





## Curriculum | Medium Term Plan – Spring 2022



<b>Challenge Pack:</b>	A Day At the Museum – How can we make our own pop-up museum?	<b>Challenge outcome:</b>	To create a pop-up museum Oracy focus – Chn will become experts on prehistoric and Ancient Greek civilisations. As museum curators, they will deliver workshops to the school community on ancient techniques used to create art and artefacts.	<b>NC Year:</b> <b>Length of term:</b>	<b>3</b> <b>13</b>
<b>Summary</b>	Chn will learn about early European humans in the Neolithic era of the stone age, the bronze and iron ages. They will learn about the ancient Greeks. They will learn about each civilisation and about the influence they have on the modern world. The focus will be tools, weapons/armour and art.	<b>Hook:</b>	Freshwater theatre company workshop on the stone age		
<b>Key texts:</b>	<b>Fiction:</b> Ug: Stone age boy genius, Stone age boy, The wild way home, Stig of the dump, The orchard book of Greek myths <b>Non-Fiction:</b> Historium, Ancient Warriors, Timeline: A visual history of the world, The secrets of Stone Henge	<b>Trips and visits:</b>	Children will visit the Birmingham Museum to experience what a museum is like	<b>Inspire sessions:</b>	N/A
 I am beginning to project my voice so that I can be heard across a room I can scan the audience whilst speaking	 I am starting to choose and make use of words related to the talk genre I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang.	 I can use evidence to back up my point. I can share key information with the audience	 I can speak without excessive hesitation I feel confident to deliver lines that I have		

NICER: Now, Independence, Creativity, Enterprise, Regional.

Let RIP: Real, Immersive and Purposeful

	Maths:	English:	Class reader:	NICER:	Discrete/Special events:
04.01.22	<p><b>Area of learning:</b> Multiplication and division.</p> <p><b>Knowledge and skills:</b> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p><b>Mental maths focus:</b> Recall multiplication facts for 2, 4 and 8 times tables.</p> <p>WALT: Use multiplication facts to solve other multiplication problems.</p> <p>WALT: Multiply 2-digit by 1-digit numbers with no exchanging.</p> <p>WALT: Multiply 2-digit by 1-digit numbers with exchanging.</p> <p>WALT: WALT: Divide 2-digit by 1-digit numbers with no remainder.</p>	<p>Purpose: To inform Text type: <b>Stig of the dump/ Stone age boy</b>- chn to write a recount about a day in the life in the stone age.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>— Understand past and present tense including the progressive form and when to use it</li> <li>— Use paragraphs to group similar ideas together</li> </ul> <p>Write a simple sequence of events that are related to each other</p> <ul style="list-style-type: none"> <li>- Know how to join clauses using various conjunctions</li> <li>- To use technical vocabulary appropriate to the text type</li> </ul>	<p><b>Stone Age Boy</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b>What is our challenge pack?</b></p> <p><b>Launch the challenge pack.</b> Read the story of Ug to encourage class discussion about how different things were for early humans – Complete ‘explore the challenge pack’.</p> <p><u>Killer questions</u> When and where did the Stone Age, Bronze Age and Iron Age exist? How do we know as historians what took place at these different times?</p> <p>(H2.2a) As <b>historians</b> WALT: Question why features of historical societies still exist so that we can understand prehistoric Europe. <b>Outcome</b> – Introduce all 3 eras (Stone, Bronze/iron and Greeks) and plot on a timeline in chronological order.</p> <p>Hook - Freshwater theatre company Stone Age</p> <p>(H2.1a) As <b>historians</b> WALT: use BC and AD so that we can identify time periods on a timeline. <b>Outcome</b> – Breakdown of all 3 eras of the stone age and explain we will only be studying the most recent (Neolithic) and when it happened in Europe. Plot on map and timeline. Use BC, BCE and AD</p> <p><b>Link to challenge outcome</b> (for week’s learning) – Chn will know the difference between pre-history and history. They will be able to say when early man lived in The UK and Europe.</p>	<p><a href="#">Epiphany</a> (6 January)</p>
Homework	<p><b>Number bond or timetables practise:</b> Divide 100 into 2,4,5 and 10 equal parts.</p>	<p><b>Spellings:</b></p> <p><b>Words with short /i/ sound spelt with ‘y’</b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> Using the images on the sheet provided, explain what you think the artist was trying to tell us. What are the images of? Why do we think they have helped us to learn about early man.</p>	
10.01.22	<p><b>Area of learning:</b> Multiplication and division.</p> <p><b>Knowledge and skills:</b> To solve problems, including missing number problems,</p>	<p>Purpose: To inform Text type: <b>Stig of the dump</b>- chn to write a recount about a day in the life in the stone age.</p> <p>Knowledge and Skills:</p>	<p><b>Stone Age boy</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> </ul>	<p><b>What does art tell us about early man?</b></p> <p><u>Killer questions</u> What was life like in Early Britain during these times, and how did things change over these periods?</p>	<p><a href="#">World Religion Day</a> (16 January)</p>

