

Oak Class Topic Overview - Spring 2021 Extreme Earth

| | Literacy / SPAG | History/ Geography | Maths | Science | Computing | Languages | PSHE | RE | PE | ART / DT | Music |
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| 1) Tuesday 5.1.21 | <p><u>Stories from around the World Heather Amery.</u></p> <p>LO: noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Write a descriptive story about an alien landing on earth.</p> <p>LO: Devices to build cohesion within a paragraph (e.g., then, after that, this, firstly).</p> | <p>Extreme Earth study PBI</p> <p>LO: Confidently identify significant places and environment.</p> | <p>Number Place Value and decimals</p> <p>LO: Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> | <p>Spherical bodies LI</p> <p>LO: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> | <p>Design a character game.</p> <p>LI</p> <p>LO: Make choices about their devices and tools they use for specific purposes</p> | <p>S & L: participate in conversation, where they can ask questions. Introduce the nursery rhymes and identify rhyming words.</p> | <p>To explore how human activity have affected climate change</p> <p>Planbee I</p> <p>LO: Describe and understand others' points of view.</p> | <p>To consider how worth is determined and what has worth to me.</p> <p>LO: I can offer questions about things hard to understand.</p> | <p>LO: Select appropriate equipment for outdoor and adventurous activity. OAA</p> <p>LO: Choose and combine techniques in game situations (running & throwing). Indoor games CJew</p> | <p>To study the great wave - explore ways to draw water</p> <p>LO: *Identify artists who have worked in similar ways to their own work.</p> | <p>To consider and appreciate music. Can temperatures be represented?</p> <p>PBI</p> <p>LO: Internalise short melodies and play these on pitched percussion (play by ear).</p> |
| 2) 11.1.21 | <p>LO: using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Edit, extend and evaluate a story about an alien landing on earth.</p> <p>LO: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'), and ellipsis.</p> | <p>Extreme Earth study</p> <p>Plot temperatures PBI</p> <p>LO: Confidently identify significant places and environment.</p> | <p>Number Place Value.</p> <p>Decimals and fractions.</p> <p>LO: Use written multiplication and division methods in cases where the answer has up to two decimal places.</p> | <p>Identify the planets</p> <p>LO: Describe the movement of the moon relative to the Earth.</p> | <p>Programme a character game.</p> <p>LI</p> <p>LO: Begin to show an awareness of specific tools used in working life.</p> | <p>S & L: participate in conversation, where they can ask questions. 'Family Tortoise' comparing to English translation and create your own in the same style.</p> | <p>To plan how to positively impact on climate change</p> <p>Planbee I</p> <p>LO: Listen first to others before trying to be understood.</p> | <p>To reflect upon how music makes us feel and why it is used for religious worship.</p> <p>LO: *I can explore the meaning of a range of terms used when studying religion.</p> | <p>LO: Embrace both leadership and team roles and gain the commitment and respect of a team. OAA</p> <p>LO: Choose and combine techniques in game situations (catching & passing). Indoor games CJew</p> | <p>To study and evaluate a tornado with its range of colours.</p> <p>LO: Develop ideas using different or mixed media using a sketchbook.</p> | <p>Evaluate natural sound music. What sounds do they hear? Which instruments</p> <p>LO: Identify a metre of different songs through recognising the pattern of strong and weak beats.?</p> |

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| 3) | 18.1.21 | <p>LO: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].</p> <p>Explanation writing explaining the planets in our Solar system.</p> <p>LO: Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> | <p>Water distribution cycle PB 2</p> <p>*Begin to use atlases to find out about other features of places. (E.g. find wettest part of the world).</p> | <p>Calculations: Multiplication, division, Addition Subtraction.</p> <p>LO: Multiply and divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> | <p>Compare and contrast the planets</p> <p>LO: Describe the movement of the moon relative to the Earth.