

Curriculum | Medium Term Plan – Spring 2022

Challenge Pack:	A Day at the Museum - How can we run our own pop-up museum	Challenge outcome:	Children will work alongside Year 3 to create their own pop-up museum where they will act as the museum curator and provide guided tours for parents, sharing their knowledge of the Egyptians and the Mayans.	NC Year: Length of term:	4 13
Summary	Children will look at 2 periods in World History. This will include Mayans and Egyptians. They will observe achievements of earliest civilizations while looking at key events, dates and people. They will move onto looking at artefacts while creating their own replicas. This will feed into their main outcome, which will involve delivering workshops. These workshops will include the following: Creating King Tut mask, delivering the game of hounds and jackals (Egyptian), mummifying pupils and creation of Mayan worry dolls.	Hook:	Freshwater theatre company Ancient Greeks workshop. Children will participate in interactive workshops to experience the conditions and historic events of this historic period <i>Cleopatra and her priest visit the school and are transported back in time to the year 31BC.</i>		
Key texts:	Fiction: Who Let the Gods out – Maz Evans The Mystery of the Golden Pyramid by Adela Norean Non-Fiction: Egypt Magnified The Maya by Tracey Kelly Mayans (History in Infographics) by Jon Richards	Trips and visits:	The fresh water theatre company will visit the school and deliver a Egyptian drama workshop. We will visit Birmingham museum and complete Egyptian/Mayan workshops Visit St Martins Church, BHM	Inspire sessions:	4PA – 23 rd March 4PM – 30 th March 4OS – 6 th April Tutankhamun masks/ artefacts for the museum (History and D&T links)



I am beginning to vary my tone of voice to emphasise certain parts.
I can scan the audience whilst speaking.



I am beginning to incorporate some technical vocabulary that I have learned.
I can use the subject specific language of different disciplines (tour guide)



I can include relevant content to help achieve the purpose of the talk.



I can speak without learning specific lines, based on a topic I know well.
I can show calmness and composure when speaking to an audience.

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
week 1 04.01.22 (Tues)	<p>Area of learning: Multiplication</p> <p>Mental Maths: Place value</p> <p>Knowledge and skills:</p> <p>WALT: multiply by 2-digit numbers (11 and 12) WALT: multiply 3 numbers WALT: find factor pairs WALT: use efficient methods of multiplication WALT: use formal written methods</p>	<p>Purpose: Basic skills (SPAG needed for next writing outcome)</p> <p>Knowledge and skills</p> <ul style="list-style-type: none"> use noun phrases extended by the addition of modifying adjectives. use basic grammar that is accurate reflecting written standard English instead of local spoken forms. <p>Vocabulary: Ancient Egypt, pharaohs, settled, monuments and situated</p>	<p>Text: Retrieval using Magnificent Egypt book. Look at page 'The great pyramid' making links with Nicer (great pyramid of Giza)</p> <p>Vipers Prediction/ Vocabulary Close Reading Summarize as a class each table presenting one element of the story. Oracy Reading Plus</p>	<p>Where in the world is Egypt? Children introduced to challenge pack and outcome. They will find out where Egypt is in the world and key features of Egypt. They will then write a postcard from Egypt.</p> <p>TASC Wheel Gather, organise, identify</p> <p>As Geographers WALT: identify modern day Egypt so that we can write a postcard discussing our experience in Egypt. Outcome: Children can plot Egypt on a map and discuss the features of the city- thinking about where Egypt is, weather, continent, world wonder.</p> <p>Back in time! H2.1a - As Historians WALT: place AE on a timeline that includes BC and AD time periods. Outcome: Understand the difference between BC and AD and where different time periods belong on a timeline.</p> <p>Links to Challenge Outcome- Children will create a map to showcase in the museum which shows where in the world Egypt is.</p> <p>PSHE- A2.9 As Citizens WALT: recognise that different people have different beliefs, choices or preferences. Outcome: Understand that everyone is unique and different.</p> <p>RE - As Theologists: WALT: Make links between teachings and how people live. Outcome: Children understand where we get our values/ directions for living a good life from; how we show love and obedience in our own lives.</p>	
	Homework	<p>Number bond or timetables practise: Bonds to 20</p>	<p>Spellings: Week 1 Homophones & Near Homophones</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Multiplying 2 by 1 digit</p>

