

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/topic title	<b>Lost in space</b>	<b>Meet the Greeks</b>	<b>Wonderful World</b> (biomes)	<b>Our Changing World</b> (rainforests)	<b>How can we improve the local area?</b>	<b>Commonwealth</b>
Class novel <u>PoR</u>	The Jamie Drake equation (by Christopher Edge)	<u>The Odyssey (by Gillian Cross)</u>	Kensuke's Kingdom (by Michael Morpurgo)	The Explorer (by Katherine Rundell)  Vanishing Rainforest (by Richard Platt)  <u>Great Kapok Tree (by Lynne Cherry)</u>	The Wilderness War (by Julia Green)	Windrush Child (by Benjamin Zephaniah)  <u>Matchbox Diaries (by Paul Fleischman)</u>
English	Free verse (Earth, sun and moon) - vocabulary & imagery. E.g. Dark Sky Park  Sci-fi Narrative - setting and build up to dilemma.  Non-chronological report - Related to science about space.	Wrestling announcement - persuasive script.  How to kill a mythical creature - explanation.  Myth - character description & write an alternative chapter to Odysseus.	Poem - arriving on the island soundscape.  News report/ recount - lost child at sea.  Adventure Narrative - ending.	Persuasive letter - Different viewpoints from the story.  Balanced argument. Deforestation  Narrative - prequel about the explorer.	Biography - David Attenborough.  Narrative - next chapter, end with cliff hanger.  Cinquain about nature	Diary - Matchbox diaries.  Instructions/ explanation - For an new children coming to our school from a different country.  Historical Narrative - about immigration
Maths	<b>Number</b> To know the value of each digit up to 1,000,000. Using standard and non-standard partitioning. To order and compare numbers. To round to the nearest 10, 100, 1000, etc... To multiply and divide numbers to different powers of 10. <b>NCETM Unit 9</b> <b>Fractions</b> To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <b>NCETM Unit 1</b>	<b>Addition and Subtraction</b> Add and subtract whole numbers and decimals using formal method. Use rounding to check accuracy. <b>Multiplication &amp; division</b> Identify factors and multiples and recall prime numbers. <b>NCETM Unit 7</b> Multiply & divide numbers up to 4-digits by one-digit (Grid and chunking) <b>Fractions</b> Name & write equivalent fractions. Adding and subtracting and ordering fractions. <b>NCETM Unit 8</b> Fractions of amounts <b>Measurement</b>	<b>Fractions</b> Read and write decimal numbers as fractions and vice versa. <b>NCETM Unit 6</b>  Rounding decimals to 1dp. <b>Measurement</b> Unit conversion. <b>NCETM Unit 9</b>  Common imperial to metric conversion - using line graphs. <b>Multiplication &amp; division</b> Multiplying and dividing using long multiplication and short division. <b>NCETM Unit 4</b>	<b>Multiplication &amp; division</b> Recognise square and cube numbers. <b>Measurement</b> Estimate volume. <b>Geometry</b> Identify 3D shapes from 2D representations. Draw, measure and work out angles using knowledge of polygons. <b>NCETM Unit 10</b>	<b>Multiplication &amp; division</b> Multiplying and dividing using long multiplication and short division. <b>NCETM Unit 4</b> <b>Fractions</b> To know the percentage equivalence for fractions and decimals. <b>NCETM Unit 8</b> <b>Measurement</b> Solving problems involving units of time.	<b>Multiplication &amp; division</b> Multiplying and dividing using long multiplication and short division - focussing on division. <b>NCETM Unit 4</b> Problem solving using all four operations and scaling using simple fractions. <b>Geometry</b> Identify 3D shapes from 2D representations. Draw, measure and work out angles using knowledge of polygons. <b>NCETM Unit 10</b> <b>Measurement</b>

