





Curriculum | Medium Term Plan – Summer 2022

Challenge Pack:	Catastrophe! How can we raise awareness and support those affected by a natural disaster?	Challenge outcome:	Oracy focus – Classes will use class assemblies as a platform to deliver the speeches to parents and anyone from relevant authorities if possible. Children will take turns to deliver the content that they have practised.	NC Year: Length of term:	3 12	
Summary	Chn will learn about the human and physical geography and the geology of North/South America and Europe. Chn will learn about tectonic plates and the impact that movement has on the world’s natural disasters. This will include the ‘ring of fire’ in North/South America on earthquakes and volcanoes. Chn will learn about volcanic activity, climate change and flooding in Europe.	Hook:	Prime VR experience – Chn will experience a range of natural disasters via virtual reality headsets.			
Key texts:	Fiction: The wilderness war, Dear Greenpeace, When the giant stirred, Flood Non-Fiction: Destination: Planet Earth, Extreme Weather by National Geographic Kids, Natural Disasters by Kathleen Reilly, You Wouldn’t Want to Live Without Extreme Weather! By Roger Canavan, Science Comics: Volcanos, Natural Disasters Through Infographics, Survivors: The Toughest Creatures on Earth by Nicola Davies	Trips and visits:	Check against VPA commitment	Aspire sessions:	3TB – Class assembly 3SB – Class assembly 3JF – Class assembly	
 I am beginning to vary my tone of voice to emphasis certain parts I can speed up and slow down the pace of my talk for effect		 I can use full sentences with connectives and speak fluently without repetition for several sentences. I can distinguish between informal and formal settings		 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: Phonics:	NICER:	Discrete/ Special events:
25.04.22	<p>Area of learning: Measurement: Money</p> <p>Knowledge and skills: To add fractions with the same denominator beyond one whole and use these in a growing variety of problems.</p> <p>Mental maths focus: compare unit fractions or fractions with the same denominator.</p> <p>WALT: order unit fractions and fractions with the same denominator.</p> <p>WALT: add two or more fractions with the same denominator.</p> <p>WALT: subtract two or more fractions with the same denominator.</p> <p>WALT: add and subtract fractions so that we can solve worded problems.</p>	<p>Purpose: Inform Text type: (The Wilderness War?)- Non-chronological report about the different types of natural disasters and why they occur.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - <u>Know what an apostrophe is and the rules for possession</u> - Use a variety of sentence openings - Express time and cause using conjunctions with increasing independence - Use technical language appropriate to the text type. 	<p>Natural Disasters (Kathleen M Reilly) – page 1 and 2 – what are natural disasters?</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p><u>What is a natural disaster?</u></p> <p>Killer questions <u>What are some of the different natural disasters that can take place in the world?</u></p> <ul style="list-style-type: none"> • Explore the challenge • Hook – Prime VR experience • (G2.1a) As <u>geographers</u> WALT Locate the world's countries using maps. Outcome – Recap continents/countries/identify tectonic plates and plot on world map • (G2.2b) As <u>geographers</u> WALT Describe physical geography) Outcome – identify climate zones/earthquakes/volcanoes (N. S. America) and flooding (Europe) <p>Link to challenge outcome (for week's learning) – Chn will learn about different types of natural disasters all around the world.</p>	<p>St George's Day (25 April) Yom HaShoah (28 April) Ramadan ends (1 May)</p>
Homework	<p>Number bond or timetables practise: Recognise O'clock and half past on an analogue clock.</p>	<p>Spellings:</p> <p>Words ending in -ary</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using the sheet provided make a list of the countries in the ring of fire.</p>	
02.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: To tell and write the time from an analogue clock to the nearest quarter of an hour.</p> <p>Mental maths focus:</p>	<p>Purpose: Inform Text type: (The Wilderness War?)- Non-chronological report about the different types of natural disasters and why they occur.</p> <p>Knowledge and skills:</p>	<p>Natural disasters through infographics, by Nadia Higgins – pg 6-7</p> <ul style="list-style-type: none"> •Vocabulary 	<p><u>Why do natural disasters occur (North/South America)?</u></p> <p>Killer questions <u>Where in the world are there natural disasters taking place currently? What is this being caused by?</u></p>	<p>May Day (2 May) World Press Freedom Day (3 May) Eid ul-Fitr begins (3 May) World Asthma Day (3 May)</p>

