





# Curriculum | Medium Term Plan – Summer 2022

Challenge Pack:	Invade and Attack – How can we re-enact invasions of Britain?	Challenge outcome:	Trail around the school where different scenes from invasions are planned and reenacted Each one captures key aspects of the invasion in Britain in different times of the Anglo Saxons, Scots , Vikings and Romans		NC Year: Length of term:	5 13
Summary	This challenge pack begins by exploring the historic invasions from the Roman period through to the Anglo-Saxons and Vikings. The focus then shifts into looking at the change in settlements and lifestyles in the UK because of these invasions. Following this, we look at materials and their changes in state, before using this knowledge to create our own models and tapestries to help rein act the times.	Hook:	Children will visit Kenilworth Castle to experience the role castles played in the invasion of Britain.			
Key texts:	<b>Fiction:</b> Viking Boy by Tony Brandan Anglo Saxon Boy by Tony Brandon  <b>Non-Fiction:</b> Norse myths by Kevin Crossley-Holland 50 things you should know about the Vikings	Trips and visits:	Visit to Kenilworth Castle  Fresh water theatre-Roman returns workshop.	Inspire sessions:	N/A	
 <ul style="list-style-type: none"><li>I can use several different tones of voice and adapt the pace of my speech to the context.</li><li>I can focus on pronouncing specific words clearly that I have identified that the audience might struggle to hear.</li></ul>		 <ul style="list-style-type: none"><li>I can sequence sentences so that they are related to one another.</li></ul>		 <ul style="list-style-type: none"><li>I can include relevant content to help achieve the purpose of the talk.</li><li>I can plan and deliver different sections to structure the talk e.g introduction and conclusion</li></ul>		 <ul style="list-style-type: none"><li>I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.</li><li>I speak with self-assurance and liveliness to engage the audience.</li></ul>

	Maths:	English:	Class reader:	NICER:	Discrete/ Special events:
25.04.22	<p><b>Area of learning: Decimals</b></p> <p><b>Knowledge of skills:</b> Consolidate decimals learning from Spring Term Short assessment tasks, create interventions where necessary.</p> <p><b>Skills</b> <b>Children add decimals within one whole. They use place value counters and place value charts to support adding decimals and understand what when we exchange between columns.</b></p> <p>Mental maths focus: Rapid recall of multiplication facts "Going for gold"</p>	<p><b>Purpose:</b> Writing to entertain <b>Text type:</b> Character/setting description based on Gunnar (Viking Boy) to entertain the reader</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Identify and use <b>expanded noun phrases</b> to create an image in the readers mind</li> <li>- Use <b>figurative language</b> to create an image and feelings in relation to the character and setting.</li> <li>- Use a wide range of punctuation accurately and consistently</li> </ul> <p><b>Vocabulary:</b> Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.</p>	<p><b>Viking Boy</b></p> <p>(Link to character and setting description)</p> <p><b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><b>Welcome to Britain!</b> (Children to identify using maps the location of the UK and its countries including the cities which were key fortresses.)</p> <p><b>Killer Questions</b> <b>Where did invaders of Britain come from? Where is Britain did they start their invasions and why?