

CONCEPT-What is a journey?

“It is good to have an end to journey toward; but it is the journey that matters, in the end’ –Ernest Hemingway

OUR PLACE IN SPACE!

Autumn Term 2016	<p>National Curriculum Targets Science: Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the Sun in the Solar System describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, 	<p>National Curriculum Targets History:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history –Mayan civilization c. AD 900 <p>-Who were the Mayans? Where did they live? What did they worship? What did they build? What did they create? How did they communicate? What was their mythology? How did they treat boys/men and girls/women? Did they grow crops, fish or hunt?</p> <p>The history of chocolate -Who were the Mayans? Where did they live? What did they worship? What did they build? What did they create? How did they communicate? What was their mythology? How did they treat boys/men and girls/women? Did they grow crops, fish or hunt?</p> <p>The history of chocolate</p> <p>National Curriculum Targets Geography:</p> <ul style="list-style-type: none"> locate the world’s countries, using maps - South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>-What is a rainforest? Where can they be found? What is a vegetation belt? -Where is South America? What countries make up South America? What are the major features of the continent? The Andes</p>	<p>National Curriculum Targets English: English Focus:</p> <ul style="list-style-type: none"> Poem used as model Imagery in poetry. Narrative told from different viewpoints. Persuasion – journalistic style Story openings Report with diagrams/captions/labels Explanations linked to science <p>Key Texts:</p> <ul style="list-style-type: none"> Ishtar and Tammuz Kingdom of the Gods Non-fiction texts linked to Space Sir Gawain and the Green Knight The Great Kapok Tree – Lynne Cherry The Chocolate Tree-Mayan Myth Avoid being a Mayan Soothsayer <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	<p>I can statements science:</p> <ul style="list-style-type: none"> I can describe and explain the movement of the Earth and other planets relative to the Sun. 	<p>I can statements history:</p> <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant 	<p>I can statements English: My writing has a strong awareness of audience. I can use planning and models to help me develop ideas. I can select the appropriate form for my writing.</p>

<ul style="list-style-type: none"> I can describe and explain the movement of the Moon relative to the Earth I can explain and demonstrate how night and day are created. I can describe the Sun, Earth and Moon using the term spherical. I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. 	<p>people.</p> <ul style="list-style-type: none"> I can explain how historical items and artefacts can be used to build up a picture of life in the past. I can research two versions of an event and explain how they differ. <p>I can statements geography:</p> <ul style="list-style-type: none"> I can describe some of the physical features of South America. I can plan a journey across the continent taking account of distance and time. 	<p>I can use a good range of modelled techniques to plan and create characters, settings and plots. I can use figurative language with understanding of the effect I want to create. I can try to weave together my character, plot and dialogue. I can summarise a passage and put the key information in my own writing. I can use words that imply something rather than state something. I can select the features from non-fiction that will help me create a well organised and engaging piece of work. I can specific connectives for a purpose. I can make sure that my writing is clear and cohesive. I can use a range of sentence types confidently. I can make improvements to my work and make corrections to improve the effect or clarify an idea with help. I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks. I can use commas after a fronted adverbial. I can use a comma to clarify meaning. I can punctuate direct speech correctly. I know how to write using a subordinate clause. I can use ellipses. I can use hyphens. I can use dashes. I can use bullet points. I can use colons. I can use semi-colons. I can use brackets. I can use modal verbs. I can use a range of adverbs – time, manner, and place. I can use relative clauses – who, which, where, when, where. I can use relative pronouns. I can use a mixture of the active and passive voice. I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to convey information concisely. When writing I take great care with my presentation. I can choose the right style for the task. I make sure that my writing is joined, legible and fluent.</p>	
<p>PE Focus: Gymnastics Skills linked to hockey and tag rugby.</p>	<p>Art Focus:</p> <ul style="list-style-type: none"> To use complementary colours effectively and see how artists use them to enhance their work To look at the use of decorative borders in books (specifically in ‘Ishtar and Tammuz’) what is their purpose? Do they enhance the text? To work with an illustrator in order to gain knowledge and expertise about the illustration process To work with an illustrator in order to gain knowledge and expertise about the illustration process To create our own decorative borders <p>I can statements art:</p> <ul style="list-style-type: none"> I can experiment with and then select appropriate tools and art media for a given task I can explain what complementary 	<p>RE Focus: How do we make decisions about how we live? Choices based on beliefs and values – being a good neighbour-parables from the Bible-what do they teach us? Treating others like we should be treated. What is the Bible? What are the different parts of the Bible? Is it the word of God? Is it literal or symbolic?</p> <p>I can statements RE:</p> <ul style="list-style-type: none"> I can explain the symbolic meaning of some religious stories, I can use the correct terminology when talking or writing about the Bible I can give examples of how a person’s/group’s beliefs affect the way they live; I can say what I think about important questions about life and living and how these compare with other 	<p>ICT Focus: Internet safety: Using website and lesson plans from www.thinkuknow.co.uk/8-10 First three lessons Lesson 1 – During this lesson the children will be able to recognise that communication has a purpose and that there are many ways of communicating. They will understand that technology can provide effective ways of communicating with people and the benefits of using technology to communicate, but that there are risks in using communication technologies and these can be reduced if we know how to behave online. Lesson 2 – The children will use the Cybercafe website www.thinkuknow.co.uk/Cybercafe And learn how to navigate around the website, what is available and the characters they will meet. They will be introduced to the concept of Smartthinking, which will further developed in</p>
<p>I can statements PE: I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. I can play to agreed rules. I can make complex extended sequences. I can combine action, balance and shape. I can combine my work with that of others. I can link sequences to specific timings.</p>			