	<p>involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Mental maths focus:</b> Use multiplication facts to solve other multiplication problems.</p> <p>WALT: Divide 100 into 2,4,5 and 10 equal parts.</p> <p>WALT: Divide numbers with remainders.</p> <p>WALT: Divide 2-digit by 1-digit numbers with remainders.</p> <p>WALT: use scaling to answer division problems.</p>	<ul style="list-style-type: none"> <li>- To plan using ideas gathered from wider reading and modelling</li> <li>- To demonstrate an understanding of purpose and audience</li> <li>- To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</li> </ul>	<p>•Reading plus</p>	<p><b>How do we know as historians what took place at these different times?</b></p> <p>(H2.2b) As <b>historians</b> WALT: use different sources of information so that we can build on specific time periods in the past. (British stone age man/homo sapiens.) <b>Outcome</b> – Chn given dates and places to plot (Neolithic) stone age man on a world map and class timeline and draw attention to Europeans as this is the focus, use ICT, books and maps.</p> <p>(H2.2f) As <b>historians</b> WALT: choose relevant materials so that we can understand aspects of stone-age life. <b>Outcome</b> – What artefacts exist from the stone age? Focus on tools, weapons and art and what they tell us about prehistoric life in the UK. Chn given pictures of each of these to discuss what they think the purpose is and what they tell us about life.</p> <p>(H2.2f) As <b>historians</b> WALT: choose relevant materials so that we can question aspects of stone-age life. <b>Outcome</b> – Research lesson on cave painting theories using previous session’s questions as a starting point.</p> <p>(A3.1a) As <b>artists</b> WALT: observe methods and ideas so that we can compare different artists work. <b>Outcome</b> – Create cave paintings using different techniques:</p> <ul style="list-style-type: none"> <li>• Paint blowing with straws for handprints</li> <li>• Black, yellow, red finger painting of animals</li> </ul> <p><b>Link to challenge outcome</b> (for week’s learning) – Chn will know about the different art techniques used during the stone age. They will know about the different tools and weapons used during the stone age and how this began to affect the diet eaten by early man.</p>	
<p>Homework</p>	<p><b>Number bond or timetables practise:</b> Divide 2-digit by 1-digit numbers with remainders.</p>	<p><b>Spellings:</b> <u>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable</u></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> Using the sheet provided (images of tools from the stone, bronze and iron-age), chn will explain how they think the diet of early man changed. How did using metals, improve life?</p>	

<p><b>Area of learning:</b> Measurement: Money</p> <p><b>Knowledge and skills:</b></p> <p>To add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p><b>Mental maths focus:</b> Divide 2-digit by 1-digit numbers with remainders.</p> <p>WALT: Count money in pence.</p> <p>WALT: Count money in pounds.</p> <p>WALT: Understand that money can be represented using both pounds and pence.</p> <p>WALT: How to convert money between pounds and pence.</p>	<p>Purpose: To inform Text type: <b>Stig of the dump</b>- non- chronological report. About the different tools, weapons, armour and diet from the bronze/iron age and Ancient Greece.</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>Use paragraphs to group similar ideas together</u></li> <li>- <u>Know what an apostrophe is and the rules for possession</u></li> <li>- <u>Understand how words are contracted and the rule for using apostrophes for omissions (SODA)</u></li> <li>- <u>To use simple organisational devices in non-narrative writing- headings and subheadings.</u></li> <li>- <u>Use expanded noun phrases to describe</u></li> <li>- <u>Know how to join clauses using various conjunctions</u></li> <li>-</li> </ul>	<p><b>The secrets of Stonehenge</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>Why is The Bronze/iron Age important and how did tools and weapons evolve?</u></b></p> <p><u>Killer questions</u></p> <p><b>When and where did the Stone Age, Bronze Age and Iron Age exist?</b> <b>What was life like in Early Britain during these times, and how did things change over these periods?</b> <b>Are there any similarities and differences between these different time periods?</b></p> <p>How do we know as historians what took place at these different times?</p> <p>(H2.1a) As <b>historians</b> WALT: use BC and AD so that we can identify time-periods on a timeline. <b>Outcome</b> – Plot whole of bronze and iron age on timeline in Europe only.</p> <p>(H2.2f) As <b>historians</b> WALT –choose relevant materials so that we can understand aspects of bronze-age life. <b>Outcome</b> – What artefacts exist from the bronze-age? Focus on tools, weapons and art and what they tell us about prehistoric (crossing over into history being recorded towards the end of the era) life in Europe. Chn given pictures of each of these to discuss what they think the purpose is and what they tell us about life.</p> <p>(H2.2f) As <b>historians</b> WALT: choose relevant materials so that we can question aspects of iron-age life. <b>Outcome</b> – What artefacts exist from the iron age (incl money)? Focus on tools, weapons and art and what they tell us about the onset of recorded life in the UK. Chn given pictures of each of these to discuss what they think the purpose is and what they tell us about life. Make comparisons between the bronze and iron age.</p> <p>(H2.2a) As <b>historians</b> WALT: question features of historical societies so that we can understand if they exist today. <b>Outcome</b> – Focus on writing, money and the wheel and the effect these things have had on modern life. Why do they still exist? Chn given a selection of pictures of examples of each of the above (some of the items which aren't obviously related to them such as gold for money or clocks for wheels). Chn to group items in the above 3 categories.</p>	<p><a href="#">Dr Martin Luther King Jr Day</a> (17 January) <a href="#">Tu B'Shevat (Arbor Day)</a> (17 January)</p>
--	---	---	--	---

