





Curriculum | Medium Term Plan - Autumn 2021

Challenge Pack:	Bolts and Bones- How can we promote local health?	Challenge outcome:	Pupils will research the human body in order to understand how it works. They will also explore the effects of healthy eating and exercise. Their research will culminate in an exhibition showcasing their work including creation of a fitness video to inspire their peers.	NC Year: Length of term:	4 14
Summary	Children create an event or promotional material that helps people living locally to know how they can be healthy and where they can access different support and opportunities to engage in health. RE will be taught discretely during PPA.	Hook:	Children will plan and prepare a healthy meal based on their prior knowledge of healthy eating. Letter/Video invite to publish their own book of poetry (Corey Brotherson)		
Key texts:	Fiction: The Fastest Boy in the World Running on Empty by SE Durrant, Kick by Mitch Johnson; Henry’s Freedom Box Non-Fiction: Illumanatomy; The story of the Olympics – Usbourne	Trips and visits:	Visit from a personal trainer (Connie Atkinson) Visit from power lifter (Mark Atkinson)	Inspire sessions:	N/A
 <ul style="list-style-type: none"> To consider movement when addressing an audience. 	 <ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	 <ul style="list-style-type: none"> To ask probing questions 	 <ul style="list-style-type: none"> To use more natural and subtle prompts for turn taking. 		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
06.09.21 week 1	<p>Edit to reflect progression following White Rose</p> <p>Area of learning: Place Value</p> <p>Mental Maths: Number Bonds to 100</p> <p>Knowledge and skills:</p> <p>WALT: read and recognise numbers to 1000 WALT: Count on in 100s, 10s and ones WALT: use an number line to 1000 WALT: round to the nearest 10 WALT: round to the nearest 100</p>	<p>Purpose: Revise Basic Skills</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Practise handwriting - To use capital letters, full stops. - To use question marks. - To use exclamation marks accurately, - To know different Types of sentences <p>Knowledge and skills</p> <ul style="list-style-type: none"> - To use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined - use capital letters, full stops, question marks and exclamation marks accurately, but may still need prompting or editing - compose and rehearse sentences orally (including dialogue). <p>Vocabulary- question marks, capital letters, full stops, exclamation marks</p>	<p>The Fastest Boy in the World- Elizabeth Laird</p> <p>Vipers</p> <p>Prediction/ Vocabulary</p> <p>Close Reading</p> <p>Summarize as a class each table presenting one element of the story. Oracy Reading Plus</p>	<p>Addressing worries in new class - Children will start with PSHE lessons to help them adapt and settle into year 4.</p> <p>RHE B2.2 WALT- identify choices that I might make when there is change in my life Outcome- Rules, Regulations, Procedures in new Class</p> <p>RHE B2.6 WALT- Understand the importance of speaking to someone if we feel isolated or lonely. Outcome: Design posters to show who we can speak to when we feel isolated or lonely.</p> <p>RHE B2.5 WALT- Explain that our mental wellbeing is as important as our physical health/ Outcome- Discuss how to address worries, fears, anxieties, worry monster through circler time activities.</p> <p>RHE- B2.3 WALT-Plan things that we can do to help us feel better if we are finding life hard. Outcome- Children have a list of strategies to use to self-help when life becomes difficult.</p> <p>RE- As Theologians: WALT: Describe how we show our beliefs in the way we live our lives. Outcome-Understand things we value the least/most.</p>	<p>Rosh Hashanah (6-8 September)</p> <p>International Literacy Day (8 September)</p>

Homework	Number bond or timetables practise: Number bonds to 10 3 times tables	Spellings: Week 1—Words with /aw/ spelt with augh and au caught, naughty, taught, daughter, Autumn, clause, cause, astronaut, applaud, August	Reading book/ Reading Plus	Flipped homework: Maths: Place value (counting on in 1000s) English: Features of a story NICER: Design own healthy plate at home.	