		<p>colours are, explore how artists use these to great effect, before using them to enhance my work</p> <ul style="list-style-type: none"> • I can explore the visual elements of colour, pattern and line and use these to create effective borders • I can research the work of an artist (illustrator) and use their work to inspire my own designs • I can participate in a workshop with a professional artist and use their expertise to inspire and improve my mastery of art and design techniques • I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas • I can use feedback to make improvements to my work. 	<p>people's ideas;</p> <ul style="list-style-type: none"> • I can draw some conclusions about what's important in life from the lives of great religious figures such as Jesus • I can talk about right and wrong using teaching from Christianity, explaining my own opinions and listening to those of others. 	<p>other sessions. The children should also review and revisit the school's policy on Acceptable Use.</p> <p>Lesson 3 – the children will learn that communication has a purpose and that there are many ways to communicate. As part of the lesson discuss with the children different ways of communicating and what potential risks there are. Children to share and discuss risks.</p> <p>Simulations: Flowel</p> <p>By doing this work the children will learn about control systems. They will be able to identify control systems they come across in everyday life and be able to explain a little about how they work. They will learn about flowchart symbols and how to create a flowchart to control a 'system'. The systems they control will start by being simple but they will have the opportunity to move onto systems of increasing complexity. They will understand how and why control systems are used and the impact they have on our everyday lives and the consequences for employment. The children will learn to make selections, use repetition, variables, use the terms input/output and algorithms. The children will be able to identify Flow Diagram symbols./ To know the symbols needed for a flowchart./ To understand why a control system is used & basics of flowchart 'language'</p> <p>Networking:</p> <p>The staff are going to set topic homework on Google classroom and the children will upload their homework back onto the system. This is so we do not need to worry about viruses but primarily to encourage the children to share ideas on the messaging part of Google Classroom. We will also be posting spelling lists on the site and other key information. The children will be encouraged to post their own messages and videos and the staff will monitor the site.</p> <p>Other: this will be decided by the individual teacher and planned for. Ideas are that the children will make a Prezi presentation on one aspect of the Anglo-Saxons. Following on work with the science the children could create graphs and data charts linked to time and distance from the planets to the sun/size of planets and stars in our galaxy. Comic Life book in groups linked to Ishtar and Tamuz or one of the stories from King Arthur and his Knights of the Round Table.</p>
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	<ul style="list-style-type: none"> • 			<p>I can statements computing:</p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can design algorithms that use repetition and 2 way selection. • I can analyse information. • I can evaluate information. • I can understand how search engines results are selected and ranked. • I can understand that you have to make choices when using technology and that not everything is true or safe. • I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family. • I can understand the potential risk of