				<i>Link to challenge outcome</i> (for week's learning) – Chn will know about the different tools and weapons used during the bronze and iron age and how this changed diet, agriculture and settlements.	
Homework	<b>Number bond or timetables practise:</b> Add together two amounts of money.	<b>Spellings:</b>  <u>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable</u>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b> Explain why the civilisations we have already studied were prehistoric and why Ancient Greece is considered as history.	
24.0.22	<p><b>Area of learning:</b> Measurement: Money</p> <p><b>Knowledge and skills:</b> To add and subtract simple amounts of money using the support of practical apparatus</p> <p>To add and subtract amounts of money including mixed units and give change in manageable amounts.</p> <p><b>Mental maths focus:</b> Representation of pounds and pence. How to convert money between pounds and pence.</p> <p>WALT: Add together two amounts of money.</p> <p>WALT: Use different methods to subtract money.</p> <p>WALT: Use subtraction to give change.</p> <p>Mini assessment.</p>	<p>Purpose: To inform Text type: <b>Stig of the dump</b>- non- chronological report. About the different tools, weapons, armour and diet from the bronze/iron age and Ancient Greece.</p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>To plan using ideas gathered from wider reading and modelling</u></li> <li>- <u>To demonstrate an understanding of purpose and audience</u></li> <li>- <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u></li> <li>- _____</li> </ul>	<p><b>The secrets of Stonehenge</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>Why is Ancient Greece important? What impact do these teachings have on modern life?</u></b></p> <p><u>Killer questions</u></p> <p>When and where did the Ancient Greek civilisation occur? Are these any similarities and differences between these different time periods? How do we know as historians what took place at these different times?</p> <p>(H2.1a) As <b>historians</b> WALT: use BC and AD so that we can identify time-periods on a timeline. <b>Outcome</b> – Plot whole of bronze/iron and AG on timeline. Explain crossover between Iron-age and the Ancient Greeks.</p> <p>(H2.2a) As <b>historians</b> WALT Question significant features of historical societies so that we can see if they exist today – cross-curricular with art. <b>Outcome</b> – Art incl pottery and the pottery wheel, art on shields.</p> <p>(H2.2a) As <b>historians</b> WALT: question features of historical societies so that we can understand if they exist today. <b>Outcome</b> – Chn given information on armour, weapons and warriors (Sparta). Armour to incl home-made stiffened cloth armour to go towards challenge outcome – link to plaster of paris/casts for broken limbs, phalanx with shields links with modern riot police. Spartans with education, schools army training camps.</p>	<p><a href="#">Burns Night</a> (25 January) <a href="#">Holocaust Memorial Day</a> (27 January)</p>

