

Science: Animals including humans

Lesson 1: To describe how the human circulatory system works
 Lesson 2: To investigate and describe the main functions of the heart.
 Lesson 3: To pose and answer a range of relevant questions about how blood transports gases round the body.
 Lesson 4: To explain how water helps humans' and other animals' bodies to function.
 Lesson 5: To plan and conduct an appropriate investigation to answer a scientific enquiry.
 Lesson 6: To know how drugs and lifestyle can affect the human body either by direct or indirect consequences.

PE:

Spring 1- Hockey (Outdoor)
 Lesson 1—To be able to use different dribbling techniques
 Lesson 2—To be able to carry out passes over different distances
 Lesson 3- To be able to receive the ball on either side
 Lesson 4- To know how to attack as a team
 Lesson 5—To know how to dispossess an opponent
 Lesson 6—To be able to shoot using a short corner

Spring 1- Swimming

Autumn 2- Swimming (Indoor)
 Lesson 1—Assessment / Front Crawl
 To be able to assess my front crawl
 Lesson 2—Front crawl (breathing focus)
 To be able to develop my breathing technique
 Lesson 3—Backstroke
 To be able review my backstroke
 Lesson 4—Backstroke
 To practice the start used in backstroke
 Lesson 5- Breaststroke
 To recap the breaststroke technique
 Lesson 6—Assessment and Medleys
 To assess improvements made in swimming strokes

Humanities:

History:
 Titanic timeline, primary and secondary sources, Shackleton's adventures in the Antarctic
Geography: Climate Contrasts – The Arctic & the Antarctica
 To use maps, atlases, globes and digital/computer mapping to identify the key features of the Arctic and the Antarctic
 To understand how Antarctica is divided
 To recognise and make connections between different places around the world
 To understand how glaciers are formed and how they move
 To understand why people, explore: Ernest Shackleton's Incredible Expedition
 To follow a line of geographical enquiry- The Arctic in the future: What might the Arctic be like in 2050?

R.E: Christianity: Is anything ever eternal?

Lesson 1: To identify influential people in my life and reflect on their influence
 Lesson 2: To investigate whether festivals and symbols show that Christianity is a strong religion
 Lesson 3: To discuss ways in which being a Christian can motivate people to do good deeds
 Lesson 4: To identify places in British society where Christianity is an influencer
 Lesson 5: To be able to write about my opinion on whether Christianity is a strong religion in Britain today
 Lesson 6: To create my own ten commandments for my own religion

STEM Project:

How can I survive for longer after the Titanic sinks?
 Maths focus:
 Time – To solve problems involving converting between units of time.

Experiences and Educational Visits:

Lifejacket Challenge
 NSPCC

PSHE:

Dreams and Goals

Languages:

Salut!
 Classroom language
 - In the Classroom
 - Useful little words

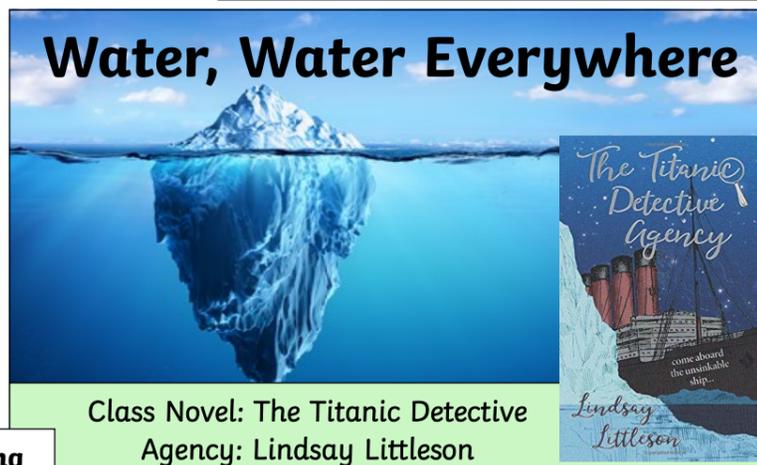
Computing: Information Technology

Green Screen: Titanic – BBC court report - who was to blame?
LO: To create a news broadcast.
 I can show these Computing skills:
 - select appropriate backgrounds that suit the theme
 - resize video to be in proportion with each other
 - use multiple layers to add in detail such as the tickertape
 - create multiple scenes that can be linked together to make a short film

