



	<p>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Thursdays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Thursdays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Thursdays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Thursdays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Thursdays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>			
<b>Book Club</b>	<p>Weekly Ongoing: To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>							

	<p>ideas and challenging views courteously.</p> <p>To recommend texts to peers based on personal choice.</p>							
<b>English Writing</b>	<p>King Lear Presenting a script</p> <p>Beowulf- sentence types review (exit tickets)</p>	<p>-ly and -ing openers Moving sentence chunks Setting description</p>	<p>Anglo-Saxons Myths and legends Modals Cohesion</p>	<p>Anglo-Saxons Myths and legends Beowulf Balanced argument</p>	<p>Anglo-Saxons Myths and legends Beowulf Factual information</p>			
<b>Maths</b>	<p>Decimals and percentages</p>	<p>Perimeter and Area</p>	<p>Perimeter and Area</p>	<p>Statistics</p>	<p>Statistics</p>			
<b>Science</b> Animals, including humans	<p>Animals, including humans <b>Can they describe the changes as humans develop top old age?</b> Describe the stages of human development *Timeline <a href="#">DE Lesson 1</a> Watch <a href="#">this</a> and create timeline of six stages with drawings <a href="#">Twinkl L1</a></p>	<p>Explain how babies grow and develop *graphs for first year of a babies development <a href="#">DE Lesson 4</a>  <a href="#">Twinkl L2</a></p>	<p>Describe and explain the main changes in puberty *Talk completed by the nurse  <a href="#">Twinkl L3</a></p>	<p>Identify changes in old age *Poster to stay healthy in old age <a href="#">DE Lesson 6</a>  <a href="#">Twinkl L4</a>- true/false cards</p>	<p>Gestation periods *Investigate correlation between classification of animal type and gestation period.  *Practical and photos <a href="#">DE Lesson 3</a>  <a href="#">Twinkl L5</a>  EXT: Life expectancy and gestation period <a href="#">Twinkl L6</a></p>			
<b>History</b> Anglo-Saxons and Scots		<p>Roman withdrawal from Britain The fall of the Western Empire Invasions including: Scots invasions from Ireland to North Britain (now Scotland); Anglo</p>	<p>Anglo Saxon settlements and kingdoms: place names and village life  <a href="#">Lesson 3 Twinkl activity and maps</a></p>	<p>Anglo Saxon art and culture  <a href="#">Lesson 4 and 7</a>  Use the Internet or books for research and find out more about one of the</p>	<p>to discover what runes looked like • To explore how writing changed during the Anglo-Saxon period • To find out about some famous Saxon manuscripts</p>	<p>Resistance by Alfred the Great and Athelstan, first King of England Viking invasions and Danegeld Edward the Confessor and his death in 1066</p>	<p>Trade The legacy and impact of Anglo Saxons and Vikings today  <a href="#">Twinkl- L6</a></p>	

		<p>Saxon invasions; Viking raids and invasions</p> <p>Lesson 2</p>		<p>artefacts. Feedback to the whole class and fill in the History Detective Artefact Recording sheet.</p>	<p>Lesson 8</p> <p>Anglo Saxon laws and justice</p> <p>Beliefs and religion including the Christian conversion (Canterbury, Iona and Lindisfarne)</p> <p>Lesson 9</p>		Lesson 6		
--	--	----------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------	--	--

<b>Geography</b> N/A	<b>Locational Knowledge</b> <b>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics</b> <ul style="list-style-type: none"> <li>Understand how land use has changed in the UK since Anglo Saxon settlers</li> <li>Describe the impact settlers have on an area and compare the impact now to invaders and settlers during Anglo-Saxon days</li> </ul>							
<b>Computing</b> <b>Purple Mash scheme and objectives for</b>	Purple Mash  5.5 Game creator  5.8 Word Processor 9Anglo-							

<p>each unit can be found <a href="#">here</a></p> <p>*Refer to LTP for E safety</p>	<p>Saxon Link)</p>							
<p><b>Art</b></p>			<p><a href="https://www.google.co.uk/search?q=pointillism&amp;ie=UTF-8&amp;oe=UTF-8&amp;hl=en-gb&amp;client=safari#mie=e,overview,pointillism,H4sIAAAAAAAAAAONqVuLUz9U3MDQzqEp6xOjMLfDyxz1hKatJa05eYzTh4grOyC93zSvJLKKUUuNig7JkuHilELo0GKS4uRBcHgBglk4YUwAAA_A">https://www.google.co.uk/search?q=pointillism&amp;ie=UTF-8&amp;oe=UTF-8&amp;hl=en-gb&amp;client=safari#mie=e,overview,pointillism,H4sIAAAAAAAAAAONqVuLUz9U3MDQzqEp6xOjMLfDyxz1hKatJa05eYzTh4grOyC93zSvJLKKUUuNig7JkuHilELo0GKS4uRBcHgBglk4YUwAAA_A</a></p>					
<p><b>DT</b></p> <p>Materials and components- make a bridge</p> <p>*Following Kapow</p>	<p><b>Design</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion and prototypes.</li> </ul> <p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of materials and components, including construction materials, according to their functional properties</li> </ul>	<p><b>Design</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion and prototypes.</li> </ul>	<p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</li> <li>Select from and use a wider range of materials, components and construction materials according to their functional</li> </ul>	<p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</li> <li>Select from and use a wider range of materials, components and construction materials according to their functional</li> </ul>	<p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials according to their</li> </ul>			

	<p>and aesthetics qualities.</p> <p><b>Evaluate</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> </ul> <p><b>Technical knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<p><b>Make</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] accurately.</li> <li>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Technical knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	properties and aesthetic qualities.	properties and aesthetic qualities.	<p>functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Technical knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>			
<b>PE</b> Competitive Games- Netball								
<b>PSHCE</b> Relate			H26. that for some people gender identity does not correspond with their biological sex	H30. to identify the external genitalia and internal reproductive organs in males and females and how the	H31. about the physical and emotional changes that happen when approaching and during puberty (including			

				process of puberty relates to human reproduction.	menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).			
<b>Music</b> Music from around the world	L1 <a href="#">Africa</a>	L2 <a href="#">Sakura</a> part 1	L3 <a href="#">Sakura</a> part 2	L4 <a href="#">Carribean</a> Part 1	L5 <a href="#">Carribean</a> part 2 L6 <a href="#">Celebration</a>			
<b>RE Christianity – What did Jesus do to save human beings?</b>  Explain the roles of 'Father, Son and Holy Spirit' in some Christian views of God.  Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in a relationship with God.  Analyse how diverse expressions of Christian worship can reinforce faith and belief.								



I can explain how many Christians believe that Jesus died in order to save human beings								
French Shopping for food	See End points <a href="#">here</a>							