			<ul style="list-style-type: none"> providing personal information online. I can make safe choices about the use of technology. I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.
<p>DT Focus: (Link with The Forest School – Head of DT – David Nibloe leading this unit)</p> <p>Make: - To select from and use a wider range of materials and components, including construction materials, according to their functional properties</p> <p>Evaluate: - To understand how key events and individuals in design and technology have helped to shape the world</p> <p>Technical Knowledge: - To understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers, linkages) - To apply their understanding of computing to programme, monitor and control their products (e.g. Flowol)</p> <p>Cross-curricular links with Science and ICT</p>	<p>PSHCE: <u>New Beginnings- SEAL</u> 1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences; 3a) that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view; 3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p><u>Getting on and falling out- SEAL</u> 2a) to research, discuss and debate topical issues, problems and events; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people’s experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>		
	<p>I can statements PSCH/Speaking and Listening: I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the content. I can develop my ideas and opinions providing relevant detail. I can express my point of view. I show that I understand the main points including implied meanings in a discussion. I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p>		

ANGLO-SAXONS

Spring Term 2017	<p>National Curriculum Targets Science: Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	<p>National Curriculum Targets History: Anglo-Saxons</p> <p>-Who were the Saxons? Where did they come from? Where did they settle? What were the names of the kingdoms and main leaders? How did they live? What were their houses like? What is a pagan? What are runes? Who was Alfred the Great?</p> <p>Where were the major settlements in Sussex? Names of villages and towns-linked back to language.</p> <p>410-Roman Emperor Honorius tells Sussex he will not defend them against the invading Saxons</p> <p>477 –Aelle lands in Sussex-Saxon Sussex starts</p> <p>664-the Plague</p> <p>665-St Wilfred makes his first visit to West Sussex</p> <p>681-St Wilfred returns start of Christianity conversion</p> <p>858-King Aethelwulf father of Alfred the Great buried at Steyning</p>	<p>National Curriculum Targets English: English Focus:</p> <ul style="list-style-type: none"> Poem used as model Imagery in poetry. Narrative told from different viewpoints. Persuasion Story openings Report with diagrams/captions/labels Explanations <p>Key Texts:</p> <ul style="list-style-type: none"> Non-fiction texts linked to Anglo-Saxons Class reader-Dawn Wind Rosemary Sutcliffe <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	<p>I can statements science:</p> <ul style="list-style-type: none"> I can describe the life cycle of different living things. I can describe the differences between the different life cycles. 	<p>I can statements history:</p> <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can explain how historical items and artefacts can be used to build up a picture of life in the past. I can research two versions of an event and 	<p>I can statements English:</p> <p>My writing has a strong awareness of audience.</p> <p>I can use planning and models to help me develop ideas.</p> <p>I can select the appropriate form for my writing.</p> <p>I can use a good range of modelled techniques to plan and create characters, settings and plots.</p> <p>I can use figurative language with understanding of the effect I want to create.</p> <p>I can try to weave together my character, plot and dialogue.</p>

