

Key Literary Texts:		Locality Links:		Visits/experiences/hooks		Significant people					
Traction Man Nat Fantastic		<ul style="list-style-type: none"> <li>- Local heroes - fire service, PCSO, paramedic</li> <li>- White Cross Street Hospital study (WWI Nurses)</li> <li>- Local heroes - key workers, individual responses to COVID 19</li> </ul>		Superhero WOW day Magnetic Mission Day		Artist of the term: Andy Warhol Author of the term: Jeremy Strong Athlete of the term: Ellie Symonds Musician of the term: Daft Punk					
Writing Outcomes:				Key artefacts/resources:				Links to the world of work:			
poetry, narrative, play scripts, explanation texts, persuasion/debate, newspaper report				<ul style="list-style-type: none"> <li>• Greek pots</li> <li>• White Cross Street Hospital records &amp; photographs</li> </ul>				Real life heroes (policemen, firemen, paramedics) local historian - White Cross Street Hospital study			
English	Reading	Maths	Science	History	Geography	Arts & DT	PE	PSHCE	ICT	RE	Music
<p><u>Poetry:</u> (week 1/2) <u>If I were a superhero</u> Tbat perform a poem aloud with appropriate volume, intonation and speed Tbat use rhyming couplets to create a list poem Tbat use a range of descriptive techniques in poetry (similes, metaphors, <b>personification</b>)</p> <p><u>Persuasive Letter:</u> (week 3/4) <u>Application to be a sidekick</u> Tbat use a range of persuasive language effectively Tbat use a range of sentence types to extend and justify ideas Tbat use a range of causal conjunctions Tbat use the correct letter format Tbat use appropriate descriptive vocabulary <b>Tbat use effective conjunctions to develop a persuasive style</b></p> <p><u>Narrative Writing:</u> (week 5 &amp; 6) <u>Natfantastic - own chapter</u> Tbat identify key character traits of given character types Tbat explore and accurately use fronted adverbials for time and action Tbat infer and retrieve feelings and emotions from a text Tbat write for a range of purposes and audiences (onomatopoeia sentences for a narrative) Tbat plan and write own chapter for a narrative using a given structure</p> <p><u>Narrative Writing:</u> (week 7/8) <u>Traction Man</u> Tbat use a range of descriptive language Tbat select and use precise adjectives and effective adverbs Tbat use subordinate clauses to add detail Tbat begin to use a relative clause Tbat use a variety of fronted adverbials to express time, manner and position Tbat vary the use of nouns and pronouns to avoid repetition Tbat use a text's structure to create my own writing Tbat edit and redraft a piece of writing <b>Tbat use a relative clause effectively</b> <b>Begin to use alliterations for effect</b> <b>Tbat accurately punctuate fronted adverbial consistently</b></p> <p><u>Newspaper report</u> (week 10) <u>Traction Man</u> Tbat use and correctly punctuated direct speech Tbat use a relative clause to give extra information Tbat use a range of sentence types to create effect Tbat use a range of sentence starters Tbat use a range of sentence types <b>Tbat use indirect speech for effect</b></p> <p><u>Playscripts</u> (week 11) <u>Traction Man playscript</u> Tu and use stage directions Tbat use brackets Tbat correctly correctly punctuate questions Tbat use a colon to introduce a character</p> <p><u>Explanation texts:</u>(week 12) <u>How do volcanoes erupt</u> Tbat use time adverbials to express chronological order Tbat correctly punctuate time adverbials Tbat use a range of conjunctions to explain Tbat develop a writing style that engages the reader Tbat use rhetorical questions Tbat use and correctly punctuate rhetorical questions</p>	<p><u>Half Term 1</u> Retrieval Tbat retrieve and record information (Artist of the Term)</p> <p>Retrieval Tbat retrieve and record information (Ancient Greeks)</p> <p>Inference Tbat infer character information from a non-fiction text (Natfantastic)</p> <p>Inference Tbat use my inference skills to research Ancient Greek Sports</p> <p>Inference &amp; retrieval Tbat use my inference and retrieval