# Weekly Curriculum Overview

Year Group: 5 Week beginning: 5.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

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| **Reading** | **This week's reading focus is:** | **Reading Strategies Week 6 -To identify important words and phrases<br>Anglo Saxon based information text** | | |
| | **SESSION 1** | **SESSION 2** | **SESSION 3** | |
| | L.I. To develop skills of skimming and scanning a text<br>Identify new words and meaning | L.I. Identify key topic words and their meaning.<br>Identify Statements as True or false based on the text information | **L.I. To summarise a text and identify the purpose of the text<br>To use skills to answer questions on an information text** | |
| | Identify the skills skimming and scanning and how they differ and what their purpose is.<br>Read text in pairs, underline and identify any new, unknown words.<br>Highlight any interesting facts | Read an extract with pace, volume and expression.<br>Identify meaning of key words multiple choice | Activities: Answer whether statements are true or false based on information on text.<br><br>To summarise and identify purpose of text.<br><br>Complete comprehension on the text independently. | Activities: |

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| **SPELLING** | **SESSION 1** | **SESSION 2** | **SESSION 3** |
| | Words with suffix -al | Words with suffix -al | Words with suffix -al |
| | Target Spelling Word Bank:<br>official<br>special<br>artificial<br>crucial<br>judicial | Target Spelling Word Bank:<br>official<br>special<br>artificial<br>crucial<br>judicial | Target Spelling Word Bank:<br>official<br>special<br>artificial<br>crucial<br>judicial |

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| | beneficial<br>racial<br>glacial<br>especially<br>multiracial | beneficial<br>racial<br>glacial<br>especially<br>multiracial | beneficial<br>racial<br>glacial<br>especially<br>multiracial |
| | Activities<br>• Investigate suffix<br>• Morpheme web discussion<br>• Complete morpheme web | Activites<br>• Investigate morpheme map and discuss<br>• Complete missing words sheet | Activities:<br>• Which word quiz<br>• Complete Word she for 'crucial finding antonyms and synonyms for it. |
| **Sent Home** | Words above for main group<br>Support: grammar, guard, height, imagine, knowledge, occasion, ordinary, peculiar, purpose, quarter | | |

# English Writing

**LINKED TEXT: The Adventures of Dish and Spoon by Mini Grey**

**By the end of the week, I want the children to have: By the end of the week children will have knowledge of features of News Reports, the 5 w's and have revised the writing of direct speech**

**Necessary Prior Learning and Key Vocabulary (for pre-teaching):**

| LEARNING OBJECTIVE | SUCCESS CRITERIA *(What will you be assessing through the lesson?)* | LEARNING SEQUENCE (INCLUDE ADULT SUPPORT) | |
|---|---|---|---|
| Day 1: To write a Cold Write News Report | Children will cold write with little input in order to assess teaching path for a | **Think Back Task- (Recap) - You do** | **Tell children how amazing their writing was last week. How I enjoyed their stories and how proud I was of the writing skills they showed me they could do.** |
| | | **Introduction - I do** | **Explain this week we will be starting with a cold write. Explain its purpose and why we do it as they haven't done them before. Emphasise to do their** |