				<p>(H2.2b) As <b>historians</b> WALT: Use different sources of information so that we can build up specific pictures of the past.</p> <p><b>Outcome</b> – Look at playscripts, theatre and sports (Olympics and the marathon). What do these things tell us about the Greeks and how were their lives comparable to those of modern Europeans?</p> <p><b>Link to challenge outcome</b> (for week’s learning) – Chn will know when Ancient Greece was and why it was important. They will know why this is an ancient civilisation rather than prehistoric. Chn will learn about war, weapons and warfare and how this continues to impact modern life</p>	
Homework	<p><b>Number bond or timetables practise:</b> Use information to draw and interpret tally charts and pictograms</p>	<p><b>Spellings:</b></p> <p><u>Creating negative meanings with using prefix mis-</u></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> Using the sheet provided, create your own cabinet of curiosities.</p>	<p><b>5SB Class assembly</b> <b>2KK INSPIRE</b></p>
31.01.22	<p><b>Area of learning:</b> Statistics</p> <p><b>Knowledge and skills:</b> To interpret and compare data presented in different formats, deriving simple conclusions.</p> <p><b>Mental maths focus:</b> Use different methods to add and subtract money.</p> <p>Recall multiplication facts for 5, 10 and 2 times table.</p> <p>WALT: Use information to draw and interpret tally charts and pictograms.</p> <p>WALT: Use information to draw bar charts.</p> <p>WALT: Interpret information on a bar chart.</p> <p>WALT: Interpret information on a table.</p>	<p>Purpose: To inform Text type: <b>Stig of the dump</b>- write <u>an informal</u> letter about the discovery of a key artefacts discovered at the bottom of the chalk pit (stig of the dump)- <b>chn will write about discovering artefacts from NICER/ previous learning</b></p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>To write in the correct person for the purpose of the genre (1<sup>st</sup>, 3<sup>rd</sup>)</u></li> <li>- <u>To use an increasing variety of sentence openings and beginning to use fronted adverbials to express time or place.</u></li> <li>- <u>know how to change verbs into different tense (regular/irregular)</u></li> <li>- <u>Punctuate sentences accurately- full stops, capital letters, question marks, exclamation marks (SODA)</u></li> </ul>	<p><b>Historium</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>What is the History of museums and what can we learn from artefacts and replicas?</u></b></p> <p><u>Killer questions</u> <b>How do we know as historians what took place at these different times?</b></p> <p>(H2.2e) As <b>historians</b> WALT – compare and observe so that we understand the difference between an artefact and replica.</p> <p><b>Outcome</b> – artefacts and replicas. What are they? Why do both exist? Why study them? Chn given a selection of replicas and photos of artefacts to sort. Would we be able to handle artefacts in a school?</p> <p>As <b>artists</b> WALT make thoughtful observations, so that we can compare ideas methods and approaches in our own work.</p> <p><b>Outcome</b> – Chn design their first replica AG pot images. Chn will spend time critiquing their work</p> <p><u>Greek theatre</u> (A3.1a) As <b>artists</b> WALT: observe methods and ideas so that we can compare different artists work.</p> <p><b>Outcome</b> - Masks art/history. Make comparisons with modern day prosthetics and special effects. Homer’s Iliad and Odyssey (originally poems performed in oral tradition)</p>	<p><a href="#">LGBT+ History Month</a> (starts 1 February) <a href="#">Chinese New Year</a> (1 February) <a href="#">Candlemas</a> (2 February) <a href="#">World Cancer Day</a> (4 February)</p>

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

				<p>(S.2.2c) As <b>scientists</b> WALT Compare how things move on different surfaces and give reasoning for differences.</p> <p><b>Outcome</b> – Chn are introduced to the new topic and will complete ready, steady, go activities to compare the forces used to push and pull objects and move onto buoyancy.</p> <p><b>Link to challenge outcome</b> (for week’s learning) –Chn will learn about the first museums (Greece), what they were used for and their purpose now.</p>	
Homework	<p><b>Number bond or timetables practise:</b> Understand how to measure in mm, cm and m.</p>	<p><b>Spellings:</b> <u>Creating negative meanings with the prefix dis-</u></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> Go around your house and make a list of all the everyday household items that use a magnet. Explain how the magnet works in each item.</p>	<p><b>5SU Class assembly</b> <b>2AP INSPIRE</b></p>
07.02.22	<p><b>Area of learning:</b> Measurement: Length and perimeter.</p> <p><b>Knowledge and skills:</b> o measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p><b>Mental maths focus:</b> Interpret information on a table.</p> <p>WALT: Understand how to measure in mm, cm and meters.</p> <p>WALT: Understand the equivalence between m and cm.</p> <p>WALT: Understand the equivalence between mm and cm.</p> <p>WALT: Compare different lengths.</p>	<p>Purpose: To inform Text type: <b>Stig of the dump-</b> write a letter about the discovery of a key artefacts discovered at the bottom of the chalk pit (stig of the dump)- <b>chn will write about discovering artefacts from NICER/ previous learning</b></p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>To plan using ideas gathered from wider reading and modelling</u></li> <li>- <u>To demonstrate an understanding of purpose and audience</u></li> <li>- <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u></li> </ul>	<p><b>Historium</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b>Science week – forces and magnets</b></p> <p>Killer questions</p> <p><b>What happens when an object is moved across a surface?</b> <b>Can you describe what a force is? Can you identify some of the different forces that there are?</b> <b>How does a magnet work?</b> <b>What kind of materials or objects would be attracted to a magnet?</b></p> <p>(S.2.1b) As <b>scientists</b> WALT: Set up simple practical enquiries, comparative and fair tests. <b>Outcome</b> – Chn will set up balloon races and consider the impact that friction has on how quickly the balloon moves</p> <p>(S.2.2c) As <b>scientists</b> WALT: Compare how things move on different surfaces and give reasoning for differences. <b>Outcome</b> – Chn will set up a practical investigation to test how a toy car moves on different surfaces (friction)</p> <p>(S.2.2d) As <b>scientists</b> WALT: explain how magnets attract or repel each other and discuss why they attract some materials and not others. <b>Outcome</b> – Practical investigation testing different objects for magnetism.</p> <p><b>Link to challenge outcome</b> (for week’s learning) – N/A</p>	<p><a href="#">Charles Dickens’ birthday</a> (7 February) <a href="#">Safer Internet Day</a> (8 February) <a href="#">Darwin Day</a> (12 February)</p>

