

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	School rules and expectations 'Wear your shoes out' Safety Helping others – MacMillan Coffee morning Mental Health Awareness Day Black History Month Space week Wear it pink Jeans for Genes London Marathon Recycle Week	Diwali Guy Fawkes – History and Firework safety Anti-bullying week Remembrance Road Safety British Value – St Andrew's day Advent Human rights – Citizenship (Emmeline Pankhurst and the Suffragettes) Children in Need (Charity) Christmas Jumper Day (Charity) Christmas (Hanukkah)	New year's resolutions E- safety Epiphany Martin Luther King day Chinese new year Holocaust memorial day Rule of law Rosa Parks day / Charles Dickens day Discovery – Charles Darwin Safer internet day Valentine's day Random Acts of Kindness	Fair trade fortnight Shrove Tuesday Leap year St David's Day World Book Day British Science Week Purim Holi Friendship St Patrick's day St George's Day World poetry day Mother's day Good to be me Palm Sunday – Good Friday – Easter World Autism Day	Autism Awareness Day World Space Day Women's history month VE Day *The Queen's Birthday *Earth Day *Shakespeare Birthday The Titanic National Vegetarian Week *National Children's Day *Florence Nightingales Birthday *Shavuot Discrimination – Embracing differences *Pentecost	Maths Week Let's look after our planet World Environment Day *D-Day *World Oceans Day Healthy Eating Week *Anne Frank's Birthday E- Safety *World Refuge Day *Father's Day *World Music Day Look for the Helpers *Armed Forces Day *Anniversary of the Moon landing Discrimination – Embracing differences One More Step – Moving on and Transitions *World Chocolate Day Transition
English POR Blue: poetry Black: fiction Green: non- fiction	Fox –Margaret Wild <u>Teaching Approaches</u> <ul style="list-style-type: none"> Response to illustration Looking at language Role on the wall 	The Last Wild by Piers Torday <u>Teaching Approaches</u> <ul style="list-style-type: none"> To consider how particular situations make 	Odysseus By Hugh Lupton, Daniel Morden & Christina Balit <u>Teaching approaches</u> <ul style="list-style-type: none"> Reading aloud Visual approaches Drawing, mapping and annotating 	The London Eye Mystery By Siobhan Dowd <u>Teaching approaches.</u> <ul style="list-style-type: none"> Reading Aloud Book Talk Role on the Wall 	A Song from Somewhere Else By: A.F Harrold <u>Teaching Approaches.</u> <ul style="list-style-type: none"> Reading Aloud Responding to Illustration Book Talk 	Stay where you are and then leave By John Boyne <u>Teaching Approaches</u> <ul style="list-style-type: none"> Reading aloud Performance poetry Tell me – book talk

	<ul style="list-style-type: none"> ▪ Use of Multimodal texts ▪ Dance ▪ Drama and Role-Play ▪ Observational Drawing ▪ Conscience Alley <p><u>Writing Approaches</u></p> <ul style="list-style-type: none"> ▪ List poems ▪ Language banks ▪ Odes ▪ Thought Bubbles ▪ Notes ▪ Non-chronological reports <p>Writing in role</p> <ul style="list-style-type: none"> ▪ Story predictions ▪ Book talk ▪ Story mapping ▪ Graph of Emotion ▪ Publishing ▪ Riddles ▪ Persuasive letters ▪ Responses to reading ▪ Story maps ▪ Oral retellings ▪ Written retelling from an alternative perspective <p>Role on the wall Letter writing Debate/argument Retelling – alternative ending Direct and</p>	<p>individuals behave as they do.