		<p>explain how they differ.</p> <ul style="list-style-type: none"> I can describe a key event from Britain's past using a range of evidence from different sources. 	<p>I can summarise a passage and put the key information in my own writing. I can use words that imply something rather than state something. I can select the features from non-fiction that will help me create a well organised and engaging piece of work. I can use specific connectives for a purpose. I can make sure that my writing is clear and cohesive. I can use a range of sentence types confidently. I can make improvements to my work and make corrections to improve the effect or clarify an idea with help. I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks. I can use commas after a fronted adverbial. I can use a comma to clarify meaning. I can punctuate direct speech correctly. I know how to write using a subordinate clause. I can use ellipses. I can use hyphens. I can use dashes. I can use bullet points. I can use colons. I can use semi-colons. I can use brackets. I can use modal verbs. I can use a range of adverbs – time, manner, and place. I can use relative clauses – who, which, where, when, where. I can use relative pronouns. I can use a mixture of the active and passive voice. I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to convey information concisely. When writing I take great care with my presentation. I can choose the right style for the task. I make sure that my writing is joined, legible and fluent.</p>
<p>PE Focus:</p> <p>Athletics Rounders Cricket</p>		<p>Art Focus:</p> <ul style="list-style-type: none"> To explore the work of the great Mexican artist Frieda Kahlo To replicate examples of her work focusing on her use of self-portraits, colour, line and tone To create our own self-portraits with personalised, fantastical backgrounds in the style of Kahlo 	<p>ICT FOCUS:</p> <p>Internet safety: Using website and lesson plans from www.thinkuknow.co.uk/8-10 Final three lessons. Lesson 1 – the children will know that there are safe and appropriate behaviours to use when receiving and sending texts and multimedia messages. They will develop their understanding of what to do and how to deal with spamming, cyber bullying and requests for meeting. They need to understand what type of information to include the importance of using a nickname and what they should share in terms of personal information. The focus of the lesson is on text messaging. Lesson 2 – the children will identify irresponsible and unsafe behaviour when using the internet and other technology and discuss how this can impact on others. They will discuss strategies for how to deal with this type of behaviour. Lesson 3 – the children will think about how to create a safe profile online and what actions they need to take to be safe. They need to be aware of the possible consequences of not making a safe choice.</p>
<p>I can statements PE:</p> <p>I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. I can play to agreed rules. I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. I can demonstrate stamina. I can field.</p>		<p>I can statements art:</p> <ul style="list-style-type: none"> I can experiment with and then select appropriate tools and art media for a given task I can explore the visual elements of colour, tone, texture, shape and space I can research the work of a great artist and use their work to inspire my own I can improve my mastery of art and design techniques, including painting and drawing I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas I can use feedback to make improvements to my work. 	<p>Simulations: The children will further develop their skills and understanding of simulations by creating a maths game linked to a South American theme. The children will think about what makes an effective game and use the variables and inputs within Scratch. The children will create a scoring system using repetition and variables. They will work with a Talk Partner to design a game that includes variables,</p>

			<p>selection and repetition. They will peer assess each other's games and make suggestions for improvements.</p> <p>National Curriculum Targets Computing:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
		<p>RE Focus: Judaism</p> <ul style="list-style-type: none"> • Key events in the life of Moses and his importance to Jews. • How the Ten Commandments express a relationship with God and a guide for living. • How and why Passover is celebrated today. • Some Jewish beliefs about God. • That the Torah is the Holy book in Judaism and compare this to the Christian Holy Book. • The way in which prayer and blessings is significant to the Jewish way of life and how this relates to their own way of life. • Identify Jewish artefacts including; Torah, Yad, Mezuzah, Tallit, Kippah, Menorah. • To identify and recognise the features of a synagogue <p>Understand the role of a rabbi within the Jewish community.</p> <p>I can statements RE: I can recall some aspects of the synagogue and Jewish worship. I can identify the artefacts worn by Jews during worship and why these are important to Jewish people. I can identify some promises that have been important to</p>	<p>I can statements computing:</p> <ul style="list-style-type: none"> • I can combine sequences of instructions and procedures to turn devices on and off. • I can design algorithms that use repetition and 2 way selection. • I can analyse information. • I can evaluate information. • I can understand how search engines results are selected and ranked. • I can understand that you have to make choices when using technology and that not everything is true or safe. • I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family. • I can understand the potential risk of providing personal information online. • I can make safe choices about the use of technology. • I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.