13.09.21 week 2	<p>Area of learning: Place Value</p> <p>Mental Maths: Place Value (rounding)</p> <p>Knowledge and skills: WALT: count in 1000s WALT: represent numbers to 10000 WALT: recognise the value of 1000s, 100, 10s and 1s WALT: partition numbers WALT: use a number line to 10000</p>	<p>Purpose: Entertain Text type: Fiction/ Character description</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - RIP features Character description - SPAG/ adjectives/ noun phrases- - Powerful verbs - Uplevel a character description. <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Identify and use nouns and adjectives appropriately. - Identify and use verbs appropriately - Use powerful verbs to describe <p>Vocabulary- athlete, runner, verbs, noun phrases</p>	<p>The Fastest Boy in the World- Elizabeth Laird</p> <p>Vipers Explain / Comprehension Inference Close Reading Reading Plus</p>	<p>Good enough to eat! - Children will be introduced to the Challenge Pack and outcome (create exhibition to showcase learning on fitness). They will explore the importance of having a healthy diet and then design own healthy plate in a DT lesson.</p> <p>TASC Wheel - Gather, organise, identify</p> <p>Killer Questions What are the key features of a healthy diet? What do we need to for our bodies be healthy?</p> <p>Hook- Connie Atkinson to do a fitness session with the children.</p> <p>RHE B2.10- WALT: Describe the nutrition of a healthy diet. Outcome- Children will understand healthy food types and unhealthy food types and understand which is more nutritious.</p> <p>RHE B2.11- WALT know how to plan a healthy meal/ S2.1D D2.5a As Design Technicians - WALT: identify what makes a healthy diet so that we can create a healthy plate to show the proportion of each food group. Outcome: Children design own healthy eating plate and menu to show a nutritious diet.</p> <p>RHE- B2.12 WALT identify the importance of looking after our bodies through healthy lifestyles Outcome: Children will understand the different means they can take to look after their own bodies.</p> <p>Link to challenge outcome- Children will do a presentation in the exhibition to inform other children and parents the importance of exercise and remaining healthy. They will also display their healthy eating plates.</p> <p>RE- As Theologians: WALT: Compare two religious stories</p>	<p>Jeans for Genes (begins 13 September) International Day of Democracy (15 September)</p>

				<p>Outcome: Compare Jesus and the Thankful Leper; The Good Samaritan. Identify their message for the modern world.</p>	
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 20</p> <p>4 times tables</p>	<p>Spellings: Week 2—Adding the prefix in- (meaning ‘not’ or ‘into’)</p> <p>inactive, incorrect, inaccurate, insecure, indefinite, incomplete, infinite, inedible, inability, independent</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p> <p>Maths: Place value (finding, 1, 10 and 100 more)</p> <p>English: Features of a character description</p> <p>NICER: Use the information sheet provided (via Showbie or printed) to find and recall 3 facts about the digestive system.</p>	
20.09.21 week 3	<p>Area of learning: Place Value</p> <p>Mental Maths: Place Value (representing and partitioning numbers)</p> <p>Knowledge and skills:</p> <p>WALT: find 1, 10 and 100 more or less</p> <p>WALT: find 1000 more than a number</p> <p>WALT: compare 4-digit numbers</p> <p>WALT: order numbers</p> <p>WALT: round to the nearest 1000</p>	<p>Purpose: Entertain</p> <p>Text type: Fiction/ Character description</p> <p>Lesson Sequence</p> <ul style="list-style-type: none"> - •SPAG/ adjectives/ noun phrases- - Powerful verbs- - Create their character using Role on the Wall - •Plan/draft character description - •Write character description - •Up level edit/ Direct Message marking (noun phrases) <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Identify and use nouns and adjectives appropriately. - Use expanded noun phrases to describe and specify - Identify and use verbs appropriately - Use powerful verbs to describe <p>Vocabulary- athlete, runner, verbs, noun phrases, characters, setting, problem, solution</p>	<p>Running on Empty by SE Durrant</p> <p>Vipers</p> <p>Prediction/ Vocabulary</p> <p>Close Reading</p> <p>Summarize as a class each table presenting one element of the story. Oracy</p> <p>Reading Plus</p>	<p>Your Growling Guts (Digestive system)- Children will do Science lessons to understand how the digestive system works and conduct an experiment to assess the consequences of having too much acid in the stomach.</p> <p>Killer Question</p> <p>What is a digestive system? How does it work?