





# Curriculum | Medium Term Plan - Summer 2022

<b>Challenge Pack:</b>	<b>Crazy Contraptions - How can we design a product which solves a problem?</b>	<b>Challenge outcome:</b>	Children will complete a Dragons den style pitch to the audience telling them about their product design and its importance.	<b>NC Year:</b> <b>Length of term:</b>	<b>4</b> <b>13</b>		
<b>Summary</b>	Children will explore the industrial revolution and inventions over different time periods; how these have changed in the world we live today. Children will look at how designs and inventions have been created and changed over time that solved problems. Children will then go onto creating their own product to solve a problem. By looking at modern day problems, they will create and produce art work and designed products that solve a problem.	<b>Hook:</b>	Children are being asked to find a way to make their school netzero, within guidelines with the government's plans to have the country net-zero by 2050. They will be entered into a competition: Each team or individual is to propose and present an idea on how their school can contribute to achieving Net Zero. This could relate to energy, recycling, sustainability, reducing emissions, or any other wider topic, which con-tributes to the government target of Net Zero by 2050.				
<b>Key texts:</b>	<p><u>Fiction:</u>                      Iron Man by Ted Hughes                      Runaway Robot by Frank Cottrell-Boyce                      Mo Lottie and the Junkers by Jennifer Killick</p> <p><u>Non-Fiction:</u>                      Science Comics: Robots and Drones                      Inventions: A Children's Encyclopedia Girls                      Think of Everything</p>	<b>Trips and visits:</b>	Think Tank visit— children will visit the Think Tank to explore and investigate various gadgets and contraptions practically.	<b>Inspire sessions:</b>	N/A		
 <p>To consider movement when addressing an audience.                  To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>		 <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>		 <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.                  To ask probing questions.                  To reflect on their own oracy skills and identify areas of strength and areas to improve</p>		 <p>To use more natural and subtle prompts for turn taking.                  To be able to empathise with an audience.                  To consider the impact of their words on others when giving feedback.</p>	

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
week 1 25.04.22	<p><b>Area of learning:</b> Fractions/Decimals</p> <p><b>Mental Maths:</b> Place Value</p> <p><b>Knowledge and skills:</b></p> <p><b>WALT:</b> identify number bonds to 10, 100 and 1000  <b>WALT:</b> find the compliments of fractions  <b>WALT:</b> represent numbers involving decimals  <b>WALT:</b> represent numbers involving decimals  <b>WALT:</b> compare decimals</p>	<p><b>Purpose:</b> Basic skills</p> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>To use noun phrases extended by the addition of modifying adjectives.</li> <li>To use figurative language (use alliteration, similes and list of 3 for effect)</li> <li>Punctuate direct speech using inverted commas and other punctuation.</li> <li>To use commas after fronted adverbials</li> <li>Allan Pete sentence openers</li> </ul> <p><b>Vocabulary: Noun phrases, alliteration</b></p>	<p><b>Text:</b> The Girl who Thought in Pictures by Julia Mosca</p> <p>Vipers Prediction/ Vocabulary Infer Retrieval Summarise</p>	<p><b>Ingenious inventors-</b> Children will be introduced to new challenge pack Crazy Contraptions. They will learn about inventors in History. They will then do Geography lessons to find out the hometown of inventors.</p> <p><b>Hook-</b> Environmental scientist to set challenge of creating new net-zero product that can be used in school.</p> <p><b>Tasc wheel-</b> Gather/ Organise/ Ideas</p> <p><u>Killer Question</u>  <span style="color: green;">What are some of the most famous inventions through time that have taken place and who were they created by?</span></p> <p>H2.1c / 1d As <span style="color: green;">Historians</span> WALT Sequence time periods studied to create an identified timeline through history  <b>Outcome-</b>Children will create a time line of important inventions</p> <p>G3.1b As <span style="color: green;">Geographers</span> WALT- name and locate and cities of the UK, geographical regions.  <b>Outcome:</b> Understand where famous inventors live so that we can plot them on a map - put inventors on a map/ countries and cities of UK</p> <p>PC2.1 As <span style="color: green;">Geographers</span> WALT: Consider the different pathways that people take in life.  <b>Outcome:</b> Learn about different inventors and what their jobs entail. How this might impact their lives?</p> <p><b>Link to Outcome-</b> Use the ideas of inventors to inform own invention.</p>	
Homework	<p><b>Number bond or timetables practise:</b>  <b>Bonds to 50</b>  <b>7x table</b></p>	<p><b>Spellings:</b>  <b>Week 1 adding the prefix inter</b>  interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, interlude</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b>  <b>NICER: Research key facts about different inventors.</b></p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 2 02.05.22 (Bank Holiday Monday)</p>	<p>Area of learning: Fractions and Decimals</p> <p>Mental Maths: Fractions/Decimals</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> order decimals  <b>WALT:</b> round decimals  <b>WALT:</b> round decimals  <b>WALT:</b> find halves and quarters  <b>WALT:</b> solve problems involving fractions and decimals</p>	<p>Purpose: To inform</p> <p>Text Type: Newspaper report about the invention about an iPad.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> <li>- Identify/RIP features of instructions</li> <li>- SPAG- Prepositions</li> <li>- Adverbs</li> <li>- Fronted adverbials</li> </ul> <p>Knowledge and skills</p> <ul style="list-style-type: none"> <li>- Identify and use adverbs appropriately</li> <li>- Use adverbs or prepositions to express time</li> <li>- Use fronted adverbials followed by commas</li> </ul> <p><b>Vocabulary:</b> inventions, Ipad, subheadings, headlines, paragraphs</p>	<p>Text: Inventor Lab by Dr Lucy Rodgers</p> <p>Vipers Prediction/ Vocabulary Close Reading Summarize as a class each table presenting one element of the story. Oracy Reading Plus</p>	<p><b>Human and land use-</b> Children will look how society has changed over time in terms of land use.</p> <p><u>Killer Questions</u>  Where in the UK have different industries developed?  Which designs or creations are different cities famous for?</p> <p>H2.2c As <b>Historians</b> WALT Identify and give reasons for historical changes and events  <b>Outcome-</b> Children will investigate cause and effect of inventions in the past on British History.</p> <p>G3.3b As <b>Geographers</b>, WALT - identify human and land use patterns so that we can understand how these have changed over time.  <b>Outcome:</b> Children will have a deeper understanding of how land has changed over time.</p> <p><b>Links to outcome-</b> Children will use knowledge from historical changes to inform planning of own invention.</p> <p>RE- As <b>Theologists</b> WALT: Identify and describe the specific core beliefs and concepts of religions studied (Islam)</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p><b>Number bond or timetables practise:</b>  <b>Bonds to 100</b>  <b>8x table</b></p>	<p><b>Spellings:</b>  <b>Week 2 adding the prefix 'anti'</b>  antiseptic, anticlockwise, antisocial, antidote, antibiotic, antivenom, anti-ageing, antifreeze, antiperspirant, antigravity</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b>  <b>NICER: Research the Industrial Revolution.</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 3 09.05.22</p>	<p>Area of learning: Money</p> <p>Mental Maths: Fractions and decimals</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> recognise value of coins  <b>WALT:</b> order amounts of money  <b>WALT:</b> estimate amounts of money</p>	<p>Purpose: To inform</p> <p>Text Type: Newspaper report about the invention about an iPad.</p> <p>Lesson sequence</p> <ul style="list-style-type: none"> <li>- Research facts about the IPAD invention</li> <li>- Plan newspaper article</li> <li>- Draft article</li> <li>- Edit/ Up-level</li> <li>- Write article</li> </ul>	<p>Text: Inventor Lab by Dr Lucy Rodgers</p> <p>Vipers Prediction/ Vocabulary Close Reading Summarize as a class each table presenting one element of the story. Oracy</p>	<p><b>The great and far-reaching industrial revolution-</b> Children will learn about the inventions in the industrial revolution. They will find out facts about these and offer their own opinions.</p> <p><b>Killer Question</b>  Describe how the Industrial Revolution caused a major change for people in the past. What inventions were created.?</p> <p>H2.3b As <b>Historians-</b> WALT Identify changes, cause and impact at the time of events beyond our living memory</p>	