	<p>Add and subtract fractions.</p> <p>WALT: Recognise O'clock and half past on an analogue clock.</p> <p>WALT: Recognise quarter past and quarter to on an analogue clock.</p> <p>WALT: Recognise the concept of years and months.</p> <p>WALT: Understand the hours of the day including named times of day.</p>	<p>- <u>To plan using ideas gathered from wider reading and modelling</u></p> <p>- <u>To demonstrate an understanding of purpose and audience</u></p> <p>- <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u></p> <p>- _____</p>	<p>•Close reading on</p> <p>•Comprehension</p> <p>•Reading plus</p> <p>•Reading plus</p> <p>See STP for details</p>	<ul style="list-style-type: none"> • (G2.4a) As geographers WALT Use maps to describe features studied. Outcome - Tectonic plates and the 'ring of fire'. Plot the ring on a map and explain why the ring has more active volcanoes than anywhere else in the world. • (G2.2b) As geographers WALT Describe physical geography). Outcome - Climate and proximity to the equator in relation to tectonic plates. • Oracy – Chn will read aloud and perform poems about volcanoes (texts tbc) • (A3.2a) As artists WALT use a range of tools and media to create drawings using line and shade. Outcome – Chn will create volcano art using black sugar paper and chalk/oil pastels <p>Link to challenge outcome (for week's learning) – Chn will begin to understand why certain places are more susceptible to natural disasters than others.</p>	<p>Bike to School Day (4 May)</p> <p>VE Day (8 May)</p>
Homework	<p>Number bond or timetables practise: tell the time to the nearest 5 minutes on an analogue clock.</p>	<p>Spellings:</p> <p>Words with a short/u/ sound spelt with 'o'</p> <p>SODA- Fronted adverbials</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Use the map provided to identify the 4 different climate zones.</p>	
09.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: To estimate and read time with increasing accuracy to the nearest quarter of an hour; record and compare time in terms of hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Mental maths focus: Understand the hours of the day including named times of day.</p> <p>WALT: tell the time to the nearest 5 minutes on an analogue clock.</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Newspaper report about the eruption of (TBC-most recent eruption/Vesuvius)</p> <ul style="list-style-type: none"> - Learn new adverbials to express time and place and how to use them in context - Know how to move an adverbial phrase at the beginning of sentence correctly - Use inverted commas to punctuate direct speech correctly - Understand what adverbs are (how,why, when) and prepositions are and where to 	<p>Destination: Planet earth by J Nelson page 'pollution'</p> <p>•Vocabulary</p> <p>•Close reading</p> <p>•Comprehension</p> <p>•Reading plus</p> <p>•Reading plus</p> <p>See STP for details</p>	<p><u>When and where do natural disasters occur (North/South America)?</u></p> <p>Killer questions</p> <p>Where in the world are there natural disasters taking place currently? What is this being caused by? What is a volcano and what is it caused by? What is an earthquake?</p> <ul style="list-style-type: none"> • (G2.4a) As geographers WALT use maps to locate countries. Outcome - Chn will plot on the map the countries in 'the ring of fire'. Recap tectonic plate shifts and why this causes natural disasters in these countries. Chn will use a key to show the different types of disaster • (G2.2b) As geographers WALT describe and understand key aspects of physical geography. Outcome - Chn will learn about the effect that climate zones have on natural disasters – such as 'hurricane season' in Central America. 	<p>Florence Nightingale's Birthday (12 May)</p>

	<p>WALT: tell time to the nearest minute using an analogue clock.</p> <p>WALT: use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.</p> <p>WALT: tell the time on a 24-hour digital clock.</p>	<p>position them in a sentence.</p> <p>-</p>		<ul style="list-style-type: none"> (A3.2b) As artists WALT draw with increasing accuracy. Outcome – Using 'pg 8/9 of Natural disasters through infographics' chn will recreate the different natural disasters that occur when tectonic plates shift. They will label each drawing with a brief explanation of what they have drawn Oracy – chn will read aloud and perform volcanoes poetry (texts tbc) – chn will discuss practised poems – vocabulary, rhythm, onomatopoeia – why is this useful when considering a setting description? How does this help the reader to create a visual picture of the eruption? <p>Link to challenge outcome (for week's learning) – Chn will begin to understand when and where disasters happen. They will begin to learn about the human impact too.</p>	
