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|  | **Week 1**  **19/4** | **Week 2**  **26/4** | | **Week 3**  **3/5** | | **Week 4**  **10/5** | | **Week 5**  **17/5** | | | **Week 6**  **24/5** | | |
| Writing | Cold write: biography about someone the children know [famous/ family] | Look at model text and find the features from the checklist. I can write an introduction and explain why that person is special.  **What are they known for?** | | I can write in the past tense and 3rd person.  I can write in chronological order. I can use time connectives eg. Next, after, meanwhile etc I can write in the past tense and 3rd person. I can include dates and ages for the key points in life. I can indicate new phases of life with a new paragraph/chapter  **Childhood and Adulthood** | | I have included details and description to help the reader. I can include detailed quotations  I can use expanded noun phrases to convey complicated information concisely. I can use a relative clause.  **Main achievements** | | I can include a conclusion that evaluates the persons’ life and their impact on the world. I can include detailed quotations. I can write vividly and given most attention to the key events.  **What should they be remembered for?** | | | **PiXL Assessments** Writing assessment week  Hot write: Biography on Henri Matisse. | | |
| Topic(Art) | WALT: explore an artist  Welcome to Matisse | WALT: understand what qualities of materials enhance ideas  WALT: combine visual and tactile qualities in sculpture. | | WALT: create original pieces that show a range of influences and styles  WALT: use print to create a range of visual elements | | WALT: draw upon ideas from other artists to develop a personal style of painting  WALT: plan a painting inspired by the artist | | WALT: plan a piece of digital art  WALT: enhance art, editing with digital media  WALT: explain how the artist has influenced our art | | | WALT: describe and perform a piece of music    WALT: compose and transcribe a piece of music | | |
| Reading | Biography  Book linked to Matisse | Biography  Roald Dahl | | Biography  Usain Bolt | | Biography  Davis Walliams | | Biography  Grete Thunberg | | | PiXL Assessments | | |
| Mathematics | Bespoke Curriculum taken from PiXL | Bespoke Curriculum taken from PiXL | | Bespoke Curriculum taken from PiXL | | Bespoke Curriculum taken from PiXL | | Bespoke Curriculum taken from PiXL | | | PiXL Assessments | | |
| **Computing** | To communicate (Choose the most suitable apps and devices for the purposes of communication, use many of the advanced features in order to create high quality, professional or efficient communications) – link to topic.  E-safety [one lesson] | | | | | | | | | | | | |
| **R.E** | Islam  Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? | | | | | | | | | | | | |
| **Languages** | French – Going shopping – fruit. | | French – Going shopping – vegetables. | | French – Going shopping – Clothes. | | French – Going shopping – Where can I buy? | | French – Going shopping – French money. | | | French – Going shopping – Let’s go shopping. | |
| **PE** | Dance/ Team sport -Bench ball | | | | | | | | | | | | |
| Up and Under | | | | | | | | | | | | |
| **L4L** | **Summer 1 – Healthy Bodies, Healthy Minds** | | | | | | | | | | | | |
| **Important dates** |  |  | | Open evening Tues/Thurs | |  | | | |  | | |  |