

QUESTION:

	Week: 29 th October	Week: 5 th November	Week: 12 th November	Week: 19 th November	Week: 26 th November	Week: 3 rd December	Week: 10 th December	Week: 17 th December
Mini Outcomes / Peer Critique.	March to school to invite to workshop and gather questions they would like answered.	Roman Games - children will learn Roman Games to be able to teach the schools attending our workshops in school.					Outcome – workshops for two days to school.	
Special Events/ Launch Day / Visitors.								
Peer critique.		Peer Critique – them delivering the Roman Games – look at instructions/ rules and then how articulate they are etc.						
Literacy	Novel Study: Bills New Frock.							
SPAG								
Numeracy	Adding and Subtracting See Autumn 1 objectives	Multiplication and Division. Revision ready for PUMA test. <i>Number – Multiplication and Division Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives</i>					PUMA Test	Gap analysing – Puma test.
Science	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves			explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and		investigate the way in which	explore the part that flowers play in the life cycle of flowering plants, including pollination,	

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	and flowers	room to grow) and how they vary from plant to plant	water is transported within plants	seed formation and seed dispersal
History/ Geography	<p>Roman Games – why are they important? (PE linked)</p> <p>Entertainment.</p> <p><i>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</i></p>	<p>Is there a difference between Rich and Poor?</p> <p>Roman Emperors/ Coliseum / Julius Caesar.</p>	<p>Roman houses</p> <p><i>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</i></p>	<p>What legacy have the Romans left?</p> <p><i>Address and devise historically valid questions about change, cause, similarity, difference and significance.</i></p>
ICT	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music <p>One term - Learn about a composer/ time period</p> <p>Features of that period/style</p> <p>Sing songs/ compose using features</p> <p>One term –music from different traditions (choose a specific tradition)</p> <p>One term – focus on composing and listening to music related to your topic</p> <p>Build on knowledge of inter-related dimensions</p> <p>For skills – see attached document and highlight throughout the year in 3 termly colours what we have covered</p>			
Spanish	Planned by PPA teacher.			

[illegible]

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	<p>Gy15 Adapt a gymnastic sequence to include different levels, speeds or directions (8b)</p> <p>Gy16 Recognise that strength and suppleness are important parts of fitness (4c)</p> <p>Gy17 Compare and comment on two performances, identifying quality and when they have the same elements and order (3a,b)</p>					
RE.	<p>Beliefs that human beings</p> <ul style="list-style-type: none"> + are made in the image and likeness of God + became sinful + can be redeemed <p>How these beliefs are expressed in stories and pictures (Link to types of writings)</p>	How Christianity came to Cornwall	The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today	Description of God. Language, symbols, stories and songs describe God as Creator and sustainer	The life and teaching of Jesus as told in the Gospels: + His birth and its meaning	How the Church celebrates its identity Baptism and confirmation Christmas