



Epic Disasters!

	Week 1 05/09	Week 2 09/09	Week 3 16/09	Week 4 23/09	Week 5 30/09	Week 6 07/10	Week 7 14/10	Week 8 21/10
Reading	Dread Wood by Jennifer Killick text immersion	Who Let the Words Out? by Joshua Seigal The Best Part of Me by Wendy Ewald	The Promise by Nicola Davies Goodnight Stories for Rebel Girls & Women in Science (Grace Hopper)	The Book of Languages: Talk Your Way Around the World by Mick Webb The Shark Caller by Zillah Bethell	Hidden Figures Young Reader's Edition by Margot Lee Shetterley Rhythm and Poetry by Karl Nova	Black and British by David Olusoga Where I'm From by George Lyon	A Planet Full of Plastic by Neal Layton Silverfin (graphic novel) by Charlie Higson	Floodland by Marcus Sedgewick Snakes Alive (Lit Shed)
Writing		Don't Even Get Me Started poem The Best Part of Me poem	The Promise narrative sequel + dialogue	The Promise narrative sequel + dialogue	The Promise narrative sequel + dialogue	Dread Wood persuasive letter	Dread Wood persuasive letter	Dread Wood persuasive letter
Maths		Place value - read, write, order and compare numbers to 10,000,000.	Place value - read, write, order and compare numbers to 10,000,000.	Place value - read, write, order and compare numbers to 10,000,000.	Addition, subtraction, multiplication and division	Addition, subtraction, multiplication and division	Addition, subtraction, multiplication and division	Addition, subtraction, multiplication and division

Science		To recognise and use symbols for cell, battery, switch, motor and buzzer	To make simple circuits using bulbs, motors, buzzers and switches.	To recognise, repair and explain what is needed for a circuit to work.	To plan and investigate an idea by managing variables.	To investigate an idea by managing variables.	To write an explanation text on how to create a working circuit.	To write an explanation text on how to create a working circuit.
Computing	Learn, Laugh, Dream, Grow activities	Learn, Laugh, Dream, Grow activities	To know the importance of internet addresses	To know how data is transferred across the internet.	To know how sharing information can help people to work together	To know how we communicate using technology.	To know that different ways of working together online suit different purposes.	To know the purpose and safety rules of online communication methods.
DT			To disassemble and evaluate pre-existing products.	To design and draw a product using schematic and plan views.	To design and draw a product using schematic and plan views.	To follow my design to create a working model.	To follow my design to create a working model.	To evaluate my work.
Humanities			To identify the position and significance of latitude, longitude, Prime, Greenwich Meridian and time zones.	To know the meaning of the terminology related to natural disasters.	To know what a flood is and the factors that affect it.	To know the environmental regions, key physical and human characteristics of an area.	To know the human impact of a natural disaster.	To know the human impact of a natural disaster.
R.E			To know that Christians believe in one	To know significant events for	To know the most significant events for	To know the strengths of the	To know the strengths of the	To evaluate the strengths of Christianity

			God.	Christians over 2000 years.	Christians.	religion of Christianity.	religion of Christianity.	2000 years after Jesus was on Earth.
R.H.E			To discuss what we already know about living in the wider world.	To know that there are universal rights for all children but for many citizens these rights are not met.	To know that our actions affect other people locally and globally.	To know how to make choices about our own behaviour and know how these relate to our rights and responsibilities.	To know there are human rights and that these are there to protect everyone.	To apply our knowledge to demonstrate how we can make a difference to children all over the world.
P.E			To know how to defend and attack using simple tactics (e.g. closing down/quick passing in game situations).	To know how to defend and attack using simple tactics (e.g. closing down/quick passing in game situations).	To know the tactics of fair play (e.g. passing the ball).	To know the tactics of fair play (e.g. passing the ball).	To know how to anticipate the direction of play.	To know how to anticipate the direction of play.
Music			To control drumsticks to play different patterns.	To play drum grooves.	To follow drum rhythms from notation.	To follow drum rhythms from notation.	To learn about filling bars.	To learn about filling bars.