Homework	<p>Number bond or timetables practise: find the durations of events using both analogue and digital clocks.</p>	<p>Spellings:</p> <p>Words with a short /u/ sound spelt with a 'ou'</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Collect as many different types of rocks/stones as you can find in your garden or on your way to school. Why do you think there are so many different types?</p>	
16.05.22	<p>Area of learning: Time</p> <p>Knowledge and skills: To compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p>Mental maths focus: tell the time on a 24-hour digital clock. use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.</p> <p>WALT: find the durations of events using both analogue and digital clocks.</p> <p>WALT: compare durations of time using analogue and digital clocks.</p>	<p>Purpose: Inform Text type: (The Wilderness War?)- Newspaper report about the eruption of (TBC-most recent eruption/Vesuvius</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - <u>To plan using ideas gathered from wider reading and modelling</u> - <u>To demonstrate an understanding of purpose and audience</u> - <u>To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy</u> 	<p>Destination: Planet earth by J Nelson page 'volcanoes'</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>Science – rocks and fossils</p> <p>Killer questions</p> <p>What are the 3 different types of rocks that exist? How would you be able to workout what type of rock group a rock belonged to? How are the different groups of rocks formed? What is molten rock and how does it relate to the surface of the Earth? What are fossils and why might they be found in rocks? What is soil ad how is it formed?</p> <ul style="list-style-type: none"> (S2.1w) As scientists WALT: Compare and sort different kinds of rocks on the basis of their appearance against simple criterion. Outcome – Chn will sort rocks into groups of natural and man-made using given criteria. (S.2.1b) As scientists WALT: Set up simple practical enquiries, comparative and fair tests. Outcome – Chn will do a practical investigation testing rocks for: water resistance, durability and density (S2.1y) As scientists WALT: Recognise that soils are made from rocks and organic matter. 	<p>International Day against Homophobia, Transphobia, and Biphobia (17 May)</p> <p>International Museum Day (18 May)</p>

	<p>WALT: find start and end times to the nearest minute using both analogue and digital times.</p> <p>WALT: measure and compare durations of time in seconds.</p>			<p>Outcome – Chn will learn about the relationship between volcanoes and rock and soil formation. Chn will label the different layers of soil on the earth's surface.</p> <ul style="list-style-type: none"> (S2.1x) As scientists WALT: Describe with scientific vocabulary how fossils are formed when things that have lived are trapped within rock. Outcome – Chn are given pictures to sequence and then they will describe each stage of the fossilisation process <p><i>Link to challenge outcome</i> (for week's learning) – N/A</p>	
Homework	<p>Number bond or timetables practise: recognise angles as a measure of a turn.</p>	<p>Spellings:</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	Reading book/ Reading Plus	<p>Flipped homework: Make a list of the different religions in your local community. Explain what they all have in common.</p>	3TB Class assembly
23.05.22	<p>Area of learning: Properties of shape.</p> <p>Knowledge and skills: To recognise that angles are a description of a turn.</p> <p>To identify whether angles are greater than or less than a right angle</p> <p>Mental maths focus: measure and compare durations of time</p> <p>WALT: recognise angles as a measure of a turn.</p> <p>WALT: Recognise right angles in a shape.</p> <p>WALT: identify whether an angle is greater than or less than a right angle.</p> <p>WALT: measure and draw straight lines accurately.</p>	<p>Purpose: Inform Text type: (The Wilderness War?)- Explanation text about volcano's (how they are formed, what causes them, the ring of fire etc- using all their knowledge gathered through NICER/VIPERS)</p> <p>.</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly 	The Promise (PSHE)	<p><u>PSHE week (crossover with RE and link to wk 5 NICER)</u></p> <p>Killer questions Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p> <ul style="list-style-type: none"> (P2.5a) PSHE WALT identify our personal community. Outcome – Chn will identify the different ethnic/religious (RE – Islam, Hinduism, Sikhism) groups in their community and then they will discuss what each part of the community do in the event of natural disaster. (P2.5b) PSHE WALT discuss the importance of being connected to others and how this can support them. Outcome – Chn will consider how our communities have stood together during the Covid19 pandemic – how did this help us get through a difficult time (P2.5c) PSHE WALT explore cultural connectedness and identify similarities. Outcome – Chn will look at the impact the BLM movement has on other minority communities. (P2.5d) PSHE WALT know how to treat people the way we expect to be treated, with respect, including those in positions of authority. Outcome – Speaking and listening session on how to treat others with respect. What do the 	