	3x table	accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's		English: Identify features of a non-chronological report NICER: Research key events from AE times	
week 2 10.01.22	<p>Area of learning: Multiplication</p> <p>Mental Maths: Palace Value</p> <p>Knowledge and skills:</p> <p>WALT: multiply 2-digits by 1-digit WALT: multiply 2-digits by 1-digit WALT: multiply 3-digits by 1-digit WALT: divide 2 digit numbers by 1 digit WALT: divide 2 digit numbers by 1 digit</p>	<p>Purpose: Writing to Inform</p> <p>Text type: Non-chronological report to inform the reader about AE.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Identify/RIP features of a non chron Use features of non chron (expanded noun phrases, facts, formal language, bullet points and contents page) Sentence structure Themed paragraphs that link <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: crops, Egyptians, town, Nile, dessert, invaders and traded, settlement, kingdoms, construction, ruins, conquers, ruled, pharaoh, ruler, afterlife, chariot, worshipping, traditions and ruling</p>	<p>Text: Retrieval using Magnificent Egypt book. Look at page 'The Nile and the dessert,' making links with Nicer – Key events</p> <p>Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p>The Big Event! – Children will produce a fact file after identifying key events and understanding the cause and effect these event had on AE.</p> <p>Killer Question When and where did the ancient Egyptian period exist?</p> <p>H2.1b- As Historians WALT: identify and sequence key events from Ancient Egyptian times</p> <p>H2.3a - As Historians WALT: understand how cause and effect of key events impacted AE Outcome: Children will produce a fact file after identifying key events and understanding the cause and effect these event had on AE)</p> <p>Links to Challenge outcome- Children will display fact files about the AE key events, in the museum.</p> <p>PSHE As Citizens A2.8 WALT: describe what being respectful to others means and looks like. Outcome: Children understand what respect is and how to be respectful to others at all times.</p> <p>RE As Theologists- WALT: Identify and describe the specific core beliefs and concepts of religions studied-part 1 Outcome- Children will have an understanding of why Holy Week is important to Christians</p>	
	Homework	<p>Number bond or timetables practise: Bonds to 30 4x table</p>	<p>Spellings: Week 2 Homophones & Near Homophones cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Divide 2 digits by 1 English: Research facts for non-chronological report NICER: Research key facts about Tutankhamun</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 3 17.01.22</p>	<p>Area of learning: Division</p> <p>Mental Maths: Multiplication</p> <p>Knowledge and skills:</p> <p>WALT: divide 2 digit numbers by 1 digit WALT: divide 2 digit numbers by 1 digit WALT: divide 3 digit numbers by 1 digit WALT: solve division problems WALT: solve division problems</p>	<p>Purpose: Writing to Inform</p> <p>Text type: Non-chronological report to inform the reader about AE.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> • Research facts for AE • Plan Report • Write report • Edit and Uplevel <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: crops, Egyptians, town, Nile, dessert, invaders and traded, settlement, kingdoms, construction, ruins, conquers, ruled, pharaoh, ruler, afterlife, chariot, worshipping, traditions and ruling</p>	<p>Text: The Egyptians by Chaaya Prabhat</p> <p>Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p>Fame!- Children will spend the week understanding the power key people had during AE times e.g. pharaoh, god/ goddesses and how this impacted the people of AE and their decisions.</p> <p><u>Killer Question</u> Why are there no longer kings in Egypt?</p> <p>H2.2g As Historians WALT: identify key people during ancient Egyptian times so that we can understand their role in key events.</p> <p>H2.2d As Historians WALT: how the beliefs influenced the lifestyle and decisions of the AE Outcome: Children will spend the week understanding the power key people had during AE times e.g. pharaoh, god/ goddesses and how this impacted the people of AE and their decisions</p> <p>Links to Challenge outcome- Children will reenact the roles of the gods/ pharaohs in the museum. They will provide facts about the lives of pharaoh, god/ goddesses to individuals visiting the museum.</p> <p>PSHE A2.9 As Citizens WALT: Recognise that different people have different beliefs, choices or preferences. Outcome: Understand that we are all unique and have different beliefs to each other.</p> <p>RE As Theologists- WALT: Identify and describe the specific core beliefs and concepts of religions studied- part 2 Outcome- Children will discuss and offer informed suggestions about what sources of authority can mean- Reflect on Holy Week from the point of view of Mary</p>	
	<p>Homework</p>	<p>Number bond or timetables practise: Bonds to 40 5x table</p>	<p>Spellings: Week 3 Nouns ending in the suffix -ation information, adoration, sensation, preparation, education, location, exaggeration, concentration, imagination, organisation</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Sheet on area of shapes. English: Features of an explanation text. NICER: Sheet on AE inventions</p>