</p> <p>S2.1p As Scientists: WALT: identify different parts of the human body so that we can label the digestive system.</p> <p>Outcome: Label diagram with digestive system and describe the simple functions of the digestive system.</p> <p>S2.1a, 1c- As Scientists WALT: conduct an experiment so that we can identify what happens in the stomach when there is too much acid.</p> <p>Outcome: children complete investigation sheet and predict what will happen</p> <p>Link to challenge outcome – Children to carry out experiment to show viewers in the exhibition how the digestive system works. They will also re-enact how the digestive system works.</p> <p>RE- As Theologians: WALT: Describe how communities of people show their beliefs in the way they live</p> <p>Outcome-Explore how Churches reflect on upholding qualities Jesus wanted. (Toddler groups, food banks, caring for elderly, charity, celebrations...) Can they find examples from their own lives?</p>	<p>Sukkot (begins 20 September)</p> <p>International Day of Peace (21 September)</p> <p>European Day of Languages (26 September)</p> <p>Yom Kippur (begins 27 September)</p>

Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 30 5 times tables</p>	<p>Spellings: Week 3—Adding the prefix im- (before a root word starting with ‘m’ or ‘p’)</p> <p>immature, immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite important, immoral</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p> <p>Maths: Negative numbers English: Direct Speech NICER: Label a skeleton using primary homework help to support.</p>	
27.09.21 week 4	<p>Area of learning: Place Value (Negative Numbers and Roman Numerals)</p> <p>Mental Maths: Place Value (comparing and ordering numbers)</p> <p>Knowledge and skills: WALT: count in 25s WALT: recognise negative numbers WALT: recognise negative numbers WALT: recognise Roman numerals WALT: Recognise Roman numerals</p>	<p>Purpose: Entertain Text type: Fiction/ Retell a story from a key text</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Sequence the story/ identify features of the story (RIP) - Spag Direct speech/ Third Person- - Story map opening / Talk for writing - Write the opening - Up level edit/ Direct Message marking <p>Knowledge and skills</p> <ul style="list-style-type: none"> - Use expanded noun phrases to describe and specify - Use a wide range of punctuation accurately and consistently - use inverted commas and other punctuation to indicate direct speech - <p>Vocabulary- athlete, runner, verbs, noun phrases, characters, setting, problem, solution</p>	<p>Running on Empty by SE Durrant</p> <p>Vipers</p> <p>Prediction/ Vocabulary Close Reading Explain/ Retrieval Reading Plus</p>	<p>The Skeleton Inside You- Children will learn about different muscles and simple parts of the human skeleton. They will be able to label these on the human body, explain the functions of them and the importance of looking after these.</p> <p>Killer Questions</p> <p>What is the skeleton? What is its purpose in the body of a human or animal?</p> <p>What are muscles? What are their purpose in the body of a human or animal?</p> <p>Can you identify key bones and muscles in the body of a human and describe their function?</p> <p>S2.1o As Scientists WALT: Identify simple parts of human muscles so that we can understand how the muscles support, protect and help with movement Outcome -children identify skeletal, cardiac and smooth muscles and label different parts of the muscle and it’s purpose</p> <p>S2.1o As Scientists: WALT: Identify simple parts of the human skeleton and understand their purpose within the body. Outcome: Children label the bones that make up the human skeleton and understand the need and importance of these.</p> <p>S2.1n As Scientists: WALT: identify the different skeletons in animals so that we can classify animals. Outcome- children use the list of animals and classify and sort them into groups of vertebrates, invertebrate’s exoskeletons and endoskeletons.</p> <p>Link to challenge outcome- There will be an interactive skeleton and human body in the exhibition, which will be designed by the children for viewers to label.</p>	

				RE- As Theologians : WALT: Describe how communities of people show their beliefs in the way they live Outcome -Explore how Churches reflect on upholding qualities Jesus wanted. (toddler groups, food banks, caring for elderly, charity, celebrations...) Can they find examples from their own lives	
Homework	Number bond or timetables practise: Number bonds to 40 6 times tables	Spellings: Week 4—Adding the prefix il- (before a root words starting with ‘l’) and the prefix ir- (before a root word starting with ‘r’) illegal, illegible, illogical, illiterate, illicit, irregular, irrelevant, irresponsible, irrational, irresistible	Reading book/ Reading Plus	Flipped homework: Maths: Addition (up to 4-digit numbers) English: Expanded noun phrases NICER: Sketch drawings using imitation.	6MA Class assembly 5SW INSPIRE
