



	Week 1 6/9	Week 2 13/9	Week 3 20/9	Week 4 27/9	Week 5 4/10	Week 6 11/10	Week 7 18/10
Reading	Novel Immersion - The Explorer and related texts Skills – prediction and retrieval	Key texts Pele Journey to the river sea Around the world in 80 days Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.	Key texts Cicada The Circle of Life Life Cycle of a Butterfly Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.	Key texts Greenling The Fantastic Books of Mr Morris Lessmore Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.	Key texts The Walrus and the Carpenter Do not stand at my Grace and weep We Refugees Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.	Key texts Flora and Ulysses Raymie nightingale Louisiana's Way Home Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.	Key texts I've got a dream Be Prepared Out there Skills - Concentrating upon the following skills: predicting, retrieval, inference, authorial intent and summarising.
Writing	The Explorer - Adventure narrative Annotate and identify structure, punctuation and vocabulary features. Infer a character's feelings. Use expanded noun phrases. Use inverted commas and other punctuation to indicate direct speech.	The Explorer - Adventure narrative Use relative clauses. Note and develop initial ideas, using a similar writing model. Write selecting appropriate grammar and vocabulary.	The Explorer - Adventure narrative Evaluate and edit, assessing the effectiveness of my writing. Note and develop initial ideas, using a similar writing model. Write selecting appropriate grammar and vocabulary.	The Explorer - Formal persuasive letter Annotate and identify structure, punctuation and vocabulary features. Recognise vocabulary and structures appropriate for formal speech and writing. Use modal verbs and adverbs to indicated degrees of possibility.	The Explorer - Formal persuasive letter To precise longer passages. To use a wide range of devices to build cohesion within and across paragraphs.	The Explorer - Formal persuasive letter Note and develop initial ideas, using a similar writing model. Write selecting appropriate grammar and vocabulary. Evaluate and edit, assessing the effectiveness of my writing.	The Explorer - Formal persuasive letter Note and develop initial ideas, using a similar writing model. Write selecting appropriate grammar and vocabulary. Evaluate and edit, assessing the effectiveness of my writing.

	<p>Dribble using fingertips.</p> <p>Hold the ball securely.</p>	<p>Dribble using fingertips.</p> <p>Hold the ball securely.</p>	<p>Move with increasing speed when dribbling</p> <p>Pass accurately behind.</p>	<p>Move with increasing speed when dribbling.</p> <p>Pass accurately behind.</p>	<p>shoot with increasing accuracy.</p> <p>Pass accurately behind.</p>	<p>Show anticipation in game situations.</p>	<p>Show anticipation in game situations.</p>
RHE	<p>Exploring the safety curriculum and what it will mean to us as a community.</p> <p>Skills I can answer the questions ‘what is the safety curriculum and why is it important?’.</p>	<p>I understand my rights and responsibilities as a British citizen and member of my school..</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences feel.</p>	<p>I understand my rights and responsibilities as a British citizen and member of my school..</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences.</p>	<p>I understand how an individual’s behaviour can impact on a group</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>Skills— I can make choices about my own behaviour because I understand how rewards and consequences.</p>
Spanish	<p>Recap on numbers, colours, feelings, greetings.</p> <p>Skill- accurate pronunciation of key vocabulary.</p>	<p>English: articles, gender, plural/singular, possessives, Skill- developing fluency in Spanish grammar.</p>	<p>Understanding and using negatives and adjectives.</p>	<p>Understanding and using cognates.</p> <p>Skill- developing fluency in Spanish grammar.</p>	<p>Understanding and using connectives.</p> <p>Skill- developing fluency in Spanish grammar.</p>	<p>Spanish: Do you have a pet? And (y), but (pero)</p> <p>Skill- developing fluency in Spanish grammar.</p>	<p>Spanish: Do you have a pet? And (y), but (pero)</p> <p>Skill- developing fluency in Spanish grammar.</p>

			Skill- developing fluency in Spanish grammar				
Computing		Know how to use technology responsibly, respectfully and safely.	Know the purpose and features of a webpage.	Use key words to narrow down a search, using a search engine.	Use tools on Microsoft Word to produce a poster.	Continue to apply tools on Microsoft Word to produce a poster.	Know how to communicate safely, respectfully and responsibly online.