

Rowling Term 4 Planning

Lesson/Week	21 st – 25 th February	28 th – 4 th March	7 th – 11 th March	14 th – 18 th March	21 st – 25 th March	28 th – 1 st April	4 th – 8 th April
Numeracy –	Recognise units of measure, understand the prefix 'kilo' and 'milli', convert units of length and solve problems with units of length.	Convert units of mass, solve problems with units of mass, convert imperial units, solve problems with metric and imperial units and convert units of time.	Solve problems with units of time, read the temperature on a thermometer, calculate the perimeter of a shape, use the formula to calculate the perimeter and use a scale diagram to calculate the perimeter.	Calculate the area of a rectangle, calculate the area and perimeter of rectangles, calculate the areas of compound shapes, calculate the area and perimeter of compound shapes and estimate the area of irregular shapes.	Estimate the perimeter and area of irregular shapes, solve perimeter and area word problems, read capacity scales of a container, estimate capacity of a container and understand what volume is.	Compare capacity and volume, compare the volume of solids, estimate the volume of solids, convert units of volume and capacity and solve problems involving volume and capacity.	Catch up week on any of the work that has taken longer than anticipated.
Key Vocab	<i>Convert, imperial unit, metric unit, compound shape, area= squared, l x w x h, l x h, formulae, estimation</i>						
Literacy –	Have the opportunity to read a variety of report texts, written for different purposes and for different audiences. They will then need to summarise all the different features that the text has.	Begin to look at the purpose of the text and the audience of the text. They will find evidence which backs up what they have said. Continue to build on finding key information in texts to help them answer questions.	Compare the differences between explanatory texts and reports. Use evidence from the text that solidifies your reasoning. Compare the findings within the class and also by looking at different texts to compare. Find examples of formal and informal language within the two different texts. Look at different language types between the two.	Find information linking to cross-curricular subjects. Give as many resources as possible to find information from. Organise the information they have found in a mind map format, clustering and linking the information as they plan.	Summarise the key information the students have found in a paragraph. Recap what a summary is and how it is used. Discuss the reasoning for summarising.	Plan a presentation surrounding the information they have found. Encourage the students to think about their target audience and whether they will need to plan informally or formally.	Present findings.
Key Vocab	<i>Chronological, audience, purpose, explanatory texts, reports, summarise, clustering</i>						
Science –	Students to collect different parts of a plant from the school grounds, using picture cards match the parts of a plant to the relevant picture, understand the function of plant parts. Plant a seed for them to take care of.	Explore different seeds of a plant through sensory activities, match seeds to the correct flower, photograph the growth of the seed from previous lesson.	Understand seed dispersal and how it varies in different things that contain seeds (dandelions, strawberries, apples)	Understand the importance of sunlight in plant growth. Understand what happens to plants when are kept in a dark cupboard and then brought back out in the light again. Photograph this over the week.	Understand photosynthesis and how it helps to keep humans alive.	Understand the importance of roots in a plant and how they will adapt to their environment. Examine the construction of roots.	Complete time-lapse of photos taken over the previous weeks.
PSHE –	Recognise family structure, understand that everyone's structure will be different, identify key roles within the household and who is responsible for these.	Understand what a lifestyle is and identify key aspects of their own lifestyles, understand why people's lifestyles may vary and what different factors affect this, understand we have to take responsibility for our own lifestyle.	Understand what conflict is and what things may cause conflict, understand what compromise is and why it is important in certain situations. Give different scenarios and students to decide what the conflict may be and how they can compromise.	Understand what peer pressure is and identify how it can be positive and negative. Identify different ways you can deal with peer pressure.	Consider if they have ever experience peer pressure, encourage them to reflect on what happened and what they might do differently next time. Identify if they had experienced negative or positive peer pressure.	Develop a range of ways to deal with peer pressure, this can through a mind map or class discussion. Create different scenarios for the students to react to and get them to record how they would act in that situation.	Get the students to put their learning together regarding peer pressure and create a leaflet for others who may be facing peer pressure and give examples of ways they could deal with the peer pressure.
Key Vocab	<i>Household, family unit, compromise, resolve, respond, appropriate, respect, peer pressure, conflict, lifestyle, responsibility</i>						
RSE –	Gain an understanding of what the children already know about sexual intercourse, this will guide the rest of the weeks depending on maturity levels.	Identify different ways in which you can use contraception and introduce the concept of having a baby.	Encourage the students to think about what things a new baby might needs and what routine the baby might need. Get the students to estimate the cost of having a new born baby.	Investigate the length of pregnancy in humans compared to animals. Use a bar chart to show how these are different.	Look at how a baby develops during a human pregnancy and then pick an animal and look at how the animal develop during the pregnancy. Are there any similarities or differences?	Look at the development stages of a baby after it has been born, note key events such as when they learnt to walk/talk.	Class awards for the term.