04.10.21 week 5	Area of learning: Addition with up to 4 digit numbers Mental Maths: Place Value (Negative Numbers and Roman Numerals) Knowledge and skills: WALT: and 1s, 10s, 100s and 1000s WALT: add 3-digit numbers (not crossing 10s and 100s) WALT: add 4-digit numbers (not exchanging) WALT: add 3-digit numbers (crossing 10 or 100) WALT: add 4-digit numbers (one exchange)	Purpose: Entertain Text type: Fiction/ Retell a story from a key text Lesson sequence - Story map middle / Talk for writing - Write the middle - Edit the middle - Plan/ Write the ending - Up level edit/ Direct Message marking Knowledge and skills - Use expanded noun phrases to describe and specify - Use a wide range of punctuation accurately and consistently - use inverted commas and other punctuation to indicate direct speech Vocabulary- athlete, runner, verbs, noun phrases, characters, setting, problem, solution	Henry’s Freedom Box Vipers Prediction/ Vocabulary Close Reading Comprehension Retrieval Reading for pleasure/ Reading Plus	Sketch, sketch, sketch- Children will be use different line techniques to sketch the human body. A3. 2a- As Artists : WALT: Recognise how artist use proportion and scale. Outcome- draw the human body accurately so that we can understand the effect on figure drawing. A3.2a- As Artists : WALT: use 2D shapes, line and size so that we can draw the human body in proportion. Outcome- Sketch of human body in proportion A3.2a- As Artists : WALT: Explore different tools and media so that we can experiment with different textures and line. Outcome- Children experiment using charcoal using different line and texture and apply this technique on a mannequin drawing. Link to challenge outcome- These drawings will be showcased/displayed in the exhibition. - RE- As Theologians: WALT: Make simple links between concepts studied and how people live Outcome- Create poster/ art work to show their ideal world.	World Space Week (begins 4 October) World Teachers’ Day (5 October) Walk to School Day (6 October) World Mental Health Day (10 October) World Homeless Day (10 October)
Homework	Number bond or timetables practise: Number bonds to 50 7 times tables	Spellings: Week 5—Homophones and near homophones medal, meddle, missed, mist, scene, seen, board, bored, which, witch	Reading book/ Reading Plus	Flipped homework: Maths: Subtraction (up to 4-digit numbers) English: Features of poems NICER: Primary and secondary paint colours. Research a famous artist.	6JD Class assembly 5SU INSPIRE

11.10.21 week 6	<p>Area of learning: Addition and subtraction</p> <p>Mental Maths: Addition up to 4-digit numbers</p> <p>Knowledge and skills: WALT: Add 4-digit numbers (more than one exchange) WALT: Subtract 3-digit numbers (no exchange) WALT: Subtract 4-digit numbers (no exchange) WALT: use exchanging to subtract 3-digit numbers WALT: use exchanging to subtract 4-digit numbers</p>	<p>Purpose: Entertain Text type: Fiction/ Retell a story from a key text/ Poems</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Final write/ - Peer Assess - Read and rip poems - cultural awareness/ Yellow Black Hat critique (Benjamin Zephaniah....) - Similes/ Metaphors - Alliteration- - <p>Knowledge and skills</p> <ul style="list-style-type: none"> - Recognize and use collective nouns appropriately - Use alliteration, similes and rue of 3 for effect <p>Vocabulary- alliteration, similes, nouns, poems, collective nouns, freedom</p>	<p>Henry's Freedom Box Vipers Vocabulary Close Reading Comprehension Reading for pleasure/ Reading Plus Reading games/ Reading Plus</p>	<p>Paint your heart out – Children will be experimenting with paint and painting a heart to showcase in the exhibition.</p> <p>A3.3b As Artists- WALT: understand the use of different paints and brushes so that we can experiment with painting techniques. Outcome- Children paint a heart - one half using watercolour and the other using acrylic with different brush techniques</p> <p>A3.3c- As Artists WALT: use a range of tools and media so that we can create our artwork for the exhibition. Outcome – Create art work for the Exhibition</p> <p>Link to challenge outcome- These paintings will be showcased/displayed in the exhibition.</p> <p>RE- As Theologians: WALT: Make simple links between concepts studied and how people live Outcome-Create a nine diamond illustration to show what kind of world Jesus wanted. What does it mean to be Jewish?</p>	<p>National Braille Week begins (11 October) Ada Lovelace Day (12 October) World Food Day (16 October) International Day for the Eradication of Poverty (17 October)</p>