</p> <ul style="list-style-type: none"> ▪ To consider an imaginary future world. ▪ To consider the importance of stories in personal development. <p><u>Writing Approaches</u></p> <ul style="list-style-type: none"> ▪ Use a range of devices to build cohesion within and across paragraphs. ▪ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation. ▪ Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> ▪ Shared writing ▪ Writing in role ▪ Role-play ▪ Readers’ theatre ▪ Comparison charts ▪ Storyboarding ▪ Storytelling ▪ Debate and argument <p><u>Writing approaches</u></p> <p>Information posters</p> <ul style="list-style-type: none"> ▪ Letters ▪ Annotated storyboards <p>Diaries</p> <ul style="list-style-type: none"> ▪ Speeches ▪ Notes for a debate ▪ Story writing ▪ Newspaper articles 	<ul style="list-style-type: none"> • Looking at Language • Writing in role • Debate • Conscience Alley • Freeze Frame • Thought Tracking • Teacher in Role <p><u>Writing approaches</u></p> <p>Diary/Journal Entries (Ongoing)</p> <ul style="list-style-type: none"> • Persuasive Speech • Explanatory Booklet • Police Report • Free Verse Poetry • Formal Letter • Newspaper Report • Television News Speech • Restricted Form Poetry: Nonet • Advertisement • Restricted Form Poetry: Haiku • Poetry – Iambic Pentameter / Sonnet • Narrative 	<ul style="list-style-type: none"> ▪ Freeze Frame ▪ Thought Tracking ▪ Role on the Wall ▪ Visualisation ▪ Conscience Alley ▪ Debate ▪ Writing in Role <p><u>Writing Approaches.</u></p> <ul style="list-style-type: none"> ▪ Poetry ▪ Diary ▪ Letter ▪ Character Description ▪ Narrative ▪ Newspaper Article ▪ Extended Narrative 	<ul style="list-style-type: none"> ▪ Writing in role ▪ Visualising ▪ Debate and argument ▪ Storytelling ▪ Drawing, mapping and annotating ▪ Drama and role play ▪ story mapping <p><u>Writing Approaches</u></p> <p>Reading aloud</p> <ul style="list-style-type: none"> ▪ Performance poetry ▪ Tell me – book talk ▪ Writing in role ▪ Visualising ▪ Debate and argument ▪ Storytelling ▪ Drawing, mapping and annotating ▪ Drama and role play ▪ story mapping
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	indirect speech Interview Conscience alley Comprehension					
Spelling – Purple Mash	Recap of mixed spellings pattern from previous years Recap from prior years Recap from prior years STAT LIST – Random Words ending in -able and – ably Consolidating	Words with silent letters Words with the /i:/ sound spelt ei after c and other consonants Exceptions to the i before e rule except after c STAT LIST – RANDOM Words containing the letter string ough Consolidating	Recap Autumn Term Words containing the letter string ough Words ending in able STAT LIST – Random Homophones – words that are confused Consolidating	Endings which sound like /ʃəs/ spelt -cious or -tious Words ending in -ancy Nouns that end in -ce/-cy and verbs that end in -se/-sy STAT LIST Random Words with silent letters Consolidating	Recap – Spring Term Homophones – words that are confused Words ending in ably (continued) STAT LIST Random Words with silent letters Consolidating	ly endings Words with silent letters STAT LIST Random Consolidating End of year statutory words assessment End of year statutory words assessment
Grammar	Week 1-3 Ready to write (choosing nouns and pronouns for clarity, expanded noun phrases, fronted adverbials with commas, plural and possessive -s, punctuating direct speech)		Week 1-3 Parenthesis (Brackets, dashes and commas) Week 4-6 Expanded noun phrases (Conveying complicated information concisely) Week 7-11 Tenses (using the perfect form of verbs to mark relationships of time and cause)		Week 1-2 Commas (clarifying meaning and avoiding ambiguity in writing) Week 3-9 Cohesion (devices to build cohesion within a paragraph, linking ideas using adverbials)	
Guided Reading	Fantastic Mr Fox	Alex Rider Undercover	Mr Stink	Ice Dragon	Just Jack	The boy at the back of the classroom.
