

QUESTION: WHERE DO WE FIT IN THE UNIVERSE?

	September 4 th	September 10 th	September 17 th	September 24 th	October 1 st	October 8 th	October 15 th
Outcomes.	Report on Inspirational Person	Design T shirt					
Special Events/ Launch Day / Visitors.		Space Dame 11 th Am					
Peer critique.	Report Writing				T shirt Design		
Maths	<p>Number – Place Value</p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>				<p>Number- Addition and Subtraction</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>		
SPAG							
English		<p>Audience – 1st person or 3rd person</p> <p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Balanced Argument – Punctuation for parenthesis</p> <p>- in writing narratives, considering how authors have developed characters and settings in what pupils have read,</p>	<p>Sentence construction – Editing work</p> <p>-assessing the effectiveness of their own and others' writing</p> <p>- using semicolons, colons or dashes to mark boundaries between independent clauses</p>	<p>Building tension – Noun phrases/Vocabulary</p> <p>- using expanded noun phrases to convey complicated information concisely</p> <p>- selecting appropriate grammar and vocabulary,</p>	<p>Inference</p> <p>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Description – expanded noun phrases</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-selecting appropriate grammar and</p>

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		- assessing the effectiveness of their own and others' writing	listened to or seen performed - using brackets, dashes or commas to indicate parenthesis		understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	vocabulary, understanding how such choices can change and enhance meaning
Science Space	LO: To show what I already know about the Earth and Space. Q: What do you think of when I say 'Earth'? (brainstorm) Q: What do you think of when I say 'Sun'? Q: What do you think of when I say 'Moon'? Q: What do you think of when I say 'Space'?	L.O.: To learn about the shape and relative sizes of the Earth, Sun and Moon Q: What evidence were people using to make them think the Earth was flat? Q: Were people using good scientific evidence to conclude the Earth was flat?	LO: To understand why our shadows change, and why we have day and night. Q: Why do we have shadows? Q: Do you have a shadow in the classroom? Q: If you are standing outside and the Sun is behind you, where will your shadow be?	L.O.: To learn about the Earth's orbit around the Sun. Q: How do we know what a year is and when a year has passed? Q: How did the people from ancient cultures who made the first calendars know what a year was? What did a year mean to them?	LO: To investigate the Moon's phases and orbit of the Earth	L.O.: To learn about our Solar System and man's journeys into space.	L.O.: To show what I have learned about the Earth, Sun and Moon.
History	Develop an understanding of how our knowledge of the past is constructed from a range of sources.				A local history study □ Make connections, contrasts and trends over time and develop the appropriate use of historical terms. □ Develop a chronological secure knowledge and understanding of British, local and world history.		

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	Research historical famous people			
Geography		<p>□ locate on a map using both human and physical characteristics .</p> <p>□ focusing on characteristics of countries around the world and major cities.</p> <p>Where do we live?</p> <p>County, country, continent - can we name other countries/continents</p>		-
Computing				
Music	See Separate planning			
Spanish	See separate planning			
Art			Experiment using different materials to create different textures	<p>Expression and imagination</p> <p>Use art to express an emotion and explain why they have chosen the</p>

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