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 100 8 times tables</p>	<p>Spellings: Week 6- Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de') division, invasion, confusion, decision, collision, television, revision, erosion, explosion, incision</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Estimation to check our answers English: Write a poem about Henry's freedom Box NICER: Research the different health/ fitness provisions there are in Smethwick and where they are situated.</p>	<p>6MC Class assembly 5RG INSPiRE</p>
18.10.21 week 7	<p>Area of learning: efficient methods of addition and subtraction</p> <p>Mental Maths: Addition and subtraction</p> <p>Knowledge and skills: WALT: Subtract 4-digit numbers (more than one exchange)</p>	<p>Purpose: Entertain Text type: Poems</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Plan poetry - Write poetry - Uplevel poems - Word process poems - Perform Poetry <p>Knowledge and skills</p>	<p>Reading Plus Focus</p>	<p>Fitness centres around the UK- Children will locate countries and cities of the UK. They will then find out where in the UK and around the world different sports provisions are located. This will be used to guide own research next week about which sports/ health provisions available to them in the local area.</p> <p>Killer Question What different sports and health provision can people access in different parts of the UK? What kind of provision for health is available in the</p>	<p>Anti-Slavery Day (18 October) The Prophet Muhammad's birthday (19 October) International Stammering Awareness Day (22 October)</p>

	<p>WALT: use efficient methods of subtraction</p> <p>WALT: use estimation to check our answers</p> <p>WALT: use efficient estimation strategies</p> <p>WALT: use efficient addition and subtraction strategies (mini-assessment)</p>	<ul style="list-style-type: none"> - Recognise and use collective nouns appropriately - Use alliteration, similes and rue of 3 for effect - Use alliteration, similes and rue of 3 for effect <p>Vocabulary- alliteration, similes, nouns, poems, collective nouns, freedom</p>		<p>local area? Where is it located?</p> <p>G2.1b- As Geographers WALT: Name and locate countries and cities of the UK Outcome- Label different sports and health provisions around the world.</p> <p>G2.4a- As Geographers WALT: Use maps, atlases, globes to locate countries around the world Outcome- Label different sports and health provisions around the world.</p> <p>G2.1b- As Geographers: (What do we know...people who help us maintain our health...) WALT: identify physical and human characteristics Outcome—Health provision in different parts of the UK.</p> <p>Link to challenge outcome- Children will present to an audience in the exhibition how many fitness provisions are available to them in the local area.</p> <p>RE- As Theologians: WALT: Describe beliefs and practices in Judaism . Outcome- Explore Jewish festivals in detail.</p>	
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 100 9 times tables</p>	<p>Spellings: Consolidation caught, naughty, inactive, incorrect, immature, immeasurable, which, witch, invasion, incision</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: converting units of measure English: Read/ Rip Non- Chronological report/ PMI NICER: Keep a healthy heating diary for each day of the half term.</p>	<p>3TB INSPiRE</p> <p>Everybody write day</p>
25.10.21				<p><i>Half Term</i></p>	<p>Halloween (31 October)</p>

01.11.21 week 1	<p>Area of learning: converting units of length</p> <p>Mental Maths: efficient methods of addition and subtraction</p> <p>Knowledge and skills: WALT: convert metres and centimetres WALT: convert millimetres and centimetres WALT: calculate length in kilometres WALT: add measures of length WALT: subtract measures of length</p>	<p>Purpose: Inform Text type: Non-Fiction Non-chronological report to show to parents about staying fit.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Spag Question and Exclamation sentences - Read/ Rip Features - Research facts in groups - Share findings through ppt presentation/ summarize ideas - Plan <p>Knowledge and skills</p> <ul style="list-style-type: none"> - Organise paragraphs around a theme - Identify main and subordinate clauses accurately and consistently <p>Vocabulary- subheadings heading, muscles, skeleton, Movement, past tense</p>	<p>Kick by Mitch Johnson; Vipers Prediction/ Vocabulary Close Reading Comprehension/ Retrieval</p> <p>Reading for pleasure/ Reading Plus</p>	<p>How healthy/ active are we? - Children will be reminded of their outcome and will be given a healthy eating talk by Mr M Atkinson. They will remember the key components of a healthy diet (as discussed in week 1) and asked to keep a healthy eating diary.