<table>
<tr><td></td><td>News Report for follow up lessons</td><td></td><td colspan="3">best and not get stressed. Explain that they will be writing a News Report. Question them about what they think I will want to see.</td></tr>
<tr><td></td><td></td><td>Modelling and Explanation - I do/We do</td><td colspan="3">Set the scene for the report. What has happened (Phone and laptop has been stolen from the school building). Who was dealing with the incident: Mr Malin, Caretaker, Police. Who else was around the gates-parent, children. Whose valuables were they? They decide when this happened and who they will say did it, if they know. Put up a table mat of things expect in a news report. Do not expand in detail. Opportunity for children to ask questions.</td></tr>
<tr><td></td><td></td><td>Guided Practice - We do- You do</td><td colspan="3">Will not go into any detail about genre, breakdown of a news report as this is a cold write. Will make clear success criteria which children will stick as a flap in their book. Children will have 1 lesson to write.</td></tr>
<tr><td></td><td></td><td colspan="4">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td></td><td></td><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)</td><td colspan="2">Core Task</td></tr>
<tr><td></td><td></td><td>SUPPORT</td><td>GDS CHALLENGE</td><td colspan="2" rowspan="2">All children will write independently without support to get a good representation of their knowledge of the genre and key elements of specific sentence structures they think they need to include. All children will have PSC before starting their write</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>Hinge Point Question</td><td colspan="3">What did you find tricky about that type of write?</td></tr>
<tr><td></td><td></td><td>Plenary / Next Steps</td><td colspan="3">This week and next week we will be breaking down the writing of News Reports Ready to write one about the Bank Robbery of Dish and Spoon</td></tr>
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| LEARNING OBJECTIVE | SUCCESS CRITERIA<br>*(What will you be assessing through the lesson?)* | LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT) | |
|---|---|---|---|
| **Day 2:**<br>**To identify features of a news report**<br><br>**To create a News Headline** | Children will identify features of a news report:<br>• Name of Paper<br>• Headline<br>• Subheading<br>• columns<br>• Orientation 5 w's<br>• Main body | **Think Back Task- (Recap) - You do** | Yesterday you wrote and tried to create a news report. Today we are going to look more closely at what the features of a news report are and focus on headline |
| | | **Introduction - I do** | **What do children understand by a newspaper report? What are newspaper reports usually about? What might be included in one? What features do they think it has? Create a class mind map with their prior knowledge. Provide the children with a checklist of these features. How many did they manage to recall? Ask the children to annotate and label these features ( Resource).**<br>**(Resource) could be used as differentiation by placing these on top of the relevant features.)** |

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<tr><td></td><td>

- Paragraphs
- Past tense
- 3rd Person
- Picture
- Quotes

Reorientation</td><td colspan="3">
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<tr><td></td><td colspan="2">Check to ensure that the children have labelled the features correctly</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Ask the children to annotate and label these features on Resource.<br>Check to ensure that the children have labelled the features correctly</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Draw the children's attention to the headline and discuss how this should grab the reader's attention to make them want to read the article and find out more. Recap how headlines can use alliteration, rhyme, shock or intrigue. (see Resource) Next, discuss what is meant by the meaning of pun and word play. Display a list of different headlines and ask the children to sort them into the different types. (Resource) What could the headlines be about? Share ideas. (Resource) and how these can used in headlines.</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>Have a range of newspaper articles available for the children to look at in the classroom so they become familiar with the layout.<br>Sienna, Freddie and Ishwin work with C<br>LK question GD and develop their use of homophones</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children work in pairs to create a number of possible headlines for our reports about the bank robbery. Alliterative or rhyming headlines. Share their best</td></tr>
<tr><td>Support group work with TA to come up with some alliterative headlines or rhyme<br>Daring duo etc</td><td>Children create possible headlines for the bank robbery<br>Challenge can they create a pun or word play?</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Which of our headlines do you think is the strongest and why?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Tomorrow we will be looking at the orientation paragraph of a newspaper. Where will I find that?</td></tr>
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<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA<br>(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE<br>(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="8">Day To write an orientation paragraph for a Newspaper Report 3:</td><td rowspan="8">Children will use 5 w's<br>• Who?<br>• What?<br>• Where?<br>• When?<br>• Why?<br>• They will use complex sentence structures to create the paragraph.<br>•</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Let's think back to the bank robbery in the story. Show page from book. Discuss with children what was happening , where , when , etc</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">The plane took off. Establish this is a simple sentence but it doesn't tell me much. Can they improve the 'picture on whiteboards. (2 minutes)<br>Look at how adding adjectives and prepositional phrases create expanded noun phrases and add further details.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Give the children several orientations (Resources) for different stories and ask them to compare them in pairs or small groups. Where in a newspaper article would they come? What is their purpose? What facts are included? What type of language and sentences are used? How many sentences do they contain? Are lots of additional details included? Can they identify the 5Ws (Where, when, who, what and why found on the resource.) Ask the children to rewrite one of the articles changing the order of the facts to demonstrate they can occur in any order. (NB All 5 are not always in a paragraph)</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Build ideas with children about the 5W's (creating a vocabulary bank) linked to the robbery in Dish and Spoon story. Children then work in pairs to decide which of the facts and ideas they want to use and complete their plan. CT models creating an orientation paragraph using some of the ideas before children write their own</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH<br>What is the expected outcome/ what resources will be needed?<br>(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children will write an orientation paragraph trying to keep it precise with only the key information needed to meet the 5W's.<br><br>They focus on their sentences making sense and read for meaning to help them decide if they need other punctuation.<br><br>CT circulate to help them get their ideas to make sense</td></tr>
<tr><td>Children work with TA to create an orientation paragraph. They could write a second changing their ideas around. The first written on large paper which can be cut into strips and rearranged so the children can see the effect it has.</td><td>Children should write a good quality orientation paragraph including all 5 w's using precise vocabulary choices using commas and accurate punctuation throughout. They can write 2 orientations using the 5W's in different order to see which they prefer.</td></tr>
<tr><td colspan="2">Hinge Point Question</td><td colspan="2">Read children's paragraphs. Have they got all 5 w's into their paragraph?</td></tr>
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| | | **Plenary / Next Steps** | Tomorrow we will be looking at writing direct speech accurately using appropriate punctuation, reporting clauses and trying to integrate it with the action for our reports. Set groups for the next lesson in advance |

