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|  | **Week 1**  **20.2** | **Week 2**  **27.2** | **Week 3**  **6.3** | **Week 4**  **13.3** | **Week 5**  **20.3** | **Week 6**  **27.3** | |
| Writing | **Poetry-**Rivers  I can set my poem out in the appropriate way  I have explored a meaningful issue  I can explain my viewpoint through my poem  I have created imagery  I have used personification  I have used alliteration to create effect.  I have used metaphors  I can use appropriate structure for my poem  I can select from a range of adventurous vocabulary for a purpose. Some of the words are particularly well chosen. | **Poetry-**Rivers  I can set my poem out in the appropriate way  I have explored a meaningful issue  I can explain my viewpoint through my poem  I have created imagery  I have used personification  I have used alliteration to create effect.  I have used metaphors  I can use appropriate structure for my poem  I can select from a range of adventurous vocabulary for a purpose. Some of the words are particularly well chosen | **PiXL Assessments**  Cold write:  **Non-Chronological report –**The significant rivers of the World  Identify features of a non-chronological report  I can use quotation marks correctly and acknowledged the source  I can use expanded noun phrases to convey complicated information concisely | **PiXL Assessments**  I can include headings and subheadings.  I can write in a non-chronological order  I can use correct technical vocabulary | I can use modal verbs or adverbs to indicate degrees of possibility  I can end with a detailed conclusion  I can use a relative clause  I can use complex punctuation correctly (brackets, hyphen, colon, semi-colon, apostrophe, speech marks, bullet points) | Writing assessment week  Hot write:  **Non-Chronological report –**The significant rivers of the World | |
| TopicGeography | To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.  I can explain the water cycle. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of rivers.  I can locate the key rivers of the UK. | Rivers of the world  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.  I can describe the key features of a river system.  To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of rivers.  I can use atlases and maps to identify the key features of a river system. | To be able to identify the continents of the world.  To be able to locate countries on a world map. | To find out about some of the key geographical features of each continent.  To be able to locate major capital cities of the world. | To be able to use a variety of sources to identify human and physical features in a particular country. | To be able to find similarities and differences between different countries. | |
| Reading | River poetry | Rivers | Rivers of the world | City life and country side living | Same but different-Geography | Sharks – non chronological report | |
| Mathematics | Bespoke Curriculum taken from PiXL | | | | | | |
| **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** |  | | | | |  | |
| **PE** | Up and Under – Multi-skills | | | | | | |
| Team games | | | | | | |
| **L4L** | My Friends and Family (Relationships) | | | | | | |
| **Important dates** |  | River WOW Day  World Book Day |  | Assessment time | | |  |