</p> <p>Mark Atkinson talk</p> <p>RHE A2.13 WALT Discuss who to access support from if we have concerns about our bodies or safety Outcome- Create a poster to show agencies for support</p> <p>RHE- B2.9 WALT Record how active we are. Outcome- each week add to diary and recognise of this is healthy or unhealthy.</p> <p>RHE- B2.14 WALT: Recognise when someone might not be healthy Outcome: Recognise signs of a healthy/ unhealthy individual and the diet they have.</p> <p>Link to challenge outcome- Children will do a presentation in the exhibition to inform other children and parents the importance of exercise and remaining healthy.</p> <p>RE- As Theologians: Identify symbolic artefacts and actions (Judaism) BBC.co.uk My life my religion- Judaism Outcome-</p>	<p>All Saints' Day (1 November) Diwali/Deepavali (4 November) Guy Fawkes Day (5 November)</p>
Homework	<p>Number bond or timetables practise: Number bonds to 20 11 times tables</p>	<p>Spellings: Week 1—Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') expansion, extension, comprehension, tension, corrosion, supervision, fusion, conclusion, persuasion, suspension</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: measure (perimeter) English: NICER: Design own questionnaire to ask people questions about how they stay healthy. They can use word or pages.</p>	<p>3SB INSPiRE</p>
08.11.21 week 1	<p>Area of learning: shape (perimeter)</p> <p>Mental Maths: converting units of measure (length)</p> <p>Knowledge and skills:</p>	<p>Purpose: Inform Text type: Non-Fiction Non-Chronological report to show to parents about staying fit.</p> <p>Lesson sequence</p>	<p>Kick by Mitch Johnson; Vipers Prediction/ Vocabulary</p> <p>-Close Reading</p>	<p>Let us get researching- Children will be conducting research to check how healthy, individuals in their local area are (including teachers and pupils). They will then design their own questions, research and analyse data, which will be showcased in the exhibition.</p> <p>Killer Question</p>	<p>World Science Day (10 November) Armistice/Remembrance Day (11 November) World Diabetes Day (14 November)</p>

	<p>WALT: measure perimeter</p> <p>WALT: measure perimeter on a grid</p> <p>WALT: find the perimeter of rectangles</p> <p>WALT: find the perimeter of rectilinear shapes</p> <p>WALT: find the perimeter of Leshapes (mini-assessment)</p>	<p>Write main body Non-chronological report</p> <p>Up level edit</p> <p>Write concluding paragraph of Non-chronological report</p> <p>Up level</p> <p>Word process</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> Organise paragraphs around a theme Identify main and subordinate clauses accurately and consistently Make appropriate tense choices for a task <p>Vocabulary- subheadings heading, muscles, skeleton, Movement, past tense</p>	<p>Comprehension Explain</p> <p>-Reading for pleasure/ Reading Plus</p>	<p>What kind of provision for health is available in the local area? Where is it located?</p> <p>TASC Wheel - Decide</p> <p>As Digital Technicians</p> <p>C2.2b WALT: use Pages so that we can create a questionnaire</p> <p>Outcome: Create questionnaire about health and fitness using Pages</p> <p>C2.2B-WALT Digital Technicians: Collect data using Excel about how people stay healthy.</p> <p>Outcome: Children conduct questionnaire (teachers/support staff)</p> <p>C2.2d WALT Digital Technicians: Input data onto Excel</p> <p>Outcome- Transfer data from questionnaire on pages to Excel</p> <p>Link to challenge outcome- children will carry out research to show the level of health care provision in our local area and what changes they are making as a result. The results will be presented in the exhibition.</p> <p>RE- As Theologians: WALT: Describe similarities in religious practices so we can make links between teachings and how people live.</p> <p>Outcome: Children will explore why people migrate, why the Jews migrated in 1730 and what challenges they faced.</p>	
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 30</p> <p>12 times tables</p>	<p>Spellings: Week 2—Words with a /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’)</p> <p>expression, discussion, confession, permission, admission, transmission, possession, profession, depression, impression</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p> <p>Maths: multiplying and dividing by 10 and 100</p> <p>English: Add adverbs to given sentences.</p> <p>NICER: Create own questionnaire using pages or word.</p>	<p>3JF INSPIRE</p>