| **LEARNING OBJECTIVE** | **SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)*** | **LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)** | |
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| **Day 4:**<br><br>**To Review Direct Speech** | *Children will be able to punctuate direct speech accurately where the reporting clause follows the spoken words.*<br>*Some children will add adverbs, synonyms for said and integrate dialogue with action.* | **Think Back Task- (Recap) - You do** | **In this lesson, explain to the children that they are going to be a news journalist and are going to interview people about the bank robbery. Ask the children to work in a group of four to discuss and answer the set of questions on Resource. (Challenge them to use their imagination!)**<br>**Ask the children who they could interview about the robbery. E.g. bank customers, the security guards, the Bank Manager, Police Inspector, a bystander. Present the children with a large sheet of paper and divide it up according to the number of people who are going to be interviewed. E.g. If four people are interviewed, divide the paper into four parts.**<br>**Ask the children to then create a series of potential questions to ask these witnesses. Assign the children a role within their group: one person is the reporter who will ask the questions and the other children will take on the role of one of the witnesses who will then answer the questions. Set a time limit and allow the children to roleplay, asking and answering questions.** |
| | | **Introduction - I do** | As a reporter, explain that because they weren't there, they can only ask questions to witnesses and report back 'hearsay'. Ask two children who took on the role of the reporter and one of the witnesses to share their question and answer with the rest of the class. Model writing the answer using direct speech on the board. Remind the children of the rules of how to use inverted commas. |

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| | | | Show the children how to include additional detail through descriptive phrases, using commas. |
| | | **Modelling and Explanation - I do/We do** | Model writing the different witness speech into direct speech. New line new speaker and show children how to integrate with dialogue, think about synonyms for said and adverbs |
| | | **Guided Practice - We do- You do** | Children write sentences using direct speech punctuation. |

**Adaptations to Independent Writing- You do- We do**

| **SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH**<br>***What is the expected outcome/ what resources will be needed?***<br>**(INCLUDE NAMED CHILDREN)** | | **Core Task** |
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| **SUPPORT** | **GDS CHALLENGE** | The children are to choose a question for each of the witnesses and are to record their answers using direct speech, including additional information about them. |
| With adult support, write one of the questions in the speech bubble and answer it using inverted commas. Refer to the checklist (Resource) to ensure all punctuation is correct. | Children are to choose a question for each of the 3 witnesses and are to record their answers using direct speech with additional information about them. Can they use reporting clause at the start and after direct speech? | |

