

Subject / Area of Learning	End point(s)	Estimated Timescale in Days or Weeks	Notes on outcome(s)
English Writing RH	<u>Write a balanced argument</u> <ul style="list-style-type: none"> - Know and use technical vocabulary. - Extract key information. - Use present tense correctly. - Know how to structure a debate. - Know the features of a discussion text. - Organise my writing into clear paragraphs. - Use parenthesis correctly. <u>Write a setting description</u> <ul style="list-style-type: none"> - Identify features of a setting description. 	<u>Over 3 weeks.</u> 1 lesson focus and applied over 3 weeks. 1 lesson focus. 1 lesson focus and applied over 3 weeks. 1 lesson focus and applied. 2 lesson focus. 1 lesson focus and applied over 3 weeks. 2 lesson focus and applied. <u>Over 3 Weeks</u> 1 lesson focus and applied over 3 weeks.	<ul style="list-style-type: none"> - Comprehension on deforestation to learn key vocabulary and extract information. - Extract information and make notes on research/video - Annotate and examine good example of a discussion text. - Plan arguments for and against. - Use plan to aid writing of balanced argument. - Edit work to improve. - Stimulus of environment to help

	<ul style="list-style-type: none"> - Use the past tense correctly. - Use hyphens effectively to aid descriptive writing. - Use fronted adverbials. - Use adverbs - Make choices about when to use similes and metaphors - Know synonyms and use appropriately 	<p>1 lesson focus and applied over 3 weeks.</p> <p>1 lesson focus and applied over 3 weeks.</p> <p>1 lesson focus and applied over 3 weeks.</p> <p>1 lesson focus and applied over 3 weeks.</p> <p>2 lesson focus and applied over 3 weeks.</p> <p>2 lesson focus and applied.</p>	<p>aid creativity and idea generation.</p> <ul style="list-style-type: none"> - Identify features of a good example of a description - Description structure and paragraphs based on the senses. - Dedicated sessions to parentheses and fronted adverbials. - Plan metaphors and similes. - Use plan to aid description. - Edit work with focus on fronted adverbials and parenthesis.
English SPAG EH	<ul style="list-style-type: none"> - Perfect form -present and past (have/has) 		<ul style="list-style-type: none"> - Sentence level activities.

	<ul style="list-style-type: none"> - Correct tense choices. - Using the perfect form of verbs to mark relationships of time and cause. - Linking ideas across paragraphs using adverbials of time 		<ul style="list-style-type: none"> - Class/group games.
Support/focus children. writing focus subjects	<p><u>Struggled last half term</u></p> <p><u>Zaara</u> Lack of confidence, needs to read carefully what is being asked</p> <p><u>Mohammed</u> lack of engagement and focus</p> <p><u>Hassan</u> lack of engagement and focus</p> <p><u>Martim</u> doesn't engage well, even with the specific work added by KA. Doesn't listen to the instructions given.</p> <p><u>Sirhan</u> Has completed work well, but mum says he's struggling and needs lots of support and she</p>	<p><u>Issues last half term</u></p> <p><u>Rayyan</u>-rushes and doesn't read the questions.</p> <p><u>Issa</u> lack of engagement and focus on tasks.</p> <p><u>Roberto</u> lack of engagement and focus on tasks.</p> <p><u>M. Ayaan</u> rushes and doesn't read the questions.</p> <p><u>Abubakr</u> lack of engagement and focus on tasks.</p> <p><u>Leana</u> lack of focus, rushes and doesn't always engage fully</p>	<p><u>Marie</u></p> <p><u>Jayden</u>-SEN worries, doing well on Seesaw, but could benefit from breaking down tasks and having some to ask questions of as well as basic revision work.</p> <p><u>Roberto</u>- Lack of engagement with seesaw, emails from mum to say she is too busy with work to help him. Suggested working together in the evening, but doesn't seem to have been able to do this with him.</p> <p><u>Sirhan</u>- Has engaged well, but mum has said he's struggling with literacy. He had been making good</p>

