



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 1, 2 and 3. *diary entry of battle at Stamford Bridge * notes on Stamford Bridge</p> <p>Grammar *modal verbs *verbs</p> <p>Spellings * Words ending in '-ious.'</p>	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 4, 5 and 6.</p> <p>*non-chronological report on Battle at Stamford Bridge *play script between 2 boys * Write next chapter of book in style of author * diary entry when both home</p> <p>Grammar *formal/informal speech *linking paragraphs</p> <p>Spellings *Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p>	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 7, 8, 9, 10</p> <p>*Descriptive setting of Norman camp *role play * next section of story *style of author *recount of mission</p> <p>Grammar *brackets, dashes, commas *commas to clarify meaning</p> <p>Spellings *Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 11, 12, 13,</p> <p>*research archers, infantry, cavalry *explanation text on how the Normans fight * recount before going into battle * Letter from Edwin to his friend –reassuring him *description of the battle scene before starting battle</p> <p>Grammar *relative clauses *synonyms and antonyms</p> <p>Spellings *Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p>	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 14, 15, 16</p> <p>*description of real battle *comic strip story of the whole battle *recount from Edwin * newspaper of Battle of Hastings</p> <p>Grammar *relative clauses *synonyms and antonyms</p> <p>Spellings *Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions</p>	<p>Assess <u>I was there 1066</u> by Jim Eldridge. Assessment week</p> <p>Spellings *Challenge words</p>	<p><u>I was there 1066</u> by Jim Eldridge. Read chp 17 and epilogue.</p> <p>*Next chapter *auto-biography of King William *book review</p> <p>Grammar *Advanced punctuation *relative clauses</p> <p>Spellings *Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.</p>
Maths	<p><u>Place Value</u> 1000s, 100s, 10s and 1s; Numbers to 10,000; Rounding to the nearest 10; Rounding to the nearest 100; Rounding to 10, 100 and 1000</p>	<p><u>Place Value</u> Numbers to 100,000; Compare and order numbers to 100,000; Round numbers within 100,000; Numbers to a million; Counting in 10s, 100s, 1000s, 10,000s and 100,000s</p>	<p><u>Place Value</u> Compare and order numbers to one million; Round numbers to one million; Negative numbers; Roman numerals; Mini assessment</p>	<p><u>Addition and Subtraction</u> Add two 4-digit numbers – one exchange; Add two 4-digit numbers – more than one exchange; Add whole numbers with more than 4 digits; Subtract two 4-digit numbers – one exchange; Subtract two 4-digit numbers – more than one exchange</p>	<p><u>Addition and Subtraction</u> Subtract whole numbers with more than 4-digits; Round to estimate and approximate; inverse operations (addition and subtraction); multi-step addition and subtraction problems</p>	<p><u>Statistics</u> Interpret charts; Comparison, sum and difference; Introduce line graphs; Read and interpret line graphs; Draw line graphs</p>	<p><u>Statistics</u> Use line graphs to solve problems; Read and interpret tables; Two-way tables; Timetables; Mini assessment</p>
Science			<p><u>Properties and changes of materials</u> Check on previous learning Love to Investigate: Do all solids dissolve?</p>	<p><u>Properties and changes of materials</u> Separating a mixture; investigating different materials to use for filtering</p>	<p><u>Properties and changes of materials</u> Exploring evaporation Love to Investigate: Can you clean dirty water?</p>	<p><u>Properties and changes of materials</u> Reversible and irreversible changes</p>	<p><u>Properties and changes of materials</u> Love to Investigate: Which materials conduct heat?; evaluating products</p>
Topic			<p>Meet Harold Godwinson and the contenders for the throne; Picture timelines of 1066</p> <p>Everyday life in Normal times</p>	<p>Norman castles; Norman weapons and armour; being a knight</p> <p>Locate Norman castles in the UK; use a key</p>	<p>The Battle of Stamford Bridge and The Battle of Hastings; sequencing the battles</p> <p>Location of Hastings</p>	<p>The Feudal System</p>	<p>What did the Normans do for us?</p>
PSHE	<p>Building positive relationships with others and managing feelings and behaviour (Choose from activity list)</p>	<p>Building positive relationships with others and managing feelings and behaviour (Choose from activity list)</p>	<p>Let's Begin Again: Respecting Space and Social Distancing</p>	<p>Let's Begin Again: Experiencing Loss</p>	<p>Let's Begin Again: Rebuilding Relationships</p>	<p>Let's Begin Again: A Sense of Community</p>	<p>Let's Begin Again: Re-establishing Routines</p>

PE – Coach	<u>Rounders</u> To throw and catch with accuracy under pressure.	<u>Rounders</u> To develop the bowling action and understand the role of the bowler.	<u>Rounders</u> To develop batting technique.	<u>Rounders</u> To make decisions about where and when to send the ball to stump a batter out.	<u>Rounders</u> To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them.	<u>Rounders</u> To develop decision making and tactical awareness when playing competitively.	<u>Rounders</u> To apply the rules and skills you have learnt to play in a rounders tournament.
PE - Class Teacher	<u>Fitness</u> To develop an awareness of what your body is capable of. To test and record baseline fitness scores.	<u>Fitness</u> To develop sprinting technique and speed.	<u>Fitness</u> To develop strength using my own body weight.	<u>Fitness</u> To develop coordination through skipping.	<u>Fitness</u> To perform actions that develop agility. To complete actions to develop stamina.	<u>Fitness</u> To develop control whilst balancing.	<u>Fitness</u> To re-test fitness and identify areas of improvement.
RE	Loss display	Loss display	<u>What do the miracles of Jesus teach?</u> What is a miracle?	<u>What do the miracles of Jesus teach?</u> Magic versus miracles – what is the difference? Who performs miracles?	<u>What do the miracles of Jesus teach?</u> Which miracle of Jesus means the most to you and why?	<u>What do the miracles of Jesus teach?</u> Do people have to visit specific places for miracles to happen or is it a question of faith?	<u>What do the miracles of Jesus teach?</u> What do the miracles of Jesus' ministry teach Christians about being the 'People of God'?