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| **Hinge Point Question** | Remind children to check their writing against the checklist for direct speech. As children finish get them to swap seats with another and check that persons work using a checklist. Tick if the have a feature correct and circle where they have made an error or forgotten to put in punctuation. |
| **Plenary / Next Steps** | Next week, we will look at changing direct speech into reported speech. When the witness hasn't actually told us specifically but we know they said something to someone else. |

# Maths

| UNIT FOCUS: | | | | |
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| **By the end of the week I want the children to have learnt these key mathematical skills:** | | | | |
| **Key Vocabulary:** | | | | |
| **Key Models and Resources needed:** | | | | |
| | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| **Learning Objective** | To use a range of mental partitioning strategies to add and subtract | To use rounding to estimate calculations | To use column addition to calculate with large whole numbers | To use column subtraction to calculate with large whole numbers |
| **Lesson Overview** | Pupils will demonstrate their understanding of a range of calculation strategies using concrete manipulatives and jottings and then solve problems based on sales data for Olympic merchandise. The purpose of this lesson is to review strategies that pupils know from previous years and extend these for use with larger integers | Pupils use known facts to derive facts with large whole numbers. They apply their rounding skills to estimate the answers to calculations and discuss the most suitable rounding choices. When working with large numbers, it is easy to make a recording or calculating error, and so it is important that pupils develop an understanding of the importance of estimating and checking as they begin to work with larger numbers and more complex problems | Pupils will extend their understanding of column addition to be used with 5-digit and 6-digit numbers. They will explore using the column method to add more than two numbers. Pupils should use place value counters alongside the written method, to demonstrate that they are able to explain the process as well as follow the procedure | Pupils will extend their understanding of column subtraction to be used with 5-digit and 6-digit numbers. They will subtract from numbers containing zero where they will need to regroup in order to calculate. Place value counters should be used throughout to ensure pupils have a secure understanding of the method |
| **Resources** | Place value counters, place value charts | Empty number lines for rounding | Place value counters, place value charts | Place value counters, place value charts |
| **Key Vocabulary** | **Difference, partition, efficient** | **Approximate, round, estimate, multiple, place holder** | **Regrouping, place value, inverse, column, digit** | **Regrouping, place value, inverse, column, digit** |
| **Hinge Point Question** | What is the most efficient way to calculate 4,328 + 599?<br><br>A. 4,328 + 500 + 90 + 9<br><br>B. 4,328 + 600 − 1 | **Which estimate is closest to 48,723 + 31,196?**<br><br>A. 70,000<br><br>B. 80,000 | 47,586<br>+ 35,749<br><br>A pupil writes 72,225.<br><br>Which column has caused the error? | 50,002<br>-18,675<br><br>A. Subtract 5 − 8<br><br>B. Exchange from the nearest column with a value |

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| | | C. Use column addition<br><br>D. Count on in ones | C. 90,000<br><br>D. 100,000 | A. Ones<br><br>B. Tens<br><br>C. Hundreds<br><br>D. Thousands | C. Start with the thousands<br><br>D. Put a zero in the answer |
| **Adaptations to Independent Activity- You do- We do** | | | | | |
| | **Core Task** | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* |
| **SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH** ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)** | **SUPPORT** | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* |
| | **GDS CHALLENGE** | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* | *What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)* |

| Science | Computing | PSHE |
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| LI: Investigate mechanisms – levers and pulleys<br>LI: Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations | LI: To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. (Continued)<br><br>**Assessment focus:** | LI: **Our Learning Charter**<br><br>**Assessment focus:**<br>**I understand how an individual's behaviour can impact on a group** |