				<p>different religions say about how to treat others? Equality? Do's and don'ts of using respectful language. What is okay to use with peers? Is this the same as language we use with those in a position of authority or adults?</p> <p>Link to challenge outcome (for week's learning) – Chn will begin to think about how we can support communities in the event of natural disaster.</p>	
Homework	<p>Number bond or timetables practise: identify and find horizontal and vertical lines in a range of contexts.</p>	<p>Spellings:</p> <p>Word families based on common words showing how words are related in form and meaning</p>	Reading book/ Reading Plus	<p>Flipped homework:</p>	<p>3SB Class assembly</p> <p>Everybody write day</p>
30.05.22				<i>Half Term</i>	
Homework	<p>Number bond or timetables practise: identify and find horizontal and vertical lines in a range of contexts.</p>	<p>Spellings:</p> <p>Words ending in the suffix -al</p>	Reading book/ Reading Plus	<p>Flipped homework: Using media of your choice, create your own volcano art.</p>	
06.06.22	<p>Area of learning: Properties of shape</p> <p>Knowledge and skills: To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Mental maths focus: identify whether an angle is greater than or less than a right angle Recognise right angles in a shape</p> <p>WALT: identify and find horizontal and vertical lines in a range of contexts.</p>	<p>Purpose: Persuade Text type: (Wilderness War/when the Giant stirred?)- a letter from the chief persuading the islanders to leave the island</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To use simple and compound sentences which are grammatically correct and punctuated correctly. - To express time and cause using conjunctions (However, therefore, on the other hand) - 	<p>Destination: Planet earth by J Nelson page 'earthquakes'</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p><u>What about the people (North/South America)?</u></p> <p>Killer questions</p> <p>Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p> <ul style="list-style-type: none"> • (G2.3b) As geographers WALT describe key aspects of human geography. Outcome – settlement case study of Montserrat, a British overseas territory, and Soufriere Hills Volcano eruption in 1995. Chn will learn about the majority of the population having to leave the island and what has become of those left behind. Chn to look at charity work and appeals for humanitarian aid. • (G2.3b) As geographers WALT describe key aspects of human geography. Outcome – settlement case study of Haiti 2010 earthquake (also subsequent aftershocks and tsunami). Chn will learn about how differently the disaster was dealt with (in comparison to Montserrat). Chn to look at charity work and appeals for humanitarian aid. 	<p>Anniversary of D-Day (6 June)</p> <p>World Oceans Day (8 June)</p> <p>Millicent Garrett Fawcett's birthday (11 June)</p>

	<p>WALT: identify and find parallel and perpendicular lines in a range of practical contexts.</p> <p>WALT: recognise, describe and draw 2-D shapes accurately.</p> <p>WALT: recognise and describe 3-D shapes in different orientations.</p>			<ul style="list-style-type: none"> (A3.2a) As artists WALT use a range of media to create drawings using line and shade. Outcome – Chn replicate Eruption of the Soufriere mountains, by JMW Turner, using watercolour. (A3.1a) As artists WALT compare ideas and methods in our own and artist's work. Outcome – Chn will compare the volcano art from week 4 and 5 using different media. Which media represents volcano eruptions better and why, using thinking hats and CoRT1. <p>Link to challenge outcome (for week's learning) – Chn will begin to understand human settlement in disaster prone places. They will learn about evacuation and migration in the event of a natural disaster.</p>	
Homework	Number bond or timetables practise: comparing the mass of different objects.	Spellings: Words ending with an /zhuh/ sound spelt with 'sure'	Reading book/ Reading Plus	Flipped homework: Use your hands/body to make shadow puppets. Write a list of the animals you made or upload a picture of some to class dojo.	