skills to investigate Greek myths</p> <p>Prediction/Summary Tbat make accurate predictions from details stated and implied from a non-fiction text</p> <p><u>Half Term 2</u> Retrieval Tbat retrieve and record information on real life heroes (Martin Luther King, Mohandas Gandhi)</p> <p>Vocabulary meanings and impressions Tbat use dictionaries to check the meaning of words that we have read (Volcanoes)</p> <p>Retrieval Tbat retrieve and record information (<b>Olympics-paralympics</b>)</p> <p>Inference Tbat infer thoughts and feelings of individuals (<b>PE link- Olympics</b>)</p> <p>Prediction/Summary Tbat predict what might happen from details stated and implied from a fiction text (Ancient Greek research)</p>	<p>Counting and Estimating Y3: Counting find 10/100 more/less Rounding Counting n 2 digit numbers <b>Y4 Rounding, positions on a number line</b></p> <p>Addition and subtraction Y3: Use rounding to estimate Mentally add/subtract pairs Mentally add three digit numbers <b>Y4: Add and subtract money and measures problem solving</b></p> <p>Multiplication and Division Y3: Grid method and partitioning for division <b>Y4: Equality of expressions, short division</b></p> <p>Equivalent fractions Y3: Recognise and draw equivalent fractions <b>Y4: Equivalent fractions, unit &amp; non unit fractions of sets, decimals</b></p> <p>Times tables Written methods and worded problems <b>Short multiplication and division</b></p> <p>Geometry/lines Y3 Types of lines Identification on shapes <b>Y4: Area and perimeter of rectilinear shapes Symmetry</b></p> <p>Position &amp; Direction Co-ordinates on a grid Symmetry <b>Y4: Plot specified points Translations</b></p> <p>Doubling/grid multiplication/ chunking Y3: Chunking method (-) Grid method (x) for doubling <b>Y4: Tables and + facts to solve problems including measures</b></p> <p>Statistics Y3 Collect and present data <b>Y4 bar charts, line graphs</b></p>	<p>Tbat select materials for a purpose according to their properties <b>WS Identify &amp; classify</b> <b>Which material would make the best superhero cape?</b></p> <p>Tbat describe how moving objects move across different surfaces <b>WS Patterns &amp; Relationships</b> <b>Which surface would be best for Batman's launch ramp?</b></p> <p>Tk that forces need contact but magnetism can work at a distance Tbat describe magnetic attraction/repulsion <b>WS Identify &amp; classify</b> <b>Mission Afternoon</b></p> <p>Tk which materials are magnetic and why <b>WS Patterns &amp; Relationships</b> <b>How can the heroes protect themselves from Magneto?</b></p> <p>Tbat select materials for a purpose according to their properties (waterproof) <b>WS Identify &amp; classify</b> <b>Investigation - New Diving suit for Traction Man</b></p> <p>Tbat construct simple circuits <b>WS Identify &amp; classify</b></p> <p>Tbat recognise conductors and insulators <b>WS Research &amp; secondary sources</b></p> <p>Tk that light can be reflected <b>WS Identify &amp; classify</b> <b>Can superheroes see in the dark?</b></p> <p>Tk how shadows are created <b>Blackouts under tables with torches and objects- what do they notice?</b></p> <p>Tbat explain how the size of shadows changes <b>WS Changes over time</b> <b>Draw round shadow- revisit hourly photograph end of day</b></p>	<p>Wk 2 TK who the Ancient Greeks were and where they fit into a timeline <b>Complete own timeline and label key cities/seas on a map</b></p> <p>Tbat describe how the Ancient Greeks lived using historical artefacts <b>We think that this is a ....</b> <b>It would have been used for ...</b> <b>We think it is made from ...</b> <b>It would have been owned by ...</b> <b>This artefact tells me that the Ancient Greeks...