week 4 24.01.22	<p>Area of learning: Shape (area)</p> <p>Mental Maths: Division</p> <p>Knowledge and skills:</p> <p>WALT: investigate area WALT: find the area of shapes (counting squares) WALT: compare the area of shapes WALT: solve problems involving shape WALT: solve problems involving shape</p>	<p>Purpose: Writing to inform</p> <p>Text type Explanation text (<i>explanation of mummification process</i>)</p> <p>Lesson sequence:</p> <ul style="list-style-type: none"> Identify/RIP features of an explanation text What is slang and how to avoid it Double negatives Verb tense <p>Knowledge and skills</p> <ul style="list-style-type: none"> Understand what slang is and how to avoid it in writing (Follow rules of standard English) Understand what double negatives are and how to avoid them in writing Make appropriate verb tense choices for a task <p>Vocabulary: mummies, preserving, mummification, decay, corpse and artefacts</p>	<p>Text: The Egyptians by Chaaya Prabhat</p> <p>Vipers</p> <p>Prediction/ Vocabulary</p> <p>Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p><u>Get your detective on!</u> Children will spend the week observing inventions and artefacts while thinking about why and how these inspired inventors in the modern day</p> <p><u>Killer questions</u> Were there key discoveries about what this time period was like and how do we know? How do we know as historians what took place at these different times?</p> <p>H2.2g- As Historians WALT: identify AE inventions so that we can understand how these inventions inspired the world we live in today.</p> <p>H2.2e- As Historians WALT: experience how artefacts have taught us so much about AE. Outcome: Children will spend the week observing inventions and artefacts while thinking about why and how these inspired inventors in the modern day.</p> <p>Link to Challenge outcome- children will display posters of artefacts in the museum to show what they were used for.</p> <p>RE- As Theologists WALT-Make links between stories and how people live Outcome-Children will have a better understanding of the meaning and significance of Good Friday and Easter Sunday</p>	
Homework	<p>Number bond or timetables practise: Bonds to 50 6x table</p>	<p>Spellings: Week 4 Nouns ending in the suffix -ation creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Introduction to fractions sheet English: Research the mummification process. NICER: Research different artefacts and replicas from AE times.</p>	
week 5 31.01.22	<p>Area of learning: Fractions</p> <p>Mental Maths: Shape (area)</p> <p>Knowledge and skills:</p> <p>WALT: investigate fractions WALT: identify unit and non-unit fractions WALT: identify tenths WALT: count on in tenths</p>	<p>Purpose: Writing to inform</p> <p>Text type: Explanation text (<i>explanation of mummification process</i>)</p> <p>Lesson sequence:</p> <ul style="list-style-type: none"> Plan Draft Write 	<p>Text: Text: Use retrieval skill using Magnificent Egypt book. Look at page 'death and mummies,' making links with Nicer</p>	<p>Mirror Mirror- Children will create replica/ artefacts which will be used in their exhibition.</p> <p>D2.1d- As Design Technicians WALT: produce a labelled (INCLUDING TOOLS) plan so that we can design a replica artefact. Outcome: Children create an artefact replica.</p>	