</b></p> <p><b>G3.1b</b> -As <b>Geographers</b> WALT: locate countries in the UK so they can plot key historic cities. <b>Outcome-</b> Children will plot historic sites on a UK map</p> <p><b>G3.2a</b> - As <b>Geographers</b> WALT: compare and contrast geographical features of UK, Italy and Brazil. <b>Outcome</b> – Children will label geographical features and then use this information to complete a Venn diagram to identify similarities and differences</p> <p><b>G3.4b</b> - As <b>Geographers</b> WALT: identify and use an eight point compass <b>Outcome</b> – Children will create and use an eight point compass to plot objects on a map (coordinates)</p> <p><b>Link to Challenge Outcome</b> – Children will their develop their understanding of the UK and why it was susceptible to invasion.</p>	<p><a href="#">St George's Day</a> (25 April) <a href="#">Yom HaShoah</a> (28 April) Ramadan ends (1 May)</p>
Homework	<p><b>Number bond or timetables practise:</b> 4/7 x tables focussing on all 4 number sentences for each calculation</p>	<p><b>Spellings:</b> Words containing the letter string sough</p>	<p><b>Reading book/ Reading Plus</b> Viking Boy</p>	<p><b>Flipped homework:</b> Use sources to find out background information on invaders Provide printed information on the different invaders who attacked Britain through history.</p>	
02.05.22	<p><b>Area of learning: Decimal calculations</b></p> <p><b>Knowledge of skills:</b> Adding/subtracting decimals to 1 Compliments of decimals to 1 Crossing the whole</p>	<p><b>Purpose:</b> Writing to entertain <b>Text type:</b> Description of a battle (bringing character and setting description together from previous week) based on Viking Boy battle scene.</p> <p><b>Knowledge and skills:</b></p>	<p><b>Viking Boy</b></p> <p>(Link to character and setting description)</p> <p><b>Vipers</b> -Vocabulary</p>	<p><b>Invade!</b> (Children identify key events involving settlements of Anglo Saxons, Vikings and Scots)</p> <p><b>Killer Questions</b> <b>Who invaded Britain first?</b> <b>Why did they invade and settle?</b></p>	<p><a href="#">May Day</a> (2 May) <a href="#">World Press Freedom Day</a> (3 May) <a href="#">Eid ul-Fitr begins</a> (3 May) <a href="#">World Asthma Day</a> (3 May)</p>

09.05.22	<b>Skills</b>  Children build on their understanding that 0.45 is 45 hundredths, children can use a hundred square to add decimals.  Mental maths focus: Mentally adding and subtracting decimals up to 1DP	<ul style="list-style-type: none"> <li>- Identify and use <b>speech to reveal</b> more about the character</li> <li>- Use <b>figurative language</b> to create an image and feelings in relation to the character and setting.</li> <li>- Use a wide range of punctuation accurately and consistently</li> </ul> <b>Vocabulary:</b> Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.	-Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	<b>G3.4b</b> - As <b>Geographers</b> WALT: use grid references to build our knowledge of the UK. <b>Outcome</b> – Children will plot cities using grid references  <b>H3.1a</b> -As <b>Historians</b> WALT: Populate a timeline of invaders throughout British history. <b>Outcome</b> - Children create a class timeline  <b>H3.2b</b> -As <b>Historians</b> WALT: Identify the differences between primary and secondary sources. <b>Outcome</b> – Children describe and give example of primary and secondary sources.  <b>Link to Challenge Outcome</b> – Children will develop an overview of key periods of invasion on Britain and where knowledge may have been gathered from before delving into individual eras.	<a href="#">Bike to School Day</a> (4 May) <a href="#">VE Day</a> (8 May)
	<b>Homework</b>  <b>Number bond or timetables practise:</b> Practice multiplying and dividing decimal numbers by 10,100 and 1000 mentally	<b>Spellings:</b> Words containing the letter string sough	<b>Reading book/ Reading Plus</b> Viking Boy	<b>Flipped homework:</b> What do we know about Romans, find out who they were and what they did in history.	