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| **Assessment focus:**<br>• **Understand how levers and pulleys work**<br>• **Investigate how pulley systems lift a load**<br>• **Explain real-life examples of levers**<br><br>**Recap:** Ask the children to recap all forces from this unit by playing a game in pairs. One person says the definition of a force, whilst the other has to guess which force they are explaining. Use the presentation and mini whiteboards to work through an example together.<br><br>**Introduction:**<br><br>Explain what a mechanism is and discuss with the children what happens when they play on a seesaw. The children will explore how a lever works and examples of how levers are used in everyday life. Then, they will explore pulleys and examples of how they are used in everyday life.<br><br>**Activity:**<br><br>Ask the children to design and create a pulley system to lift a load. Children in one group or across the class will have the same load to lift so that they can compare the effectiveness of their pulley.<br>Firstly, the children will need to lift a load and measure the force required by using a force meter. Then, they will make their pulley and use it to lift the load, measuring the force required this time. Ask them to compare this to the measurement taken without the pulley. They should compare their results with other pulleys and record which one lifted the load with the least force. Using this information, the children can suggest improvements to their pulley designs. Follow the prompts on the handout to record results and conclusions. | **I can select an appropriate topic and plan a quiz based around this.**<br>**I can create a quiz with appropriate questions and a title screen.**<br>**I can begin to organise my quiz layout in a way that is logical, using title screens and content screens where appropriate.**<br><br>**Recap:**<br>Looking at key vocabulary<br><br>**Introduction:**<br>What do you need to make a good quiz? WHat would you like to make a quiz about.<br><br>**Activity:**<br>Make your own quiz | **I can contribute to the group and understand how we can function as a whole**<br><br>**Introduction:**<br>The children will work in small groups, ideally with classmates they do not usually work with, to complete a teamwork challenge. Each group will be given rolled-up newspaper and sticky tape and challenged to build the tallest tower they can within five minutes. They will be encouraged to organise themselves and decide how to approach the task independently, without initial guidance, allowing them to develop their communication, collaboration, problem-solving and leadership skills.<br>**Activity:**<br>The children will repeat the Newspaper Tower Challenge, this time with clearly defined roles to support effective teamwork. Each group will have Materials Managers responsible for making the newspaper tubes, Designers responsible for designing and building the tower, a Timekeeper to monitor the time, and, where appropriate, Task Managers to encourage the team and support collaboration. After completing the challenge, the children will reflect on whether having defined roles made it easier to cooperate, whether everyone was able to follow their role and whether any disagreements arose. They will discuss common challenges in group work, such as having too many ideas or experiencing conflict, and work together to suggest ways of solving these difficulties. The children will also consider how a shared Learning Charter can help groups communicate respectfully, manage disagreements and work more effectively together, while ensuring that individual contributions are discussed positively and respectfully. |
| **History / Geography** | **Art / DT** | **Religious Education** |
| **LI: To compare different versions of Viking sagas.**<br><br>**Assessment focus:**<br>**I can identify similarities and differences between sagas.** | **LI: To conduct market research to discover useful tasks an eco-gadget bike could perform.**<br><br>**Assessment focus:**<br>**I can write a problem statement.**<br>**I can write questions for market research.** | **LI: To explore why people stand up for their beliefs using a variety of modern-day scenarios.**<br><br>**Assessment focus:** |

