

<p><b>Core Teaching Principles (Pedagogy)</b></p>	<p><b>Sequencing concepts and modelling</b> Present new material using small steps. Provide models. Scaffolding.</p>	<p><b>Questioning</b> Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning</p>	<p><b>Reviewing</b> Revisit prior learning. Build on prior knowledge and experience.</p>	<p><b>Stages of practice</b> Whole class/shared. Guided practice Independent practice.</p>	<p><b>Collaborative learning</b> Learning partners Kagan strategies</p>	<p><b>Communication</b> Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21</p>	<p><b>Active Participation</b> No hands up Lolly sticks Targeted questions</p>	<p><b>Metacognition</b> Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation</p>
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**ENGLISH**

**Writing**

**Core text:** The Journey  
by Francesca Sanna

**Purpose:** Writing to Entertain  
Letter to family back home from the viewpoint of another character ( the mother in The Journey)

**Audience:** Shared with Parents and School to show understanding of what people go through

**Core text:** Malala's Magic Pencil  
by Malala Yousafzai

**Purpose:** Writing to Inform  
Biography of Malala Yousafzai  
**Audience:** These will be displayed and shared with the author.

**TERMLY TOPIC FOCUS:**

**EXPLORE (GEOGRAPHY)**

**Enquiry questions:**

**Why do people move countries?**  
(Global Issue: Humanitarian Aid)



**MATHEMATICS**

**WHITE ROSE HUB**

**Autumn BLOCK 4:** Fractions  
(Finish off)

**Spring BLOCK 1:** Multiplication and Division B

**Spring BLOCK 2:** Fractions B

**Spring BLOCK 3:** Decimals and Percentages

**Spring BLOCK 4:** Perimeter and Area

**Spring BLOCK 5:** Statistics

**Reading**

The Boy at the Back of the Class: Onjali Q Rauf

**SPaG**

Contextualised grammar within writing lesson

**GEOGRAPHY**

- Name and locate the countries of Europe. Give examples of how these have changed over time. Identify the capital cities of some major European countries.
- Name some of the mountain ranges and rivers in Europe.
- Research the main climate zones in Europe. Compare the climate zones of the UK and Spain and identify how do these effect the economic activity.
- Describe a physical change to the environment. Describe a human process, which changes the environment and give reasons why some people move countries.
- Compare some of the main human and physical features in Spain to the UK. Use 4-figure grid reference to locate or describe the location of Spain's major cities. Use an OS map to locate places.
- Plot the migration route of some famous people.

**SCIENCE****Properties of Materials**

- Properties of Materials
- Keeping Cool (Insulation)
- Brighter Bulbs (Conductivity)
- Dissolving
- Separating Mixtures
- Irreversible Changes

**RE****Following Come and See RE****Weeks 1- 4**

Local Church- Community

**Weeks 5 - 8**

Eucharist- Relating

**Week 9 - 12**

Lent/Easter- Giving

- Identify whether the world's resources distributed fairly and our responsibilities towards different communities and groups.

## SPANISH

### My World

- Meet the Family
- At the Farm
- What's your Favourite Animal
- I Live in a
- In my House
- What can I say

## ART and DESIGN TECHNOLOGY

### Art

Digital media collage based on Migration and Images of hope

To investigate and combine visual and tactile qualities of materials and processes to make collages.

### Design and Technology

Programming Adventures

- Programming floor robots
- Designing adventures
- Exploring materials
- Planning/Making/Evaluating an adventure map for a floor robot

## PE

### Following Get set 4 PE:

#### Term 1

**Swimming**

**Outdoor-** Tag Rugby

#### Term 2

**Swimming**

**Outdoor-** Fitness

## COMPUTING

### Following Teach Computing:

#### Term 1

Programming A- Selection in physical computing

#### Term 2

Data and Information- Fact-file databases

## PSHE

### Following Ten Ten Resources:

Created to Love Others

Unit 1- Religious Understanding

Unit 2- Personal Relationships

Unit 3- Life Online

Unit 4- Keeping Safe

## MUSIC

### Following Charanga:

#### Term 1

Make you Feel my Love by Bob Dylan (Pop Ballads)

#### Term 2

The Fresh Prince of Bel Air (Hip Hop)



**Children will also access choir lessons in class as part of a music lesson, with a professional**