	<b>Area of learning:</b> Adding and subtracting decimals  <b>Skills</b>  Children use their skills at finding complements to 1 to support their thinking when crossing the whole. Children will need flexibility at partitioning decimals as bridging will be extremely important.  <b>Knowledge of skills:</b> Adding and subtracting decimals with the same number of decimal places Problem solving with + and – of decimals	<b>Purpose:</b> Writing to entertain <b>Text type:</b> Poetry about battle/war (Linked to battle scene from Viking boy)  <b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>- Use commas</li> <li>- Identify and use <b>verbs, adverbs, prepositions and conjunctions</b> appropriately</li> <li>- Recognise and use varied sentence types</li> </ul> <b>Vocabulary:</b> Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.	<b>Viking Boy</b> <b>(Link to playscript)</b>  <b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	<b>Roman Empire!</b> (Children identify key events resulting in the Roman Empire))  <b>Killer Questions</b> <b>Why did Romans invade Britain?</b>  <b>H3.1d-</b> As <b>Historians</b> WALT: Use secondary resources so that we can explore the Roman Invasion Britain. <b>Outcome:</b> Children will explore the following: <ul style="list-style-type: none"> <li>• When ?</li> <li>• Why ?</li> <li>• How ?</li> <li>• Effects, short and long term?</li> </ul> How did their invasion change the map of the UK?  <b>H3.1b</b> - As <b>Historians</b> WALT: sequence key events in Roman British history. <b>Outcome</b> - Children will sequence key events  <b>Link to Challenge Outcome</b> – Children will develop their understanding of the Roman invasion of Britain and their influence on life today so that children are able to reenact key events and changes over time.	<a href="#">Florence Nightingale's Birthday</a> (12 May)

	<p>Subtracting and adding decimals with a different number of decimal places.</p> <p>Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold</p>				
Homework	<p><b>Number bond or timetables practise:</b> Random tables (use 99 club)</p>	<p><b>Spellings:</b> Adverbials of time</p>	<p><b>Reading book/ Reading Plus</b> Viking Boy</p>	<p><b>Flipped homework:</b> Research the history of the Romans, who were they? What did they do? How can we present this?</p>	
16.05.22	<p><b>Area of learning:</b> Adding/Subtracting Wholes and Decimals</p> <p><b>Skills</b></p> <p>Children subtract numbers with the same number of decimal places. They use place value counters and a place value grid to support them with their exchanging</p> <p><b>Knowledge of skills:</b> Adding and subtracting decimals Multiplying and dividing decimals by 10,100 and 1000 Decimal patterns</p> <p>Mental maths focus: Mental strategies for adding/subtracting decimals to 1</p>	<p><b>Purpose:</b> Writing to entertain <b>Text type:</b> Playscript retelling how Thor got his hammer (Norse Myths)</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Use <b>relative clauses</b> to provide more information</li> <li>- Identify and use <b>stage directions</b></li> <li>- Use a wide range of punctuation accurately and consistently</li> </ul> <p><b>Vocabulary:</b> Thor, Vikings, myths, Battle, Mjöllnir, War, worshipped, Weapons, law and order shields.</p>	<p><b>Norse Myths</b> <b>(Link to playscript)</b></p> <p><b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><b>Roman Empire!</b> (Children identify key events resulting in the Roman Empire))</p> <p><b>Killer question.</b> <b>Why did the Roman invasion of Britain end?</b> <b>What was it like to be a soldier compared to an ordinary citizen?</b> <b>How did a person become a Roman soldier?</b> <b>How were criminals treated in Roman society?</b></p> <p><b>H3.1d</b> - As <b>Historians</b> WALT -Use a range of resources so that we can understand the legacy the Romans left behind. <b>Outcome:</b> Look at key innovations, i.e. central heating, roads, baths etc.