The Arts (Music, Drama, Art):

Music: Composition

Lesson 1: To recognise the notation of rhythm and dynamics.
 Lesson 2: To understand instrumentation
 Lesson 3: To understand texture in music
 Lesson 4: To understand structure in music
 Lesson 5: To write a piece of descriptive music about the sinking of the Titanic
 Lesson 6: To rehearse, perform and share my music



Class Novel: The Titanic Detective Agency: Lindsay Littleson

Mathematics

Week 1 (3 days)	Week 2	Week 3	Week 4
Arithmetic: My Mini Maths. 3 of 3, Maths Bot Algebra LO: To express missing number problems algebraically. - missing number problems - two step problems Maths link: History timeline	Arithmetic: My Mini Maths. 3 of 3, Maths Bot Area, Perimeter and Volume. To recognise that shapes with the same area can have different perimeters and vice versa. To calculate the area of parallelograms and triangles. To recognise when it is necessary to use the formulae for area and volume of shapes. To calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm ³) and cubic metres (m ³) and extending to other units such as mm ³ and km ³ .	Arithmetic: My Mini Maths. 3 of 3, Maths Bot Measure To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate. To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa using decimal notation to three decimal places. To convert between miles and kilometres.	Arithmetic: My Mini Maths. 3 of 3, Maths Bot Ratio and Proportion To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Week 5	Week 6	Week 7	
Mock SATs week Maths Link: Science statistics	Arithmetic: My Mini Maths. 3 of 3, Maths Bot Negative Numbers To use negative numbers in context and calculate intervals across zero. Multiplying Decimals To multiply one-digit numbers with up to two decimal places by whole numbers.	Arithmetic: My Mini Maths. 3 of 3, Maths Bot Geometry: Position and Direction To describe positions on the full co-ordinate grid (all four quadrants). To draw and translate simple shapes on the co-ordinate plane and reflect them in the axes. Maths Link: STEM challenge	

Reading

Week 1	Week 2	Week 3	Week 4
P	V	I	E
Texts: The Titanic Detective Agency LO: To make predictions from details stated or implied.	Texts: Existing letters of complaint. Ongoing: The Titanic Detective Agency. LO: To explore language and vocabulary within the text.	Texts: Newspaper articles. Ongoing: The Titanic Detective Agency. LO: To make inferences from images (visual literacy link)	Texts: Factual documentation and recalls to support debate. Ongoing: The Titanic Detective Agency. LO: To explore and explain the author's choices.
Week 5	Weeks 6	Week 7	
Mock SATs week	S	R	
Continue to read class text. Children to enjoy periods of sustained independent reading/ library visit.	Texts: Descriptosaurus, Shackleton's Journey. Ongoing: The Titanic Detective Agency. LO: To summarise main ideas from more than one paragraph.	Text: First person emotive texts. Ongoing Titanic detective agency. LO: To retrieve information from a range of texts and present it in different ways.	

Main Text: The Titanic Detective Agency by Lindsay Littleson.
 Vocabulary focus ongoing throughout every lesson. Gain familiarity and exposure of level 1, 2 and 3 words (Word Aware link).

Writing

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing Focus: To write a postcard home from a passenger (recount)	To write a letter of complaint about the sinking/ evacuation of the Titanic - POV of a First Class Passenger	To write a newspaper article about the sinking of the Titanic	To write a balanced argument of who was to blame for the sinking of the Titanic		Ernest Shackleton To write a personal statement to apply for a job on board Endurance. (persuasion)	To write a story from the POV of a snowflake.
SPAG Focus: Past, present and future simple tenses	Formal and informal writing Standard English	Direct and reported speech	Semi colons and colons	Mock SATS week STEM project – Raft building	Ambitious Vocabulary	Use of the hyphen
Spelling Focus Spelling Rule 37 - Endings which sound like / s/ spelt -cious or -tious	Spelling Rule 38 - Endings which sound like / l/ (e.g. social, crucial... etc.)	Spelling Rule 39 - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Spelling Rule 41 - Words ending in -able and -ible Words ending in -ably and -ibly		Spelling Rule 43 - Adding suffixes beginning with vowel letters to words ending in -fer	Spelling Rule 45 - Words with the / i:/ sound spelt ei after c