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| **English** | **Maths** | **Science** | **Computing** |
| **Text** – ‘Windrush Child’ by Benjamin Zephaniah  **Non – fiction** – Biography  **Fiction:** Journeys/flashbacks  **Poetry:** Benjamin Zephaniah  **Reading** – Vocabulary, inference, prediction, explain and summarise.  **Grammar** – Recap of previous learning. | **Algebra**  Use simple formulae and generate linear number sequences.  Express missing number problems algebraically.  **Ratio and proportion**  Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. | **Light**  Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used.  Use recognised symbols when representing a simple circuit. | Use search technologies effectively, appreciate how results are selected and ranked.  Use technology safely, respectfully and responsibly.  Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. |
| **History** | The Story of the Windrush Lesson Ideas for KS2 - TwinklDiversity, Equality and Inclusion:  The Windrush | | **Geography** |
| **Windrush**  Learn about the Windrush generation and how this key event in British history changed communities, food, music and even laws around the country. | Gain an overview of the geography of the Caribbean:   * Countries * Location * Climate * Human and physical features * Comparison with the UK |
| **PE** | **Art / Technology** | **Music** | **PSHCE** |
| **Athletics**  Develop flexibility, strength, technique, control and balance  **Football**  Defending/attacking  Footwork, ball skills | **Artist:** Hurvin Anderson  Art exploring the Caribbean culture and landscapes. | **Ukulele**  Play musical instruments with increasing accuracy, fluency, control and expression.  Use and understand staff and other musical notations. | **Jigsaw term 6**  Changing me – coping positively with changes. |
| **RE**  **What matters most –** an overview of all key religions. | | **French**  ‘My home’ and ‘The Olympics’ | |