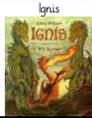
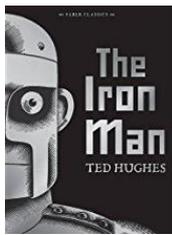
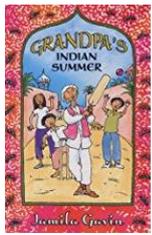
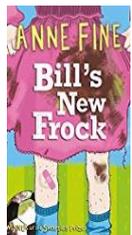


English		Reading for Enjoyment
	 <p>Story Plot: Rags to Riches Tail Toolkit Focus Dialogue</p> <p> kennings linked to dragons Recount Diary Entry - Trip to Tower of London</p>	  
Mathematics	<p>Maths No Problem Chapter 5 Graphs Chapter 6 Fractions</p>	
Science	No science	
History	No history	
Geography	<p>Possible starting point / stimulus: A visit to a village A map of a village and the local area Comparing why people live in cities or villages. London – a city study Map skills of the UK, counties and countries within the UK Geographical Enquiry Can they raise relevant questions for investigation? -Can they carry out a survey to discover features of cities and villages? -Can they find the same place on a globe and in an atlas? -Can they label the same features on an aerial photograph as on a map? -Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? -Can they plan a journey to a place in England? -Can they give accurate measurements between 2 given places within the UK? Physical Geography -Can they describe the main features of a village? -Can they describe the main physical differences between cities and villages? -Can they use appropriate symbols to represent different physical features on a map? -Can they explain how the physical features of a locality have changed over time? Human Geography Can they explain why people may choose to live in a village rather than a city? Can they compare & contrast life/dwelling in a city with life/dwelling in the countryside (the town mouse & the country mouse) Can they collect & organise information about villages based upon a visit? Can they identify the features common to many cities e.g. many cities are located on rivers. Can they contrast the features common to villages i.e. What makes a village? – most have a church & a public house, many have a green and a village hall, some have a centrally located monument and/or a school. Can they identify a list of pros & cons re living in cities/living in rural locations? Can they identify cities/rural areas that they'd like to visit/live in and the reasons for this? -Can they explain how a locality has changed over time with reference to human features? -Can they find different views about an environmental issue? What is their view? -Can they suggest different ways that a locality could be changed and improved? -Can they explain how people are trying to manage their environment? Geographical Knowledge -Do they know the difference between the British Isles, Great Britain and UK? -Can they name the counties that surround London and some of the villages?</p>	
Computing	iPad stop motion multimedia stopframe	
Religious Education	<p>How and why do Hindus worship at home and in the Mandir? What different ideas does our class have about God? How do Hindus express their beliefs about God? What is a shrine and why is it important in a Hindu home? How do Hindus worship in the home? What happens in a Mandir (temple)?</p>	
Physical Education	<p>Gymnastics -Can they work in a controlled way? -Can they include change of speed? -Can they include change of direction? -Can they include range of shapes? -Can they follow a set of 'rules' to produce a sequence? -Can they work with a partner to create, repeat and improve a sequence with at least three phases? Health and fitness -Can they explain why warming up is important? -Can they explain why keeping fit is good for their health? Acquiring and developing skills -Can they select and use the most appropriate skills, actions or ideas? -Can they move and use actions with co-ordination and control? Evaluating and improving Can they explain how their work is similar and different from that of others? -Can they use their comparison to improve their work? Coach – Hockey Acquiring and developing skills -Can they select and use the most appropriate skills, actions or ideas? -Can they move and use actions with co-ordination and control? -Can they make up their own small-sided game? Games -Can they hit a ball accurately and with control? -Can they keep possession of the ball? -Can they move to find a space when they are not in possession during a game? -Can they vary tactics and adapt skills according to what is happening? Evaluating and improving Can they explain how their work is similar and different from that of others? -Can they use their comparison to improve their work?</p>	
Art and Design	<p>To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas. I pads-Stop Motion Drawing -Can they identify and draw simple objects, and use marks and lines to produce texture? -Can they organise line, tone, shape and colour to represent figures and forms in movement? -Can they explain why they have chosen specific materials to draw with? Sketch books -Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? -Can they produce a montage all about themselves? -Do they use their sketch books to adapt and improve their original ideas? -Do they keep notes about the purpose of their work in their sketch books? Use of IT -Can they present a collection of their work on a slide show? -Can they create a piece of art work which includes the integration of digital images they have taken? -Can they combine graphics and text based on their research? Knowledge -Can they experiment with different styles which artists have used? Paul Klee</p>	
Design and technology	No Design and Technology	
Music	<p>Exploring melodies and scales Performing -Can they perform a simple part rhythmically? -Can they improvise using repeated patterns?</p>	

