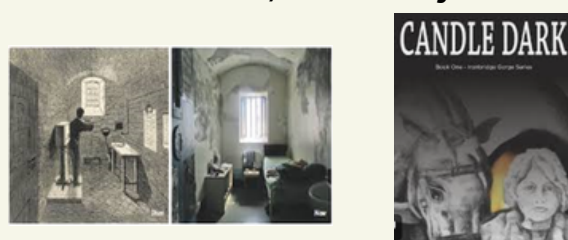


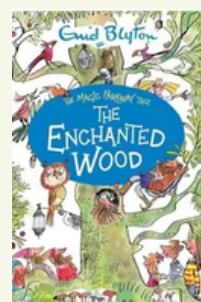
ENGLISH

To draft and write by composing and rehearsing sentences orally.
 To organise paragraphs around a theme, narratives, creating settings, characters and plot.
 To plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary.



LRR

To explain the meaning of words in context.
 To ask questions to improve their understanding of a text.
 To confidently make inferences such as inferring characters' feelings, thoughts, and motives from their actions which they justify with evidence from the text.
 To predict what might happen from details stated and implied.
 To discuss words and phrases that capture the reader's interest and imagination.
 To identify the main ideas drawn from more than one paragraph and summarise these.



FRENCH

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language.

MUSIC

Composing
 Create a piece based on a mood

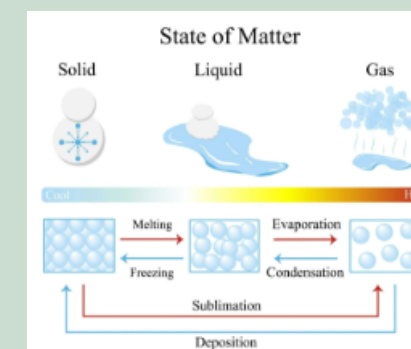
Listening
 appreciate and understand a wide range of music.

Symphony No. 5 – Beethoven
 Take the A Train – Duke Elliot

SCIENCE

CHANGES OF STATE

To compare and group materials together, according to whether they are solids, liquids or gases (actively model solids, liquids and gases).
 To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
 To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



HISTORY

To know when and where the Industrial Revolution began.
 To know why the Industrial Revolution was important to Britain.
 To know why coal and iron were so important for the Industrial Revolution.
 To know the impact that canals had on trade and transport in Britain.
 To know the significance of the steam engine during the Industrial Revolution.
 To know about the first train lines to be built in Britain.
 To know some of the reasons why Telford was a good place to start the Industrial Revolution.

ICT

To know how to develop the use of count-controlled loops in a different programming environment.
 To know that in programming there are infinite loops and count-controlled loops.
 To know how to develop a design that includes two or more loops which run at the same time.
 To know how to modify an infinite loop in each program.
 To know how to design a project that includes repetition.
 To know how to create a project that includes repetition.

PE

Cricket (Striking and Fielding Unit)
 Pupils develop fundamental striking, fielding, and teamwork skills through small-sided games and skill-based activities.
Tennis (Net and Wall Games Unit)
 Pupils learn racket control, coordination, and rallying skills through progressive activities and mini-games.

MATHS

Week 1 - Prepare for MTC
 Week 2 - Assessment Week
 Week 3 - Four operations
 Week 4 - Statistics
 Week 5 - Measurement - Area
 Week 6 and 7 - Revisit and review

RE - CHRISTIANITY



Key Question: Do people need to go to church to show they are Christians?

To know how important going to church is for Christians.
 To know why some followers of the Christian faith go to church.
 To know what happens during worship and why it happens.
 To know and understand how Christians lead their lives each day.
 To know and explain why going to the church is important for most Christians.
 To know how to apply my knowledge to answer the key question.

PSHE

Growing and changing
 1) Growing-up Girls
 2) Growing-up Boys
 3) Changing Emotions
 4) Personal Hygiene
 5) Dental Hygiene
 6) Sleep Hygiene

ART - SCULPTURE

To look at the artwork of an artist (Alberto Giacometti).
 To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
 To demonstrate awareness in environmental sculpture and found object art.
 To plan and design a model from observation and imagination.
 To show understanding of space, shape and form.
 To cut, make and combine shapes to create recognisable form.
 To use a variety of materials