13.06.22	<p>Area of learning: Properties of shape Mass and capacity.</p> <p>Knowledge and skills: To measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Mental maths focus: recognise and describe 2D and 3-D shapes in different orientations.</p> <p>WALT: make 3-D shapes using construction materials. (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres)</p> <p>WALT: comparing the mass of different objects.</p> <p>WALT: to read a range of scales to measure mass.</p>	<p>Purpose: Persuade Text type: (Wilderness War/when the Giant stirred?)- a letter from the chief persuading the islanders to leave the island</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> To independently choose organisational devices without the need for scaffold Use technical language appropriate to the text type. To write in the correct tense for the purpose of the genre Know how to move an adverbial phrase at the beginning of sentence correctly 	<p>Extreme weather by T.M Kostigen page 84-85</p> <ul style="list-style-type: none"> Vocabulary Close reading Comprehension Reading plus Reading plus <p>See STP for details</p>	<p>Science – Light</p> <p>Killer questions How are we able to see? Can we see when it is completely dark? What happens when light hits a surface? What is a shadow? How is it formed? How do shadows change in the day?</p> <ul style="list-style-type: none"> (S2.2g) As scientists WALT Recognise that they need light in order to see things and that dark is the absence of light. Outcome – Chn will identify light sources (natural and man-made) and describe the difference between light and dark. (S2.2h) As scientists WALT: Know that light is reflected from surfaces. Outcome – Practical investigation. Chn will choose from an assortment of different materials, which is the best to make a reflective strip on a book bag from. (S.2.1b) As scientists WALT: Set up simple practical enquiries, comparative and fair tests. Outcome – Practical investigation. Chn are given an assortment of different materials and 	Father's Day (19 June)

	WALT: measure the mass of objects and record them as a mixed measurement in kg and g.			<p>torches to decide the best material to make bedroom curtains from.</p> <ul style="list-style-type: none"> (S2.2j) As scientists WALT: Use scientific vocabulary and knowledge to describe how shadows are formed. Outcome – Practical investigation. Chn will use torches and an object to measure the difference in the size of shadows when the distance between the light source and the object is changed. <p><i>Link to challenge outcome</i> (for week's learning) – N/A</p>	
Homework	Number bond or timetables practise: use 'lighter' and 'heavier' to compare mass.	Spellings: Words ending with a /chuh/ sound spelt with 'ture'	Reading book/ Reading Plus	Flipped homework: Using your understanding of tectonic plates and climate zones, make a list of natural disasters that you think happen in Europe and The UK.	3JF Class assembly
20.06.22	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml).</p> <p>Mental maths focus: comparing the mass of different objects.</p> <p>WALT: use 'lighter' and 'heavier' to compare mass.</p> <p>WALT: Use a range of methods to add mass</p> <p>WALT: Use a range of methods to subtract mass.</p> <p>WALT: Compare the volume of containers using < , > and =.</p>	<p>Purpose: Persuade Text type: Speech to the Emperor of Pompeii persuading him to support the people affected by the eruption of Vesuvius.</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Use different sentence types correctly (statements, facts, rhetorical questions, exclamation sentences to express a strong opinion, emotion and/or stance. Use boastful language for persuasion 	<p>Natural disasters by K. Reilly, pg 21-22</p> <ul style="list-style-type: none"> Vocabulary Close reading Comprehension Reading plus Reading plus <p>See STP for details</p>	<p><u>What is a natural disaster (Europe)?</u></p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What are some of the different natural disasters that can take place in the world? What is a volcano and what is it caused by? What is an earthquake? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <ul style="list-style-type: none"> (A3.2a) As artists WALT use a range of media such as pastels to create drawings. Outcome – Chn will recreate Vesuvius 365 (1985) by Andy Warhol in a pop art style using pastels/chalk (G2.1a) As geographers WALT Use maps to focus on Europe. Outcome – Chn to plot a list of natural disasters on a map of Europe and the UK. Remind them about tectonic plates and the 'ring of fire', how are European disasters different to those? (G2.3b) As geographers WALT describe key aspects of human geography – settlement, trade links and economic activity. Outcome – Chn will do a case study of Pompeii and Mount Vesuvius. They will learn about farming in the area due to nutrient rich volcanic soil. Also trade links to Rome at the time. 	<p>World Refugee Day (20 June) Make Music Day (21 June) Windrush Day (22 June)</p>

				<i>Link to challenge outcome</i> (for week's learning) – Chn will learn about different types of natural disasters in Europe and The UK.	
