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| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Date | | 3/9/18 | 10/9/18 | 17/9/18 | 24/9/18 | 1/10/18 | 8/10/18 | 15/10/18 |
| Topic | | World War II | | | | | | |
| **English** | **Spoken Language** |  |  |  |  |  |  |  |
| **Reading** | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian | Class Reader  Goodnight Mr. Tom by Michelle Magorian  PIRA reading paper |
| **Writing** | Recount writing about the holiday  Times connectives and adding extra information into sentences | Narrative writing – character descriptions  Use of the semi-colon and dash to mark the boundary between independent clauses | Narrative writing – alternative train journey  Formal and informal language | Residential | Writing to inform  Diary entries from Mr Tom’s and Willie’sperspective  Active and passive sentences | Writing to inform  Newspaper article linked to WWII  Similes, metaphors & personification | Poetry  Use of powerful adjectives and verbs  Synonyms |
| **Spelling** | Topic based spellings | Words ending in -cial  –revision–  official,  special,  artificial,  beneficial,  commercial,  crucial,  facial,  financial,  glacial,  judicial,  prejudicial,  provincial,  racial  sacrificial,  social,  superficial | ‘sure’  words  (revision)  –  treasure,  pleasure,  closure,  disclosure,  displeasure,  unsure,  exposure,  leisure,  reassure,  unsure |  | ‘ture’  words-­‐  (revision)  picture,  mixture,  acupuncture,  caricature,  creature,  denture,  fixture,  feature,  furniture,  manufacture | Words with the /s/ sound spelt sc  (Latin in origin)  (revision):  scenery,  science,  descend,  scissors,  crescent,  fascinate,  scented,  ascend,  scientist,  scimitar | Endings which sound like  /􀀀əәs/  spelt  –cious  (revision) : unconscious,  suspicious,  vicious,  spacious,  gracious,  subconscious,  ferocious  ,malicious,  luscious,  atrocious |
| **Science** | **Scientific Working** | Forest School | Forest School | Forest School | Forest School | Forest School | Forest School | Forest School |
| **Knowledge** |  |  |  |  |  |  |  |
| **Maths** | **Number** | Place Value  Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.  Round any whole number to a required degree of accuracy. | Place Value  Use negative numbers in context, and calculate intervals across zero.  Solve number and practical problems using place value, rounding and negative numbers. | Addition & Subtraction  Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why Addition & Subtraction. Use their knowledge of the order of operations to carry out calculations involving the four operations and large numbers. |  | Multiplication & Division  Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Identify common factors, common multiples and prime numbers. Perform mental calculations, including with mixed operations | Multiplication & Division  Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. | Assessment of units covered using PUMA test |
| **Computing** | |  | Scratch- times tables game | Scratch- times tables game | Scratch- times tables game | Scratch- clock | Scratch- clock |  |

**Class: \_\_\_\_\_\_\_Otters\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term: \_\_\_\_Autumn 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cycle: \_\_\_B\_\_\_\_\_**

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| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Date | |  |  |  |  |  |  |  |
| Topic | | WWII | | | | | | |
| **History** | | What I think/know/would like to know about WWII  The outbreak of war | Evacuees: Who, what and where? | Rationing |  | The Blitz | The holocaust | WWII key events |
| **Geography** | | Locating European cities and countries | Researching countries impacted by WWII |  |  | How Easebourne was impacted during WWII |  |  |
| **Design Technology** | |  |  |  |  | Design an Anderson WWII shelter, including assess of materials needed for a replica model. | Model making stage of shelter. | Finish making of shelters and review accordingly. |
| **Art** | | Research WWII artist | Produce sketches in the style of Edward Bawden, Stephen Bone, David Bomberg, Henry Carr, Leslie Cole, Evelyn Mary Dunbar | Refine and amend/ improve work. |  |  |  |  |
| **Music** | |  |  |  |  |  |  |  |
| **PE** | **Class Teacher** | Netball | Netball | Netball | Netball | Netball | Netball | Netball |
| **South Coast** |  |  |  |  |  |  |  |
| **French** | |  |  |  |  |  |  |  |
| **RE** | |  | Creation myths | Harvest |  |  |  | Remembrance |

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| **Collective Worship** |  |  |  |  |  |  |  |
| **PSHCEE** | New Beginnings |  |  |  |  |  |  |
| **SMSC** |  |  |  |  |  |  |  |
| **British Values** |  |  |  |  |  |  |  |
| **PV4C** |  |  |  |  |  |  |  |
| **Starts/Finishes** |  |  |  |  |  |  |  |
| **Trips** |  |  |  |  |  |  |  |
| **7 C’s** |  |  |  |  |  |  |  |
| **Enrichment** |  |  |  |  |  |  |  |