demonstrate focus and attention during rehearsal</li><li>- reflect on how learning lines contributes to the performance</li></ul>         | <p><b>TRAMPOLINING</b></p> <p><b>Pupils will learn how to perform a routine including 5 different moves.</b></p> <p>Pupils to be able to perform a routine consisting of a star jump, seat drop to feet, tuck jump, half twist jump, straight jump, stop. Repeat routine 3 times.</p> <p><b>BASKETBALL</b></p> <p><b>Pupils will learn how to perform a lay up shot in small game situations</b></p> <p>Pupils are able to demonstrate using all aspects of the set shot technique 5 times during a game situation (i.e. dribble, 2 steps, jump and gently releasing the ball towards the top corner of the square on the backboard).</p> |
|                                                   | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RSE/PSHE        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                   | Computing                                                                                                                                                                                                                                                                                                                                                 | Geography Mrs Wilson                                                                                                                                                                                                | Food and Nutrition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Music Miss Beed                                                                                                                                                                                                                                                                                                                                                                            | Drama Miss Beed                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PE Mr Gauden                                              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