	<p>Interpret negative numbers, including 0.  <b>NCETM - Unit 3</b>          Coordinates - negative scales.          Data handling.</p>	<p>Perimeter and area of rectilinear shapes.  <b>NCETM Unit 5</b></p>				<p>Perimeter and area of rectilinear shapes.  <b>NCETM Unit 5</b></p>
<p>Science</p>	<p><b>Earth and Space</b>          Know about and explain the movement of the Earth and other planets relative to the Sun.           Know about and explain the movement of the Moon relative to the Earth.           Know and demonstrate how night and day are created.           Describe the Sun, Earth and Moon (using the term spherical).</p>	<p><b>Forces</b>          Know what gravity is and its impact on our lives.           Identify and know the effect of air and water resistance.           Identify and know the effect of friction.           Explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p><b>Properties and Changes in Materials</b>          Compare and group materials based on their properties and response to magnets.           Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic           Know and explain how a material dissolves to form a solution.           Know and show how to recover a substance from a solution.           Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.           Know and demo that some changes (dissolving, mixing and changes of state) are reversible and some are not.           Know how some changes result in the formation of</p>	<p><b>All Living Things and their Habitats</b>          Know the life cycle of different living things.           Know the differences between different life cycles.           Know the process of reproduction in plants.           Know the process of reproduction in animals.</p>	<p><b>Animals inc humans</b>          Describe the changes as humans develop to old age           Create a timeline to indicate stages of growth in humans.</p>	

			a new material and that it is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			
Computing	<p><b>The internet</b> Describe how networks connect to other networks. Recognise how networked devices make up the internet. Outline how websites can be shared and accessed via the world wide web, Describe how content can be added and accessed on the World Wide Web. Explain the rules to protect content on the WWW. Evaluate the consequences of misuse of the internet</p>	<p><b>Video editing</b> Explain what makes a video effective. Use a digital device to record video Capture video using a range of techniques Create a storyboard Identify that video can be improved through reshooting and editing Evaluate and edit a video</p>	<p><b>Programming - events and actions</b> Investigate ways of moving an on-screen object. Create a program to move an object in all 4 directions. Adapt a program to suit a new context. Add features to a program. Identify and fix bugs in a program. Create and evaluate a project using code</p>	<p><b>Flat file databases</b> Use a form to record information Compare paper and computer-based databases Outline how grouping and then sorting data allows us to answer questions explain that tools can be used to select specific data explain that computer programs can be used to compare data visually Use a database to ask and answer real-world questions</p>	<p><b>Vector drawing</b> Use drawing tools to produce vector drawings. Create a vector drawing by combining shapes. Use tools to modify objects in vector drawings and create different effects. Recognise that vector drawings consist of layers. Group and copy objects to further develop vector drawings. Evaluate vector drawings</p>	<p><b>Programming - Repetition in games</b> Develop the use of count-controlled loops in a different programming environment Use infinite loops and count-controlled loops in a program to produce a given outcome. Design and evaluate a program which includes two or more loops. Modify a loop and explain the effects. Design, create and evaluate a project which includes repetition.</p>
History		<p><b>Ancient history</b> Know some of the main characteristics of the Athenians and the Spartans.  Know about the influence the gods had on Ancient Greece.  Know at least five sports from the Ancient Greek Olympics.</p>				<p><b>Chronological understanding</b> The changing power of monarchs using case studies such as John, Anne and Victoria A significant turning point in British history, I.e Windrush. <b>Historical enquiry</b> Describe events from the past using dates when things happened.</p>

						<p>Know how an event or events from the past has shaped our life today.</p> <p>Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Know how Britain has had a major influence on the world.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p>
<p><b>Geography</b></p>	<p><b>European Space Agency</b> Know the names of a number of European capitals.</p>		<p><b>Biomes</b> Know the names of, and locate, a number of South or North American countries. Know what is meant by biomes and what are the features of a specific biome.</p>	<p><b>Rainforests</b> Know the key differences between living in the UK and in a country in either North or South America. Label layers of a rainforest and know what deforestation is.</p>	<p><b>Fieldwork</b> Know how to use graphs to record features such as temperature or rainfall across the world.</p>	
<p><b>Art</b></p>	<p><b>Peter Thorpe</b> Research the work of an artist and use their work to replicate a style.  Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p><b>Greek vases</b> Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials.</p>				