</p> <p><b>H3.1d/ H3.2b</b> As <b>Historians</b> WALT - Use our understanding of the Romans so that we can identify differences between different members of society. <b>Outcome:</b> Children will identify and describe the different roles in society and how it links to Roman times.</p> <p><b>H3.1d</b> - As <b>Historians</b> WALT-Use our understanding of The Roman empire so that we can understand how the invasion of Britain ended. <b>Outcome:</b> the children will draw together their understanding of the invasion of Britain to understand the legacy they left behind and how the fall of the empire affected Romans in Britain.</p> <p><b>Link to Challenge Outcome</b> – Children will develop their understanding of the Viking invasion of Britain and their influence on life today so that children are able to reenact key events and changes over time.</p>	<p><a href="#">International Day against Homophobia, Transphobia, and Biphobia</a> (17 May) <a href="#">International Museum Day</a> (18 May)</p>

Homework	<b>Number bond or timetables practise:</b> Finding rules for multiples of numbers	<b>Spellings:</b> Adverbials of place	<b>Reading book/ Reading Plus</b>  Norse Myths	<b>Flipped homework:</b>  Research the history of the Anglo Saxons, who were they? What did they do?	<b>3TB Class assembly</b>
23.05.22	<p><b>Area of learning:</b> identifying and Measuring Angles</p> <p><b>Knowledge of skills:</b>          Using protractors to measure angles in degrees          Compare and order angles</p> <p><b>Skills</b></p> <p>Children develop their understanding of obtuse and acute angles by comparing with a right angle. They will use an angle measurer to check whether angles are larger or smaller than a right angle.</p> <p>Mental maths focus:          Mentally multiplying and dividing decimal numbers using 10,100 and 1000</p>	<p><b>Purpose:</b> Writing to entertain  <b>Text type:</b> Playscript retelling how Thor got his hammer (Norse Myths)</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Use <b>relative clauses</b> to provide more information</li> <li>- Identify and use <b>stage directions</b></li> <li>- Use a wide range of punctuation accurately and consistently</li> </ul> <p><b>Vocabulary:</b> Thor, Vikings, myths, Battle, Mjöllnir, War, worshipped, Weapons, law and order shields.</p>	<p><b>Norse Myths</b>  <b>(Link to poetry)</b></p> <p><b>Vipers</b>          -Vocabulary          -Close Reading          -Comprehension          -Reading for pleasure/ Reading Plus          -Reading games/ Reading Plus</p>	<p><b>The Vikings !</b> (Children identify key events resulting in the Viking invasion))</p> <p><b>Killer Questions</b>          Why did Vikings invade Britain?          What was the impact of the invasion?</p> <p><b>H3.1d</b> - As <b>Historians</b> WALT: Use secondary resources so that we can explore the Vikings Invasion of Britain.  <b>Outcome:</b> Children will explore the following:</p> <ul style="list-style-type: none"> <li>• When ?</li> <li>• Why ?</li> <li>• How ?</li> <li>• Effects, short and long term?</li> </ul> <p>How did their invasion change the map of the UK?</p> <p><b>H3.1b</b> - As <b>Historians</b> WALT: sequence key events in Viking British history.  <b>Outcome-</b> Children will sequence key events  <b>Who were the Anglo Saxons?</b> (Children explore the effects of the Anglo Saxons on Britain))</p> <p><b>Killer Questions</b>          Why did Saxons invade Britain?          What was the impact of the invasion?</p> <p><b>H3.1d</b> - As <b>Historians</b> WALT: Use secondary resources so that we can explore the Anglo-Saxon Invasion of Britain  <b>Outcome:</b> Children will explore the following:</p> <ul style="list-style-type: none"> <li>• When ?</li> <li>• Why ?</li> <li>• How ?</li> <li>• Effects, short and long term?</li> </ul> <p>How did their invasion change the map of the UK?</p> <p><b>H3.1b</b> - As <b>Historians</b> WALT: sequence key events in</p>	