	<p><b>WALT:</b> convert pounds and pence  <b>WALT:</b> find the total of money</p>	<p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Identify and use adverbs appropriately</li> <li>- Use adverbs or prepositions to express time</li> <li>- Use fronted adverbials followed by commas</li> </ul> <p><b>Vocabulary:</b> inventions, Ipads, subheadings, headlines, paragraphs</p>	<p>Reading Plus</p>	<p>H2.3d As <b>Historians</b> WALT Differentiate between fact and opinion  <b>Outcome</b>-Children will have a deeper understanding of the impact of the Industrial Revolution. They will sort events into fact and opinion.</p> <p>H2.3c As <b>Historians</b> WALT Make connections and contrasts over different periods of time  <b>Outcome</b>- Children will complete a grid, historical overview of time period before and after the Industrial Revolution.</p> <p><b>Links to Outcome</b>- Children will use ideas from previous creations to create their own net-zero invention.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p><b>Number bond or timetables practise:</b>  <b>Bonds to 1000</b>  <b>9x table</b></p>	<p><b>Spellings: Week 3 adding the prefix 'auto'</b>  autograph, autobiography, automatic, autofocus, autocorrect, autopilot, autorotate, automobile, autonomy, autocue</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b>  <b>NICER: Sheet on computer networks.</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 4 16.05.22</p>	<p><b>Area of learning:</b> Money  <b>Mental Maths:</b> Money  <b>Knowledge and skills:</b></p> <p><b>WALT:</b> find the difference of money  <b>WALT:</b> find the difference of money (counting on change)  <b>WALT:</b> solve problems involving money (addition/subtraction operations)  <b>WALT:</b> solve problems involving money (multiplication/division operations)  <b>WALT:</b> solve problems involving money (four operations)</p>	<p><b>Purpose:</b> To inform</p> <p><b>Text type:</b> Letter from an inventor explain what they have invented.</p> <p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>- Read and Rip features of a letter</li> <li>- Difference between formal and informal letter</li> <li>- Formal and informal language</li> <li>- Past tense verbs</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Make appropriate tense choices for a task.</li> <li>- Follow rules of standard English</li> </ul> <p><b>Vocabulary:</b> Thomas Edison, Michigan, revolution, inventions,</p>	<p><b>Text</b>  Inventions- A Children's Encyclopaedia</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Summarize as a class each table presenting one element of the story. Oracy  Reading Plus</p>	<p><u>Compass points</u>- Children will learn about compass points and then navigate around a grid.</p> <p>G2.4b As <b>Geographers</b> WALT- use a compass so that we can plot grid references and keys (plot inventions on a 4 figure grid)  <b>Outcome:</b> Children will use compass points to navigate around a museum.</p> <p><b>The creation of communication</b>- children will learn about different computer networks. They will then learn about codes and commands.</p> <p><u>Killer Questions</u>  How has the invention of the internet and coding helped with designs in the modern day?</p> <p>C2.1a As <b>Digital Technicians</b> WALT - identify computer networks so that we can understand how they can be used for communication.  <b>Outcome:</b> What is the internet, who invented the internet what has it made possible for us today?</p>	

		experiments, conductor and manufacturing		C2.3a As <b>Digital Technicians</b> WALT - write a sequence of codes and commands <b>Outcome:</b> Use Playgrounds to create a short game with a goal to accomplish.  <b>Links to outcome-</b> children will create own games which they will showcase to teacher judges.	
