

ILP: Hola Mexico!

Date: Summer 2 2021

Memorable Experience: Day of the Dead

| Week              | English                        | SPaG                  | Mental Arithmetic | Mathematics | Science<br>Scientists and Inventors | Art & Design  | Computing                       | Humanities  | Music            | MFL                            | RE                               | PE                        | PSHE  |
|-------------------|--------------------------------|-----------------------|-------------------|-------------|-------------------------------------|---|---------------------------------|---|------------------|--------------------------------|----------------------------------|---------------------------|---|
| <b>Engage 1</b>   | Persuasion & Informal letters  | Persuasive devices    | Rainbow Maths     | Unit 3      | Stephen Hawking                     | Investigate images from Day of the Dead, recording observations in sketchbooks.                       | Online safety; creating quizzes | Memorable Experience – extensive LO   | Performance work | Pronunciation and conversation | To explore commitment            | Introduction to Tag Rugby | To be aware of my own self-image and how my body fits into that   |
| <b>Develop 2</b>  | Narrative                      | PEE chains            | Rainbow Maths     | Unit 3      | Libbie Hyman                        | Use balloons, card and paper mache to create skulls.  | Online safety; creating quizzes | Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world                       | Performance work | Pronunciation and conversation | To explore Ummah                 | Evading tackles           | To explain how boys' and girls' bodies change during puberty and understand the importance of looking after myself physically and emotionally |
| <b>Develop 3</b>  | Newspaper                      | Skimming and Scanning | Rainbow Maths     | Unit 5      | The DNA Race                        | Embellish the 3D skulls and paint with bright patterns  | Online safety; creating quizzes | Identify geographical patterns on a range of scales<br>Produce accurate scaled maps   | Performance work | Pronunciation and conversation | To explore harmlessness          | Defensive teamwork        | To ask the questions I need answered about changes during puberty   |
| <b>Develop 4</b>  | Narrative – empathy + diary    | Informal styles       | Rainbow Maths     | Unit 6      | Alexander Flemming                  | Create props for leavers play.<br>Demonstrate how products take into account the safety of the users. | Online safety; creating quizzes | Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place | Performance work | Pronunciation and conversation | To explore ahimsa and sewa       | Passing                   | To describe how a baby develops from conception through the nine months of pregnancy and how it is born                                       |
| <b>Innovate 5</b> | Historical Context – fact file | Performance           | Rainbow Maths     | Unit 6      | Mary Leakey                         | Whole school Seaside Art project.   | Online safety; creating quizzes | Analyse and present more complex data, from different sources, suggesting reasons why it may vary<br>Describe and                           | Performance work | Pronunciation and conversation | To explore grace and forgiveness | Attacking structure       | To understand how being physically attracted to someone changes the nature of the relationship  |

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|              |             |               |        |            |   |                                    |   |   |                                      |                       |             |  |  |
|--------------|-------------|---------------|--------|------------|---|------------------------------------|---|---|--------------------------------------|-----------------------|-------------|--|--|
|              |             |               |        |            |   |                                    |   | explain<br>geographical proc<br>esses observed<br>including taking<br>accurate<br>measurement<br>and representing<br>these in text,<br>graphs and<br>spreadsheets |                                      |                       |             |  |  |
| Express<br>6 | Performance | Rainbow Maths | Unit 6 | Steve Jobs | Look at Mayan<br>patterns for<br>inspiration to<br>create 3D<br>abstract forms. | Online safety;<br>creating quizzes | Evaluate the<br>effectiveness<br>and impact of<br>environmental<br>schemes in place<br>to sustain or<br>improve<br>the environment<br><br>Present findings<br>both<br>graphically and in<br>writing using<br>appropriate voca<br>bulary | Performance   | Pronunciation<br>and<br>conversation | To review<br>learning | Competition | To identify what<br>I am looking<br>forward to and<br>what worries<br>me about the<br>transition to<br>secondary<br>school |  |