	<p>doesn't find it easy to support, so moved to the lower level of work.</p>		<p>progress in school, but lacks confidence in himself.</p> <p><u>Hassan</u>- Sporadic engagement- mum struggles to get him to do as she asks. He is capable and has some good ideas, just doesn't focus well to get them organised.</p> <p><u>Sahil</u>- Improving in school, but sporadic engagement, would benefit from additional structured support work.</p> <p><u>Ali</u>- Engages with Seesaw, ut needs some focussed support to help achieve his best.</p>
<p>Reading Comprehension EH</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Give/explain the meaning of words in context. <p>Infer:</p> <ul style="list-style-type: none"> - Make inference from the text/ explain and justify using evidence from the text <p>Explain:</p> <ul style="list-style-type: none"> - Identify/explain how meaning is enhanced through choice of words and phrases. - Make comparisons within the text. <p>Retrieve:</p>		<ul style="list-style-type: none"> - Group session- both adult lead and independent comprehension focused activities.

	<ul style="list-style-type: none"> - Retrieve and record key information/details from fiction and non-fiction. <p>Summarise:</p> <ul style="list-style-type: none"> - Summarise main ideas from more than one paragraph. 		
Novel Study RH	Ongoing VIPERS based comprehension by whole class novel study.	x 3 weekly sessions	
Support/focus children. reading focus subjects	<p><u>Struggled last half term</u></p> <p><u>Zaara</u> Lack of confidence, needs to read carefully what is being asked</p> <p><u>Zohair</u> Struggled to answer the questions other than pure retrieval.</p> <p><u>Mohammed</u> lack of focus, very little reading engagement.</p> <p><u>Hassan</u> lack of engagement and focus</p> <p><u>Martim</u> doesn't engage well, even with the specific work added by KA. Doesn't listen to the instructions given.</p> <p><u>Sirhan</u> Has completed work well, but mum says he's struggling and needs lots of support and she</p>	<p><u>Issues last half term</u></p> <p><u>Rayyan</u>-rushes and doesn't read the questions, gives very limited details in answers.</p> <p><u>Issa</u> lack of engagement and focus on tasks.</p> <p><u>Roberto</u> lack of engagement and focus on tasks.</p> <p><u>M. Ayaan</u> rushes and doesn't read the questions.</p> <p><u>Abubakr</u> lack of engagement and focus on tasks.</p> <p><u>Leana</u> lack of focus, rushes and doesn't always engage fully. reading the questions and answering with enough detail is an area of concern</p>	<p><u>Marie</u></p> <p><u>Jayden</u>-SEN worries, doing well on Seesaw, but could benefit from breaking down tasks and having some to ask questions of as well as basic revision work.</p> <p><u>Roberto</u>- Lack of engagement with seesaw, emails from mum to say she is too busy with work to help him. Suggested working together in the evening, but doesn't seem to have been able to do this with him.</p> <p><u>Sirhan</u>- Has engaged well, but mum has said he's struggling with literacy. He had been making good progress in school, but lacks confidence in himself.</p>

	doesn't find it easy to support, so moved to the lower level of work.	<u>Ayman</u> Capable, but rushing esp the reading work.	<u>Hassan</u> - Sporadic engagement- mum struggles to get him to do as she asks. He is capable and has some good ideas, just doesn't focus well to get them organised. <u>Sahil</u> - Improving in school, but sporadic engagement, would benefit from additional structured support work. <u>Ali</u> - Engages with Seesaw, ut needs some focussed support to help achieve his best.
Maths RH	<p>To be able to identify equivalent fractions.</p> <p>To be able to convert between mixed number and improper fractions.</p> <p>To be able to compare and order fractions.</p> <p>To be able to add and subtract fractions.</p> <p>To be able to apply knowledge of fractions to reasoning questions.</p>	<p>1 week.</p> <p>1 week.</p> <p>1 week.</p> <p>2 weeks.</p> <p>1 week.</p>	

Calculation RHW	Know doubles and halves of all multiples of 10 to 1,000	6 weeks	<ul style="list-style-type: none"> • Know doubles of multiples of 10 s up to 500 • Know doubles of multiples of 10 s from 500 to 1,000 • Know halves of multiples of 10 s up to 500 • Know halves of multiples of 10 s from 500 to 1,000 • To recap on doubles and halves of multiples of 10 up to 1,000 • To recap on doubles and halves of multiples of 10 up to 1,000
	Know times tables up to 12x12	6 weeks	<ul style="list-style-type: none"> • To use times tables facts for colour coding art work. • To use times tables facts to fill in the missing gaps • To use times tables facts to calculate multiples of a number eg $3 \times 3 = 9$ $30 \times 3 = 90$ $30 \times 30 = 900$ $300 \times 30 = 9000$ • To use times tables division facts. • To use times tables multiples.