				<p>Anglo-Saxon British history.  <b>Outcome-</b> Children will sequence key events</p> <p><b>H3.1a</b> -As <b>Historians</b> WALT: Populate a timeline of invaders throughout British history.  <b>Outcome</b> – This timeline will include Anglos Saxons, Vikings and Romans</p> <p><b>Link to Challenge Outcome</b> – Children will develop their understanding of the Anglo Saxon invasion of Britain and their influence on life today so that children are able to reenact key events and changes over time.</p>	
Homework	<b>Number bond or timetables practise:</b> Mixed calculations including decimals homework for half term learning.	<b>Spellings:</b> Words with an /ear/ sound spelt ere	<b>Reading book/ Reading Plus</b> Norse Myths	<b>Flipped homework:</b> Research (use printed knowledge facts) to describe what lives were like in Viking times.	<b>3SB Class assembly</b>  <b>Everybody write day</b>
30.05.22				<i>Half Term</i>	
Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b> Unstressed vowels and polysyllabic words	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	
06.06.22	<b>Area of learning:</b> Angles  <b>Skills</b>  Children compare and order angles in ascending and descending order.  Children identify and order angles in different representations including shapes on a grid.  <b>Knowledge of skills:</b> Exploring angles on straight lines and within shapes Drawing angles and shapes accurately using our understanding of angles and protractors.	<b>Purpose:</b> Discuss <b>Text type:</b> Review of a castle (linked to castle visit)  <b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>- Use a wide range of punctuation accurately and consistently</li> <li>- Recognise and use abstract nouns</li> <li>- Identify and use <b>nouns, pronouns, adjectives and determiners</b> appropriately</li> <li>- Identify and use <b>verbs, adverbs, prepositions and conjunctions</b> appropriately</li> </ul> <b>Vocabulary:</b> Castles, throne, kings, queens, Romans, Vikings,	<b>50 things you should know about the Vikings</b>  <b>(Link to final outcome)</b>  <b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	<b>Viking Invasion</b> (Children identify key events resulting in the Roman Empire))  <b>Killer question.</b> <b>Why did the Viking invasion of Britain end?</b>  <b>H3.1d As Historians</b> WALT - Use a range of resources so that we can understand the effects the Vikings had on the people of Britain. What was life like under Viking rule?  <b>H3.1d/ H3.2b As Historians</b> WALT - Use our understanding of the people so that we can describe the day to day lives of a range of people living in Viking times. What was it like to be a Viking warrior? What was it like to be poor or rich, what were the similarities and differences in Viking society?	<a href="#">Anniversary of D-Day</a> (6 June) <a href="#">World Oceans Day</a> (8 June) <a href="#">Millicent Garrett Fawcett's birthday</a> (11 June)

	Mental maths focus: Mental calculations involving angles	Battle, Invasion, War, plundering, Weapons, tools, shields.		<b>H3.1d As Historians WALT:</b> Use a range of sources so that we can compare the Viking invasion of Britain to The Roman invasion.  <b>Link to Challenge outcome:</b> Children will learn about the Vikings and their impact on Britain so that they are able to re-enact and share information as part of the outcome.	
Homework	<b>Number bond or timetables practise:</b> Finding rules for multiples of numbers	<b>Spellings:</b> Adding prefixes de- and re-	<b>Reading book/ Reading Plus</b>  50 things you should know about the Vikings	<b>Flipped homework:</b>  What is the difference between materials, what makes a material the composition it is? How can it be changed?	