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| **I can suggest why there are different versions of the same event.**<br>**I can create a saga to show my interpretation of the event.**<br><br>**Recap:**<br><br>Based on what you learnt about Viking trade, think of a question to ask your classmates.<br>You must also write down the answer!<br><br>**Introduction:**<br><br>Set up five mystery boxes on tables around the classroom. Each box should contain one Viking-related object and have a piece of sugar paper and marker pens next to it.<br>Arrange the children into pairs and ask them to move around the classroom, exploring each box by feeling the objects or looking at the images.<br>As they explore each box, ask the children to identify the object and suggest how it is connected to the Vikings. They should write their suggestions on the sugar paper next to each box. Choose a few children to share their suggestions for each object<br><br>**Activity:**<br><br>Explain that Viking sagas started as oral traditions which include the passing of stories by word of mouth. They were written down later.<br><br>Explain that archaeological discoveries have shown that there were Viking settlements in Newfoundland in Canada and the sagas provide realistic descriptions of the landscape and climate there.<br><br>Pupils to then plan their own saga. | **I can provide feedback for market research.**<br>**I can research market competitors.**<br><br>**Recap:** 'A single pulley reduces the effort needed to lift an object.' Agree or disagree<br><br>**Introduction**: Look at eco bikes and discuss the benefits of an eco bike and how the gears and pulleys work within the bike.<br><br>**Activity:**<br>Market research<br>The children will work in groups to carry out market research for their own eco-gadget bike ideas. They will develop questions about potential uses, barriers and constraints, preferences, costs, materials and sustainability, thinking about specific examples and scenarios. They will then share and discuss their questions and ideas as a class, considering how the bike could be used, what safety concerns or practical barriers might arise, how much time people would be willing to spend using it, and what features and accessories they would prefer. The children will also explore suitable materials and consider the importance of durability, aesthetics and sustainability, as well as discuss the price they would be willing to pay. Using the findings from their market research, each group will select one eco-gadget bike idea to develop further and create a problem statement that defines the problem their bike will solve, identifies the target audience, outlines the desired outcome and considers any relevant constraints. | **I can give examples of people who have stood up for what they believe in.**<br>**I can explain why someone might stand up for what they believe in.**<br>**I can recognise how someone standing up for their beliefs positively affects others.**<br><br>**Recap:**<br>Anagrams<br><br>Can you unscramble the key vocabulary from the lessons in the unit?<br><br>1. ecjudripe<br>2. etypreseto<br>3. icatmnisdionir<br><br>**Introduction:**<br>The children will work in groups of four or five to explore different statements and identify the issues they represent. They will sort the statements under the appropriate headings, discussing any unfamiliar terms and working together to understand their meanings. Through group discussion, they will make connections between the different issues, recognising that some may overlap; for example, stereotypes can sometimes be linked to prejudice because they involve unfair assumptions about people. This activity will encourage the children to share their ideas, develop their understanding of key concepts and consider how different issues can be connected.<br>**Activity:**<br><br>The children will explore the idea of advocacy and learn how people can stand up for their beliefs and make a positive difference in the world. They will learn about Malala Yousafzai and her campaign for girls' right to education, considering what she stood up for, why she felt it was necessary, how she advocated for change and the impact her actions have had on others. The children will also explore how issues such as prejudice, stereotypes, discrimination, tolerance, inclusion and bias can be seen within her story, as well |

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| | | as considering how her religious beliefs may have influenced her actions and values. They will then work in small groups to research an inspirational person, finding out what they advocate for, what inspires them and how they have positively affected the lives of others by standing up for their beliefs. Each group will plan and present their findings to the class using a creative format such as a visual timeline, display or mock interview. |
| PE<br>Reminder: Earrings and other jewellery are not to be worn in school | PE<br>Reminder: Earrings and other jewellery are not to be worn in school | Music |
| **LI: Play leader training (Rome Class)**<br>**To build confidence in leading games and encouraging participation from others. Athens Class)**<br><br>**Skills being focused on: Teamwork**<br><br>**Warm Up: Stuck in the mud**<br><br>**Skill Development:** Throwing and catching<br><br>Pupils develop leadership skills by learning how to explain activities, demonstrate skills, organise groups, encourage others and give positive feedback. They will have opportunities to lead short games or activities for their peers. | **LI: To develop attacking strategies to create scoring opportunities.**<br><br>**Skills being focused on:**<br>Developing passing, receiving, movement into space, communication, decision-making and teamwork within invasion games. Pupils will also develop leadership, organisation and communication skills through play leader roles.<br><br>**Warm-up activity:**<br>A quick movement and ball-based warm-up focusing on changes of direction, finding space, passing and reacting to signals. Include simple partner and small-group challenges.<br><br>**Skill development – Invasion Games:**<br><br>Pupils practise passing, receiving and moving into space through progressive small-sided games. Emphasis is placed on making quick decisions, supporting teammates and applying skills under pressure. | **Learning clarinet with the music teachers.** |