</b></p> <p>Wk 4 Tbat describe daily life in Athens <b>Describe the location of Athens</b> <b>Describe life for girls &amp; boys</b> <b>Give details about warfare in Athens</b> <b>Give details about education in Athens</b> <b>Present in a report</b></p> <p>Wk 5 Tbat describe the daily life in Sparta</p> <p>Wk 6 TK the names of key Greek Gods and Goddesses <b>Top Trumps fact file for 6 chosen Greek Gods</b></p> <p>Tbat describe the legacy left by the Ancient Greeks)</p>	<p>Wk 1 Tbat locate superheroes around the world <b>Research and locate superheroes around the world</b></p> <p>Wk 6 Tbat compare the city states of Athens and Sparta <b>Fact file using internet research</b></p> <p>Wk 7 TU how the Earth is structured <b>Diagram, name the layers: crust, mantle, inner core outer core</b></p> <p>Wk 8 Tbat describe the structure of a volcano <b>Draw diagram in books and label the: crater; conduit; ash cloud; magma reservoir, lava</b></p> <p>Wk 9 TK where major active volcanoes are (<b>research and present on a map</b>)</p> <p>Wk 10 TK about the structure and the inside of a volcano To know there are different types of volcanoes <b>National History Museum - online research</b></p> <p>Wk 11 Tbat describe the impact of volcanic eruptions - <b>create eruptions in our volcanoes</b></p> <p>Tbat name and describe well known European countries/countries in the EU ( <b>location, seas, rivers, mountains, major cities, imports/exports</b> <b>Where is Traction man?</b></p>	<p><u>Art</u> TK who Andy Warhol is <b>Investigate evaluate work</b> TK which types of paint give us the bright colours for pop art? <b>Paint picture using 4 different paints and evaluate</b> Tbat create and draw onomatopoeia words <b>Bubble writing 'splat'</b> Tbat create logo for own superheroes <b>Look at existing logos, what do they have in common?</b> <b>Draw up list of features</b> Tbat create a pop art style canvas (2 weeks) <b>Using superhero logo</b></p> <p><u>Ancient Greeks- Art</u> Tbat design a circular shield to represent Greek God/Goddesses <b>Use Top Trumps to create list of images to include</b> Tbat paint a circular shield to represent Greek God/Goddesses</p> <p><u>DT- Alarms and Lights-Making a flickering light for a superhero</u></p> <p>Tbat analyse existing superhero alarms</p> <p>Tbat design a simple circuit</p> <p>TU how to connect a light, alarm or buzzer into a circuit</p> <p>Tbat evaluate and compare my superhero signal to existing signals</p>	<p>Indoor Athletics <b>Y3</b> Tbat refine jumping for height Tbat jump with power and balance. Tbat consolidate running technique Tbat know how running affects health and fitness Tbat throw for distance using different techniques Tbat throw using different techniques with power <b>Y4</b> <b>Tbat explore running and jumping.</b> <b>Tbat run and jump effectively</b> <b>Tbat run for an extended period of time</b> <b>Tbat know how running affects the body</b> <b>Tbat explore starting positions</b> <b>Tbat throw for distance using different techniques.</b> <b>Tbat throw using different techniques with power</b> Indoor Athletics <b>Y3</b> Tbat refine jumping for distance Tbat jump with power and balance. Tbat consolidate running technique Tbat adjust running pace appropriately. Tbat throw for distance using different techniques Tbat throw using different techniques with power <b>Y4</b> <b>Tbat link forward movements together</b> <b>Tbat link forward movements together.</b> <b>Tbat run rapidly as part of a team</b> <b>Tbat run a curve with control</b> <b>Tbat throw for distance using different techniques</b> <b>Tbat apply techniques to competitions</b> Outdoor Netwall <b>Y3</b> Tbat develop hand/eye coordination. Tbat develop racket skills. Tbat develop racket/eye coordination Tbat develop hitting technique. Tbat hit a moving ball accurately <b>Y4</b> <b>Tbat consolidate forehead</b> <b>Tbat introduce backhand</b> <b>Tbat develop the backhand</b> <b>Tbat develop volley technique</b> <b>Tbat perform a variety of shots</b></p> <p>Outdoor- Striking and fielding <b>Y3</b> Tbat throw accurately Tbat stop a ball consistently Tbat strike a static ball Tbat strike a moving ball. Tbat know principles of a game Tbat know principles of a game <b>Y4</b> <b>Tbat throw accurately using different techniques.</b> <b>Tbat stop a moving ball consistently.