Reading VIPERS	Me and my fear	Broken: Rock, paper, scissors.	Escape from Pompeii	Ada Twist, Scientist	Adam 2	Moth: An Evolution Story
Maths White rose	Place value Weeks 1 – 3 Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000	Multiplication and Division Week 1-2 Common factors Prime numbers Square numbers	Multiplication and division Weeks 1-3 Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area	Decimals and percentages Weeks 1-2 Thousandths as fractions	Shape Weeks 1-3 Understand and use degrees Classify angles Estimate angles	Decimals Weeks 1-2 Add decimals with the same number of decimal places

	<p>Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000</p> <p>Addition and subtraction Weeks 4-5 Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p>	<p>Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000</p> <p>Fractions Weeks 3-6 Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1</p>	<p>model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division</p> <p>Fractions Weeks 4-5 Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Step 7 Use fractions as operators</p> <p>Decimals and Percentages Week 6</p>	<p>Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages</p> <p>Perimeter and area Weeks 3-4 Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons</p>	<p>Measure angles up to 180° S Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons 3-D shapes</p> <p>Geometry – Position and direction Weeks 4-5 Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines</p> <p>Decimals Week 6 Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1</p>	<p>Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values</p> <p>Negative numbers Week 3 Understand negative numbers Count through zero in 1s Count through zero in multiples</p>
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	<p>Multiplication and Division Week 6 Multiples Common multiples Factors</p>	<p>Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole</p>	<p>Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals</p>	<p>Area of rectangles Area of compound shapes Estimate area Statistics Weeks 5-6 Weeks 5-6 Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables</p>		<p>Compare and order negative numbers Find the difference Converting units Weeks 4-5 Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables Volume Week 6 Cubic centimetres Compare volume Estimate volume Estimate capacity</p>
<p>Science Switched on Science- First Edition</p>	<p>Brilliant Scientists <u>Subject knowledge:</u> Subject knowledge:</p>	<p>Out of this world Earth and Space <u>Subject knowledge:</u></p>	<p>Let's get moving Forces <u>Subject knowledge:</u></p>	<p>Circle of Life <u>Subject knowledge:</u></p>	<p>Material World <u>Subject knowledge:</u></p>	<p>Growing and Growing old Animals Including Humans <u>Subject knowledge:</u></p>

	<ul style="list-style-type: none"> ▪ To describe what scientist is and the different ways in which they work. ▪ To describe the discoveries of some famous scientists. ▪ To carry out some forensic tests. ▪ To use forensic tests to solve a crime. ▪ To identify and choose good ways of letting others know about science in the news. To plan and organise a science fair. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ▪ Describe five ways in which scientists work. ▪ Name five famous scientists and say what they are famous for. ▪ Use search engines to find out information. ▪ Name five different forensic tests. ▪ Explain how forensic tests help provide evidence to solve a crime. 	<ul style="list-style-type: none"> • To learn how the planets in our Solar System are organised • To describe the movement of the Earth and Moon relative to the Sun in our Solar System. •To describe the movement of the Moon relative to the Earth. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> • Explain what the Solar System is • Name the eight planets in the Solar System in order of their distance away from the Sun • Describe the difference between the geocentric and heliocentric models of the Solar System. •Explain how people’s ideas of the Solar 	<ul style="list-style-type: none"> •To explain some of the effects of gravity •To observe a variety of forces that slow things down. •To be able to explain how levers, pulleys, springs and gears transfer force and motion. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> •explain what makes objects fall to the Earth. •plan a fair test to find out how well different objects fall. •Plan a fair test to investigate friction and water resistance. •Make some detailed observations and present them clearly. •Explain how levers, springs, pulleys and gears transmit force and motion. 	<ul style="list-style-type: none"> • To describe the life processes of reproduction in some plants. • To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some animals. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> • Explain how plants reproduce • Explain how new plants can be grown from cuttings and bulbs. • Describe the differences in the life cycles of different animals. •Describe the process of reproduction in some animals. 	<ul style="list-style-type: none"> •To identify the properties of a range of materials and explain their uses. •To plan comparative or fair tests and then take accurate measurements and make accurate observations. •To explore making and separating mixtures. •To use relevant scientific language to explain their ideas. •To classify changes as reversible or irreversible. •To report and present findings from enquiries. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> •Compare the properties of a range of materials. • Plan comparative and fair tests, collecting accurate results. 	<ul style="list-style-type: none"> •To describe some of the changes that happen as humans develop. •To compare and analyse the gestation periods of different animals. •To look at the changes that happen as we get older, including puberty/adolescence. •To collect and compare data on average heights as we grow up. •To describe the changes that happen to us as we enter old age. • To consider the impact of living longer. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> •Describe some of the changes that
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	<ul style="list-style-type: none"> ▪ Explain why DNA analysis is such a good way of solving crimes. <p>Seek out and write a high quality news story. Publish a scientific blog. Help plan and organise a science fair</p>	<p>System have changed over time.</p> <ul style="list-style-type: none"> •Explain how the Moon orbits the Earth to cause a month. •Explain how the Earth’s movement causes night and day. 	<ul style="list-style-type: none"> •Make some simple machines •Design and make a Rube Goldberg machine containing at least four different simple machines. 		<ul style="list-style-type: none"> •Draw on the results of my tests to explain why some materials are used. •Identify some factors that affect dissolving. <ul style="list-style-type: none"> •Describe different ways to separate mixtures. •Use scientific language and ideas to explain dissolving and separation. •Explore reversible and irreversible changes. • Explain the difference between changes in materials. •Decide the best way to present my findings and evidence. 	<p>happen as children grow up into adults.</p> <ul style="list-style-type: none"> •Describe what happens during pregnancy. •Describe how different mammals have different gestation periods •Describe some of the changes that happen at puberty. •Describe how our height changes as we get older. •Present scientific data accurately in a variety of ways and identify a pattern in it. •Describe some of the changes that happen as we enter old age. •Discuss some of the problems that old people face. •Explain some of the reasons why humans are living longer than ever.
