

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

A range of non-fiction texts to support science research and Healthy Eating topic, including information about key Olympians.

Summer 1

Outcome: Non-chronology report looking at the history of the Olympic games and how it looks today

Purpose: Writing to inform

Audience: Display

Instruction writing – how to prepare a healthy lunch

Reading

Reciprocal Reading 4 x per week

Summer Term – Varjak Paw by S.F.Said

Whole class reading sessions

Independent reading sessions

Small group shared reading interventions

TERMLY TOPIC FOCUS:

Investigate (Science)

Healthy Eating

Animals, including humans

Electricity

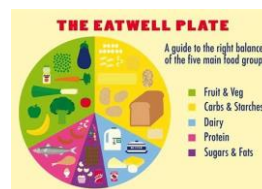
Enquiry questions:

Summer 1:

What do our bodies do with the food we eat?

Summer 2:

Are living things in danger?



MATHEMATICS

WHITE ROSE MATHS

BLOCK 1

Decimals

BLOCK 2

Measurement - Money

BLOCK 3

Time

BLOCK 4

Statistics

Block 5

Geometry – Properties of shape

Geometry – Position and direction

Little Wandle Letters and Sounds - KS2 Catch Up
SPaG Weekly spelling lesson with daily practise. Discreet focused GPS lessons, contextualised with links to reciprocal reading and focused writing targets.
GEOGRAPHY
Fieldwork - Which area would be a better habitat for a fox? <ol style="list-style-type: none"> 1. What do foxes need to survive? 2. Which area is a better habitat for foxes, the area around our local Lake or the Yorkshire Sculpture Park? 3. Are foxes a friend or foe?

HISTORY
Key scientists from history

COMPUTING

SCIENCE
Summer 1 – Animals, including humans Summer 2 – Electricity

ART and DESIGN TECHNOLOGY
Art and Design Painting: to experiment with mixing colours and selecting appropriate brushes for specific purposes. Printing: mono prints Sculpture: To experiment with clay and paint to make forms (Antony Gormley – human sculpture) Design and Technology Cooking and Nutrition: to understand and apply the principles of a healthy and varied diet, including preparing a variety of savoury dishes.

RSE / PSHE

RE
Topic 7: New Life (Pentecost – Serving) Topic 8: Building Bridges (Reconciliation: Inter-relating) Topic 9: God’s People (Universal Church World)

PE
Summer 1 Monday – Athletics Wednesday - Cricket Summer 2 – days tbc Tennis Rounders

MUSIC

<p>Repetition in games (Programming, Safety and Security) – design and code game</p> <p>Audio production (ET and CM) – create public information TV adverts on healthy eating</p> <p>Photo editing (ET and CM) – edit field trip photos to create PicCollage of the day.</p>	<p>Following Ten Ten resources:</p> <p>Module 3: Created to Live in Community</p> <p>LKS2 Module Three: Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p>	<p>Charanga</p>
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