

 Key to unlock learning:		Parent Pit Stop:			 Lock to lock in and display the terms learning:			
		Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
Key Text(s)		Rose Blanche (Story)			Letters from a lighthouse (Recount)			
English	Purpose for Writing recorded – Lesson Objectives for each week mapped	T – War through a child’s eyes W – Her town Th – Out of the window F – Jewish boy captured	M – Jewish boy captured T - Under barrier W - Concentration camps Th – Stealing food F – Stealing food	T – Feeding the enemy W – War witness Th – Rose is shot F – Mum mourns Rose	M – Plan T – Write W – Edit Th – Find a shape F – Child Evacuees	T – 5Ws W – Change negatives Th – Dramatic Event F – Should she star or should she go?	M – In two minds T – Fresh Start W – Negative aspects Th – Positive/ New idea F – Dramatic action	T – Lessons Learnt W – Plan Th – Write F – Edit
	GPV Flashback Focus	Adjectives Capital Letters Full stops	Verbs Commas	Conjunctions Exclamation marks	Adverbs Colons	Nouns Semi-colons	Pronoun Question mark	Relative Pronoun Dash, brackets (Parenthesis)
	Spelling Focus – Lesson Number and Objectives Year 5 focus Year 6 focus	Week 1 investigation + Go Grapheme Grifters M - Lens: Good endings/suffixes Lens: Rely on Phonics M - Lens: Good endings/suffixes Lens: Rely on Phonics	Week 2 Daily Fast Task M – Good endings and suffixes T - Good endings and suffixes W – Interrogate and check Th – Memorise rules/exceptions F – Pronunciation M – Good endings and suffixes T – Recognising punctuation W – Interrogate and check Th – Memorise rules/exceptions F – Pronunciation	Week 3 investigation + Go Grapheme Grifters M - Lens: Good endings/suffixes Lens: Rely on Phonics M - Lens: Good endings/suffixes Lens: Rely on Phonics	Week 4 Daily Fast Task M - Good endings and suffixes T – Check Etymology W - Rely on Phonics Th – Order of letters F – Verification M - Good endings and suffixes T – Good endings and suffixes W - Rely on Phonics Th – Order of letters F – Verification	Week 5 investigation + Go Grapheme Grifters M - Lens: Recognising punctuation Lens: Rely on Phonics M - Lens: Recognising punctuation Lens: Rely on Phonics	Week 6 Daily Fast Task M – Recognising punctuation T – New meaning/ homophone W – Inspecting a dictionary Th – Navigating a thesaurus F – Guesses M – Recognising punctuation T – Good endings and suffixes W – Inspecting a dictionary Th – Navigating a thesaurus F – Guesses	Week 7 investigation + Go Grapheme Grifters M - Lens: Recognising punctuation Lens: Rely on Phonics M - Lens: Recognising punctuation Lens: Rely on Phonics

	Handwriting Focus - Lesson Number and Objectives from Kinetic letters	Letter formation: Letter family challenge 1,2 and 6 Flow Fluency: Rhythmic letters	Letter formation: Letter family 3, 6 and 4 Flow Fluency: 3 colour check assessment	Letter formation: Letter family challenge 5 Flow Fluency: Letter family challenges 7 and 8	Letter formation: Letter family challenge 5 Flow Fluency: Rhythm and flow in letters	Letter formation: Targeted words list Flow Fluency: Overwrite- Freewrite	Letter formation: Targeted word list Flow Fluency: Extra breakfast joining prompt	Letter formation: Window cleaner/ jumper Flow Fluency: Revisit charts 1, 2 and 3 (joining)
Maths – Theme and Lesson Numbers and Objectives <i>Resources required</i> Year 5 focus Year 6 focus	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -	M - T - W - Th - F - M - T - W - Th - F -
Computing – Lesson Number and objective from Purple Mash <i>Resources required</i>	Online Safety: Lesson 1 LO: To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. To identify the benefits and risks of giving personal information and device access to different software.	Online Safety: Lesson 2 LO: To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how	Online Safety: Lesson 3 LO: To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment.	Blogging: Lesson 1 LO: To identify the purpose of writing a blog. To identify the features of successful blog writing.	Blogging: Lesson 2 LO: To plan the theme and content for a blog.	Blogging: Lesson 3 LO: To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog.	Blogging: Lesson 4 LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. To understand how and why blog posts and comments are approved by the teacher.	

		information online can persist and give away details of those who share or modify it.					
<p>History – Lesson Objective, broad summary of lesson and Key Skills Coverage Resources required</p> <p>Concepts: Conflict</p>	<p>LO: Timeline of existing understanding including WW1.</p> <p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> <p>LO: To understand when and why the war started.</p> <p>Know key dates, characters and events of time studied Be aware that different evidence will lead to different conclusions Examine causes and results of great events and the impact on people.</p>	<p>LO: To observe the countries involved and understand how the powershift changed during WW2.</p> <p>Look at their beliefs, behaviours and characteristics. Look at key political figures. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>LO: To understand how propaganda was used by both parties.</p> <p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>	<p>LO: To understand how Britain was impacted during the war; on a national and local scale.</p> <p>Know key dates, characters and events of time studied. Confidently use the library and internet for research. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p> <p>LO: To look at the women of WW2 – 'Land Army'.</p> <p>Confidently use the library and internet</p>	<p>LO: Children of war - Evacuees, kinder transport - Rationing (look at bigger picture too)</p> <p>Know key dates, characters and events of time studied Examine causes and results of great events and the impact on people Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p> <p>LO: To look at the life of Anne Frank – Holocaust</p>			