Homework	Number bond or timetables practise: use litres, millilitres and standard scales to explore capacity.	Spellings: Silent letters revision	Reading book/ Reading Plus	Flipped homework: Using the sheet provided make a list of water management strategies.	2AP Class assembly
27.06.22	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure and compare, selecting the appropriate tools and units; add and subtract using mixed units and equivalence of units e.g. 75cm and ½ m.</p> <p>Mental maths focus: Add and subtract mass.</p> <p>WALT: use litres, millilitres and standard scales to explore capacity.</p> <p>WALT: use litres and millilitres and standard scales to explore capacity.</p> <p>WALT: use 'full' and 'empty' to compare capacity.</p> <p>WALT: add volumes and capacities.</p>	<p>Purpose: Persuade Text type: Speech to the Emperor of Pompeii persuading him to support the people affected by the eruption of Vesuvius.</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly. 	<p>Extreme weather by T.M Kostigen page 86-87</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus <p>See STP for details</p>	<p><u>Why do natural disasters occur (Europe)?</u></p> <p>Killer questions What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <ul style="list-style-type: none"> • (G3.2b) As geographers WALT identify hills and rivers of the UK. Outcome – Chn will plot hills and rivers of the West Midlands onto a map along with flood risk areas. What do they notice about the proximity of rivers to flood risk areas? • (G2.3b) As geographers WALT describe and understand aspects of human geography. Outcome – Chn will look at The Netherlands and the use of dams, dikes, floodgates and windmills to control waterways and reduce risk of flooding. How could we replicate in the UK? <p><i>Link to challenge outcome</i> (for week's learning) – Chn will begin to understand why certain places are more susceptible to natural disasters than others.</p>	
Homework	Number bond or timetables practise: subtract volumes and capacities.	Spellings: Silent letters revision	Reading book/ Reading Plus	Flipped homework: design your own flood defence.	2SP Class assembly Summer Fair (Tues)

04.07.22	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure and compare, selecting the appropriate tools and units; add and subtract using mixed units and equivalence of units e.g. 75cm and ½ m.</p> <p>Mental maths focus: add volumes and capacities.</p> <p>WALT: subtract volumes and capacities.</p> <p>WALT: Measuring temperature using a thermometer. (Practical)</p> <p>WALT: Measuring temperature using a thermometer. (Practical)</p>	<p>Purpose: Persuade Text type: Chn will produce a persuasive advert for a flood defence (designed in NICER), persuading Sandwell Council to buy their product</p> <ul style="list-style-type: none"> - Use the pattern of 3 to persuade - Use boastful language to persuade - Use rhetorical questions to make the reader think - Use technical language appropriate to the text type. 	<p>Flood by A.F Villa page 'after the flood'.</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>How can we prevent flooding (UK)?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What are some of the different natural disasters that can take place in the world? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <ul style="list-style-type: none"> • (D2.2a) As designers WALT use technical understanding to make something move. Outcome – Chn will reflect on previous week's geography lesson about locks/dams/dikes. Chn will design some sort of system using guttering, pulleys, axles to redirect water practically. Complete detailed and labelled drawings and instructions. (part 1) • (D2.2a)As designers part 2. Outcome – Chn will make their designs in groups, using: water, guttering pipe, buckets and pulleys • (D2.4c) As designers WALT evaluate my work. Outcome – Chn will use thinking hats and CoRT 1 skills to evaluate their 'locks' • (D2.1a) As designers WALT describe how our design fulfils it's purpose. Outcome – Chn to decide whether their designs would be able to reduce flooding in the UK. How could they be adapted to work on a larger scale. Cross curricular with PSHE 2.5e (I can make a positive difference in my local community) <p>Link to challenge outcome (for week's learning) – Chn will know what a flood defence is and begin to think of design ideas to make their own.</p>	<p>Eid ul-Adha (begins 10 July)</p>