Design Technology			<b>Cooking and nutrition - Meat and potato pie</b> Can they describe what they do to be both hygienic and safe? How have they presented their product well?	<b>Textile - compass holder</b> Have they thought about how their product could be sold? • Have they given considered thought about what would improve their product even more?		<b>Mechanical systems - pulleys and gears</b> Can they link scientific knowledge to their design knowledge? Can they use more complex IT programs to help enhance the quality of the product?
R.E.	<b>Why do some people believe God exists?</b>  Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).	<b>If God is everywhere, why go to a place of worship?</b> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1)	<b>What would Jesus do? (Can we live by the values of Jesus in the 21<sup>st</sup> century?)</b> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3)	<b>What does it mean to be a Muslim in Britain today?</b> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).		
P.E.	<b>Football</b> Gain possession by working as a team. Pass in different ways Choose the best tactics for attacking and defending.	<b>Netball</b> Gain possession by working as a team. Pass in different ways Choose the best tactics for attacking and defending.	<b>Gymnastics</b> Make complex or extended sequences. Combine action, balance and shape. Perform consistently to different audiences. Move accurately, clearly and consistently.	<b>Dance</b>  Compose their own dance in a creative and imaginative way.(either individually, with a partner or as a group) Perform to an accompaniment	<b>Tennis</b> Pass in different ways Use forehand and backhand with a racquet	<b>Athletics</b> Show control when taking off and landing in a jump. Throw with accuracy Combine running and jumping. Follow specific rules.

	<p>Use a number of techniques to pass, dribble and shoot. Explain some important safety principles when preparing for exercise Explain what effect exercise has on their body. Explain why exercise is important.</p>	<p>Use a number of techniques to pass, dribble and shoot. Explain some important safety principles when preparing for exercise Explain what effect exercise has on their body. Explain why exercise is important.</p>	<p>Comment on something that they themselves or a partner does well or something that can be improved Link skills, techniques and ideas and apply them accurately and appropriately. Show good control in their movements Compare and comment on skills, techniques and ideas that they and have others have used. Use their comparison to improve their work..</p>	<p>expressively and sensitively showing a change of pace and timing. Control movements Move with clarity and fluency., accuracy and consistency,</p>		
<p><b>Music</b></p>	<p><b>Gustaav Holtz- Planets suite</b> Describe, compare and evaluate music using musical vocabulary. Contrast the work of famous composers and show preferences.</p>	<p><b>Carol concert</b> Breathe in the correct place when singing. Sing and use their understanding of meaning to add expression. Maintain their part whilst others are performing their part.</p>	<p><b>Improvise - sounds to represent a range of biomes</b> Change sounds or organise them differently to change the effect.</p>	<p><b>Compose - sounds of the rainforest</b> Compose music which meets specific criteria.</p>	<p><b>Reading Notation and Instrumental Performance - Recorders</b> Recognise and use basic structural forms e.g. rounds, variations, rondo form. Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. Perform 'by ear' and from simple notations.</p>	
<p><b>PSHE.</b></p>	<p><b>Being Me in my world</b> Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process. Understand the rights and responsibilities associated with being a citizen in the wider</p>	<p><b>Celebrating difference including anti-bullying</b> Identify external forms of support in regard to bullying e.g. Child line . Explain how bullying can be direct and indirect. Say why racism is unacceptable. Explain what culture means.</p>	<p><b>Dreams and Goals</b> Describe a range of jobs that are carried out by people I know. List the types of job I might like to do when I am older. Say why young people from different cultures may have different dreams and goals.</p>	<p><b>Healthy Me</b> Say the basic emergency procedures, including the recovery position.. Say how to get help in emergency situations. Say how the media, social media and celebrity culture promotes certain body types. Explain the different roles food can play in people's lives and know</p>	<p><b>Relationships</b> (Links with Protective Behaviours) Describe the rights and responsibilities in an online community or social network . Understand that there are rights and responsibilities when playing a game online. Say why too much screen time isn't healthy.</p>	<p><b>Changing me</b> (including sex education and protective behaviours) Say how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Explain how sexual intercourse can lead to conception.</p>

