

	Linked Text & Reading Focus	Writing Focus	Mathematics links	Science	Computing inks	Geography	History	Art & Design	D&T	Music	PSHE	PE
ENGAGE	<p><b>To discuss and evaluate how authors use language including figurative language considering the impact on the reader</b></p> <p>Read at the sign of the sugared plum as class novel, read extracts of My story, The great Plague along with other non-fiction texts</p>	<p><b>To note and develop initial ideas drawing on reading and research where necessary</b></p> <p>Look at an image of plague doctor, brainstorm words and phrases to develop a personification, organise ideas into sections/paragraphs. Include metaphors/similes</p>		<p><b>To plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary</b></p> <p>Explore the growth of bacteria and fungus</p>		<p><b>To use maps, atlas', globes and digital computer mapping to locate countries and describe features studied</b></p> <p>Locate areas on world map where black death originated and affected</p>	<p><b>To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b></p> <p>Create a pictorial timeline from infection to death</p>		<p><b>To select from and use a wider range of materials or components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</b></p> <p>Create an old looking journal cover</p>		<p><b>To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals</b></p> <p><b>That bacteria and viruses can affect health and that following simple routines can reduce their spread</b></p> <p>Reflect upon their performances in PE and make appropriate changes. Discuss the spread of bacteria and how this links with our everyday life linked with our science</p>	<p><b>To perform dances using a range of movement patterns</b></p> <p>Find out about the dance of death and perform, listen to the work of the composer of dance macabre</p>
DEVELOP	<p><b>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b></p> <p><b>To retrieve, record and present information from non-fiction</b></p> <p>Read at the sign of the sugared plum as class novel, read extracts of My story, The great Plague along with other non-fiction texts</p>	<p><b>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></p> <p><b>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></p> <p><b>To assess the effectiveness of their own and others writing</b></p> <p><b>To note and develop initial ideas, drawing on reading and research where necessary</b></p> <p><b>To ensure the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</b></p> <p>Journals - write a dairy entry from various perspectives, starting with the plague doctor</p> <p>Persuasive speech – Write a speech for King Richard</p>	<p><b>To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed</b></p> <p>Create patterns and deigns like those on a knights shield</p>	<p><b>To record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs and line graphs</b></p> <p><b>To describe the life process of reproduction in some plants and animals</b></p> <p>Find out about and compare the life cycles of rodents, fleas and bacteria</p> <p>Explore the sensory properties of herbs, draw and label</p> <p>Explore a range of cure boxes</p>		<p><b>To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristic, key topographical features and land use patterns; understand how some of these aspects have changed over time</b></p> <p>List human and physical characteristic that caused the rapid spread of the plague</p>	<p><b>To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b></p> <p>Create a fact sheet about the flagellants describing who they were, what they did and how others viewed them</p> <p>Find out about a knights role in battle and create design for amour and helmet</p> <p>Meet an imaginary King Richard, debate the arguments for and against poll tax, literacy link</p>		<p><b>To play and perform solo and ensemble contexts, using their voices and playing musical instruments and increasing accuracy, fluency, control and expression</b></p> <p>Learn and perform when a knight won his spurs, explore the language involved, what does it tell us about the image of a knight</p> <p>Create their own verse describing a king, a lord or a peasant</p>	<p><b>To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals</b></p> <p><b>Be aware of different types of relationships</b></p> <p>Reflect upon their performances in PE and make appropriate changes. Peer assess each other's work and respond appropriately. Discuss various relationships in history.</p>	<p><b>To use running, jumping, catching and throwing in isolation and in combination</b></p> <p><b>To develop flexibility, strength, technique, control and balance</b></p> <p>Practise ball skills in isolation and in game situations</p> <p>Use dance to choreograph a battle</p>	

<p style="text-align: center;">INNOVATE</p>	<p><b>To summarise the main ideas drawn in more than one paragraph, identifying key details that support the main ideas</b></p> <p><b>To retrieve, record and present information from non-fiction</b></p> <p>Read at the sign of the sugared plum as class novel, read extracts of My story, The great Plague along with other non-fiction texts Think of a list of questions based around the discovery of the death victims. Research primary and secondary sources and discuss reliability of sources. Write a list of fact and opinion about the black death. Make a health and safety poster.</p>	<p><b>To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</b></p> <p>Find out information using search engines.</p>	<p><b>To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed</b></p>	<p><b>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and line graphs</b></p> <p><b>To describe the life process of reproduction in some plants and animals</b></p> <p>Medical evidence of the black death, label a diagram of symptoms</p>		<p><b>To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristic, key topographical features and land use patterns; understand how some of these aspects have changed over time</b></p> <p>Work out how many people would be affected if an outbreak of the black death were to happen in London Mark route on a map from Euston station to Wembley.</p>	<p><b>To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b></p>				<p><b>To work collaboratively towards shared goals</b></p> <p>Work together to create a presentation, research and share job roles within the group</p>	
<p style="text-align: center;">EXPRESS</p>	<p><b>To retrieve, record and present information from non-fiction</b></p> <p>Read at the sign of the sugared plum as class novel, read extracts of My story, The great Plague along with other non-fiction texts</p>			<p><b>To select, use and combine a variety of software on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information</b></p> <p>Create a PowerPoint presentation and present to parents and King Richard</p>		<p><b>To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b></p> <p>Meet King Richard again and present what they have learned</p>	<p><b>To prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</b></p> <p>Prepare and cook a banquet</p>			<p><b>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</b></p> <p>Discuss how to make our diet balanced through our food choice when making and preparing food</p>	<p><b>To play competitive games modified where appropriate and apply basic principles suitable for attacking and defending</b></p> <p>To take part in a competitive tournament</p>	