Homework	<b>Number bond or timetables practise: Bonds to 20 10x table</b>	<b>Spellings: Week 4 adding the prefix 'ex'</b> exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior	<b>Reading book/ Reading Plus</b>	<b>Flipped homework: NICER: Research inventor to write the letter to</b>	
week 5 23.05.22	<p>Area of learning: Time</p> <p>Mental Maths: Money</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> recognise measures of time (hours, minutes and seconds) <b>WALT:</b> read the time to the nearest 5 minutes <b>WALT:</b> read the time to the nearest minute <b>WALT:</b> use am and pm time <b>WALT:</b> represent time using the 24-hour clock</p>	<p><b>Purpose:</b> To inform</p> <p><b>Text type:</b> Letter from an inventor explain what they have invented.</p> <p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>- Hot seating inventor</li> <li>- Plan the letter</li> <li>- Draft letter</li> <li>- Edit/ Up-level</li> <li>- Write letter</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Make appropriate tense choices for a task.</li> <li>- Relative clauses- using with, who, what</li> <li>- Follow rules of standard English</li> </ul> <p><b>Vocabulary:</b> Thomas Edison, Michigan, revolution, inventions, experiments, conductor and manufacturing</p>	<p><b>Text:</b> Text-Inventions-A Children's Encyclopaedia</p> <p>Vipers Prediction/ Vocabulary Close Reading Summarize as a class each table presenting one element of the story. Oracy Reading Plus</p>	<p><b>Simple Algorithms- Children will learn about simple algorithms and then will use these to create own game.</b></p> <p>C2.3b/ C2.3c As <b>Digital technicians</b> WALT – Use repetition in programs <b>Outcome:</b> Use Playground and understand input and outputs to create a short game with a goal to accomplish</p> <p>C2.3d As <b>Digital technicians</b> WALT - detect and debug simple algorithms <b>Outcome:</b> use Playgrounds to debug algorithms/ represent problem and solution using screenshots in Keynote</p> <p>C2.3e/ C2.3f As <b>Digital technicians</b> WALT: use a notion of variables, bugging and debugging. <b>Outcome:</b> Edit and showcase the games we have created.</p> <p><b>Links to outcome-</b> children will create own games which they will showcase to teacher judges.</p>	
Homework	<b>Number bond or timetables practise: Bonds to 30 11x table</b>	<b>Spellings: Week 5 adding the prefix 'non'</b> non-stick, non-stop, non-starter, non-smoker, nonsense, non-	<b>Reading book/ Reading Plus</b>		

		fiction, non-drip, non-violent, non-profit, non-believer			
				Half Term	
week 1 06.06.22	<p>Area of learning: Time</p> <p>Mental Maths: Time</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> recognise measures of time (years, months and days)</p> <p><b>WALT:</b> convert analogue and digital time</p> <p><b>WALT:</b> convert analogue and digital time (12 hours)</p> <p><b>WALT:</b> convert analogue and digital time (24 hours)</p> <p><b>WALT:</b> solve problems involving time</p>	<p><b>Purpose:</b> To inform</p> <p><b>Text Type:</b> Instructions (How to make an electric circuit)</p> <p><b>Lesson sequence</b></p> <ul style="list-style-type: none"> <li>- Identify/RIP features of instructions</li> <li>- SPAG- Prepositions</li> <li>- Imperative verbs</li> <li>- Adverbs</li> <li>- Fronted adverbials</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Identify and use adverbs and prepositions appropriately</li> <li>- Use conjunctions, adverbs or prepositions to express time, place and cause</li> <li>- Use fronted adverbials followed by commas</li> </ul> <p><b>Vocabulary:</b> additionally, must, should, after that, pull and lever</p>	<p><b>Text:</b> Boy who flew by Fleur Hitchcock</p> <p>Vipers Prediction/ Vocabulary Close Reading Summarize as a class each table presenting one element of the story. Oracy Reading Plus</p>	<p><b>Science week-</b> Children will learn about electricity and simple circuits. They will carry experiments to assess the effects of electricity.</p> <p><u>Killer Questions</u></p> <p>What is electricity? How do we use it? What do you need in order to create a operational electric circuit? What is a conductor? What is an insulator? Where does the electricity come from in a circuit? Why might a bulb not light up?</p> <p>S2.2l As <b>Scientists</b> WALT: identify conductors and insulators so that we can recognise objects which allow electricity to travel <b>Outcome:</b> Children identify what electricity it and how we use it in our everyday lives</p> <p>S2.2m As <b>Scientists</b> WALT: identify components of simple circuits so that we can understand how electricity passes through <b>Outcome:</b> Children to make a simple circuit</p> <p>S2.2n / S2.2o As <b>Scientists</b> WALT: conduct an experiment so that we can identify effects on the lamp light. <b>Outcome:</b> Children to predict what will happen and record results taking into consideration variables etc.</p> <p><b>Links to outcome-</b> children will use elements of electricity and simple circuits to make own net zero products.</p>	