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<p>Humanities Plan Bee</p>	<p>The United Kingdom (Geog)To be able to identify and describe key geographical features of the United Kingdom. • To be able to identify and locate the counties of the United Kingdom.</p> <ul style="list-style-type: none"> • To be able to locate and identify towns and cities in the UK. • To find out about the hills and mountains of the UK - To find out about the seas and coasts of the UK. - To be able to identify and explore the major rivers of the UK. 	<p>Natural Resources (Geog)</p> <ul style="list-style-type: none"> •To identify some of Britain’s natural resources and explain how they are used. •To identify some ways in which natural resources are used to produce energy •To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. •To identify parts of the world where wood is produced, and consider some of the problems associated with its production. •To know where and how steel is produced. •To know where and how glass and concrete are produced in Britain 	<p>Ancient Greece (History)</p> <ul style="list-style-type: none"> •Find out who the ancient Greeks were and locate their civilisation on a timeline. •Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. •Compare and contrast the two city-states of Athens and Sparta. •Use primary and secondary sources to find out about daily life in ancient Greece. •Find out about gods, goddesses and religious beliefs in ancient Greece. •Investigate the lives and teachings of the ancient Greek scholars and philosophers. •Explore how modern life has been influenced by the ancient Greeks. 	<p>Medicine and Disease (History)</p> <ul style="list-style-type: none"> ▪ To learn about the medical practices of prehistoric civilisations and Ancient Egyptians. ▪ To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. ▪ To investigate medieval medicine and the events during the Black Plague. ▪ To explore the medical practices of the Tudor period. ▪ To research the medical advancements and significant 	<p>Rich and Poor Tudors (History)</p> <ul style="list-style-type: none"> ▪ To find out who the Tudors were and place them in British history. ▪ To explore the differences between the rich and the poor in Tudor times. ▪ To explore the foods eaten by rich and poor Tudors. ▪ To explore the difference between rich and poor Tudor houses. ▪ To explore the clothes of rich and poor Tudors. ▪ To explore family life for rich and poor Tudors. ▪ To summarise what we have learnt about the lives of rich and poor Tudors. 	<p>Exploring Brazil(Geog)</p> <ul style="list-style-type: none"> ▪ To know the location of Brazil ▪ To explore the physical geography of Brazil. ▪ To understand the importance of the Amazon rainforest ▪ To find out about the urbanisation of Brazil. ▪ To explore life in a Brazilian city. ▪ To explore Rio de Janeiro as a tourist destination. <p>To explore the culture of Brazil.</p>

		using natural resources.		<p>people during the Victorian period.</p> <ul style="list-style-type: none"> ▪ To explore medicine in the 20th and 21st century. ▪ To recall information about the history of disease and medicine 		
Art and DT Plan Bee	<p>Art Art Illusions</p> <ul style="list-style-type: none"> • To explore how artists create perspective in their work. • To be able to use perspective to create realistic interiors. • To explore how artists use foreshortening to give perspective. • To explore how artists use trompe l’oeil illusions. • To explore how artists create illusions by playing with perspective. • To explore and create optical art. 	<p>DT Sculpting Vases</p> <ul style="list-style-type: none"> • To explore historical vase designs. • To find out about vase designers and begin to design your own vase. • To develop control of tools and techniques. • To be able to make a clay vase. • To decorate vases. • To be able to evaluate a finished product. 	<p>ART Ancient Greece</p> <ul style="list-style-type: none"> • Explore the use of comedy and tragedy masks and design and make masks using Modroc. • Study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks. • Explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap. 	<p>ART Cityscapes Art</p> <p>To be able to use Pop art techniques and layering to create a 3D cityscape.</p> <p>To understand how to use a palette knife and paint to create textured cityscapes.</p> <p>3 To be able to replicate cityscape photos using different mediums.</p> <p>To explore how to create reflections of cityscapes on water.</p> <p>To understand how to add detail into</p>	<p>DT Talking Textiles</p> <p>To explore ways in which stories can be told visually.</p> <p>To collect visual information to develop ideas.</p> <p>To experiment with different ways of using textiles to create effects.</p> <p>To be able to design a piece of textile artwork that tells a story.</p> <p>To be able to create a piece of artwork that tells a story through textiles.</p>	<p>Art Extreme Earth</p> <p>Explore Hokusai’s artwork The Great Wave by investigating how woodblock prints are made.</p> <p>Explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures.</p> <p>Investigate the animals, which live in extreme climates and create a clay sculpture of one of these animals.</p>

				cityscape ink drawings. To be able to create a cityscape using any media of choice.	To be able to evaluate a finished piece of artwork.	