</p> | <p>Design own characters.</p> <p>LO: Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices</p> | <p>S & L: participate in conversation, where they can ask questions and respond. Identify and edit the possessive adjectives in the sentences.</p> | <p>To implement a class activity how to positively impact on climate change</p> <p>Planbee 1</p> <p>LO: Show effort and commitment in refining and adjusting work.</p> | <p>To discuss why and how religious believers pray.</p> <p>LO: * I can offer questions about things hard to understand.</p> | <p>LO: Compete with others and keep track of personal best performance , setting targets for improvement OAA</p> <p>LO: Choose & combine techniques in game situations (jumping and ducking). Indoor games CJew</p> | <p>To use colour and shade to create a tornado pattern</p> <p>LO: Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour, and shape</p> | <p>To be able to use percussion to create a storm plan. To be able to use percussion to create a storm composition</p> <p>LO: Internalise short melodies and play these on pitched percussion (play by ear).</p> |
| 4) | 25.1.21 | <p>LO: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Discussion or Balanced Argument about which planets could host human life.</p> <p>LO: Use a thesaurus.</p> | <p>Drought causes and effects. PB 2</p> <p>*Begin to use atlases to find out about other features of places. (E.g. find wettest part of the world).</p> | <p>Calculations: Multiplication, division, Addition Subtraction.</p> <p>LO: Perform mental calculations, including with mixed operations and large numbers.</p> <p>LO: Identify common factors, common multiples and prime numbers.</p> | <p>Geocentric versus heliocentric</p> <p>LO: *Describe the Sun, Earth and Moon as approximately spherical bodies.</p> | <p>Design the backdrop setting.</p> <p>LO: Begin to show an awareness of specific tools used in working life.</p> | <p>S & L: Identify examples of basics grammatical rules in the chosen language e.g. Feminine and masculine. L2: learn animal names from the songs.</p> | <p>To evaluate the impact of the class activity on improving climate change.</p> <p>LO: Clearly identify own strengths.</p> | <p>To compare expressions of worship in art.</p> <p>LO: I can offer questions about things hard to understand.</p> | <p>LO: Compete with others and keep track of personal best performance , setting targets for improvement OAA</p> <p>LO: Work alone, or with team mates in order to gain points. Indoor Mixed games CJew</p> | <p>To create own version of Hokusai's great wave</p> <p>LO: Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> | <p>To be able to use percussion to create a storm composition</p> <p>LO: Identify a metre of different songs through recognising the pattern of strong and weak beats.</p> |

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| 5) 1.2.21 | <p>LO: in narratives, describing settings, characters, and atmosphere, integrating dialogue to convey character and advance the action.</p> <p>Descriptive setting opening for a story based on an extreme event.</p> <p>LO: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> | <p>Extreme weather study PB3</p> <p>LO: Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan. OS map to find a local village.)</p> | <p>Geometry position and direction.</p> <p>LO: Describe positions on the full coordinate grid (all four quadrants).</p> | <p>Explain and compare Geocentric versus heliocentric</p> <p>LO: *Describe the Sun, Earth and Moon as approximately spherical bodies.</p> | <p>Add extra features to enhance a game.</p> <p>LO: Make choices about their devices and tools they use for specific purposes</p> | <p>S & L: Identify examples of basics grammatical rules in the chosen language e.g. Feminine and masculine. L2: Qui Parle? Create their own quiz</p> | <p>To explore famine, drought, and poverty affect people around the world</p> <p>Planbee 2</p> <p>LO: Change behaviours to suit different situations.</p> | <p>To investigate how artefacts are used as objects of worship within different religions</p> <p>LO: *I can research why different people think some things are sacred.</p> | <p>LO: Quickly assess changing conditions and adapt plans to ensure safety comes first OAA</p> <p>LO: Work alone, or with team mates in order to gain possession. Indoor Games CJew</p> | <p>To draw accurately with fine detail -</p> <p>LO: Adapt their work accordingly to their views and describe how they might develop if further.</p> | <p>To select and play instruments to represent water.</p> <p>LO: Internalise short melodies and play these on pitched percussion (play by ear).</p> |