	Homework	<p>Number bond or timetables practise: Bonds to 40 12x table</p>	<p><b>Spellings:</b> Week 1 words ending in 'ar' and 'er' calendar, grammar, regular, particular, peculiar, popular, consider, remember, quarter, integer</p>	<p>Reading book/ Reading Plus</p>	<p><b>Flipped homework:</b> <b>NICER: Collect recycled materials to make projects in the week.</b></p>

week 2 13.06.22	<p>Area of learning: Data</p> <p>Mental Maths: Time</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> interpret charts  <b>WALT:</b> interrogate data (sum and difference)  <b>WALT:</b> recognise line graphs  <b>WALT:</b> construct line graphs  <b>WALT:</b> solve problems involving data</p>	<p><b>Purpose:</b> To inform</p> <p><b>Text Type:</b> Instructions (How to make an electric circuit)</p> <p><b>Lesson sequence</b></p> <ul style="list-style-type: none"> <li>- Research how to make a mouse trap</li> <li>- Plan instructions</li> <li>- Draft instructions</li> <li>- Edit/ Up-level</li> <li>- Write instructions</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Identify and use adverbs and prepositions appropriately</li> <li>- Use conjunctions, adverbs or prepositions to express time, place and cause</li> <li>- Use fronted adverbials followed by commas</li> </ul> <p><b>Vocabulary:</b> additionally, must, should, after that, pull and lever</p>	<p><b>Text:</b> Boy who flew by Fleur Hitchcock</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Summarize as a class each table presenting one element of the story. Oracy  Reading Plus</p>	<p><b>Recycle our way out of a problem- Children will understand the importance of recycling and then use recycling to create own product.</b></p> <p>A3.4a As <b>Artists</b> WALT: identify how reusable material is used by artist Michelle Reader  <b>Outcome:</b> Children observe how manmade material used for inventions was also used to create art</p> <p>D2.1b As <b>Design Technicians</b> WALT: Design a product that solves a problem  <b>Outcome:</b> begin to look at what the problem the school needs solving, link to science (electricity) and renewable energy.</p> <p><b>Links to outcome-</b> children will recycles materials to create own net-zero product which will be presented to the judges.</p>	
Homework	<p><b>Number bond or timetables practise:</b>  <b>Bonds to 50</b>  <b>3x table</b></p>	<p><b>Spellings: Week 2 adding the suffix 'ous'</b>  dangerous, poisonous, mountainous, joyous, synonymous, hazardous, riotous, perilous, momentous, scandalous</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b>  <b>NICER: Sketch and label inventions to make in class</b></p>	
week 3 20.06.22	<p>Area of learning: Angles</p> <p>Mental Maths: Data</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> recognise turns and angles  <b>WALT:</b> identify right angles in shapes  <b>WALT:</b> compare angles  <b>WALT:</b> identify angles (obtuse, right, acute)</p>	<p><b>Purpose:</b> Persuade</p> <p><b>Text type:</b> Letter to a company or potential buyer convincing them to sell your invention/ contraption.</p> <p><b>Lesson sequence</b></p> <ul style="list-style-type: none"> <li>- Read/ Rip Letter</li> <li>- Informal/ Formal letter</li> <li>- Persuasive language</li> <li>- Pattern of 3</li> </ul> <p><b>Knowledge and skills</b></p>	<p><b>Text:</b> Mo Lottie and the Junkers by Jennifer Killick</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Summarize as a class each table presenting one element of the story. Oracy</p>	<p><b>Design/ Design/ Design-</b> children will design final outcome. They will use knowledge from Science and History to inform the design of the final outcome.</p> <p>D2.4b As <b>Design Technicians</b> WALT: Sculpt and make a prototype of our invention  <b>Outcome:</b> <i>As a group begin to design your product, look at how this will be presented</i></p> <p>D2.4b As <b>Design Technicians</b> WALT: Sculpt and make a prototype of our invention.  <b>Outcome:</b> <i>As a group begin to design your product, look at how this will be presented)</i></p>	

