

Questions. **Article 13**

Week 1: What are the different parts and types of bikes?
 Week 2: Is cycling safe?
 Week 3: What are the effects of cycling on your body as you race?
 Week 4: Land for sale—would you buy this land?
 Week 5: How can you form an evacuation plan in case the Thames flooded?
 Week 6: Can you design an evacuation kit to survive a flood?

Texts: Non fiction texts Cycling race footage for narratives, newspaper articles Water Tower **Articles 28, 29 & 30**

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role
 Character Study Description

Non Fiction: Recount Information

Maths **Articles 28, 29 & 30**

Number: fractions 3 weeks
 Number: decimals and percentages 2 weeks
 Consolidation and gap filling 1 week

Science: Properties of materials **Article 13, 28 & 29**

- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Computing: We are Photographers: edit photos

Enrichment

Trip to HH
 Sponsored bike ride
 Apocalyptic Art Day

Assessment Foci

Science: I can plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.

French: I can understand the main points in a written passage or factual text.

Computing : I can edit photographs.

E-safety: I can make safe choices about the use of technology.

Foundation Subjects Coverage

PE: Netball / football 2 weeks each - play competitive games; apply basic attacking and defending skills; collaborate with team; use a number of techniques to pass, dribble and shoot **Article 29 & 31**

Skipping—compare performances with previous ones and demonstrate improvement to achieve their personal best; develop strength, technique and control.

Outdoor and adventurous—follow a map in an unknown location; use a compass to navigate a route; change route to overcome problems; use new information to change route.

RE: Easter—Investigate how Easter is represented in art; discuss artists’ choice of setting, clothing and mood; identify colours and symbols most often used; discuss possibilities for paintings that could show what happened before or after famous images (eg Leonardo Da Vinci’s Last Supper; explore images shown in stained glass windows **Article 29 & 31**

Art: To improve the mastery of art & design techniques including drawing and painting; learn about great artists in History (John Martin)

French: food/mealtimes—listen attentively to spoken language and show understanding by joining in and responding; engage in conversations; ask and answer questions; use knowledge of grammar to speak correctly; directions.

PSHE/ British Values: Speaking Up for Me. **Article 2, 12, 28,** examining ways in which conflict can be caused by words, gestures, symbols or actions; - understanding the need for rules and that they are necessary for harmony at home and at school; exploring and examining the rules within families, friendship groups, and at school; identifying the variety of groups, their roles and responsibilities that exist within the community; considering the rights and responsibilities of members of the community; understanding that rules are essential in an ordered community and that different rules are needed in different contexts; examining the effects of anti-social behaviour (for example bullying and racism); and appreciating how and why rules and laws are created and implemented.

Music: change sounds or organise them differently to change the effect; choose most appropriate tempo for a piece of music; compose music to meet criteria; use a music diary to record aspects of the composition process; understand and use musical notations - **Article 29 & 31**

Geography: plan a journey to a place in England; name and locate at least 6 cities in the UK; answer questions by using a map; use the eight points of a compass; describe and understand key aspects of physical Geography