Homework	<b>Number bond or timetables practise:</b> Compare different lengths.	<b>Spellings:</b> <u>Words spelt with a /k/ sound spelt with ch</u>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b> Draw a picture of a 'perfect' friend. You can label your friend with the things we can't see, such as personality traits.	<b>SRG Class assembly</b> <b>2SP INSPIRE</b>
14.02.22	<p><b>Area of learning:</b> Measurement: Length and perimeter.</p> <p><b>Knowledge and skills:</b> To measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml).</p> <p><b>Mental maths focus:</b> Equivalence between mm and cm. Equivalence between m and cm.</p> <p>WALT: Compare different lengths.</p> <p>WALT: Understand how to add together lengths of different units of measurements.</p> <p>WALT: Understand how to subtract lengths of different units of measurements.</p> <p>WALT: Explore what the perimeter of a shape is.</p>	(discrete <u>revision</u> spag week?)	<p><b>Ruby's worry</b> (PSHE)</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b>PSHE Week</b></p> <p><b>PSHE</b> (B2.7) I understand that there is a consequence to my online actions. <b>Outcome</b> – Internet safety activities</p> <p><b>PSHE</b> (B2.8) I understand what bullying looks like in real life and online. <b>Outcome</b> – Internet safety activities</p> <p><b>PSHE</b> (A2.4) I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs. <b>Outcome</b> – Cross curricular with Reading. Chn will create the 'perfect friend' using personality traits. Whole class discussion about how we forgive as friends but also how we should treat friends so that they don't worry or feel sad unnecessarily.</p> <p><b>PSHE</b> (A2.5) I recognise who are the right kind of people to trust and have friendships with. <b>Outcome</b> – Chn will create a poster that helps us to know who to trust and why. We will discuss what makes a person trustworthy and how we know this.</p> <p><b>Link to challenge outcome</b> (for week's learning) – N/A</p>	<a href="#">Valentine's Day</a> (14 February)
Homework	<b>Number bond or timetables practise:</b> Measure the perimeter of a 2D shape.	<b>Spellings:</b> <u>Review week</u>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	<b>6MA INSPIRE</b> <b>Everybody write day</b>
21.02.22				<i>Half Term</i>	
Homework	<b>Number bond or timetables practise:</b> Measure the perimeter of a 2D shape.	<b>Spellings:</b> <u>Homophones and near homophones</u>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b> Using the sheet provided, design your own Greek shield.	



28.02.22	<p><b>Area of learning:</b> Measurement: Length and perimeter.</p> <p><b>Knowledge and skills:</b> To measure and calculate the perimeter of simple 2-D shapes accurately.</p> <p><b>Mental maths focus:</b> Explore what the perimeter of a shape is</p> <p>WALT: Measure the perimeter of a 2D shape.</p> <p>WALT: Calculate the perimeter of a 2D shape.</p> <p>WALT: Use addition to Calculate the perimeter of a 2D shape.</p> <p>WALT: Recognise <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math>.</p>	<p><u>Purpose: To entertain</u> <u>Text type: The orchard book of Greek Myths- chn to re-tell a Greek myth (changing the plot)- myth TBC.</u></p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>Write in the correct person for the purpose of the genre (1<sup>st</sup>, 3<sup>rd</sup>)</u></li> <li>- <u>Use simple and compound sentences that are grammatically correct and punctuated correctly</u></li> <li>- <u>Know the rules for the use of inverted commas with speech</u></li> <li>- <u>Learn which words are appropriate for a text type, learn the meaning and how to use them in context.</u></li> </ul>	<p><b>The orchard book of Greek myths</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>Ancient Greece - Why do soldiers/police still use the phalanx?</u></b></p> <p><u>Killer questions</u> Are these any similarities and differences between these different time periods? How do we know as historians what took place at these different times?</p> <ul style="list-style-type: none"> <li>• (H2.2b) As <b>historians</b> WALT Use different sources of information so that we can build up specific pictures of the past. <b>Outcome</b> – Use ICT, books and replicas to find out about AG warfare – armour, weapons, agoras. Why do soldiers/police still use the phalanx?</li> <li>• As <b>artists</b> WALT: use line and tone so that we can design Greek shields. <b>Outcome</b> – Chn use the knowledge of Greek weaponry to create their own shields. Discuss materials made from and how we could replicate our own for the museum.</li> <li>• As <b>historians</b> WALT: use different sources of information so that we can build up an understanding of the Spartans. <b>Outcome</b> - Chn will use different media to create a poster in pairs about the Spartans. Poster pre-populated with: Who were they? What was training like? What did girls do? Which wars did they fight in? Why were they famous?</li> </ul> <p><b>Link to challenge outcome</b> (for week's learning) –Chn will learn about Greek warfare and consider how armour was made in preparation for re-creating at the museum</p>	<p><a href="#">Women's History Month</a> (begins 1 March) <a href="#">St David's Day</a> (1 March) <a href="#">Isra and Mi'raj</a> (1 March) <a href="#">Shrove Tuesday</a> (1 March) <a href="#">Ash Wednesday (Lent begins)</a> (2 March) <a href="#">World Book Day</a> (3 March)</p>
Homework	<p><b>Number bond or timetables practise:</b> Recognise a whole and half.</p>	<p><b>Spellings:</b></p> <p><b><u>Homophones and near homophones</u></b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> Write a character description of your favourite Greek god or goddess.</p>	
07.03.22	<p><b>Area of learning:</b> Fractions.</p> <p><b>Knowledge and skills:</b> To count up to 10 in halves and quarters. To write simple fractions of numbers for example <math>\frac{1}{2}</math> of 6=3 To recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p><u>Purpose: To entertain</u> <u>Text type: The orchard book of Greek Myths- chn to re-tell a Greek myth (changing the plot)- myth TBC.</u></p> <p><u>Knowledge and Skills:</u></p>	<p><b>The orchard book of Greek myths</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>What was the religion of the ancient Greeks?</u></b></p> <p><u>Killer questions</u> How do we know as historians what took place at these different times?</p> <p>As <b>historians</b> WALT choose relevant material and questions so that we can understand AG mythology. <b>Outcome</b> – Chn use NF books, ICT and replica art work</p>	<p><a href="#">International Women's Day</a> (8 March)</p>