13.06.22	<b>Area of learning:</b> Shapes  <b>Skills</b>  Children will classify triangles for the first time using the name isosceles, scalene and equilateral. Children will use rules to measure the sides in order to classify them correctly.  <b>Knowledge of skills:</b> Reasoning about 2 and 3d shapes Explore quadrilaterals Regular and irregular polygons Applying knowledge of 2d shapes to reason about 3d shapes.  Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold	<b>Purpose:</b> Discuss <b>Text type:</b> Review of a castle (linked to castle visit)  <b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>- Use a wide range of punctuation accurately and consistently</li> <li>- Recognise and use abstract nouns</li> <li>- Identify and use <b>nouns, pronouns, adjectives and determiners</b> appropriately</li> <li>- Identify and use <b>verbs, adverbs, prepositions and conjunctions</b> appropriately</li> </ul> <b>Vocabulary:</b> Castles, throne, kings, queens, Romans, Vikings, Battle, Invasion, War, plundering, Weapons, tools, shields.	<b>50 things you should know about the Vikings</b>  <b>(Link to final outcome)</b>  <b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	<b>States of Matter</b> (Children spend the week exploring properties of different materials)  <b>Killer Questions</b> How can you distinguish between different types of materials by their properties? As scientists, we are going to explore the properties of materials.  <b>S3.1x/2b - As Scientists WALT:</b> identify the properties of materials so that we can compare solids, liquids and gasses <b>Outcome –</b> Children will draw particles for each state of matter and classify them according to their properties (hardness, solubility, transparency and conductivity)  <b>S3.1z/a - As Scientists WALT:</b> understand how properties of materials can be altered. <b>Outcome –</b> Children will plan an investigation and predict what will happen to materials when dissolved and how this can be recovered  <b>S3.1c/2d - As Scientists WALT:</b> demonstrate that change in states of matter are reversible <b>Outcome –</b> Children will conduct their experiment describing their findings  <b>Link to Challenge outcome:</b> Children will develop their understanding of materials so that they can consider which materials would be suitable for tools for an Invasion.	<a href="#">Father's Day</a> (19 June)



Homework	<b>Number bond or timetables practise:</b> <b>Addition and subtraction using measures calculations</b>	<b>Spellings:</b> Adding verb prefix over-	<b>Reading book/ Reading Plus</b> 50 things you should know about the Vikings	<b>Flipped homework:</b> What materials have you got at home? What are their jobs? Why are they the best materials available? Create a CAF	<b>3JF Class assembly</b>
20.06.22	<b>Area of learning:</b> Position and transition on grids Skills Children look at squares and rectangles on a grid to identify right angles. Children use the square grids to reason about length and angles, for example half a right angle is 45 degrees. <b>Knowledge of skills:</b> Use coordinates to plot the position of shapes Manipulate coordinates to describe position and translation Symmetry using mirror lines Mental maths focus: Mental adding and subtracting quantities of amounts, i.e in cm/g/km etc	<b>Purpose:</b> Discuss <b>Text type:</b> Balanced argument based on the battle of Hastings (Anglo Saxon Boy) <b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>- Use a wide range of punctuation accurately and consistently</li> <li>- Recognise and use abstract nouns</li> <li>- Identify and use <b>nouns, pronouns, adjectives and determiners</b> appropriately</li> <li>- Identify and use <b>verbs, adverbs, prepositions and conjunctions</b> appropriately</li> </ul> <b>Vocabulary:</b> Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.	<b>Anglo Saxon Boy</b> <b>(Link to English – Boy’s journey to the battle of Hastings)</b> <b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	<b>Investigating materials</b> <u>Killer Question</u> <b>Why are some materials suitable for some jobs and completely unsuitable for others?</b> <b>S3.1c/2d - As Scientists</b> WALT: demonstrate that change in states of matter are reversible <b>Outcome</b> – Children will conduct their experiment describing their findings <b>S3.1 X - As Scientists</b> WALT: use our understanding of materials so that we can describe why they are used for different jobs. <b>Link to Challenge outcome:</b> Children will develop their understanding of materials so that they can consider which materials would be suitable for tools for an Invasion.	<a href="#">World Refugee Day</a> (20 June) <a href="#">Make Music Day</a> (21 June) <a href="#">Windrush Day</a> (22 June)