	<p><b>WALT:</b> compare and order angles</p>	<ul style="list-style-type: none"> <li>- Use boastful language to make things sound appealing</li> <li>- Use pattern of 3 (with imperatives) rhetorical question</li> </ul> <p><b>Vocabulary:</b> persuade, must, invention, rhetorical questions.</p>	<p>Reading Plus</p>	<p>D2.2b As <b>Design Technicians</b> WALT: use electrical components to include light in our prototype - <b>Outcome:</b> Children use knowledge from science to complete a circuit</p> <p><b>Links to outcome-</b> children will recycle materials to create own net-zero product which will be presented to the judges.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p><b>Number bond or timetables practise:</b> <b>Bonds to 100</b> <b>4x table</b></p>	<p><b>Spellings: Week 3 adding the suffix 'ous'</b> tremendous, enormous, jealous, serious, hideous, fabulous, curious, anxious, obvious, gorgeous</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> <b>NICER: Research Net Zero.</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 4 27.06.22</p>	<p><b>Area of learning:</b> Shape</p> <p><b>Mental Maths:</b> Angles</p> <p><b>Knowledge and skills:</b></p> <p><b>WALT:</b> recognise and describe 2-D shapes</p> <p><b>WALT:</b> recognise features of triangles</p> <p><b>WALT:</b> compare triangles</p> <p><b>WALT:</b> recognise features of quadrilaterals</p> <p><b>WALT:</b> construct quadrilaterals (measure angles and lengths)</p>	<p><b>Purpose:</b> Persuade</p> <p><b>Text type:</b> Letter to a company or potential buyer convincing them to sell your invention/contraption.</p> <p><b>Lesson sequence</b></p> <ul style="list-style-type: none"> <li>- Apostrophes lesson</li> <li>- Rhetorical questions</li> <li>- Plan formal letter</li> <li>- Write formal letter</li> <li>- Final draft</li> <li>- VLOG for formal letter</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- Use boastful language to make things sound appealing</li> <li>- Use pattern of 3 (with imperatives) rhetorical question</li> <li>- Use apostrophes for contraction and possession.</li> </ul> <p><b>Vocabulary:</b> persuade, must, invention, rhetorical questions.</p>	<p><b>Text:</b> Mo Lottie and the Junkers by Jennifer Killick Vipers Prediction/ Vocabulary Close Reading Retrieval Infer Oracy Reading Plus</p>	<p><b>Science week - The Sound Collector</b> – Children will learn about the science behind sound and use the knowledge to inform own creation.</p> <p><b>Killer Questions</b> What is sound? How are sounds it made? How can humans actually hear sounds? What might affect the pitch or the volume of a sound made? When might soundwaves not be able to travel?</p> <p>S2.1q As <b>Scientists</b> WALT - Recognise sound so that we can understand how sound travels. <b>Outcome:</b> Children explore different instruments and tools to understand how sound travels.</p> <p>S.2.1t As <b>Scientists</b> WALT: identify the effect of volume on the strength of vibrations produced <b>Outcome:</b> Conduct a science experiment to investigate low and high sound.</p> <p>S2.1r/s As <b>Scientists</b> WALT - identify the cause (objects) and effect on the pitch produced. <b>Outcome:</b> Conduct a science experiment to investigate low and high pitches.</p>	



				<p><b>Link to outcome-</b> children will use knowledge of sound to create background music for their advert promoting net-zero product.</p>	
Homework	<p><b>Number bond or timetables practise:</b> <b>Bonds to 1000</b> <b>5x table</b></p>	<p><b>Spellings: Week 4 adding the suffix 'ous'</b> various, furious, glorious, victorious, mysterious, humorous, glamorous, odorous, rigorous</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> <b>NICER: Sort and organise sounds.</b></p>	
