

Enterprise Outcomes:

To organize and prepare for their end-of-year show.

BLP:

During this topic we will be promoting and developing these specific 'muscles' in particular:

Resourcefulness

Asking questions about places and their history.

Making links between the past and present –spotting patterns.

Imagining using their senses and through reasoning from the evidence we uncover.

Capitalising; making use the full range of resources from the wider world – other people, books, internet, past experiences and future opportunities.

Reciprocity

Interdependence; finding out how much interaction is needed with others to assist your learning, making informed choices about working independently or with others.

Collaboration; managing feelings when working with others, understanding the ground rules of team work, working effectively as part of a pair or team.

Empathy and Listening; putting themselves in other people's shoes to see the world from their point of view.

Imitation; learning from others, noticing the approach and detail of how others do things.

Entry Point

Children work in groups of seven or eight to produce spider diagrams showing what they know about London already and also listing what they would like to find out.

Classroom Environment

Displays will include maps of London as well as images of famous landmarks.

There will be images of different scenes to promote descriptive writing.

If available, iconic 'London' stickers and decorations – underground, bus etc...

Knowledge Harvest

Ask the children what they know about Rivers. Paired, small group and whole class discussion. Have they ever seen a river? Are there any rivers nearby they know?

Use a map of the UK and a map of the world to show the world's key rivers.

What do we use rivers for? Today and in the past - how do we use them? Why is the Thames so important?

Settlement of London. Timeline from Roman times.

Explain that we will be looking at rivers of England (especially the Thames) and the world and introduce the class novel, London Eye Mystery / Smith / Dickens - / Shakespeare

Opening Quiz – multiple choice.

Where is London?

How many people live there?

Which of these famous places can be found in London?

Which river flows through the city?

Which famous films/ tv programmes are set there?

Which famous books are set in London?

PG50

Set up and run their own fund-raising activities for charity.

Take part in a residential visit.

Participate in outdoor activities.

Be introduced to Shakespeare.

British Values

- Democracy – Houses of Parliament. System of Government
- the rule of law – The 10 Commandments
- individual liberty – open ended topics pupils to choose
- mutual respect for and tolerance of those with different faiths and beliefs – Christianity and similarities to other major religions/ St Paul

Explaining the theme

Explain to the children that London will be our theme for Literacy and also geography, History, art, and music (the creative curriculum).

In Literacy we will cover:

Reading and SPAG revision until SATs.

Classics – Shakespeare and Dickens.

Plays (drama)

Descriptive writing – settings based on London locations past and present.

Reading:

Pupils will be taught to maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Spelling:

Pupils will be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting:

Pupils will be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing:

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, 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
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

SPAG

Pupils will be taught to improve their grammatical awareness by:
recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause
using expanded noun phrases to convey complicated information concisely
using modal verbs or adverbs to indicate degrees of possibility
using relative clauses beginning with who, which, where, when, whose,
that or with an implied (i.e. omitted) relative pronoun
learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing
using hyphens to avoid ambiguity
using brackets, dashes or commas to indicate parenthesis
using semi-colons, colons or dashes to mark boundaries between
independent clauses
using a colon to introduce a list
punctuating bullet points consistently
use and understand the grammatical terminology in English Appendix 2
accurately and appropriately in discussing their writing and reading

In Science we will be covering units on: Electricity and revision of all KS2 Units.

We will be designing and making a flood warning system for rising water levels.

Pupils will be taught to:

associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
use recognised symbols when representing a simple circuit in a diagram.

In Geography we will:

We will be finding out about different aspects of our capital city. Location, world significance, ethnic diversity, land use, Thames influence.

- Explore a range of maps, atlases and globes.
- Find out the different terms we can use to describe places using books, dictionaries and the internet.
- Explore maps with different scales and become familiar with the different features of maps.
- Explore how scales of maps can make a difference to the detail and how we can calculate the size of places and distances using the map's scale.
- Ask questions about why patterns exist and make links between evidence regarding the location of settlements and human activity.
- Research how humans affect the world that they live in when causing environmental change.
- Use newspaper articles, internet searches, books and DVDs to find out any information on how our environment has changed. We will discuss and debate the part we can play in improving our world and how we can limit the damage that has already been caused.

In History we will:

Be tracking changes in London through the ages.

Significant events in the capital's past – Boudicca (ad61), (1381) peasant's revolt, (1665) plague, (1666) fire, (1940s) Blitz,

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – How has our Capital changed?
- the changing power of monarchs using case studies such as Victoria
- changes in an aspect of social history, entertainment – Roman theatres to the West End
- the legacy of Greek or Roman culture (architecture or literature) on later periods in British history, including the present day

- a significant turning point in British history, for example, plague, Great Fire, Blitz

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In Computing we will:

This term, we will working towards these targets.

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Art and Design we will:

Be exploring perspective in building and townscape pictures.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing.
- about great artists, architects and designers in history.

In Design and Technology we will:

Be designing and making waistcoats.

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces.

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components and textiles, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

- Technical knowledge
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] SEE SCIENCE
- apply their understanding of computing to program, monitor and control their products.

Cooking

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

In PE we will:

Pupils will be taught to:

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, cricket, rounders], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance through athletics

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Music we will:

- 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.

In RE we will:

Look at how the Christian Church was established.

The significance of water and rituals.

The conversion of Saul.

The life of Joseph (through drama and music) – the significance of forgiveness.

10 Commandments

In PSHE we will be exploring: (incorporated into our topic work)

Health and Wellbeing

- what is meant by a healthy lifestyle
- how to respond in an emergency
- to identify different influences on health and wellbeing

Relationships

- how to respect equality and diversity in relationships

Living in the Wider World

- Learn about different groups and communities
- The importance of respecting and protecting the environment.

- Where money comes from, keeping it safe and the importance of managing it effectively.

Difference and Diversity

In D and D we'll be looking at these units:

- Our Region's Neighbours – Looking at local ethnic diversity compared to other regions (Summer Term – London's Calling)

We will be promoting these personal outcomes:

Keeping Healthy

- **Health and Safety**

Keeping Safe

- **Water safety**
- **Electricity**

Achievement and Enjoyment

- **Developing performance skills**
- **Publishing work to develop pride, ownership and choice.**
- **End of Year Performance**
- **'Fashion Show'**

Positive Contribution

- **All learning styles catered for**
- **End of Year performance – all expected to contribute**
- **Part singing.**

Economic Wellbeing

- **ICT skills**
- **Enterprise awareness – waistcoat manufacture (fund-raising, budgeting, advertising, marketing)**

Demonstrating positive behaviour

- **Listen to peer presentations with respect**
- **Setting good examples to others through effort and quality of work**
- **Taking part positively in performances.**
- **Working with older/younger people outside the classroom**

Spiritual, Moral, Social and Cultural Understanding

- **Significance of water to different faiths**
- **Discussions relating to Literature studied – different faiths / abilities (London Eye Mystery, Kensuke's Kingdom)**