</b> <b>Tbat use fielding techniques and catch consistently.</b> <b>Tbat hit a moving ball</b> <b>Tbat understand the principles of a game.</b> <b>Tbat apply skills to a game situation.</b></p>	<p>TU that there are different ways people are viewed as heroes <b>Local heroes - COVID response, co-op</b></p> <p>TK what it means to live as part of a democratic society. <b>Know that there are different political parties who differ in their views as to how the country should be run; people have the opportunity to influence decisions by voting in elections. Link to Ancient Greecee</b></p> <p>Tbat describe how democracy works in school. <b>Compare government to school organization. What choices can we make?</b> <b>School council, pupil voice.</b></p> <p>Tbat improve my resilience &amp; perseverance - 2 weeks <b>How can we help ourselves feel more positive?</b> <b>Positive mental health calendar Visualisation, relaxation &amp; calming techniques.</b></p> <p>TU the importance of alarms in the home <b>Smoke alarm, fire alarm, CO2 alarm, burglar alarm.</b> <b>When would they go off, what should you do?</b></p> <p>Tbat identify the level of risk of different activities in the local environment <b>TK what to do in an emergency Demonstrate how to ask for help from a range of different emergency services.</b></p> <p>Recognise that some people may pressure us to try something that isn't safe <b>Identify ways to respond to unhelpful pressure.</b> <b>Local heroes visit - PCSOs, Fire Safety, Paramedics</b></p>	<p>Tbat manipulate and improve digital images (<b>link to Andy Warhol</b>)</p> <p>Tbat design and create content (<b>onomatopoeia designs</b>)</p> <p><u>Digital Literacy</u> I understand what computer networks do and how they provide multiple services</p> <p>I can discern when it is best to use technology and where it adds little or no value</p> <p><u>We Are Presenters</u> <b>(News reporter for Traction Man)</b></p> <p>Tbat plan a video script</p> <p>Tbat work with video cameras</p> <p>Tbat edit a video</p> <p>Tbat evaluate a video report</p>	<p>UC <b>Why do Christians call the day Jesus died Good Friday?</b> TK the Gospels tell the story of Holy week for Christians <b>Order Creation and Fall, Incarnation, Gospel and Salvation within timeline of the Bible's 'big story'</b> Tbat analyse texts and artwork and offer reasoned conclusions <b>Put myself in place of main figure in the Easter story</b> Tbat retell the story of Holy Week through the eyes of a key figure <b>First person as Mary, Mother of Jesus</b> Tbat describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship Tbat make links between stories in the Bible and life in the world today <b>Emotion graphs showing feelings at different Holy Week services</b> <b>Big Questions/What does it mean to live a good life?</b> Tbat explore and articulate the meaning of 'good' and 'bad' <b>Meaning of key words in different situations, understand the meaning of 'via negativa'</b> Tbat name and describe a source of Christian guidance on how to live a good life <b>Matthew 5:1-12 - the 'Sermon on the Mount'. Place into Bible timeline &amp; describe in own words</b> Tbat name and describe a source of Muslim guidance on how to live a good life <b>Extracts of text from the Qur'an and Hadith. Infer and describe its meaning in my own words</b> Tbat explore and describe the 5 key themes of Humanism <b>Facts for each of the key definitions and features of humanism, link back to the big picture</b> To describe guiding principles for a Humanist on how to live a good life (theme 4) <b>Use the 'happy human' to design matching logo</b> Tbat write a reasoned argument in response to a big question <b>The starfish story</b></p>	<p><u>Music Express</u> <b>Ancient Worlds (p38)</b> Tbat explore Ancient Greece with music inspired from Greek Gods Tbat compose their own ostinati</p> <p><b>Human body (p32)</b> Tbat use percussion instruments to improvise, create rhythms and build a skeleton dance</p> <p><b>French</b> MFL to follow 3/4 scheme of work</p>