

Questions.

Week 1: Who is a story hero?

Week 2: Could you be a hero?

Week 3: Who are modern day heroes?

Week 4: Who's a hero from the past?

Week 5: What heroes do you most admire?

Week 6: How will you attend school in role as your chosen hero?

Texts: 'Krindlekrax' by Philip Ridley 'Varjak Paw' by S.F. Said

Writing outcomes:

Fiction: Narrative Writing In Role Character Study

Non Fiction: Information Persuasive

Maths

Statistics 2 weeks

Measurement: length, area and perimeter 3 weeks

Science: Forces

- I can explain why objects fall towards earth
- I know friction is a force between two moving surfaces
- To know objects fall at the same rate regardless of mass.
- To understand that by increasing or decreasing the air resistance, I can speed up or slow down the rate of a falling object.
- Recognise some mechanisms including levers, pulleys and gears, allow a smaller force to give a greater effect.

Computing:

We are Musicians; produce and upload a pod cast **UNCRC Article: 13, 17, 31.**

Enrichment

Frylands - Residential trip
Frylands celebration assembly
Sports Day - Link to sporting heroes.

Dress up as your favourite hero. Persuade others your hero is the best.

Cooking—Superfoods

Assessment Foci

Science: Making systematic and careful observations and where appropriate taking accurate measurements using standard units using a range of equipment.

PE: Update any focuses that have been revisited.

Music: Ongoing singing and ukulele.

Computing: Design and write programs using selection, repetition and variables.

Geography: Use atlases, maps, globes and plans at a range of scales AND use secondary sources of information including aerial photographs.

French: Write one or two short phrases to a model and fill in the words on a simple form.

Foundation Subjects Coverage

PE: Rounders: Focus on developing throwing and catching skills—catch with one hand, throw and catch accurately; hit a ball accurately with control.

Outdoor Athletics: Develop running, throwing and jumping skills linked to athletic events; run over a long distance; sprint over a short distance; throw in different ways; hit a target; jump in different ways.

Outdoor and adventurous (Frylands): follow a map in a (more demanding) familiar context; follow a route within a time limit.

UNCRC Articles: 13, 29, 31.

RE: Show I understand why Holy Books are important **UNCRC Articles: 2, 12, 13, 14, 30.**

Geography: To be able to use an atlas to find given locations; find at least 6 cities in the UK on a map; explain the difference between Great Britain and the United Kingdom.

French: To be able to write a few simple phrases. Be able to say likes/dislikes about a familiar topic.

PSHE/ British Values: I know I am responsible for my own learning **UNCRC Articles: 2, 3, 6, 12, 13, 14., 31, 42.**

Music: Listen to a range of music and identify the character (feelings the music creates). Identify the purpose of silence within a piece of music. Begin to identify the style of work of Beethoven, Mozart and Elgar. Identify some instruments being played in a piece. **UNCRC Articles: 13, 29, 31.**

UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.