15.11.21 week 3	<p>Area of learning: multiplying and dividing by 1, 10 and 100</p> <p>Mental Maths: shape (perimeter)</p> <p>Knowledge and skills: WALT: multiply by 10 WALT: multiply by 100 WALT: divide by 10 WALT: divide by 100 WALT: multiply by 1 and 10</p>	<p>Purpose: Inform Text type: Non-Fiction Explanation of the digestive system.</p> <p>Lesson sequence Spag Adverbs (time adverbs Next...) Read/ Rip features of explanation text Re- enactment of how the digestive system works Sequence the process of the digestive process Plan explanation text</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Make appropriate tense choices for a task • To use adverbs to create variety and add interest. • To use fronted adverbials (e.g. later that day, I heard the bad news) <p>Vocabulary: digestive system, liver, esophagus, stomach, small and large intestines.</p>	<p>llumanatomy; Vipers -Prediction/ Vocabulary Close Reading Comprehension Retrieval Reading for pleasure/ Reading Plus</p>	<p>Present our findings- Children will learn out to use excel and then use this programme to present findings in the exhibition. They will then do a lesson to feedback what they have found and do a speech to show the sports/ fitness facilities available.</p> <p>S2.1p As Scientists: WALT: identify different parts of the human body so that we can label the digestive system. Outcome: Label diagram with digestive system and describe the simple functions of the digestive system. (Rec-cap session to inform the English outcome).</p> <p>C2.2d As Digital Technicians- WALT: use Excel to create graphs so that we can present our results. Outcome: Use Excel to represent data collected/ Format.</p> <p>Link to challenge outcome- Children will carry out research to show the level of health care provision in our local area and what changes they are making as a result. The results will be presented in the exhibition.</p> <p>RE- As Theologians: WALT: Describe beliefs and practices in Judaism . Outcome- Explore Jewish festivals in detail</p>	<p>Road Safety Week (begins 15 November) Anti-Bullying Week (begins 15 November) Birthday of Guru Nanak Jayanti (19 November) World Children’s Day (20 November)</p>
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 40 3 times tables</p>	<p>Spellings: Week 3—Words with a /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t’ / or has no definite invention, injection, action, question, mention, attraction, translation, devotion, position, traction</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: multiplying and dividing by 1, 3 and 6 English: Rough Draft of Explanation Text NICER: Poster about hygiene and informing other people how to practise good daily hygiene.</p>	<p>4PA Assembly 1FG INSPIRE</p>
22.11.21 week 4	<p>Area of learning: multiplying and dividing by 3 and 6</p> <p>Mental Maths: multiplying and dividing by 10 and 100</p> <p>Knowledge and skills: WALT: divide a number by 1 and itself WALT: multiply and divide by 3</p>	<p>Purpose: Inform Text type: Non-Fiction Explanation of the digestive system.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Write Explanation Text - Up level edit/ Direct Message marking - Final write 	<p>llumanatomy; Vipers Prediction/ Vocabulary</p> <p>-Close Reading Comprehension Inference</p>	<p>Addressing concerns- Children will find out who they need to speak to when they have concerns about physical and other contact.</p> <p>RHE A2. 14 WALT-Recognise the differences between appropriate and inappropriate physical and other contact. Outcome- Who to contact with concerns about physical and other contact.</p>	<p>Disability History Month (begins 22 November) Hanukkah (begins 28 November)</p>

	<p>WALT: investigate 3 times-table facts WALT: multiply and divide by 6 WALT: investigate 6 times-table and division facts</p>	<p>Knowledge and skills</p> <ul style="list-style-type: none"> - Make appropriate tense choices for a task - Understand past and present tense including progressive form and know when to use it - To use adverbs to create variety and add interest. - To use fronted adverbials (e.g. later that day, I heard the bad news) <p>Vocabulary: digestive system, liver, esophagus, stomach, small and large intestines.</p>	<p>-Reading for pleasure/ Reading Plus</p>	<p>RHE- B2.13 WALT: Understand and practice good daily hygiene. Outcome- How to Keep good hygiene</p> <p>Link to challenge outcome- children will do a presentation in the exhibition to show other children and parents how to practice good daily hygiene.</p> <p>RE: As Theologians: WALT: Make clear links between sources of authority and the core concepts studied Outcome-Explore the commandments Make comparisons with values in their own lives. TASC Wheel Implement/ Communicate</p>	