Homework	<b>Number bond or timetables practise:</b> Multiplication and division calculations involving measures	<b>Spellings:</b> Convert nouns or verbs in adjectives using suffix –ful	<b>Reading book/ Reading Plus</b> Anglo Saxon Boy	<b>Flipped homework:</b> How can we live healthy lives, both physically and spiritually? What do we do that makes us healthy in mind and body Create a CAF to show your thoughts.	<b>2AP Class assembly</b>



27.06.22	<p><b>Area of learning:</b> Exploring Symmetry</p> <p><b>Skills</b></p> <p>Explain what you mean by the term symmetrical. Can the children give any real life examples? How can you tell if something is symmetrical? Are lines of symmetry always vertical? Does the orientation of a shape affect the lines of symmetry&gt;</p> <p><b>Knowledge of skills:</b> Straight line symmetry Reflective symmetry Exploring patterns Examples of symmetry</p> <p>Mental maths focus: Mental adding and subtracting quantities of amounts, i.e. in cm/g/km etc (part 2, continuation from w/b 20.6.22</p>	<p><b>Purpose:</b> Discuss <b>Text type:</b> Balanced argument based on the battle of Hastings (Anglo Saxon Boy)</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Use commas</li> <li>- Identify and use <b>verbs, adverbs, prepositions and conjunctions</b></li> <li>- Use a wide range of punctuation accurately and consistently</li> <li>- Recognise and use abstract nouns</li> <li>- Identify and use <b>nouns, pronouns, adjectives and determiners</b> appropriately</li> </ul> <p><b>Vocabulary:</b> Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.</p>	<p><b>Anglo Saxon Boy</b></p> <p>(Link to English – Boy’s journey to the battle of Hastings)</p> <p><b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><b>PSHE A3.1/2</b> – As <b>British Citizen</b> WALT: identify healthy and unhealthy family life so that we can recognise the impact on us. <b>Outcome-</b> Children will complete a cause and effect model based on different scenarios of family life</p> <p><b>PSHE C3.4</b> - As <b>British Citizens</b> WALT: identify an anarchy, democracy and a monarchy in society. <b>Outcome-</b> Children will complete a mind map showing the role of each while completing a short role play making decisions based on their role.</p> <p><b>S3.2a/1e-</b> As <b>Scientists</b> WALT: demonstrate ways to separate materials <b>Outcome</b> – Children will use filtering, sieving and evaporation to separate a range of materials.</p>	
Homework	<p><b>Number bond or timetables practise:</b> Mixed multiplication worded problems.</p>	<p><b>Spellings:</b> Convert nouns or verbs in adjectives using suffix –ive</p>	<p><b>Reading book/ Reading Plus</b> Anglo Saxon Boy</p>	<p><b>Flipped homework:</b></p> <p>Design a computer game (either on a device or a story board style on paper) that is connected with the historical work we have done this year.</p>	<p><b>2SP Class assembly</b></p> <p><b>Summer Fair (Tues)</b></p>
04.07.22	<p><b>Area of learning:</b> Measuring</p> <p><b>Skills</b></p> <p>Children multiply and divide by 1000 to convert between kilometres and metres.</p> <p>They will apply their understanding of adding and subtracting with four-digit numbers to find two lengths</p>	<p><b>Purpose:</b> Entertain <b>Text type:</b> Playscript/Drama (linked to final outcome)</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Use <b>intonation, tone and volume</b></li> <li>- Identify and use <b>expression</b></li> <li>- Identify and use <b>nouns, pronouns, adjectives and determiners</b> appropriately</li> </ul>	<p><b>Arthur High King</b></p> <p><b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><b>Lets Get Coding</b> (Children will spend the week programming creating their own game)</p> <p><b>Killer Questions</b> <b>How does ‘command’ code work?</b> <b>How are games created?</b> <b>Why is it important to know how to debug?</b></p> <p><b>C3.a,b,c,d</b> – As <b>Digital Technicians</b> WALT: understand and use command code and Javascript to program <b>Outcome-</b> Children will use repetition, sequence and patterns to design and code using Swift playgrounds</p>	<p><a href="#">Eid ul-Adha</a> (begins 10 July)</p>