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) +Body (Calibri), Font color: Auto

	<p><b>Mental maths focus:</b> Recognise <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math>.</p> <p>WALT: Recognise a whole and half.</p> <p>WALT: find a half of a set of objects or quantity</p> <p>WALT: Use knowledge of the whole and halves to recognise and find a quarter.</p> <p>WALT: Use knowledge of the whole to recognise and find a third.</p>	<p>- <a href="#">To plan using ideas gathered from wider reading and modelling</a></p> <p>- <a href="#">To demonstrate an understanding of purpose and audience</a></p> <p>- <a href="#">To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</a></p>		<p>to learn/research AG mythology. Chn will compile a factfile about Greek gods and goddesses, temples and worship.</p> <p>TASC wheel work.</p> <p><b>Outcome</b> - Chn begin TASC wheel work for museum. Explain to chn that we will be doing some whole school artwork in conjunction with year 4 and we need to do 2 workshops to showcase/teach what we have learned in our challenge pack. Lesson split into prehistory and AG's</p> <p><b>What do we already know?</b> – Chn recap all they have learnt about prehistory and AGs</p> <p><b>How many ideas can you think of</b> for museum workshop? – Whole class CAF.</p> <p><b>Which is the best idea?</b> For each historical era. Class will agree on the 2 workshops and write/draw what this looks like for year 3.</p> <p>As <b>artists</b> WALT: increase proficiency in sculpting techniques so that we can make Greek pots. <b>Outcome</b> - Part 1- Chn to start making papier mache 'pots'. Blow up balloons of various shapes and sizes. Explain that this is how we will display the artwork that pots were decorated with so they need to be large enough for us to decorate with the correct art for the different periods.</p> <p><b>Link to challenge outcome</b> (for week's learning) – Chn will learn about the Greek gods and the impact they had on daily life for the AG's. They will understand the part that they played in preparing for war and buildings/temples that still stand today.</p>	
Homework	<p><b>Number bond or timetables practise:</b> understand the concept of a unit fraction.</p>	<p><b>Spellings:</b></p> <p><a href="#">Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back')</a></p>	<p>Reading book/ Reading Plus</p>	<p><b>Flipped homework:</b> Using the instructions provided make salt dough, plasticine or playdough to make your own Greek pot</p>	<p><b>6JD INSPIRE</b></p>
14.03.22	<p><b>Area of learning:</b> Fractions.</p> <p><b>Knowledge and skills:</b> To count up to 10 in halves and quarters. To write simple fractions of numbers for example <math>\frac{1}{2}</math> of 6=3</p>	<p><a href="#">Purpose: To entertain</a> <a href="#">Text type: The orchard book of Greek Myths- a description of a mythical character (Greek god or goodness drawing of previous week's nicer learning)</a></p>	<p>The orchard book of Greek myths</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> </ul>	<p><b>How can we create replicas for our museum?</b></p> <p><u>Killer questions</u> How do we know as historians what took place at these different times?</p>	<p><a href="#">Pi Day</a> (14 March) <a href="#">St Patrick's Day</a> (17 March) <a href="#">Purim</a> (17 March) <a href="#">Holi</a> (18 March)</p> <p><a href="#">BMAG visit</a></p>