week 5 27.06.22	<p><b>Area of learning:</b> Symmetry</p> <p><b>Mental Maths:</b> Shape</p> <p><b>Knowledge and skills:</b></p> <p><b>WALT:</b> identify lines of symmetry <b>WALT:</b> recognise horizontal and vertical lines of symmetry <b>WALT:</b> recognise line of symmetry (any orientation) <b>WALT:</b> reflect along a line of symmetry <b>WALT:</b> solve problems involving symmetry</p>	<p><b>Purpose:</b> Persuade</p> <p><b>Text Type:</b> Advert/ Campaign (persuade the class to choose their invention)</p> <p><b>Lesson sequence</b></p> <ul style="list-style-type: none"> <li>Identify features of persuasive texts</li> <li>Debate pros and cons of invention (oracy)</li> <li>Persuasive language</li> <li>Standard written English</li> <li>Plan a persuasive speech (focus on use of standard English when spoken)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use boastful language to make things sound appealing</li> <li>Use pattern of 3 (with imperatives)</li> <li>Rhetorical question</li> </ul>	<p><b>Text:</b> Science Comics and Drones</p> <p>Vipers 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><b>Evaluate-</b> Children will evaluate own product using PMI and practice their pitch using elements of oracy.</p> <p>A3.5a As <b>Artists</b> WALT: Adapt work in response to personal and group critique. <b>Outcome:</b> Evaluate our invention so that we can improve and develop it further.</p> <p>PSHE PC2.2 As <b>Citizens</b> WALT: Explain how good values and behaviours can contribute towards being a positive person. <b>Outcome:</b> Circle time/ games to show how we can be positive individuals</p> <p><b>Links to outcome-</b> Children will evaluate and finalise product and practise speech to deliver to the judges.</p>	
Homework	<p><b>Number bond or timetables practise:</b> <b>Bonds to 20</b> <b>6x table</b></p>	<p><b>Spellings: Week 5 adding the suffix 'ous'</b> famous, nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> <b>Maths: Coordinates</b> <b>English: Apostrophe's of possession and contraction sheet.</b> <b>NICER: Evaluate the challenge pack.</b></p>	

week 6 04. 07.22	<p>Area of learning: Coordinates</p> <p>Mental Maths: Symmetry</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> describe positions on a coordinates grid  <b>WALT:</b> plot points on coordinates grid  <b>WALT:</b> translate shapes on a coordinates grid  <b>WALT:</b> describe movement on a coordinates grid  <b>WALT:</b> solve problems involving coordinates</p>	<p>Purpose: Persuade Text/ type: Advert/ Campaign</p> <p>Lesson sequence Read and Rip features of an advert SPAG- Apostrophe’s lesson Campaign/ Advert Use persuasive speech to create own commercial using clips/ iMovie (use green screen)</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Use boastful language to make things sound appealing</li> <li>• Use pattern of 3 (with imperatives)</li> <li>• Rhetorical question</li> <li>• Use powerful verbs to describe</li> <li>• To use apostrophes to mark singular and plural possession</li> </ul>	<p>Text: Science- Comics and Drones Vipers 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><b>Dragon’s Den</b>- Children will showcase own inventions along with a pitch to a panel of judges.</p> <p><b>TASC wheel</b> - implement, evaluate, communicate and learn from.</p>	
Homework	<p><b>Number bond or timetables practise:</b> <b>Bonds to 30</b> <b>7x table</b></p>	<p><b>Spellings: Week 6 adverbials of frequency and possibility</b> regularly, occasionally, frequently, usually, rarely, perhaps, maybe, certainly, possibly, probably</p>	<p><b>Reading book/ Reading Plus</b></p>	<p><b>Flipped homework:</b> <b>Maths: rising stars assessment</b> <b>English:</b> <b>NICER:</b></p>	
week 7 11..07.22	<p>Assessment week</p>	<p>Assessment week</p>	<p>Text: Science Comics and Drones</p> <p>Vipers Prediction/ Vocabulary</p> <p>Close Reading</p> <p>Summarize as a class each table presenting one element of the story. Oracy</p>	<p><u>PSHE week (to prepare for year 5)</u></p> <p>PSHE PC2.11 WALT: As <b>Citizens</b> Identify what makes us unique <b>Outcome:</b> Coat of Arms about our traits</p> <p>PSHE PB2.4 WALT: As <b>Citizens</b> Describe the importance of expressing emotions <b>Outcome:</b> Circle time/ games to express and deal with emotions.</p> <p>PSHE PC2.3: As <b>Citizens</b> Discuss the idea of personal; strengths and what this means. <b>Outcome:</b> Children write a letter to introduce themselves to their new teacher highlighting their strengths.</p>	

			Reading Plus		
Week 8 18.07.22	Consolidation week	<b>Spellings: Week 7 adverbials of manner</b> awkwardly, frantically, curiously, obediently, carefully, rapidly, unexpectedly, deliberately, hurriedly, reluctantly			Term Ends Thursday 21 <sup>st</sup> July 2022