

WOW STARTER:

Virtual Reality Space Trip – Education Group

Out of this World

Mathematics (Discrete)	Science (Linked)	Humanities (R.E) (Discrete Themed Week)
<p>White Rose Maths – Areas of study</p> <p>Fractions (1 week)</p> <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. <p>Decimals and Percentages (1 week)</p> <ul style="list-style-type: none"> Read, write and compare numbers with upto 3 decimal places Recognise and use thousandths and relate them to tenths and hundredths including decimals Round 2 d.p numbers to whole numbers and 1 d.p Solve problems involving numbers with up to 3 d.p <p>Properties of Shape (1 week)</p> <ul style="list-style-type: none"> Identify 3D shapes including cubes and cuboids from 2D representations Use properties of rectangles to deduce related facts <p>Perimeter (1 week)</p> <ul style="list-style-type: none"> Measure and calculate the area of composite rectilinear shapes 	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>Science Skills (AT1)</p> <p>Measuring</p> <ul style="list-style-type: none"> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests <p>Recording</p> <ul style="list-style-type: none"> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>God</p> <p>Focus Question: What different kind of writings and story are important to Christianity?</p> <p>This unit enables pupils to examine the belief in a creator God who is active in the world redeeming it. The focus is on ‘purpose’ as explored in daily life and as revealed in the events of the Christmas story and the fulfilment of God’s covenant. Opportunities are provided for pupils to reflect on and respond to issues of purpose in their lives.</p>
Creativity (Art) (Linked) (Music) (Discrete)	English: Reading (Linked)	English: Writing (Linked)
<p>Art – (Space Pictures)</p> <p>Collage</p> <ul style="list-style-type: none"> Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas. <p>Music</p> <ul style="list-style-type: none"> Dancing in the Street - Charanga 	<p>War of the Worlds Comprehension</p> <ul style="list-style-type: none"> Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Explore themes within and across texts e.g. loss, heroism, friendship. Make comparisons within a text e.g. characters’ viewpoints of same events. Explain the meaning of words within the context of the text. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Summarise main ideas drawn from more than one paragraph and identify key details which support this. 	<p>War of the Worlds (Science Fiction Writing) VGP</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that Create and punctuate complex sentences using ed or ing opening clauses Create and punctuate sentences using similes, Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. ‘Let’s eat Grandma.’ and ‘Let’s eat, Grandma.’ Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use expanded noun phrases to convey complicated information concisely, <p>Composition</p> <ul style="list-style-type: none"> Identifying the audience and purpose of the writing, selecting the appropriate form and using a similar model Select the appropriate vocabulary and grammar structures. Use similar writing models. Think how authors develop characters and settings (in books, films and performances). Blend action, dialogue and description within and across paragraphs. Assess the effectiveness of own and others’ writing in relation to audience and purpose. Ensure consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors.
<p>PSHEE and Pupil Attributes</p> <p>Responsibility Critical Thinking Risk Taking Ambition</p>	<p>Enrichment and Showcase (Visits, Visitors and Parental Involvement)</p> <p>Education Group – Virtual reality tour of the solar system</p>	
<p>Information Technology Who wants to play? – Mr Andrews Online – See planning</p>		
<p>MFL School subjects – See Assessment sheet.</p>		