| 6) 8.2.21 | <p>LO: précisising longer passages.</p> <p>Descriptive setting opening for a story based on an extreme event.</p> <p>LO: Use of the passive to affect the presentation of information in a sentence (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> | <p>Tornado Alley PB3</p> <p>LO: *Collect and record evidence unaided.</p> | <p>Geometry position and direction.</p> <p>LO: Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> | <p>Night and Day introduction</p> <p>LO: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Add effects to enhance a game.</p> <p>LO: Begin to show an awareness of specific tools used in working life.</p> | <p>S & L: Identify examples of basics grammatical rules in the chosen language e.g. Feminine and masculine. L2: Qui Parle? Test and analyse answers in pairs.</p> | <p>To compare differences between famine, drought, and poverty.</p> <p>Planbee 2</p> <p>LO: Describe and understand others' points of view.</p> | <p>To explore what religious freedom is and how people use it.</p> <p>LO: *I can suggest a range of good questions and suggest suitable answers; developing into more probing questions and express my views.</p> | <p>LO: Evaluate the most appropriate tactics OAA.</p> <p>Athletics CJ LO: defend tactically by anticipating the direction of play. Indoor Games CJew</p> | <p>Complete drawings of animals that live in extreme conditions</p> <p>LO: *Compare ideas, methods, and approaches in their own and others work and say what they think and feel about them.</p> | <p>Evaluate the differed instruments impact on storm composition</p> <p>LO: Identify a metre of different songs through recognising the pattern of strong and weak beats</p> |
| February Half Term | | | | | | | | | | | |
| | Topic: | Literacy | Maths | Science: | Computing | Languages | PSHE | RE | PE | ART / DT | Music |

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| 7) 22.2.21 | <p>LO: drawing inferences such as inferring characters' feelings, thoughts and; motives from their actions, and justifying inferences with evidence;</p> <p>Plan and write a recount of the events</p> <p>LO: Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> | <p>Earthquakes tectonic plate study.</p> <p>LO: Investigate places with more emphasis on the larger scale: contrasting and distant places.</p> | <p>Measure: multiplying and dividing decimals.</p> <p>LO: Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> | <p>Night and Day international</p> <p>LO: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Create an original animated game with effects.</p> <p>LO: Evaluate the tools available to them</p> | <p>LO: S & L - can participate in a conversation, where they can ask questions, respond to others and seek help. J'habite dans... Describe the house.</p> | <p>To explore how people around the world respond to natural disasters</p> <p>Planbee 3</p> <p>LO: Change behaviours to suit different situations.</p> | <p>What is forgiveness Twinkl 1</p> <p>LO: I can offer questions about things hard to understand.</p> | <p>LO: Use a range of devices in order to orientate themselves. OAA</p> <p>LO: attack tactically by anticipating the direction of play. Mixed indoor games. CJew</p> | <p>DT - to explore waterproof containers and buildings</p> <p>LO: *Select appropriate tools and techniques.</p> | <p>To explore music and sound to represent earthquakes</p> <p>LO: Internalise short melodies and play these on pitched percussion (play by ear).</p> |