	<p>WALT: find equivalent fractions</p>	<ul style="list-style-type: none"> • <i>(Perform – VLOG)</i> <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Understand what slang is and how to avoid it in writing • Understand what double negatives are and how to avoid them in writing • Make appropriate verb tense choices for a task <p>Vocabulary: mummies, preserving, mummification, decay, corpse and artefacts</p>	<p>Vipers Prediction/ Vocabulary</p> <p>Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p>D2.3a As Design Technicians WALT: recognize the difference between artefacts and replicas and explain how each are valuable. Outcome: Children will create replica artefacts which will be used in their exhibition.</p> <p>Link to Challenge outcome- children will showcase the artefacts/ replicas they made in class in the museum.</p> <p>RE- As Theologists WALT: Describe how people show their beliefs in worship Outcome-Children will compare what different churches do over the three important days.</p>	
Homework	<p>Number bond or timetables practise: Bonds to 100 7x table</p>	<p>Spellings: Week 5 Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’) submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Sheet on equivalent fractions English: Features of a letter NICER: Practise hieroglyphics at home.</p>	
week 6 07.02.22	<p>Area of learning: Fractions</p> <p>Mental Maths: Fractions</p> <p>Knowledge and skills:</p> <p>WALT: find equivalent fractions WALT: compare fractions WALT: compare fractions WALT: find fractions greater than a whole 1 WALT: count in fractions</p>	<p>Purpose: Writing to Inform</p> <p>Text type: Letter <i>(about a significant archeology discovery of AE e.g Tutankhamun's tomb)</i></p> <p>Lesson sequence</p> <ul style="list-style-type: none"> • Identify/RIP features of a letter • Use features of a letter/launch archeology discovery • Regular/ irregular nouns • Apostrophes lesson • Research facts about Tutankhamun’s tomb. <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Understand the difference between regular and irregular nouns 	<p>Text: The Story of Tutankhamun by Patricia Cleveland Peck</p> <p>Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p>Code Language-Children will create paintings in the style of Ancient Egyptian painters including symbols and using size to show the status of gods.</p> <p>A3.1a- As Artists WALT: explore hieroglyphic paintings so that we can create our own.</p> <p>A3.3a- As Artists WALT: use size and symbols so that we can create a painting in the style of ancient Egyptians. Outcome: Children will create paintings in the style of Ancient Egyptian painters including symbols and using size to show the status of gods</p> <p>Link to Challenge outcome-Hieroglyphics paintings to be displayed in the museum. Information will be provided under each painting.</p> <p>RE- As Theologists WALT Describe and Explain how beliefs and practices might make a difference to how people think and live.</p>	

		<ul style="list-style-type: none"> Use an apostrophe for possession and contraction <p>Vocabulary: Artefact, tomb, Tutankhamun, archeologists, Egypt, pyramids and discovered</p>		<p>Outcome- Children will explore the emotions of Holy Week and how it impact lives of Christians today and reflect on their own feelings of joy and sadness.</p>	
Homework	<p>Number bond or timetables practise: Bonds to 100 8x table</p>	<p>Spellings: Week 6 Plural possessive apostrophes with plural words girls', boys', babies', parents', teachers', women's, men's, children's, people's, mice's</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Adding fractions sheet English: Draft letter about the discovery of Tutankhamun NICER: Research the Mayans</p>	
week 7 14.02.22	<p>Area of learning: Adding/subtracting fractions</p> <p>Mental Maths: Equivalent fractions</p> <p>Knowledge and skills:</p> <p>WALT: add fractions WALT: add 2 or more fractions WALT: subtract fractions WALT: subtract 2 fractions WALT: subtract fractions from whole amounts</p>	<p>Purpose: Writing to Inform</p> <p>Text type: Letter (<i>about a significant archeology discovery of AE e.g Tutankhamuns tomb</i>)</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Plan Draft Edit/ Uplevel write Write <i>(Perform - VLOG)</i> <p>Knowledge and skills</p> <ul style="list-style-type: none"> Understand the difference between regular and irregular nouns Use an apostrophe for possession and contraction <p>Vocabulary: Artefact, tomb, Tutankhamun, archeologists, Egypt, pyramids and discovered</p>	<p>Text: The Story of Tutankhamun by Patricia Cleveland Peck</p> <p>Vipers Prediction/ Vocabulary Close Reading Retrieval/ Inference Oracy Reading Plus</p>	<p>Who, where and what were the Mayans? This week children will be introduced to the origins and present incarnation of the Mayan Civilisation.</p> <p>Killer Question When and where did the Mayan civilisation occur? What are the Mayans known for?</p> <p>H2.2g- As Historians WALT: chart the growth and decline of Mayan Civilization Outcome: to be introduced to the origins and present incarnation of the Mayan</p> <p>C2.4b As Digital technicians WALT: Use search engines effectively so that we can research the Mayan civilization. Outcome: Children use there devices and google to research different facts about the Mayan civilization.</p> <p>Links to Challenge outcome: Children will present facts about the Mayans in the museum.</p>	
Homework	<p>Number bond or timetables practise: Bonds to 1000</p>	<p>Spellings: consolidation of previous spelling patterns (Statutory 100 words)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Fractions of set objects English: Features of a narrative text</p>	