Homework	<p>Number bond or timetables practise: Recall multiplication facts for 3, 4, 8 and 11 times table.</p>	<p>Spellings:</p> <p>Review week</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Sketch a hilly, British landscape.</p>	<p>2KK Class assembly</p> <p>Sports days</p>
11.07.22	<p>Area of learning: Multiplication</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3, 4, 6 and 8, 9 and 11 multiplication tables.</p>	<p>Purpose: Persuade Text type: Chn will produce a persuasive advert for a flood defence (designed in NICER), persuading Sandwell Council to buy their product</p> <p>Knowledge and skills:</p>	<p>Destination: Planet earth by J Nelson page 'saving planet earth'</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension 	<p>What does our landscape tell us about geology?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p>	<p>Emmeline Pankhurst's birthday (14 July)</p>

	<p>Mental maths focus: subtract volumes and capacities.</p> <p>WALT: Recall multiplication facts for 3 times table.</p> <p>WALT: Recall multiplication facts for 4 times table.</p> <p>WALT: Recall multiplication facts for 8 times table.</p> <p>WALT: Recall multiplication facts for 11 times table.</p>	<ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly. 	<ul style="list-style-type: none"> •Reading plus •Reading plus <p>See STP for details</p>	<ul style="list-style-type: none"> • (A3.2a) As artists WALT use a range of media such as watercolours to create drawings. Outcome – Chn will do live watercolour paintings at Lickey Hills in the style of JMW Turner – Tintern Abbey from the River Wye) • Trip to Lickey Hills • (C2.1b) As digital technicians WALT take photos and edit. Outcome - Chn will take photos of the landscape while they're at Lickey Hills. When they return to class they will use these photos to support completing the watercolour paintings and then create a collage of the hills using different media – photos, watercolour, digital art, pastels. • (A3.1a) As artists WALT compare methods and approaches of their own art. Outcome - Chn will look at the different representations of Lickey Hills and make comparisons about their work and approach to landscapes <p>Link to challenge outcome (for week's learning) – Chn will learn about the landscape of the West Midlands, and why this makes certain areas in our county, susceptible to flooding.</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework: Prepare and practise your campaign speech.	Leavers Production
18.07.22	Last week of school	SPAG Week (based on identified areas that chn need to consolidate from throughout the year)	<p>Natural disasters by K. Reilly, pg 55-56</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p><u>TASC wheel work and challenge outcome – Flood campaign</u></p> <p>Killer questions</p> <p>What kind of natural disasters happen to us in the UK? How are these different to a country you have studied? Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p> <ul style="list-style-type: none"> • (C2.1c) As digital technicians WALT record and edit music. Outcome – Chn will create a soundtrack to go with their ad campaigns. This will include sounds of natural disasters such as rushing water, howling winds and roaring volcanoes using garageband software • (C2.2a) As digital technicians WALT select a variety of software. Outcome – Chn given several different software apps in a carousel – Chn will trial each type and make a decision 	Mandela Day (18 July)

				<p>how best to achieve their challenge outcome of an ad campaign about how we can protect against flooding in the UK.</p> <ul style="list-style-type: none"> • (C2.2c) As digital technicians WALT design and create content. Outcome – Chn will use their writing outcome in English and recreate on ipads using keynote/iMovie software • (P2.5b) PSHE WALT discuss being connected to others and supporting them. Outcome – Chn will consider how their final outcome (English and NICER) will support the parts of the community affected by flooding <p>Link to challenge outcome (for week's learning) – Chn will design, test and evaluate their flood defence. They will consolidate all their learning to create their ad campaign to raise awareness.</p>	
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	Leavers celebration
					Birmingham Commonwealth Games (28 July – 8 August)