

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

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

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

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

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|                            |  | using natural resources.   |   | <p>people during the Victorian period.</p> <ul style="list-style-type: none"> <li>▪ To explore medicine in the 20th and 21st century.</li> <li>▪ To recall information about the history of disease and medicine</li> </ul>  |  |   |
| <b>Art and DT Plan Bee</b> | <p><b>Art</b><br/><b>Art Illusions</b></p> <ul style="list-style-type: none"> <li>• To explore how artists create perspective in their work.</li> <li>• To be able to use perspective to create realistic interiors.</li> <li>• To explore how artists use foreshortening to give perspective.</li> <li>• To explore how artists use trompe l’oeil illusions.</li> <li>• To explore how artists create illusions by playing with perspective.</li> <li>• To explore and create optical art.</li> </ul> | <p><b>DT</b><br/><b>Sculpting Vases</b></p> <ul style="list-style-type: none"> <li>• To explore historical vase designs.</li> <li>• To find out about vase designers and begin to design your own vase.</li> <li>• To develop control of tools and techniques.</li> <li>• To be able to make a clay vase.</li> <li>• To decorate vases.</li> <li>• To be able to evaluate a finished product.</li> </ul> | <p><b>ART</b><br/><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Explore the use of comedy and tragedy masks and design and make masks using Modroc.</li> <li>• Study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks.</li> <li>• Explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap.</li> </ul> | <p><b>ART</b><br/><b>Cityscapes Art</b></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><b>DT</b><br/><b>Talking Textiles</b></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><b>Art</b><br/><b>Extreme Earth</b></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> |

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

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

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

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|  |   | Rewards and consequences.<br>Our learning charter.<br>Owning our learning charter. | Celebrating differences across the world.   | Dreams and goals of other people in other cultures.<br>How can we support each other?<br>Rallying support. | Healthy me.   | My Relationship with technology – Screen Time.<br>My Relationship staying safe and happy online. | Looking Ahead 2                        |
| <b>Citizenship</b><br><br>Votes for school<br>(Adaptive curriculum based on world events ) | Topic Theme:<br><b>Environment &amp; climate change</b>                     |  | Topic Theme: <b>Crime, justice &amp; extremism</b>  | Topic Event: <b>Black History Month</b>  | Topic Event: <b>Anti-Bullying Week</b>  | Topic Event: <b>LGBT History Month</b>   | Topic Event: <b>Safer Internet Day</b> |
| <b>RE</b><br>Plan Bee  | Sikhism<br><b><u>Sikh Worship and Community</u></b>                         | Christianity<br><b><u>Stories of Christianity</u></b>                              | Different Faiths<br><b><u>Belief in our community</u></b>   | Hinduism<br><b><u>Stories of Hinduism</u></b>  | Islam<br><b><u>Why is Muhammad important to Muslims?</u></b>  | Christianity<br><b><u>Where does the Christian Bible come from?</u></b>                          |  |
| <b>Cooking</b>   | 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.        |  |
| <b>Forest School</b>   | Rules and understanding Forest School(Woodland                              | Respecting the environment<br>• Using tools safely                                 | • Native plants and terrain change<br>• Senses  | Worms and their habitat • Parts of a   | Follow a map<br>• Giving detailed instructions  | • Number patterns in nature  |  |

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|  | <p>Walk) • Teamwork/creativity and Boundaries (Den building)</p> <ul style="list-style-type: none"> <li>• Senses</li> <li>• Safe tool use</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulating wood</li> <li>• Consistency / ration</li> <li>• Fire safety / cooking with whittled sticks</li> </ul> | <ul style="list-style-type: none"> <li>• Patience / fine motor skills</li> <li>• Safe tool use / whittling / predicting</li> </ul> | <ul style="list-style-type: none"> <li>• Find natural items on the list</li> <li>• How to build stably</li> </ul> | <ul style="list-style-type: none"> <li>• Follow verbal direction</li> <li>• Common plants at forest school</li> <li>• Creativity</li> </ul> | <ul style="list-style-type: none"> <li>• Knot tying and shelter</li> <li>• Creativity</li> <li>• Improve memory</li> </ul> |
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