History –	Understand how empires grow, using maps to help them to do this. Understand how to order events in chronological order. Know what chronological order means.	Understand what democracy is, explain how the political system worked in Ancient Greece, compare the political system to current systems.	Class discussion regarding the Beijing Olympics, what does it look like? What type of activities are included? Look at different sources which might tell us what the ancient Olympics might have looked like.	Understand that Ancient Greece was made up of different city states, identify the main differences between Sparta and Athens, complete table showing main differences, identify different facts surrounding The Battle of Marathon	Gather information surrounding Ancient Greek Religion, Understand the different Greek gods and goddesses, create a fact file using this information.	Gather information around Greek myths, create a storyboard using one of the myths that they have found, conduct more research around this myth if needed before planning the story board.	Using different sources try to establish what life would have been like, can you identify what any of the different things are used for, write a diary entry as if you were a person living in Ancient Greece.
PE –	Net and wall games, brainstorm as a class as many different net and wall games you can think of. Play a game of squash without using the rackets, place different rules on the game for challenge.	Net and wall games, introduce badminton, briefly go through the rules of badminton and show the class a clip of people playing badminton, set up 4 squares in badminton, each person is responsible for their square, rotate around after a point in score.	Play singles badminton, more emphasis on the rules and different types of shots they might play, play in a round robin format, introduce doubles towards the end of the lesson.	Recap different rules and types of shot in badminton, look into the court layout for badminton and how this differs depending on single or doubles, play a tournament in the sports hall.	Introduce tennis, look at how this is similar and different to badminton, what skills could they transfer over to help them in tennis, play small games without the net to begin with, encourage the pairs to set up a rally.	Recap skills learnt from the previous lesson, set up a tournament, this can either be doubles or singles.	Students get to pick which activity they would like to do.
Music -	Understand what a pentatonic scale is and how they are used in music, relate these to songs that students will already know and play the pentatonic scale before the song is sung.	Create different textures using the pentatonic scale, can you fit two pentatonic scales together to make the texture thicker, how will they fit together?	Discuss how changing the notes of the pentatonic scale can create different effects, create a song surrounding an idea of the class; create sentences surrounding this topic, child then make up their own pentatonic scale (using their sentence), put these together to make a song.	Create an accompaniment for the song, using different musical instruments create different sounds that fit in with what they have already made.	Identify specific instruments within a short piece of music, how are these instruments played? Do they have similar or different pitches?	Explore how different sounds can be made on the same instrument, experiment making different sounds but on the same instrument, can two different instruments make the same sound?	Practice and perform the class song.
Computing –	Understand and create different ways of communicating with others, using different types of language depending on who they are communicating with.	Understand what an email is and why people might use emails, practice using email themselves and knowing how to log into the email system.	Identify different address that emails can be sent to, understand why they are different to home addresses and how to create an email address.	Demonstrate was cc'ing an email means what this would look like if we were to do it within the class, encourage students to independently cc an email they have received onto another student.	Begin to design an image using paint, using their previous knowledge cc the email to another student within the class for them to add onto, define the key words identified on the MTP.	Understand how to stay safe when communicating online, identify the different dangers that you may face along with how they can prevent these things from happening.	Using their prior learning link this to how they can stay safe on social media, identify the advantages/ disadvantages of social media, understand different ways they can keep themselves safe.
RE –	Identify how different signs have different meanings and how we know this, look at different school badges and attempt to understand what their ethos might be, create their own school badge to represent their ethos/ school's ethos.	Identify the use of different symbols in everyday life and how we know what they mean, identify what different uniforms mean for jobs and why they might wear that particular item of clothing.	Using the different signs and symbols of religion, identify what they are or what they represent, understand how they portray their meaning through the sign/symbol.	Explore how different religions may have the same signs/symbols but mean different or the same thing.	Using prior knowledge understand why religions use certain types of signs/symbols, draw their own sign/symbol that shows what they believe in.	Understand that symbols will always have meaning and identify different ways that the symbols can reflect, introduce logo for Amnesty International, discuss what each part of the symbol represents.	Discuss whether symbols/signs always have to be positive or whether they can be negative too, identify if different symbols have different meanings in different religions.
MFL –	Begin to learn numbers 1-20 in German, through song and action.	Re-cap German numbers 1-20 as a group and then team games to recap (dominoes).	Explore the different names for transport in German, beginning to understand the different names for them.	Explore the different names for foods in German, taste testing different foods.	Explore the different names for animals in German.	Explore the different names for colours in German, fill in a German colour wheel.	Competition lesson, who can remember the most words in German and their meanings.
Art –	Think about a journey the children have been on as a starting point for their work, reflect on the things you see on your way journey, explore different ways of presenting what you they have seen on their journey.	Research different things they may see on their journey using a laptop, invent their own signs and symbols to represent what they have seen.	Encourage the students to plan a journey (can be real life or fantasy), think about how they will portray their journey, what things will they encounter on their journey? Identify different signs and symbols they could use to present their journey.	Identifying different materials that will help them to add texture to their journeys and reflect it, the textures needs to represent what they will see on their journey.	Complete journey work.	Complete journey work.	Introduce the journey to the rest of the class, encourage the class to make suggestions of the journey by the different textures that have been used.