| 8) 1.3.21 | <p>LO: Evaluate and edit by: assessing the effectiveness of their own and others' Writing.</p> <p>Evaluate and edit a recount of the events</p> <p>LO: Continue to distinguish between homophones and other words which are often confused.</p> | <p>Earthquakes tectonic plate individual city study.</p> <p>LO: Collect and record evidence unaided.</p> | <p>Adding and subtracting fractions</p> <p>LO: Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> | <p>Movement around the moon.</p> <p>LO: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Create a game with a specific goal.</p> <p>LO: Enter information and interrogate it</p> | <p>LO: S & L - can participate in a conversation, where they can ask questions, respond to others and seek help. Quelle sorte de maison? Identify the phrases.</p> | <p>To compare differences between how people react to differing natural disasters around the world.</p> <p>Planbee 2</p> <p>LO: Describe and understand others' points of view.</p> | <p>Forgiveness in Judaism Twinkl 2</p> <p>LO: I can offer questions about things hard to understand.</p> | <p>LO: Uphold the spirit of fair play and respect in all competitive situations. OAA</p> <p>LO: Choose the most appropriate tactics for a game situation. Mixed indoor games. CJew</p> | <p>To test and investigate waterproof materials</p> <p>LO: Select appropriate tools, materials, components and techniques.</p> | <p>To explore music and sound to represent tsunamis</p> <p>LO: Create dances that reflect musical features.</p> |

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| 9) 8.3.21 | <p>LO: Provide reasoned justifications for their views.</p> <p>Plan and write diary of life in a Tsunami</p> <p>LO: Distinguish between statements of fact and opinion.</p> | <p>Indian Tsunami 2004 study.</p> <p>LO: Analyse evidence and draw conclusions e.g. compare historical maps of varying scales. E.g temperatures of various locations – influence on people and everyday life.</p> | <p>Adding and subtracting fractions.</p> <p>LO: Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Specific mastery and gap analysis for Greater Depth Y6</p> | <p>Comparison of moons across differing planets.</p> <p>LO: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Programme costume changes for a sprite</p> <p>LO: Begin to show an awareness of specific tools used in working life.</p> | <p>LO: S & L – can participate in a conversation, Dans la maison word builder</p> | <p>TEAM 1 Everyone achieves more together.</p> <p>LO: Describe and understand others' points of view.</p> | <p>Yom Kippur L3</p> <p>LO: I can ask a range of good questions studying religion – through my enquiry I can develop a greater religious vocabulary.</p> | <p>LO: Lead others when called upon and act as a good role model within an event. OAA</p> <p>LO: Choose and combine techniques in game situations Indoor mixed games CJew</p> | <p>Design a waterproof container</p> <p>LO: *Measure and mark out accurately.</p> | <p>To explore music and sound to represent volcanoes</p> <p>LO: Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p> |
| 10) 15.3.21 | <p>LO: Edit and evaluate by proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit diary of life in a Tsunami</p> <p>LO: Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix</p> | <p>Volcano study</p> <p>LO: Analyse evidence and draw conclusions e.g. compare historical maps of varying scales. E.g temperatures of various locations – influence on people and everyday life.</p> | <p>Measure perimeter, area and volume.</p> <p>LO: Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>LO: Calculate the area of parallelograms and triangles.</p> | <p>Research project on a chosen planet of interest.</p> <p>LO: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> | <p>Edit and enhance costume changes for a sprite</p> <p>LO: Use appropriate methods to validate information and check for accuracy</p> | <p>LO: S & L – can participate in a conversation, where they can ask questions, respond to others and seek help. Qu'est ce que c'est household items</p> | <p>TEAM 2 Importance of communication</p> <p>LO: Become fully involved in clubs or groups.</p> | <p>Forgiveness in Buddhism</p> <p>L4</p> <p>LO: I can research why different people think some things are sacred to buddha.</p> | <p>LO: • Select appropriate equipment for outdoor and adventurous activity. OAA</p> <p>LO: Choose and combine techniques in game situations (jumping and shooting). Indoor mixed games CJew</p> | <p>Make a waterproof container</p> <p>LO: *Make modifications as they go along.</p> | <p>To plan a composition a piece of music to portray a natural disaster.</p> <p>LO: Internalise short melodies and play these on pitched percussion (play by ear).</p> |

