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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Writing | Cold write-persuasive letter to Mrs Symons (no more school uniform!)  Model of Excellence lesson-features of a persuasive letter  Hot seating, conscience alley, role play (emersion) | Grammar and punctuation linked to persuasive letter writing  Objectives linked to writing tracker gaps. | Grammar and punctuation linked to persuasive letter writing  Objectives linked to writing tracker gaps. | Planning hot write  Write persuasive letter persuading people to recycle. | Persuasive leaflet to encourage people to help save the environment. | Assessment week-  SPAG  &  Spelling |
| Topic(Art/DT/ Music) | Learning about Andy Goldsworthy (Andy Goldsworthy reading Fact Sheet.)  Who is he?  What does he stand for? What is an environmentalist? Look at examples of his artwork and discuss likes/dislikes. | Use natural resources to create art inspired by Andy Goldsworthy, and photograph.  (Nature walk). | | Use natural resources to create sculpture  (sticks and leaves) | Use natural resources to create sculpture  (stones) | Use clay to create artwork inspired by nature (leaf printing) |
| Other curriculum links to our topic | Ways we can help to look after our environment. What is recycling? | Natural and man-made. What do they mean? | Climate change | Renewable and non-renewable energy | Deforestation in the Amazon Rainforest | Deforestation in the Amazon Rainforest |
| Reading | Dear Greenpeace | All About Art and Nature (Twinkl) | Greta and the Giants | Greta and the Giants | The Great Kapok Tree | The Great Kapok Tree |
| Mathematics | Multiplication and division | Multiplication and division |  |  | Measurement- money | Assessment |
| **Computing** | Learning to read, write and debug codes using Scratch (using logic, repetition and instruction to programme a short animation). | | | | | |
| **R.E** |  |  |  |  |  |  |
| **Languages** | French greetings | Simple Q&A conversations | French food vocabulary | French classroom resources vocabulary | Using vocabulary we have learnt in simple sentences. | |
| **PE** | Gym  Football | Gym  Football | Gym  Football | Gym  Football | Gym  Football | Gym  Football |
| **L4L** | I can take responsibility for taking exercise to keep myself fit. | I know about cigarettes and how to say no. | I understand the importance of permission-seeking and giving in relationships with friends, peers and adults. | I can stop and think before I act. | I understand the importance of self-respect and how this links to my own happiness. |  |