Homework	<p>Number bond or timetables practise: Number bonds to 50 4 times tables</p>	<p>Spellings: Week 4—Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician, physician</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: multiplying by 7 and 9 English: Research a famous athlete and record 10 facts about them NICER: Record what you have eaten over the weekend. Which food group do these items belong to? Are they healthy/ unhealthy? Why?</p>	<p>4PM Assembly 1TG INSPiRE Parents evening</p>
29.11.21 week 5	<p>Area of learning: multiplying and dividing by 7 and 9</p> <p>Mental Maths: multiplying and dividing by 1, 3 and 6</p> <p>Knowledge and skills: WALT: multiply and divide by 9 WALT: investigate 9 times-table and division facts WALT: multiply and divide by 7 WALT: investigate 7 times-table and division facts WALT: use efficient methods to multiply and divide (mini-assessment)</p>	<p>Purpose: Inform Text type: Non-Fiction Biography of an athlete</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Read/ Rip features - Spag- verb tenses, present/past - Hot seat athlete- Mark Atkinson-/ PMI (who, what, where, when, why) - Research facts - Plan biography <p>Knowledge and skills</p>	<p>Illumanatomy; Vipers Prediction/ Vocabulary Close Reading Comprehension Explain Reading for pleasure/ Reading Plus</p>	<p>Let’s showcase! Children to showcase Science diagrams, drawings of the human body, paintings of the hearts and healthy eating plates in the exhibition.</p> <p>Tasc wheel- Implement RE As Theologians: WALT: identify how symbols of light are used in worship, rituals . Outcome- understand importance of light in different faiths and non- religious settings</p>	<p>St Andrew’s Day (30 November) Advent (begins 1 December) World AIDS Day (1 December) International Day for the Abolition of Slavery (2 December) International Day of People with Disabilities (3 December)</p>

		<ul style="list-style-type: none"> - To use adverbs to create variety and add interest. - To use fronted adverbials (e.g. later that day, I heard the bad news) - Make appropriate tense choices for a task - Use a wide range of conjunctions to extend a range of sentences with more than one clause. <p>Vocabulary: athlete, runner., achievements, accomplishments, lifestyles fitness choices</p>			
Homework	<p>Number bond or timetables practise:</p> <p>Number bonds to 100 5 times tables</p>	<p>Spellings: Week 5—Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound</p> <p>though, although, dough, through, breakthrough, thought, bought, brought, fought, ought</p>	Reading book/ Reading Plus	<p>Flipped homework:</p> <p>Maths: Place value assessment English: Read and rip a biography using features discussed in class. NICER: Evaluate challenge outcome using PMI.</p>	4OS Assembly 1SS INSPiRE
06.12.21 week 6	Assessment week	<p>Purpose: Inform Text type: Non-Fiction Biography of an athlete</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> - Write Biography - Up level edit/ Direct Message marking - Final write <p>Knowledge and skills</p> <ul style="list-style-type: none"> - Make appropriate tense choices for a task - Use a wide range of conjunctions to extend a range of sentences with more than one clause. - 	<p>The story of the Olympics – Usbourne Vipers Prediction/ Vocabulary Close Reading Comprehension Explain Reading for pleasure/ Reading Plus</p>	<p>TASC Wheel Evaluate/ Learn from experience- Children to evaluate the exhibition and explain what they have learnt as a result of the challenge pack. What would they have differently?</p>	Hanukkah (ends 6 December) Human Rights Day (10 December)

		Vocabulary: athlete, runner., achievements, accomplishments, lifestyles fitness choices			
Homework	Number bond or timetables practise: Number bonds to 100 6 times tables	Spellings: Week 6- Statutory Spellings Challenge Words interest, experiment, potatoes, favourite, imagine, material, promise, opposite, because, minute	Reading book/ Reading Plus	Flipped homework: Maths: addition and subtraction assessment English: Research the Christmas story. NICER: Christmas Art/Crafts	Winter fair (Tues)
13.12.21 week 7	Christmas and consolidation activities		The story of the Olympics – Usbourne Vipers Prediction/ Vocabulary Close Reading Comprehension Inference Reading for pleasure/ Reading Plus	Christmas and consolidation activities	<u>Jane Austen's birthday</u> (16 December)
Homework	Number bond or timetables practise: Number bonds to 100 7 times tables	Spellings: Consolidation comprehension, tension, confession, permission, question, mention, through, breakthrough, favourite, imagine	Reading book/ Reading Plus	Flipped homework:	Y2 Nativity (Tues) EYFS Carol concert (Weds) Pantomime (Thurs)