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| 11) 22.3.21 | <p>LO: in narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;</p> <p>Plan and write story based in Pompei</p> <p>LO: using expanded noun phrases to convey complicated information concisely.</p> | <p>Flash flood study</p> <p>LO: Analyse evidence and draw conclusions e.g. compare historical maps of varying scales. E.g temperatures of various locations – influence on people and everyday life.</p> | <p>Measure perimeter, area and volume.</p> <p>LO: Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>LO: Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> | <p>Create a project on a chosen planet of interest.</p> <p>LO: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> | <p>Add point scoring to game code</p> <p>LO: *Where possible seek and respond to feedback.</p> | <p>LO: S & L – can participate in a conversation, where they can ask questions, respond to others and seek help. Jouons household items</p> | <p>TEAM 3 Importance of compromise and collaboration.</p> <p>LO: Become fully involved in clubs or groups</p> | <p>Forgiveness in Buddhism</p> <p>L5</p> <p>LO: I can research the role of an important religious person.</p> | <p>LO: • Select appropriate equipment for outdoor and adventurous activity. OAA</p> <p>LO: Work alone, or with team mates in order to gain points. Mixed indoor games C Jew</p> | <p>To test and evaluate waterproof containers</p> <p>LO: *Achieve a quality product.</p> | <p>To be able to compose a piece of music to portray a natural disaster.</p> <p>LO: *Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p> |
| 12) 29.3.21 – Thursday 1.4.21 | <p>LO: Evaluate and edit by: assessing the effectiveness of their own and others' Writing.</p> <p>Evaluate and edit story based in Pompei</p> <p>LO: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., find out – discover; ask for – request; go in – enter).</p> | <p>Global warming study</p> <p>LO: Analyse evidence and draw conclusions e.g. compare historical maps of varying scales. E.g temperatures of various locations – influence on people and everyday life.</p> | <p>Statistics</p> <p>LO: Calculate and interpret the mean as an average.</p> <p>LO: Interpret pie charts and line graphs and use these to solve problems.</p> | <p>Present the projects to other groups.</p> <p>LO: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> | <p>Add levels to game code.</p> <p>*Where possible seek and respond to feedback.</p> | <p>LO: S & L – can participate in a conversation, where they can ask questions, respond to others and seek help. J'habite dans... Describe the house.</p> | <p>TEAM 6 Importance of shared responsibilities</p> <p>LO: Become fully involved in clubs or groups</p> | <p>A symbol for Forgiveness</p> <p>L6</p> <p>* I can offer questions about things hard to understand.</p> | <p>LO: Compete with others and keep track of personal best performance, setting targets for improvement. OAA</p> <p>LO: Work alone, or with team mates in order to gain possession. Indoor Games C Jew</p> | <p>To evaluate waterproof containers</p> <p>LO: *Weigh and measure accurately (time, dry ingredients, liquids).</p> | <p>To perform a composed piece linked to natural disasters</p> <p>*Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p> |

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| | Languages | | |
| 1 | My things Masculine & feminine nouns J'ai (I have) Un/une Le/la/l' Les | 7 | Days of the week Revision- numbers 0-30 |
| 2 | Object + colour Colours (masc & fem endings) bleu-bleue vert-verte noir-noire blanc-blanche violet-violette | 8 | Months & birthdays Quelle est la date de ton anniversaire? |
| 3 | Sentence starters- Dans le sac... Dans le jardin Il y a... | 9 | My family As-tu..? Un frere/ demi-frere Une soeur/ demi-soeur J'ai... Je suis fils/ fille unique |
| 4 | Animals (masc & fem) Plurals Des (some) | 10 | My family (number + siblings) Deux freres Deux soeurs (Siblings + ages) Mon frere Olivier a douze ans. |
| 5 | Animals Animal +colour (adjective after the noun) J'ai un chat vert | 11 | My family (Siblings + name). Mon frere s'appelle... Mes freres s'appellent... |
| 6 | Animals (masc & fem) Adjectives that precede the noun (size) Grand- grande Petit- petite J'ai un grand chat vert | 12 | Revision |