	9x table			NICER: Research the Mayans	
				Half Term	
week 1 28.02.22	<p>Area of learning: Fractions of a whole set</p> <p>Mental Maths: adding/subtracting fractions</p> <p>Knowledge and skills:</p> <p>WALT: find fractions of a set of objects WALT: find fractions of a set of objects WALT: find fractions of amounts WALT: find fractions of amounts WALT: solve problems involving fractions</p>	<p>Purpose: Entertain</p> <p>Text type: Narrative - setting description (Time travel story back to Mayan civilization)</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Identify/RIP features of a setting description Expanded noun phrases Adverbs Explore figurative language <p>Knowledge and skills</p> <ul style="list-style-type: none"> Identify and use adverbs appropriately Use expanded noun phrases With modifying adjectives Rule of 3 for action, metaphors <p>Vocabulary: civilization, Mayans, Aztec, worshipped, rituals, deities</p>	<p>Text: The Maya by Tracey Kelly</p> <p>Vipers Prediction/ Vocabulary Close Reading</p> <p>Explain/ Retrieval/ Summarise Oracy</p> <p>Reading Plus</p>	<p>How did the Mayans excel? Children will identify the strengths of the Mayans and consider their legacy)</p> <p>H2.2d As Historians WALT: Seize the Success of the Mayan achievements</p> <p>H2.2d As Historians WALT: debate which invention had the most importance (with reasoning) Outcome: Children will identify the strengths of the Mayans and consider their legacy.</p> <p>Link to Challenge outcome- Children will do a presentation about the Mayan legacy in the museum.</p> <p>PSHE A2.10 As Citizens - WALT: explain types of bullying and how to help if someone is being bullied/ Outcome: Children produce posters to show signs of bullying and how to report.</p> <p>RE As Theologists WALT Identify and describe the specific core beliefs and concepts of religions studied Outcome- Children will understand the significance of the story of Pentecost</p>	
Homework	<p>Number bond or timetables practise: Bonds to 1000 10x table</p>	<p>Spellings: Week 1 words with the /s/ sound spelled with 'sc' science, crescent, discipline, fascinate, scent, scissors, ascent, descent, scientist, scenery</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: Identify tenths and hundredths English: Features of a setting description. NICER: Research three time periods.</p>	

week 2 07.03.22	<p>Area of learning: decimals</p> <p>Mental Maths: fractions of a whole set</p> <p>Knowledge and skills:</p> <p>WALT: identify tenths and hundredths WALT: fins tenths and hundreds WALT: represent tenths and hundreds as decimals WALT: put tenths on a place value grid WALT: find tenths on a number line</p>	<p>Purpose: Entertain</p> <p>Text type: Narrative - setting description (Time travel story back to Mayan civilisation)</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Plan setting description Write setting description Plan character description Write character description Speech sentences <p>Knowledge and skills</p> <ul style="list-style-type: none"> Identify and use adverbs appropriately Use expanded noun phrases With modifying adjectives Rule of 3 for action, metaphors Punctuate direct speech using inverted commas and other punctuation <p>Vocabulary: civilization, Mayans, Aztec, worshipped, rituals, deities</p>	<p>Text: The Maya by Tracey Kelly</p> <p>Vipers Prediction/ Vocabulary Close Reading Retrieval/ Inference Oracy Reading Plus</p>	<p>Mayan Beliefs Children will identify the beliefs associated with Ancient Mayan civilization, make comparisons to Ancient Egypt and modern times.</p> <p>Killer Questions Are these any similarities and differences between these 2 different time periods?</p> <p>H2.3a- As Historians WALT: how beliefs influence the lifestyle and decisions of the Mayan Culture</p> <p>H2.3a- As Historians WALT: Compare and contrast belief systems over three time periods. Outcome: Children will identify the beliefs associated with Ancient Mayan civilization, make comparisons to Ancient Egypt and modern times</p> <p>Link to Challenge outcome- Children will do a presentation about the Mayan legacy in the museum.</p>	<p>Visit St Martins Church?</p>
Homework	<p>Number bond or timetables practise: Bonds to 1000 11x table</p>	<p>Spellings: Week 2 words with a 'soft c' spelled with 'ce' Centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: divide integers by 10. English: Story mountain for time travel story. NICER: Sheet on solids, liquids and gases</p>	
week 3 14.03.22	<p>Area of learning: dividing by 10 and 100</p> <p>Mental Maths: decimals</p> <p>Knowledge and skills:</p> <p>WALT: divide integers by 10 WALT: divide (2-digit) integers by 10 WALT: divide integers by 100 WALT: represent hundredths as decimals WALT: find hundredths on a place value grid</p>	<p>Purpose: Entertain</p> <p>Text type: Narrative - setting description (Time travel story back to Mayan civilisation)</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Clauses and phrases Plan story using character and setting description (story mountains) Draft Edit/ Up-level Final draft 	<p>Text: Mayans (History in Infographics) by Jon Richards</p> <p>Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy</p>	<p>State of Matter! - Although a discrete Science week, we will revisit how the changing state of modrock was affected by physical change)</p> <p>Killer Questions Can you describe the 3 different states that a material might be in? What is different about the particles in each of the states of solid, liquid and gas? What would we do to change a material from one state to another? Can you describe these changes using their correct term? How does the change from liquid to gas to liquid take place in our environment (the water cycle)?</p>	