PE	<p>Basketball</p> <ul style="list-style-type: none"> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. • Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move. • Use a range of recognised strokes. 	<p>Gymnastics</p> <ul style="list-style-type: none"> •To perform a stag jump and split leap. •To perform pike rolls. •To perform a squat through vault. •To perform a round-off. •To independently plan a sequence of gymnastics movements that are creatively linked together •To perform a gymnastics sequence in a pair or group in time to music. <p>Swimming</p> <ul style="list-style-type: none"> • To be able to enter the water safely in a variety of ways. 	<p>Handball</p> <p>Using balloons allows more reaction time.</p> <ul style="list-style-type: none"> • Send and receive the shuttlecock by throwing and catching before using a racket. • A short handle racket can allow better manipulation and a larger racket face can make the shuttlecock easier to hit. • Not using a racket at all and just using the hand can make it easier to hit the shuttlecock. • Using a larger shuttlecock may make it easier to strike. • A larger playing area will give players more time and space to move. • Removing a net or barrier may improve success rate. • Using a brightly coloured shuttlecock or a balloon with a bell inside it may help 	<p>Invasion Games</p> <ul style="list-style-type: none"> • Give some reasons for warming up and cooling down; • pass, receive and dribble with a ball in different ways with some control and accuracy; • begin to find and use space in a game; • apply a few skills and techniques with some consistency; • know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble; • know about some tactics for defending and with support, begin to apply them 	<p>Swimming/Circuit Training</p> <p>Circuit training</p> <ul style="list-style-type: none"> ▪ To complete a simple circuit of exercises. ▪ To set individual challenges and work towards achieving them. ▪ To compete fairly against a classmate in a circuit training activity. ▪ To improve your speed, agility and quickness within circuit training. ▪ To develop teamwork skills in a group task featuring different exercises. ▪ To use my knowledge of the effects of exercise to develop an 	<p>Athletics</p> <p>identify and show knowledge of some athletic events and techniques;</p> <ul style="list-style-type: none"> • practise existing basic running, throwing and jumping skills; • practise reaction times and investigate different sprint starts; • show that they are beginning to develop their technique for the most effective sprint start; • develop their running technique for sprinting, showing some coordination and control; • demonstrate some stamina in order to

	<ul style="list-style-type: none"> • Swim confidently and fluently on the surface and underwater. 	<ul style="list-style-type: none"> • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. • Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move. • Use a range of recognised strokes. • Swim confidently and fluently on the surface and underwater 	<p>students with visual impairment</p>	<p>in a game situation, such as man-to-man marking and when to tackle;</p> <ul style="list-style-type: none"> • know what they and their team needs to do to keep possession and contribute to this occasionally; • follow rules in simple invasion games; • evaluate their own and others' performance with support. 	<p>effective fitness routine.</p> <p>Swimming</p> <ul style="list-style-type: none"> • To be able to enter the water safely in a variety of ways. • Enter a pool with safe depth with jumping entry. • Move freely in the water. • Float and move without swimming aids. • To be able to propel themselves in the water using different swimming aids, arms and leg actions and basic strokes. • Use recognised arm and leg actions, lying on their front or back. • To be able to swim unaided for a sustained period of time over a distance of at least 25 metres using arms and legs to move. • Use a range of recognised strokes. 	<p>maintain a sustained run;</p> <ul style="list-style-type: none"> • show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support; • follow step-by-step instructions and copy a range of throwing techniques with some accuracy; • develop their ability to throw for both distance and accuracy; • compete against self and others and demonstrate some improvements to achieve their personal best; • recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve.