		<p>me.</p> <p>I can understand why God tested Abraham and how this story relates to trust/faith.</p> <p>I can identify why the ten commandments help express a relationship with God.</p> <p>I can recall 4 of the 10 commandments</p> <p>I know why Moses is an important figure in Judaism.</p> <p>I can identify the artefacts worn by Jews during worship and why these are important to Jewish people.</p> <p>I can use religious words to describe some of the key features of the festival of Passover.</p> <p>I can identify why it might be important to Jews to remember the story of Passover and to celebrate it every year.</p> <p>I can use secondary sources to research aspects of Judaism.</p> <p>I can recognise how faith is important to Jewish people.</p>	
	<p>DT Focus: On Friday between the breaks Year 5 will have a six week block visiting Forest with a focus on DT skills.</p> <p>Cooking and Nutrition: *To understand and apply the principles of a healthy and varied diet (Cross-curricular links with Science) *To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>DT Focus: Anglo-Saxon Brooch or jewellery</p> <p>Design: - I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.</p> <p>Make: I can select from and use a wider range of tools and equipment to perform practical tasks accurately (e.g. cutting, shaping, joining and finishing)</p> <p>Evaluate: I can evaluate my ideas and products against my own design criteria and consider the views of others to improve their work</p>	<p>PSHCE: Communities</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>2a) to research, discuss and debate topical issues, problems and events; 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 2h) to contribute to the life of the class and the school; 2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment. 2k) to explore how the media present information.</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4b) to think about the lives of people living in other places and times, and people with different values and customs. 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p>	

	<p>I can statements PSCH/Speaking and Listening: I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the content. I can develop my ideas and opinions providing relevant detail. I can express my point of view. I show that I understand the main points including implied meanings in a discussion. I can use standard English in formal situations. I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p>
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SHAPING A LANDSCAPE

Summer Term 2017	<p>National Curriculum Targets Science: Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda identify the effects of water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>National Curriculum Targets Geography:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>National Curriculum Targets English: English Focus:</p> <ul style="list-style-type: none"> Explanation text linked to science Instruction texts linked to science Poems to perform The River Valerie Bloom Word Play – Kennings Poem written to explain the Water Cycle Story characters Dialogue between characters <p>Key Texts:</p> <ul style="list-style-type: none"> Watertower – Gary Crew The Wreck of the Zephyr Non-fiction texts linked to Rivers and the Water Cycle Poetry – The River Valerie Bloom Horrible History – Raging Rivers <p>Infographics - Maps Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	<p>I can statements science:</p> <ul style="list-style-type: none"> I can compare and group materials based on their properties e.g. hardness, solubility, transparency, conductivity, electrical and thermal and response to magnets. I can describe how a material dissolves to form a solution explaining the process of dissolving. 	<p>I can statements geography:</p> <ul style="list-style-type: none"> I can explain why people are attracted to live by rivers. I can explain the course of a river. I can name and locate many of the world's famous rivers. 	<p>I can statements English: My writing has a strong awareness of audience. I can use planning and models to help me develop ideas. I can select the appropriate form for my writing. I can use a good range of modelled techniques to plan and create characters, settings and plots. I can use figurative language with understanding of the effect I want to create.</p>