Y4 maths RHW	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>3 weeks</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • Reading and interpreting tally charts and bar charts. • Drawing tally charts and bar charts. • Reading, drawing and interpreting tally charts and line graphs. • Reading and interpreting pictograms. • Reading and interpreting bar charts. • Reading and interpreting line graphs.
Support/focus children. reading focus subjects	<p><u>Struggled last half term</u></p> <p><u>Zaara</u> Lack of confidence, needs to read carefully what is being asked</p> <p><u>Zohair</u> Struggled to answer the questions needed breaking down of steps to support him.</p> <p><u>Mohammed</u> lack of focus, very little engagement reading of questions an issue.</p> <p><u>Hassan</u> lack of engagement and focus, rushed and didn't check out examples.</p>	<p><u>Issues last half term</u></p> <p><u>Rayyan</u>-rushes and doesn't read the questions, gives very limited details in answers.</p> <p><u>M. Ayaan</u> rushes and doesn't read the questions.</p> <p><u>Ayman</u> Capable, but rushing esp the reading work.</p> <p><u>Ali</u> rushing sending back work without corrections.</p>	<p><u>Lack of engagement</u></p> <p><u>Issa</u> lack of engagement and focus on tasks.</p> <p><u>Roberto</u> lack of engagement and focus on tasks.</p> <p><u>Abubakr</u> lack of engagement and focus on tasks.</p> <p><u>Aria</u>, lack of engagement</p> <p><u>Riyaan</u> almost zero engagement with any tasks on seesaw.</p>

	<p><u>Martim</u> doesn't engage well, even with the specific work added by KA. Doesn't listen to the instructions given, poor tables knowledge hinders work.</p> <p><u>Leana</u> lack of focus, rushes and doesn't always engage fully. reading the questions.</p> <p><u>Sahra</u> struggles at school and same on Seesaw, doesn't like work being returned with corrections- makes her anxious.</p> <p><u>Saara</u> Struggled to answer the questions needed breaking down of steps to support her.</p>		
<p>Science RHW</p> <p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Understand what gravity is and how it affects us on earth.</p>	<p>3 weeks</p>	<ul style="list-style-type: none"> • Make a poster to explain the force of gravity and its effects. • Plan an information film all about gravity? Include information on: <ul style="list-style-type: none"> -- what gravity is, - how Isaac Newton developed his theory about it, - how it differs on different planets - how it gives objects their weight.

			<ul style="list-style-type: none"> -Add pictures to make your talk more interesting • Make an information film all about gravity? Include information on: <ul style="list-style-type: none"> - what gravity is, - how Isaac Newton developed his theory about it, - how it differs on different planets - how it gives objects their weight. - Add pictures to make your talk more interesting • Focus on air resistance. To identify and explain the relationship between size, shape and air resistance. Flat and ball of paper. Which one will hit ground first? Link back to gravity. • Challenge children to talk for a minute about air resistance. How much can they explain about what they have learned? • Investigate water resistance.
	To understand what air resistance is, how it affects objects and how it can be overcome.	2 weeks	

	To understand what water resistance is, how it affects objects and how it can be overcome.	1 week	<ul style="list-style-type: none"> Find out how sportspeople reduce their water resistance when playing their sport. How do they make themselves more streamlined so that they can go faster?
ICT RHW	Being able to use scratch to animate sprites to do different tasks and activities with the aim of being able to create their own game/animation	1 week 1 week 1 week 1 week 1 week 1 week	Creating a story Make it fly Make it spin Talking tales Animate an adventure game Make their own scratch game or animation
Art RHW Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	Draw pencil sketch work of animals Use different art materials to create effects.	1 week 2 weeks	<ul style="list-style-type: none"> How to draw jungle animals- Practical activity working on how to draw different animals found in the rainforest. Rainforest in a jar. Practical activity to create their own rainforest in jam jar. Shoebox rainforest art