	<p>community and their country.</p> <p>Show empathy for people whose lives are different from my own.</p> <p>Consider how my actions can effect myself and others</p> <p>Work as part of a group, listening and contributing effectively.</p> <p><b>Taking care, network hands, early warning signs.</b></p>	<p>Know that differences in culture can sometimes be a source of conflict.</p> <p>Appreciate the value of happiness regardless of material wealth.</p> <p>Identify my own culture and different cultures within my class community.</p> <p>Identify my own attitudes about people from different faith and cultural backgrounds.</p> <p>Develop respect for cultures different from my own.</p>	<p>Verbalise what I would like my life to be like when I grow up.</p> <p>Appreciate the contributions made by people in different jobs.</p> <p>Reflect on the differences between my own learning goals and those of someone from a different culture.</p> <p>Appreciate the differences between someone and myself from a different culture.</p>	<p>that people can develop eating problems/disorders related to body image pressure.</p> <p>Respect and value my own body.</p> <p>Reflect on my own body image and know how important it is that this is positive.</p> <p>Recognise strategies for resisting pressure.</p> <p>Identify ways to keep myself calm in an emergency</p>	<p>Explain how to stay safe when using technology to communicate with friends.</p> <p>Identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Say how to report unsafe online/social network activity.</p> <p>Identify when an online game is safe or unsafe</p> <p>Suggest strategies for managing unhelpful pressures online or in social networks.</p>	<p>Identify why some people need help to conceive and might use IVF.</p> <p>Explain why becoming a teenager involves various changes and brings growing responsibility.</p> <p>Celebrate what I like about my own and others' self-image and body image.</p> <p>Suggest ways to boost self-esteem including that of others.</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for me</p> <p>Ask questions about puberty to seek clarification</p>
French	<p><b>Moi (all about me)</b></p> <p>To understand and use greetings in French</p> <p>To ask and answer simple questions in French: Ça va? Comment tu t'appelles? Quel âge as-tu? Ça va bien, je m'appelle, j'ai sept ans.</p> <p>To name some members of my family in French: père, mère, frère, sœur.</p> <p>To count from 1 to 10 in French and use numbers to count items.</p> <p>To copy the pronunciation of some French words.</p> <p>To pronounce the 'r' sound correctly in French words.</p> <p>To recognise some sounds that are special to French: j, ère, u.</p>	<p><b>Jeux et chansons (Games and songs)</b></p> <p>To count from 1 to 20 in French and count items.</p> <p>To understand and answer the question Combien de... ?</p> <p>To understand someone saying which activity they prefer in French.</p> <p>To talk about my preferences using Je préfère.</p> <p>To ask someone their preference using et toi?</p> <p>To use Il y a (there are) and J'ai (I have) to start sentences in French.</p> <p>To copy the pronunciation of some French words.</p> <p>To recognise and correctly say the 'a' sound in French words.</p>		<p><b>On fait la fête (Celebrations)</b></p> <p>To understand and answer the question: C'est quand ton anniversaire?</p> <p>To name the months of the year in French and put them into the correct order.</p> <p>To join sentences using et.</p> <p>To talk and write about hobbies in French.</p> <p>To write my own phrases in French using a wordbank.</p> <p>To identify a pronoun and a verb in French.</p>		
Trips	Space Centre	Theatre	Twycross Zoo	Botanical gardens	Field study trips in the local area	

Enrichment	<p><b>Cooking/history</b></p> <p><b>Team games SEMH</b></p> <p><b>Outdoor adventure (PE)</b> Follow a map in an unknown location. Use clues and compass directions to navigate a route. Change the route if there is a problem Plan a route and a series of clues for someone else. Plan with others taking account of safety and danger.</p> <p><b>Art - Printing</b> Experiment with different styles which artists have used. Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials?</p> <p><b>STEM activities</b></p>
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