		Be aware that different evidence will lead to different conclusions	for research · Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account.	Know key dates, characters and events of time studied			
DT -Lesson Objective, broad summary of lesson and Key Skills Coverage <i>Resources required</i>					LO: To investigate structure designs. LO: To practice new skills. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	LO: To design a shelter. To use research to develop design criteria to inform the design of innovative, functional products that are fit for purpose. To use sketches annotated with notes to help develop and communicate ideas. LO To use my design to create a prototype. To generate, develop, model and communicate ideas through discussion and prototypes.	LO: To make a shelter using appropriate tools and materials. To evaluate their ideas against their own design criteria and consider views on how they could improve their work. LO: To evaluate the end product. 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

						To evaluate their ideas against their own design criteria and consider views on how they could improve their work.	
Music -Lesson Number and objective from Charanga <i>Resources required</i>	Lesson 1: Living on a prayer Listen and appraise: Livin' on a prayer by Bon Jovi.	Lesson 2: Living on a prayer Listen and appraise: We Will Rock You by Queen and Livin' on a prayer by Bon Jovi.	Lesson 3: Living on a prayer Listen and appraise: Smoke on the Water by Deep Purple and Livin on a prayer by Bon Jovi.	Lesson 4: Living on a prayer Listen and appraise: Rockin' All over the World by Status Quo and Livin' on a prayer by Bon Jovi.	Lesson 5: Living on a prayer Listen and appraise: Johnny B. Goode. By Chuck Berry and Livin on a prayer by Bon Jovi.	Lesson 6: Living on a prayer Listen and appraise: I Saw Her Standing There by The Beatles and Livin on a prayer by Bon Jovi.	
Languages – KS2 Only– Lesson Number and objective from Salut <i>Resources required</i>	French Phonics 3	French Phonics 4	The Date: To know the days of the week	The Date: To know the months of the year	The Date: To know numbers 1-30	The Date: to be able to say and write the full date of key events in their life (birthday)	
PE – Lesson Objective and Focus from Real PE <i>Resources required</i>	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Coordination: Sending and receiving.	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Agility: Ball chasing.	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Coordination: Sending and receiving.	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Coordination: Sending and receiving.	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Agility: Ball chasing.	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Agility: Ball chasing	Personal LO: I know where I am with my learning and I have begun to challenge myself. Focus: Fundamental movement Agility: Ball chasing
RE – Lesson Objective <i>Skills</i>	LO: To know that different people have different sacred books, and the Christian sacred text is the Bible. To know that for Muslims the Qur'an is	LO: To know that the Bible is the sacred text of Christians, and know about some ways in which it is used. <i>Be able to reflect on sources of inspiration</i>	LO: To know the story of Noah and the Ark from Genesis 6-9. To reflect upon key moments in a Bible story and engage with the concept of prayer.	LO: To know the story of Jacob from Genesis 28 and 32. To raise and suggest answers to questions relating to the story. To consider different points of view to	LO: To know the story of Joseph from Genesis 37 and 39 – 46. To consider and respond to the „ups and downs“ of the story.	LO: To identify, describe and understand words that are sacred, holy or significant to Christians and to themselves. To work collaboratively to create a „sacred	

	<p>their sacred text, and Jewish people revere the Torah. These books are similar to and different from the Christian Bible: all can be treated with respect.</p> <p>To be able to identify and begin to describe the similarities and differences within and between religions</p>	<p>in my own and others' lives. To be able to identify and begin to describe the similarities and differences within and between religions.</p>	<p>To be able to explain how religious sources are used to provide answers to important questions about life and morality. Be able to discuss my own and others' views of religious truth and belief, expressing my own ideas.</p>	<p>build up their understanding of the story. To apply learning about the story to their own and others' lives. To be able to explain how religious sources are used to provide answers to important questions about life and morality. Be able to discuss my own and others' views of religious truth and belief, expressing my own ideas.</p>	<p>To show understanding of the meaning of the story. To raise and answer questions about the story relating to their own experiences and emotions. Be able to discuss my own and others' views of religious truth and belief, expressing my own ideas. Be able to reflect on ideas of right and wrong and my own and others' responses to them.</p>	<p>words book" for the class that draws on insights from Bible stories.</p>	
<p>PSHE – Lesson Number and Objective from Jigsaw Skills</p>	<p>Being me in my world: Lesson 1</p> <p>LO: To identify goals for the year, and to understand fears and worries about the future and how to express them.</p> <p>Children feel welcome and valued and know how to make others feel the same.</p>	<p>Being me in my world: Lesson 2</p> <p>LO: To know that there are universal rights for all children but for many children these rights are not met.</p> <p>Children understand my own wants and needs and can compare these with children in different communities.</p>	<p>Being me in my world: Lesson 3</p> <p>LO: To understand that my actions affect other people locally and globally</p> <p>Children understand their own wants and needs and can compare these with children in different communities.</p>	<p>Being me in my world: Lesson 4</p> <p>LO: To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>Children understand that their actions affect themselves</p>	<p>Being me in my world: Lesson 5</p> <p>LO: To understand how an individual's behaviour can impact on a group.</p> <p>Children can contribute to the group and understand how we can function best as a whole.</p>	<p>Being me in my world: Lesson 6</p> <p>LO: To understand how democracy and having a voice benefits the school community.</p> <p>Children understand why our school community benefits from a Learning Charter and how they can help others to follow it by modelling it themselves.</p>	

				and others; they care about other people's feelings and try to empathise with them.			
Other Events or considerations							PIXL Assessments