<ul style="list-style-type: none"> • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate how some materials can be separated e.g. through sieving, filtering and evaporating. • I know and can demonstrate that some changes are reversible and some are not. • I can explain how some changes result in the formation of a new material and that this is usually irreversible. • I can discuss reversible and irreversible changes. • I can give evidenced reasons why materials should be used for specific purposes. • I can identify and explain the effect of water resistance. • I can explain and identify the effect of friction. • I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> • I can answer questions by using a map. • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. 	<p>I can try to weave together my character, plot and dialogue. I can summarise a passage and put the key information in my own writing. I can use words that imply something rather than state something. I can select the features from non-fiction that will help me create a well organised and engaging piece of work. I can use specific connectives for a purpose. I can make sure that my writing is clear and cohesive. I can use a range of sentence types confidently. I can make improvements to my work and make corrections to improve the effect or clarify an idea with help. I can punctuate my sentences correctly with capital letters, full stops, commas, exclamation marks and question marks. I can use commas after a fronted adverbial. I can use a comma to clarify meaning. I can punctuate direct speech correctly. I know how to write using a subordinate clause. I can use ellipses. I can use hyphens. I can use dashes. I can use bullet points. I can use colons. I can use semi-colons. I can use brackets. I can use modal verbs. I can use a range of adverbs – time, manner, and place. I can use relative clauses – who, which, where, when, where. I can use relative pronouns. I can use a mixture of the active and passive voice. I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to convey information concisely. When writing I take great care with my presentation. I can choose the right style for the task. I make sure that my writing is joined, legible and fluent.</p>
<p>PE Focus: Dance Skills to develop indoor tennis/badminton/volleyball</p>	<p>Art Focus: Aqueous Art</p> <ul style="list-style-type: none"> - To learn about great water artists e.g. Monet, Pissarro, Dufy, Hockney - To replicate examples of their work focusing on technique and exploring a variety of media - To create our own colour charts using the visual elements of colour and tone (appropriate to water) - To create mixed media collages to reflect water vocabulary e.g. confluence, whirlpool, eddy etc. - To use a computer programme such as Revelation Natural Art to replicate examples of artists' work 	<p>Internet safety: Using website and lesson plans from www.thinkuknow.co.uk/8-10 Second three lessons. Lesson 1 – the children will know that there are safe and appropriate behaviours to use when sending and receiving emails. They will learn that there are a range of strategies so that they can deal with viruses, spamming and bullying. Lesson 2 – the children will be able to find information on the internet and be aware that some of it is biased. They will learn to think about, evaluate and think critically about websites. They need to understand that anyone can publish things online and what to do if they come across something that makes them uncomfortable. They need to be aware that some websites also use advertising. Lesson 3 – the children will learn about what constitutes personal information and develop their understanding of when and where it is appropriate to give out details. They should know how to respond to requests for personal information and that anyone can take part in a chat room and that they do not always tell the truth. They need to understand that if they do not make their information safe then it can be seen by anyone.</p>
<p>I can statements linked to PE: I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy, and consistency. I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. I can play to agreed rules. I can use forehand and backhand with a racket.</p>	<p>I can statements art:</p> <ul style="list-style-type: none"> • I can experiment with and then select appropriate tools and art media for a given task • I can explore the visual elements of colour, tone, texture and shape • I can research the work of a great artist and use their work to inspire my own • I can improve my mastery of art and design techniques, including painting and collage 	<p>Networking: http://www.code-it.co.uk/netintsearch.html There is a six week unit on the internet and networking and how it works. After completing this work the children will understand computer networks including the internet; how they can provide multiple services, such as the world wide</p>

	<ul style="list-style-type: none"> I can collect examples to create a starting point in my sketchbook and then review and revisit my ideas I can use feedback to make improvements to my work. 	<p>web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Other: With a Talk Partner research on a river from different parts of the World and UK – make notes and then using Publisher create a class book on Rivers from Across the World. To use a computer programme such as Revelation Natural Art to replicate examples of artists' work – linked to Aqueous Art.</p> <p>National Curriculum Targets Computing:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
		<p>I can statements computing:</p> <ul style="list-style-type: none"> I can combine sequences of instructions and procedures to turn devices on and off. I can design algorithms that use repetition and 2 way selection. I can analyse information. I can evaluate information. I can understand how search engines results are selected and ranked. I can understand that you have to make choices when using technology and that not everything is true or safe. I can discuss the positive and negative impact of the use of ICT in my own life, my friends and my family. I can understand the potential risk of providing personal information online. I can make safe choices about the use of technology. I know how to deal with a situation that makes me feel uncomfortable and know that I need to inform someone.
	<p>PSHCE: Local Democracy for Young Citizens 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 2g) recognise what harms their local environment 2h) to contribute to the life of the class and the school; Rights and Responsibilities</p>	

	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment. 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>
	<p>I can statements PSCE/Speaking and Listening: I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the content. I can develop my ideas and opinions providing relevant detail. I can express my point of view. I show that I understand the main points including implied meanings in a discussion. I can use standard English in formal situations. I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p>