	<p>To recognise the equivalence of 2/4 and 1/2.</p> <p><b>Mental maths focus:</b> Use knowledge of the whole to recognise and find a whole, half and third.</p> <p>WALT: understand the concept of a unit fraction.</p> <p>WALT: understand the concept of a non-unit fraction.</p> <p>WALT: explore the equivalence of two quarters and one half of the same whole.</p> <p>WALT: Using their knowledge of halves, thirds and quarters, children count in fractions.</p>	<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>Understand how to make the subject and verb agree for a consistent tense</u></li> <li>- <u>Confidently use a variety of sentence openings</u></li> <li>- <u>Use ENP to describe</u></li> <li>- <u>Know what adjectives are and not to over use them.</u></li> <li>- <u>use adventurous word choices to add detail</u></li> </ul>	<ul style="list-style-type: none"> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p>H2.2b As <b>historians</b> WALT Use different sources of information to build up specific pictures of the past.</p> <p><b>Outcome</b> – cross curricular with art. Place different eras of clay pot decoration and techniques on a timeline. What does pot decoration tell us about the era? Geometric, archaic, orientalising and classical</p> <p>As <b>artists</b> WALT: compare methods, ideas and approaches so that we can decorate Greek pots.</p> <p><b>Outcome</b> – Part 2 of papier mache pots – chn will choose from one of the 4 historical art periods studied in previous session to sketch their image onto their pots and then paint</p> <p>As <b>artists/designers</b> WALT produce a labelled plan so that we can design a clay pot.</p> <p><b>Outcome</b> – Chn choose from a range of images to decorate their pots with and then produce a labelled design.</p> <ul style="list-style-type: none"> <li>• BMAG museum visit</li> </ul> <p><b>Link to challenge outcome</b> (for week’s learning) – Chn will make the replicas for the museum</p>	
Homework	<p><b>Number bond or timetables practise:</b> Making a whole so we can write fractions.</p>	<p><b>Spellings:</b></p> <p><u>Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’</u></p>	<p>Reading book/ Reading Plus</p>	<p><b>Flipped homework:</b> Use the yellow hat and green hat to critique the pot you made last week.</p>	<p>1FG Class assembly 6MC INSPIRE</p>
21.03.22	<p><b>Area of learning:</b> Fractions.</p> <p><b>Knowledge and skills:</b> To count up in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p><b>Mental maths focus:</b> Understanding what a 1/3 and 1/4 is.</p> <p>WALT: Making a whole so we can write fractions.</p> <p>WALT: Understand what a tenth is.</p>	<p><u>Purpose: To entertain</u> <u>Text type: The orchard book of Greek Myths- a description of a mythical charcter (greek god or goodness drawing of previous week’s nicer learning</u></p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>To plan using ideas gathered from wider reading and modelling</u></li> <li>- <u>To demonstrate an understanding of purpose and audience</u></li> <li>- <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u></li> </ul>	<p>The orchard book of Greek myths</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><u>How can we create replicas for our museum? - Museum prep</u></p> <p><u>Killer questions</u> <u>How do we know as historians what took place at these different times?</u></p> <p>As <b>designers</b> WALT Select the most appropriate tools for a task so that we can make clay pots. <b>Outcome</b> - Create and decorate clay pots for museum display</p> <p>As <b>artists</b> WALT: compare methods, ideas and approaches so that we can decorate Greek pots.</p> <p><b>Outcome</b> – Chn look at colours used in pottery and add colour to clay pots, plus decoration.</p> <p>As <b>artists</b> WALT: compare methods, ideas and approaches so that we can decorate Greek shields.</p> <p><b>Outcome</b> - Chn given cardboard shields which they must decorate in the style of the AG’s.</p>	<p><a href="#">International Day for the Elimination of Racial Discrimination (21 March)</a> <a href="#">World Poetry Day (21 March)</a> <a href="#">World Down Syndrome Day (21 March)</a> <a href="#">World Water Day (22 March)</a> <a href="#">Mother’s Day (27 March)</a></p>