		<p>Knowledge and skills</p> <ul style="list-style-type: none"> Identify and use adverbs appropriately Use expanded noun phrases With modifying adjectives Punctuate direct speech using inverted commas and other punctuation <p>Vocabulary: civilization, Mayans, Aztec, worshipped, rituals, deities</p>	Reading Plus	<p>S2.1z As Scientists WALT: Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>S2.2a As Scientists WALT: Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>S2.2b As Scientists WALT: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>S.2.1bAs Scientists WALT: Set up simple practical enquiries, comparative and fair tests.</p> <p>Outcomes: Understand which materials are solids, liquids and gases, Carry out simple experiments to tests these.</p> <p>RE-As Theologists WALT: Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of Go on Earth.</p>	
Homework	<p>Number bond or timetables practise: Bonds to 1000 12x table</p>	<p>Spellings: Week 3 words with a 'soft c' spelled with 'ci' Circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen</p>	Reading book/ Reading Plus	<p>Flipped homework: Maths: Divide by 10/100 English: Read and Rip Features of poems NICER: Research different artefacts and replica from Mayan civilisation</p>	
week 4 21.03.22	<p>Area of learning: decimals</p> <p>Mental Maths: dividing by 10 and 100</p> <p>Knowledge and skills:</p> <p>WALT: divide by 100 WALT: use efficient methods to divide WALT: solve problems involving tenths and hundredths WALT: solve problems involving tenths and hundredths WALT: solve problems involving tenths and hundredths</p>	<p>Purpose: To Entertain</p> <p>Text type: Poems about Ancient Egypt/ Mayan civilization</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> RIP features/ Explore different types of poems Prepositions Figurative language (metaphors/ similes) Figurative language (personification/ alliteration) Perform poems 	<p>Text: The Mystery of the Golden Pyramid by Adela Norean</p> <p>Vipers Prediction/ Vocabulary Close Reading</p> <p>Explain/ Retrieval/ Summarise Oracy</p>	<p><u>Beliefs and religious artefacts</u> Children will understand the origins and significance of traditional worry dolls.</p> <p>H2.2e As Historians WAL: about religious artefacts Outcome: Children will understand the origins and significance of traditional worry dolls and other artefacts from the Mayan culture/ AE times/</p> <p>D2.4a As Designers WALT: create appropriate replicas and explain their significance. Outcome: Children will understand the origins and significance of traditional worry dolls before creating their own replicas to display in the museum.</p> <p>Link to Challenge Outcome- Children will create and showcase own replicas for the museum.</p>	

