

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Fiction The Wreck of the Zanzibar narrative</p> <p>Spelling Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p> <p>I ask questions to improve and deepen my understanding.</p> <p>I identify the</p>	<p>Fiction The Wreck of the Zanzibar narrative</p> <p>Spelling Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p> <p>I re-read to check that the text is meaningful.</p> <p>I can comment on</p>	<p>Fiction Survival Suspense narrative—link to fishing</p> <p>Spelling Words with a ‘soft c’ spelt /ce/</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p> <p>I know that a text may need to be read slowly or re-read to deepen my understanding.</p>	<p>Fiction Survival Suspense narrative—link to fishing</p> <p>Spelling Word families based on common words, showing how words are related in form and meaning</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>	<p>Non-Fiction Letter of complaint—formal letter</p> <p>Spelling Word families based on common words, showing how words are related in form and meaning</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading I can use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p>	<p>Non-Fiction Letter of complaint—formal letter</p> <p>Spelling Statutory Spelling Challenge Words</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading Revision and consolidation of skills</p>	<p>Poetry Desiderata</p> <p>Spelling Statutory Spelling Challenge Words</p> <p>Grammar Consolidation and revision skills learned</p> <p>Reading Revision and consolidation of skills</p>

	techniques used to create feelings, atmosphere, mood or messages.	how the writer's intent affects the reader.		I know that texts have different layers of meaning – between the lines and beyond the lines.	I summarise the main ideas drawn from a text.		
Maths	To recognise that shapes with the same areas can have different perimeters and vice versa To calculate the area of parallelograms and triangles	To recognise when it is possible to use formulae for area and volume of shapes. To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units.	Revision and consolidation of skills learned	<i>Solve problems involving ratio relationships</i> To solve problems involving similar shapes where the scale factor is known or can be found	To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	To interpret and construct pie charts and line graphs and use these to solve problems	To calculate and interpret the mean as an average
Science	Understand that living organisms are classified into groups called kingdoms	Explore and differentiate between the kingdoms of life	To understand how living things are classified into different groups and to describe the work of Carl Linnaeus	To describe different types of fungi	Identify different classes of vertebrates	Explore soil habitats	Consolidation and revision of skills
Computing	I can assess and action different		I can describe ways in which			I can demonstrate how to make	

	strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).		some online content targets people to gain money or information illegally;I can describe strategies to help me identify such content (e.g. scams, phishing).			references to and acknowledge sources I have used from the internet.	
History	Sir Humphry Davy and Mining – To understand continuity and change.		St Austell History– To understand continuity and change.		Selina Jane Cooper (Votes for Women) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.	Daphne du Maurier (Vanishing Cornwall) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.	<i>Starvation and poverty caused the Great Emigration from Cornwall (1815)</i> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
Geography		Confidently identify significant places and environments		Compare and contrast areas within other European countries (Not UK)			

Art	Banksy Artist Study		Be confident with printing on paper and fabric Be familiar with layering prints		Be confident with printing on paper and fabric Be familiar with layering prints		Adapt and extend work
DT	<u>DT Day x 2 Construction</u> <i>Isambard Kingdom Brunel</i>						
RE		Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice.		Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/ Lord’s Supper. Show how Christians put their beliefs into practice in different ways.		Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.	
PE	Football To consolidate pupils' ability to use passing, dribbling and moving skills to	Orienteering To use a map to follow a route. To introduce the concept of orienteering.	Football To ensure pupils understand that they are defending as soon as they	Orienteering To orientate a map, locate points on the map, then travel to them and	Football To consolidate pupils' understanding of attacking	Orienteering To orientate a map, locate points on the map, then travel to them and	Football To bring together the suggested sequence of learning to

	<p>keep possession and score.</p> <p>To consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games.</p>	<p>To orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p>	<p>lose possession of the ball.</p>	<p>record what they find.</p>	<p>and defensive tactics.</p> <p>To consolidate pupils' understanding of attacking and defensive tactics.</p>	<p>record what they find.</p>	<p>compete in a tournament.</p>
PSHE/RSHE	<p>Rights and Responsibilities</p> <p>Two sides to every story</p>	<p>Rights and Responsibilities</p> <p>Fakebook friends</p>	<p>Rights and Responsibilities</p> <p>What's it worth?</p>	<p>Rights and Responsibilities</p> <p>Jobs and taxes</p>	<p>Rights and Responsibilities</p> <p>Democracy in Britain 1 - Elections</p>	<p>Rights and Responsibilities</p> <p>Democracy in Britain 2 - How (most) laws are made</p>	<p>Rights and Responsibilities</p> <p>Consolidation and revision of skills learnt</p>
Music	<p><u>You've Got A Friend</u></p> <p>Genre: 70s Ballad/Pop</p>		<p>The music of Carole King</p>			<p>I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	
Languages	<p>To present a picture of family members using possessive determiners.</p>	<p>To use the correct verb form of `tener` when talking about pets.</p>	<p>To use songs or rhymes to help me remember new language.</p>	<p>To use a range of vocabulary to create different sentences.</p>	<p>To use Spanish pronunciation of the alphabet to spell words.</p>	<p>To use a range of vocabulary to have short conversations in Spanish.</p>	<p>Consolidation and revision of skills learnt</p>
Oracy	<p>Cognitive Oracy</p> <p>Reflect on their own and others' oracy</p>	<p>Cognitive Oracy</p>	<p>Cognitive Oracy</p> <p>Construct a detailed argument</p>	<p>Cognitive Oracy</p>	<p>Cognitive Oracy</p>	<p>Cognitive Oracy</p> <p>Construct a detailed argument</p>	<p>Cognitive Oracy</p>

	skills and identify how to improve.	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (RE link)	or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (History Link)	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (RE link)	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (History Link)	or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate (RE link)	Reflect on their own and others' oracy skills and identify how to improve.
Career Links	DT: Civil Engineer	PE: Cartographer	History: Town Planner	Science: Mycologist	Art: Screen Printer	Languages: Interpreter / Teaching English as a Foreign Language	Oracy/PSHE: Solicitor (defence or prosecution)
Community Links	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work St Austell – History Walk	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work	Soroptomist Lego Work
Local Context	Local History Project English: The Wreck of the Zanzibar narrative	Local History Project English: The Wreck of the Zanzibar narrative	Local History Project English: Fishing	Local History Project English: Fishing	Local History Project	Local History Project	Local History Project
Cultural Capital Enrichment	Designer Study: Isambard Kingdom Brunel	Geography: Alps: Significant Point of Interest	Music: Carole King Musician stufy	Geography: Famous European Places	PSHE: Democracy	Music: Famous live musical performances	PE: Intra-house tag rugby tournament

						throughout the years PSHE: Democracy PE: Orienteering Competition	English: Desiderata
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