



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chapters 1, 2, 3, + 4</p> <p>*Character profile of Liam *diary entry</p> <p>Grammar *relative clauses</p> <p>Spellings * Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chapters 5, 6, 7, 8,</p> <p>*role play *play scripts *formal letter from school *character analysis *persuasive email from Liam to Florida</p> <p>Grammar *relative clauses *Advanced punctuations *persuasive devices *formal/informal language</p> <p>Spellings * Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chp 9, 10, 11, 12, 13</p> <p>*character grid *descriptive setting of Gobi desert *non-chronological report of Gobi desert *next chapter of story *style of author</p> <p>Grammar *verb prefixes *formal/informal speech *commas to clarify meaning</p> <p>Spellings * Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chap 14, 15, 16, 17, 18</p> <p>*persuasive advert *persuasive leaflet *instructions for a ride *Explanation</p> <p>Grammar *verb prefixes *formal/informal speech *commas to clarify meaning</p> <p>Spellings * Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chp 19, 20, 21, 22, 23</p> <p>*persuasive argument on which dad should win *class debate *next section of story – same style *send text or email to Liam</p> <p>Grammar *relative clause *linking ideas across paragraphs * use verbs passively</p> <p>Spellings *Challenge Words</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chp 24, 25, 26, 27, 28, 29</p> <p>*next scene of story *list poem *recount from Liam</p> <p>Grammar * use verbs passively *verb prefixes *converting nouns or adjectives into verbs using suffixes + prefixes</p> <p>Spellings * Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p>	<p><u>Cosmic by Frank Cottrell Boyce.</u> Read chp 30, 31, 32, 33, 34, 35 +36 so book is finished!</p> <p>*write a newspaper report of the mission</p> <p>Grammar *modal verbs *relative clauses</p> <p>Spellings *Recap over half term spellings</p>
Maths	<p><u>Multiplication and Division</u> Multiples; Factors; Common factors; Prime numbers</p>	<p><u>Multiplication and Division</u> Square numbers; Cube numbers; Multiply by 10, 100 and 1000</p>	<p><u>Multiplication and Division</u> Divide by 10, 100 and 1000; Multiples of 10, 100 and 1000; Mini assessment</p>	<p><u>Measurement: Perimeter and Area</u> Measure perimeter; Perimeter on a grid; Perimeter of rectangles; Perimeter of rectilinear shapes; Calculate perimeter</p>	<p><u>Measurement: Perimeter and Area</u> Counting squares; Area of rectangles; Area of compound shapes; Area of irregular shapes; Mini assessment</p>	<p>Consolidation and problems of the day</p>	<p>Activity week</p>
Science	<p><u>Earth and Space</u> True, false or not sure? The Solar System</p>	<p><u>Earth and Space</u> Different theories about the Solar System Love to Investigate: How do we know the Earth is round?</p>	<p><u>Earth and Space</u> Role playing the movement of the planets around the Sun</p>	<p><u>Earth and Space</u> Observing shadows at different times of day</p>	<p><u>Earth and Space</u> Using knowledge of how shadows change through the day</p>	<p><u>Earth and Space</u> Explaining day and night; Role playing the movement of the Moon around the Earth Love to Investigate: How does the Moon move?</p>	<p><u>Earth and Space</u> The phases of the Moon</p>
Geography	<p>Key geographical features of the UK (locate on a world map, identify four countries and capital cities, area, life expectancy, population)</p>	<p>Counties of the UK</p>	<p>Towns and cities in the UK</p>	<p>Hills and mountains in the UK (difference, brief explanation of how mountains are formed, key facts of UK hills and mountains)</p>	<p>Seas and coasts of the UK</p>	<p>Major rivers of the UK</p>	<p>What are time zones? Longitude and latitude</p>
PSHE	<p><u>Respecting Ourselves and Others</u> Recognise that everyone should be treated equally</p>	<p><u>Respecting Ourselves and Others</u> The importance of listening and responding respectfully</p>	<p><u>Respecting Ourselves and Others</u> Listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p><u>Respecting Ourselves and Others</u> What is discrimination? Different types of discrimination e.g. racism, homophobia, sexism</p>	<p><u>Respecting Ourselves and Others</u> Identify online bullying and discriminations of groups or individuals, e.g. trolling and harassment</p>	<p><u>Respecting Ourselves and Others</u> The impact of discrimination on individuals, groups and wider society</p>	<p><u>Respecting Ourselves and Others</u> Ways to safely challenge discriminations; how to report discrimination online</p>

PE – Coach	<u>OAA</u> To build communication and trust whilst showing an awareness of safety.	<u>OAA</u> To work as a team to solve problems and to suggest ideas and listen to others.	<u>OAA</u> To develop cooperation and teamwork skills.	<u>OAA</u> To develop tactical planning and problem solving.	<u>OAA</u> To share ideas and work as a team to solve problems.	<u>OAA</u> To develop trust in others. To be able to listen to others and follow instructions.	<u>OAA</u> To develop navigational skills and map reading and to be able to use a key to identify objects and locations.
PE - Class Teacher	<u>Badminton</u> To demonstrate forehand and backhand grips when holding the racket.	<u>Badminton</u> To be introduced to badminton footwork and movement and to develop the use of the forehand and backhand grip.	<u>Badminton</u> To develop the backhand serve and to develop rallying using both grips.	<u>Badminton</u> To develop the backhand serve over a net and to develop rallying using an overhead forehand clear.	<u>Badminton</u> To develop the forehand serve over a net and to learn how to score points and play in competitive games.	<u>Badminton</u> To develop the backhand clears and to apply the backhand to game situations.	<u>Badminton</u> To show respect, honesty and fair play when competing against an opponent.
RE	<u>What can we learn from wisdom?</u> Why is wisdom important?	<u>What can we learn from wisdom?</u> What wisdom can you offer and from where does this wisdom come?	<u>How do art and music convey Christmas?</u> What makes a piece of artwork sacred?	<u>How do art and music convey Christmas?</u> How is Christmas represented in art today?	<u>How do art and music convey Christmas?</u> What would be the main beliefs of the Nativity narrative to feature in a new Christmas carol for church?	<u>How do art and music convey Christmas?</u> The Nativity narrative – whose story is it to tell?	Review and reflect