	<p>that will add up to a whole number of kilometres.</p> <p><b>Knowledge of skills:</b> Kilometres Kilograms and kilometres Metric units, calculations and investigations.</p> <p>Mental maths focus: Multiplication basic skills up to 12 x12 99 club Going for gold</p>	<p><b>Vocabulary:</b> Throne, Saxon, Anglo Saxon, Battle, Invasion, War, plundering, Weapons,,shields, bloodshed.</p>		<p><b>C3.e,f,g</b> – As <b>Digital Technicians</b> WALT: debug and solve problems. <b>Outcome-</b> Children will use Swift Playground to debug and solve problems.</p> <p><b>C3.e,f,g</b> – As <b>Digital Technicians</b> WALT: debug and solve problems. <b>Outcome-</b> Children will use Swift Playground to debug and solve problems.</p>	
Homework	<p><b>Number bond or timetables practise:</b> <b>Mixed multiplication investigations</b></p>	<p><b>Spellings:</b> Convert nouns or verbs in adjectives using suffix –al</p>	<p><b>Reading book/ Reading Plus</b> Arthur High King</p>	<p><b>Flipped homework:</b> Create complex pattern you would find on a tapestry</p>	<p><b>2KK Class assembly</b>  <b>Sports days</b></p>
11.07.22	<p><b>Area of learning:</b> Measure</p> <p><b>Skills</b></p> <p>Children are introduced to imperial units of measures for the first time. They understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p><b>Knowledge of skills:</b> Imperial Units measures Converting between metric/ imperial measures Calculations involving both</p> <p>Mental maths focus: The number is... What is the question.</p>	<p><b>Consolidation Week:</b> SPAG <b>Assessment Week</b></p>	<p>Arthur High King</p> <p><b>Vipers/Assessment Week</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><u><b>Let's get creating!</b></u></p> <p><u><b>Killer Questions</b></u> <b>What different techniques can we use to create resources?</b></p> <p><b>A3.3d/e</b> – As <b>Artist</b> WALT: identify and create complex patterns so that we can create shields <b>Outcome-</b> Children will create shields which will be used in their final outcome</p> <p><b>A3.3d/e /5a–</b> As <b>Artist</b> WALT: identify and create complex patterns so that we can create shields <b>Outcome-</b> Children will create shields which will be used in their final outcome / PMI final piece</p> <p><b>D3.2a/b/c</b> – As <b>Design Technicians</b> WALT: create clothing for our final outcome <b>Outcome-</b> Children will measure and join materials to create costumes for their final outcome.</p> <p><b>D3.2a/b/c</b> – As <b>Design Technicians</b> WALT: create clothing for our final outcome <b>Outcome-</b> Children will measure and join materials to create costumes for their final outcome.</p>	<p><a href="#">Emmeline Pankhurst's birthday</a> (14 July)</p>

				<b>Link to Challenge outcome:</b> Children will create various resources that they will be able to use as part of their re-enactments.	
Homework	<b>Number bond or timetables practise:</b> 144 club	<b>Spellings:</b> Statutory spellings challenge words	<b>Reading book/ Reading Plus</b> Arthur High King	<b>Flipped homework:</b> Draft our playscripts that we can use in our challenge pack outcome.	<b>Leavers Production</b>
18.07.22	<p><b>Area of learning:</b> Measuring, volume and capacity</p> <p><b>Skills</b></p> <p>Children focus on the use of milli- in units of length and mass. They understand that milli- means 1/1000. They convert from mm, litres and ml and vice-versa.</p> <p><b>Knowledge of skills:</b> measuring comparing calculations involving volume and capacity making links with other measures calculations and activities.</p> <p>Mental maths focus: The number is... What is the question.</p>	<b>Transition Week</b>	<p>Arthur High King</p> <p><b>Vipers</b> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p><b>Challenge Outcome:</b></p> <p>Perform promenade style dramas describing and re-enact how invaders invaded Britain and the legacy they left behind.</p>	<a href="#">Mandela Day</a> (18 July)
Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>	<b>Reading book/ Reading Plus</b>	<b>Flipped homework:</b>	<b>Leavers celebration</b>
		<b>Summer activities</b>			<a href="#">Birmingham Commonwealth Games</a> (28 July – 8 August)