	<p>WALT: Count up and down a number line in tenths.</p> <p>WALT: Write tenths as decimals.</p>			<p>TASC wheel work</p> <p><i>Link to challenge outcome</i> (for week's learning) – Chn will make the artefacts to go into the museum</p>	
Homework	<p><b>Number bond or timetables practise:</b> Use a number line to count forwards and backwards in fractions.</p>	<p><b>Spellings:</b></p> <p><u>Words with a /sh/ sound spelt 'ch'</u></p> <p><u>SODA</u></p> <p>- know what slang is and how to avoid writing in it</p> <p>- rules for standard English</p>	<p>Reading book/ Reading Plus</p>	<p><b>Flipped homework:</b> Using the floor plan and instructions provided, design your museum.</p>	<p>1TG class assembly 4PA INSPiRE</p>
28.03.22	<p><b>Area of learning:</b> Fractions</p> <p><b>Knowledge and skills:</b> To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with larger denominators and use these in a growing variety of problems.</p> <p><b>Mental maths focus:</b> Understand what a tenth is.</p> <p>WALT: Use a number line to count forwards and backwards in fractions.</p> <p>WALT: Divide an amount into equal amounts.</p> <p>WALT: Find the fractions of amount.</p> <p>WALT: Use knowledge of fractions to solve problems.</p>	<p><u>Purpose: To entertain</u> <u>Text type: The orchard book of Greek Myths- chn will innovate their own Greek myth.</u></p> <p><u>Knowledge and Skills:</u></p> <p>- <u>To write sentences with more than one clause</u></p> <p>- <u>Use inverted commas to punctuate speech correctly</u></p> <p>- <u>Use fronted adverbials to express time and place</u></p> <p>- <u>To select adventurous vocab to add detail and engage the reader</u></p> <p>- <u>To use paragraphs to group similar ideas together</u></p>	<p><b>The orchard book of Greek myths</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><u>Museum prep</u></p> <p><u>Killer questions</u> <u>How do we know as historians what took place at these different times?</u></p> <p>(D2.1d) As <u>designers</u> WALT Produce a labelled plan, explaining my process of production.</p> <p><b>Outcome</b> – Chn will design the floorplan of the museum – cross curricular with maths.</p> <p>TASC wheel work – chn will complete the TASC wheel up to 'tell someone'. All art work to be completed ready for museum. Chn begin to display work</p> <p><i>Link to challenge outcome</i> (for week's learning) – Chn will make the artefacts to go into the museum and then consider the layout of the museum in the allocated space.</p>	<p><u>April Fool's Day</u> (1 April)</p> <p><u>Ramadan begins</u> (2 April)</p> <p><u>World Autism Awareness Day</u> (2 April)</p>
Homework	<p><b>Number bond or timetables practise:</b> Investigate and record equivalent fractions.</p>	<p><b>Spellings:</b></p> <p><u>Statutory spelling challenge words</u></p>	<p>Reading book/ Reading Plus</p>	<p><b>Flipped homework:</b> Design or make 1 artefact from each historical era that could go into the pop up museum</p>	<p>1SS Class assembly 4PM INSPiRE</p>

Formatted: Font: (Default) +Body (Calibri), Font color: Auto

04.04.22	<p><b>Area of learning:</b> Fractions</p> <p><b>Knowledge and skills:</b> To recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p><b>Mental maths focus:</b> Find the fractions of amount.</p> <p>WALT: Investigate and record equivalent fractions.</p> <p>WALT: Understand different representations of equivalent fractions.</p> <p>WALT: Use different methods to find equivalent fractions.</p> <p>WALT: compare unit fractions or fractions with the same denominator.</p>	<p><u>Purpose: To entertain</u> <u>Text type: The orchard book of Greek Myths- chn will innovate their own Greek myth.</u></p> <p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>- <u>To plan using ideas gathered from wider reading and modelling</u></li> <li>- <u>To demonstrate an understanding of purpose and audience</u></li> <li>- <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u></li> </ul>	<p><b>The orchard book of Greek myths</b></p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Close reading</li> <li>•Comprehension</li> <li>•Reading for pleasure</li> <li>•Reading plus</li> </ul>	<p><b><u>Challenge outcome: Pop-up museum</u></b></p> <p><u>Killer questions</u></p> <p>Chn to become mini teachers - Year 3 to deliver 2 interactive workshops and year 4 deliver another 2. Each class will attend and be split into 4 groups. Chn will spend 15 minutes in 2 workshops (1 from each year group), class will then share with each other for ‘how did we do?’ of TASC wheel.</p> <p><b>Activity 1</b> – Stone Age rock paintings. Whole school piece of artwork. Paper 1 wall of the museum, start with EYFS and work upwards to show progression in age. Chn will demonstrate to their group the way that the paints were made using charcoal, red oxide and yellow ochre mixed with animal fat and then blow through straws for handprints and using fingers to paint cattle.</p> <p><b>Activity 2</b> – Ancient Greece armour made from stiffened cloth (plaster of Paris). Mini teachers will explain the process and guests will add to the piece of armour OR papier mache (pre-made) and decorate Greek pots?</p> <p>Complete <b>TASC</b> wheel</p>	<p><a href="#">World Health Day (7 April)</a> <a href="#">Passover</a> (begins 15 April) <a href="#">Good Friday</a> (15 April) <a href="#">Easter Sunday (17 April)</a> <a href="#">Easter Monday (18 April)</a></p>
	Homework	<p><b>Number bond or timetables practise:</b> order unit fractions and fractions with the same denominator.</p>	<p><b>Spellings:</b></p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b></p>