<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Comment on artists technique, use of colour and use of items within a painting</p> <p>Use the style of a artist to recreate their own work.</p>	<p>2 weeks</p> <p>2 weeks</p>	<p>Practical activity to create their own rainforest this session creating the art work to go inside the shoebox</p> <ul style="list-style-type: none"> • Rousseau art using a picture answer prompts about what they can see in the picture. • Create Rousseau art picture of their own rainforest version. • Use the tiger picture to create their own in the style of Rousseau.
<p>PHSE RHW</p>	<p>Looking at how the children have coped with lockdown, looking at both the positive and negative sides of it. Also how it has affected other people in their family.</p> <p>Then looking at how they can improve their outlook on life, how to work with money.</p> <p>Investigate how to become a better citizen.</p> <p>Finally looking at setting their own targets for their lives and how</p>	<p>2 weeks</p> <p>1 week</p> <p>2 weeks</p> <p>1 week</p>	<ul style="list-style-type: none"> • Living through lockdown part 1 • Living through lockdown part 2 • Spend or save? • Being a responsible citizen part 1 • Being a responsible citizen part 2 • Be brave, aim high.

	they can set aspirations for themselves.		
Topic LSU	<p>Ge2/1.1c Identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p>Ge2/1.2a Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.</p> <p>Ge2/1.3a Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Ge2/1.3b Describe and understand key aspects of human geography. Focus: economic activity including trade links.</p>	<p>6 lessons over 6 weeks</p> <p>Lesson 1: Tropics of Cancer and Capricorn.</p> <p>Lesson 2 and 3: Physical geography taught through Brazil: focus on climate zones, biomes and vegetation belts.</p> <p>Lesson 4 and 5: Human geography taught through Brazil: recap economic activity and trade links (including Fair trade)</p> <p>Lesson 6: Comparing England and Brazil - Provide more structure for this.</p>	
RE	(A3)	6 lessons over 6 weeks	

<p>LSU Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</p>	<p>Pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study.</p> <p>(B1) What happens in holy buildings? Consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs.</p> <p>(C1) Present what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art.</p>	<p>Each lesson will contain an element of A3, B1 and C1.</p> <p>Lesson 1: Religious symbols of Christianity and churches.</p> <p>Lesson 2: Religious symbols of Islam and mosques.</p> <p>Lesson 3: Religious symbols of Judaism and synagogues.</p> <p>Lesson 4: Religious symbols of Hinduism and mandirs.</p> <p>Lesson 5: Religious symbols of Buddhism and viharas/Buddhist centres.</p> <p>Lesson 6: Religious symbols of Sikhism and gurdwaras.</p> <p>*When we return to school, further discussion will be held about local places of worship.</p>	
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DT RHW	<p>Let's Go Fly a Kite gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event involving a kite that helped shape the world. Children will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created. - links in with the air resistance work done in the science sessions.</p>	<p>1 week</p> <p>1 week</p> <p>1 week</p>	<ul style="list-style-type: none"> • Key Events and Individuals <ul style="list-style-type: none"> --Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world • Parts of a Kite <ul style="list-style-type: none"> - Investigate and analyse a range of existing products in the context of investigating the different parts of a kite and their functions. • Kite Shapes <ul style="list-style-type: none"> - Investigate and analyse a range of existing products in the context of investigating the different shapes of kites - Select from and use a wide range of materials and components, including construction materials,

		1 week	<p>textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components to make kite shapes out of.</p> <ul style="list-style-type: none"> • Designing <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a kite. - Generate, develop, model and communicate their ideas through annotated sketches in the context of sketching a design for a kite.
		1 week	<ul style="list-style-type: none"> • Making the Shape and Structure of the Kite <ul style="list-style-type: none"> -Select from and use a wider range of tools and

		1 week	<p>equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of measuring and cutting the body of the kite.</p> <p>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening a frame structure to support the kite.</p> <ul style="list-style-type: none">• Evaluating the Kite <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of testing the kite and then using their own design criteria to evaluate it.</p>
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