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					<ul style="list-style-type: none"> • Swim confidently and fluently on the surface and underwater 	
Computing Kapow	Computing systems and networks: Search engines <ul style="list-style-type: none"> ▪ To know how search engines work. ▪ To understand that anyone can create a website and therefore we should take steps to check the validity of websites. ▪ To know that web crawlers are computer programs that crawl through the internet. ▪ To understand what copyright is. 	Online Safety <ul style="list-style-type: none"> • Understand that passwords need to be strong and that apps require some form of passwords. • Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. 	Spreadsheets (5 weeks) <ul style="list-style-type: none"> ▪ To use formulae within a spreadsheet to convert measurements of length and distance. ▪ To use the count tool to answer hypotheses about common letters in use. ▪ To use a spreadsheet to model a real-life problem. <ul style="list-style-type: none"> • To use formulae to calculate area and perimeter of shapes. ▪ To create formulae that use text variables. ▪ To use a spreadsheet to help plan a school cake sale 	Databases (4 weeks) <ul style="list-style-type: none"> ▪ To learn how to search for information in a database. ▪ To contribute to a class database. ▪ To create a database around a chosen topic. 	Game creator (5 weeks) <ul style="list-style-type: none"> ▪ To Introduce the 2DIY 3D tool. ▪ To begin planning a game. ▪ To design the game environment. ▪ To design the game quest to make it a playable game. ▪ To finish and share the game. ▪ To self- and peer evaluate. 	3 D Modelling (4 weeks) <ul style="list-style-type: none"> ▪ To Introduce the 2DIY 3D tool. ▪ To explore the effect of moving points when designing. ▪ To design a 3D model to fit certain criteria. ▪ To refine and print a model..

		<ul style="list-style-type: none"> • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and wellbeing are being affected in either a positive or a negative way through online use. • Offer a couple of advice tips to combat the negative effects of online use. 					
<p>PHSE</p>	<p>Zones of Regulation</p>	<p>Being Me My Year Ahead Being a citizen of my country. Year 5 responsibilities.</p>	<p>Celebrating Difference Different cultures Racism Rumours and name-calling. Types of Bullying. Does money matter?</p>	<p>Dreams and Goals When I grow up (my dream lifestyle). Investigate jobs and careers. My dream job: Why I want it and the steps to get there.</p>	<p>Healthy Me Smoking Alcohol Emergency Aid Body image My Relationship with food.</p>	<p>Relationships Recognising Me Safety with Online Communities. Being in an Online Community. Online Gaming</p>	<p>Changing Me Self-Image and Body Image Puberty for Girls Puberty for Boys Conception Looking Ahead 1</p>

		Rewards and consequences. Our learning charter. Owning our learning charter.	Celebrating differences across the world.	Dreams and goals of other people in other cultures. How can we support each other? Rallying support.	Healthy me.	My Relationship with technology – Screen Time. My Relationship staying safe and happy online.	Looking Ahead 2
Citizenship Votes for school (Adaptive curriculum based on world events)	Topic Theme: Environment & climate change		Topic Theme: Crime, justice & extremism	Topic Event: Black History Month	Topic Event: Anti-Bullying Week	Topic Event: LGBT History Month	Topic Event: Safer Internet Day
RE Plan Bee	Sikhism <u>Sikh Worship and Community</u>	Christianity <u>Stories of Christianity</u>	Different Faiths <u>Belief in our community</u>	Hinduism <u>Stories of Hinduism</u>	Islam <u>Why is Muhammad important to Muslims?</u>	Christianity <u>Where does the Christian Bible come from?</u>	
Cooking	Creating chicken dishes and learning the importance of cross-contamination.	Baking different types of biscuits using different methods and techniques.	Creating dishes, such as soups to use different cutting, chopping techniques and learning the importance of knife safety.	Bake to different types of cakes and lamb dishes with an Easter theme.	Making dishes from food around the world for students to learn the diversity of food from other cultures.	Students plan and create their own dish- Ingredients, method, practical, cost, equipment.	
Forest School	Rules and understanding Forest School(Woodland	Respecting the environment • Using tools safely	• Native plants and terrain change • Senses	Worms and their habitat • Parts of a	Follow a map • Giving detailed instructions	• Number patterns in nature	

	Walk) • Teamwork/creativity and Boundaries (Den building) • Senses • Safe tool use	• Manipulating wood • Consistency / ration • Fire safety / cooking with whittled sticks	• Patience / fine motor skills • Safe tool use / whittling / predicting	• Find natural items on the list • How to build stably	• Follow verbal direction • Common plants at forest school • Creativity	• Knot tying and shelter • Creativity • Improve memory
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