		<p>knowledge and skills</p> <ul style="list-style-type: none"> Identify prepositions appropriately Use the rule of 3 for action for action metaphors Use alliteration, similes and list of 3 for effect <p>Vocabulary: civilization, Mayans, Aztec, worshipped, rituals, deities</p>	Reading Plus	.	
Homework	<p>Number bond or timetables practise: Bonds to 20 3x table</p>	<p>Spellings: Week 4 word families based on common words phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal, realisation</p>	Reading book/ Reading Plus	<p>Flipped homework: Maths: Rising Stars Spring 1 paper English: Write a poem about your house. NICER: Create a questionnaire on pages or word.</p>	
week 5 28.03.22	<p>Area of learning: division</p> <p>Mental Maths: dividing by 10 and 100</p> <p>Knowledge and skills:</p> <p>WALT: divide by 100 WALT: use efficient methods to divide WALT: solve problems involving division WALT: solve problems involving division WALT: solve problems involving division</p>	<p>Purpose: To Entertain</p> <p>Text type: Poems about Ancient Egypt/ Mayan civilization</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> Draft poems in groups Edit/ up level poems Write up poems Perform poems <p>knowledge and skills</p> <ul style="list-style-type: none"> Identify prepositions appropriately Use the rule of 3 for action for action metaphors Use alliteration, similes and list of 3 for effect <p>Vocabulary: civilization, Mayans, Aztec, worshipped, rituals, deities</p>	<p>Text: The Mystery of the Golden Pyramid by Adela Norean</p> <p>Vipers Prediction/ Vocabulary Close Reading Retrieval Inference Oracy Reading Plus</p>	<p><u>Let's get designing!</u> Children will use this week to prepare and organize resources for museum including the logo.</p> <p>C2.2c- As digital technicians WALT: Use pages to design and create logos for our museum. Outcome: Children will be introduced to pages and show how to make logos for our museum before making their own</p> <p>C2.4c - As digital technicians WALT: Identify a range of ways to report concerns about online content.</p> <p>Link to Challenge Outcome- Designs to be used as logos for the museum.</p> <p>PSHE B2.7- As Citizens WALT: understand that there is a consequence to our online actions Outcome- Design posters outlining how to report concerns about online content.</p>	

Homework	Number bond or timetables practise: Bonds to 30 4x table	Spellings: Week 5 word families based on common words solve, solution, insoluble, dissolve, solvent, sign, signature, assign, design, signal	Reading book/ Reading Plus	Flipped homework: Maths: Rising Stars Spring 2 paper English: Read and rip diary entry NICER: Sheet on changes we have experienced in our lives.	
week 6 04.04.22	Assessment week	Purpose: To Entertain Text type: Diary Entry (day as a child in Chichen Itza) Lesson sequence <ul style="list-style-type: none"> Identify/RIP features of a diary entry Explore a day as a child in Chichen Itza (Hook- feelings and events) Fronted adverbials SPAG- Alan Peat sentences Knowledge and skills <ul style="list-style-type: none"> Use fronted adverbials followed by commas Use conjunctions adverbs and prepositional phrases Change paragraphs with increasing accuracy Vocabulary: worshipped, Chichen Itza, Mayans, ruler, rituals and humankind	Text: Who Let the Gods out – Maz Evans Vipers Prediction/ Vocabulary Close Reading Retrieval Inference Oracy Reading Plus	Prepare for museum- Children will spend this week finishing resources for the museum. Children will also be practising their presentations and help finalising the museum before opening next week. PSHE B2.1 As Citizens WALT: reflect on changes and how I felt during this time. Outcome: Understand that changes are normal and how to deal with changes and emotions expressed.	
Homework	Number bond or timetables practise: Bonds to 40 5x table	Spellings: Week 6 Statutory spelling challenge words length, strength, purpose, history, different, difficult, separate, suppose, therefore, knowledge	Reading book/ Reading Plus	Flipped homework: Maths: TT practise/ TT rock stars English: Write a diary about your weekend. NICER: What have we learned from this challenge pack?	
week 7 11.0322	Consolidation week	Purpose: To Entertain Text type: Diary Entry (day as a child in Chichen Itza) Lesson sequence <ul style="list-style-type: none"> Plan Diary entries Draft diary entries 	Text: Who Let the Gods out – Maz Evans Vipers Prediction/ Vocabulary	The Museum and workshop arrive! TASC Wheel- Implement/ Evaluate/ Learn from experience	

		<ul style="list-style-type: none"> • Edit/ Up-level • Write diary entry • Perform diary entry <p>Knowledge and skills</p> <ul style="list-style-type: none"> • Use fronted adverbials followed by commas • Use conjunctions adverbs and prepositional phrases <p>Vocabulary: worshipped, Chichen Itza, Mayans, ruler, rituals and humankind</p>	<p>Close Reading Retrieval Inference Oracy Reading Plus</p>		
Homework	<p>Number bond or timetables practise: Bonds to 50 6x table</p>	<p>Spellings: consolidation of previous spelling patterns (Statutory 100 words)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Maths: rising stars place value assessment English: NICER:</p>	<p>Easter Break Monday 11 April 2022 to Friday 22 April 2022</p>