

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/topic title	WW2	Crime and Punishment	Mythbusters	Mythbusters	The Mystery of Murderous Mayans	Shakespeare: All's Well That Ends Well
Class novel	<b><u>Goodnight Mr Tom by Michelle Magorian</u></b>  Evacuees, Millie, Another War by Brian Moses  The Man with the Yellow Face - Anthony Horowitz	<b>Good Thieves by Katherine Rundell</b>  About his person by Simon Armitage  A Case of Murder by Vernon Scannell	<b>Thornhill by Pam Sym</b>  Short! By Kevin Crossley-Holland  Bathtime by Anthony Horowitz  The Water Tower by Gary Crew  The Amulet by Ted Hughes	<b>Thornhill by Pam Sym</b>  <b>The Highway Man by Alfred Noyes</b>  <b>The Viewer by Gary Crew</b>	<b><u>Wolf Brother by Michelle Paver</u></b>  Middleworld by J and P Voelkel	<b><u>Tales of Shakespeare - Leon Garfield</u></b>
English	News report – Start of the War  Description of a bombed out house  Historical narrative – story ending  Free verse class poem – Evacuees, Millie, Another War by Brian Moses	Diary – reflection on a crime  Adventure Narrative – building tension  Balanced argument – A Case of Murder Poem by Vernon Scannell	Atmospheric narrative – Short! By Kevin Crossley-Holland  Contrasting Style portfolio: Setting description – Thornhill Manor Estate Agent style sale – persuasive  Cyclic poem based on The Wolves by Ted Hughes	Diary entry from different perspective  News report – Thornhill by Pam sym	A persuasive / non-chronological/ explanation tourist leaflet – Tikal  War poem – based on Haka (other culture)	Formal letter of complaint – Macbeth  Different narrative perspective – witches on the moor (a bird's view)
Maths	<b>Addition, subtraction, multiplication and division</b> – Multiply using the formal written method of long multiplication.  Divide numbers using the formal written method of long division, interpret remainders as whole number remainders, fractions, or by rounding,  Divide numbers up to 4 digits by a two-digit number using the formal written method. <b>NCETM unit 5</b>  Perform mental calculations.  Identify common factors, common multiples and prime numbers.  Use their knowledge of the order of operations to carry out calculations involving the 4 operations. <b>NCETM unit 12</b>  Solve addition and subtraction multi-step problems in contexts. <b>NCETM unit 1</b>  Solve problems involving addition, subtraction, multiplication and division.	<b>Geometry</b> – Describe positions on the full coordinate grid (all 4 quadrants).  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <b>NCETM unit 6</b>  <b>Fractions</b> – Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.  Compare and order fractions, including fractions >1.  Add and subtract fractions with different denominators and mixed numbers.  Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.] Associate a fraction with division and calculate	<b>Ratio and proportion</b> – Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.  Solve problems involving the calculation of percentages and the use of percentages for comparison.  Solve problems involving similar shapes where the scale factor is known or can be found  Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <b>NCETM unit 9</b> <b>Algebra</b> – Use simple formulae.  Generate and describe linear number sequences.  Express missing number problems algebraically  Find pairs of numbers that satisfy an equation with 2 unknowns.	<b>Measurement</b> – Use, read, write and convert between standard units, converting measurements.  Convert between miles and kilometres.  Recognise that shapes with the same areas can have different perimeters and vice versa.  Recognise when it is possible to use formulae for area and volume of shapes.  Calculate the area of parallelograms and triangles. <b>NCETM unit 6</b>  Calculate, estimate and compare volume of cubes and cuboids using standard units.	<b>Geometry</b> – Draw 2-D shapes using given dimensions and angles.  Recognise, describe and build simple 3-D shapes.  Compare and classify geometric shapes based on their properties and sizes and find unknown angles in polygons.  Illustrate and name parts of circles.  Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <b>NCETM unit 4</b>	<b>Statistics</b> – Interpret and construct pie charts and line graphs and use these to solve problems.  Calculate and interpret the mean as an average. <b>NCETM unit 8</b>

	Use estimation to check answers to calculations and determine an appropriate degree of accuracy.	<p>decimal fraction equivalents. Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <b>NCETM unit 7</b></p>	<p>Enumerate possibilities of combinations of 2 variables. <b>NCETM unit 11</b></p> <p><b>Measurement</b> - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p>			
Science	<p><b>Light</b> Recognise and know how light travels in straight lines. Know and demonstrate how we see objects. Know why shadows have the same shape as the object that casts them, using the idea that light travels in straight lines. Know how simple optical instruments work eg. periscope, telescope etc. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>		<p><b>All Living Things and Their Habitats</b> Classify living things into broad groups according to observable characteristics and based on similarities and differences. Know and describe how living things have been classified. Give reasons for classifying plants and animals in a specific way.</p>	<p><b>Electricity</b> Compare and give reasons for why components work and do not work in a circuit. Draw circuit diagrams using correct symbols. Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</p>	<p><b>Animals including humans</b></p> <p><b>The circulatory system</b> <b>Water transportation</b> <b>Impact of exercise on body</b> including humans Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals, including humans.</p>	<p><b>Evolution and inheritance</b></p> <p>Know how the Earth and living things have changed over time. Know how fossils can be used to find out about the past. Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). Know how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Know about evolution and can explain what it is.</p>
Computing	<p><b>Computing systems and networks- Communicating</b></p> <ul style="list-style-type: none"> <li>Identify how to use a search engine</li> <li>Describe how search engines select results</li> <li>Explain how search results are ranked</li> </ul>		<p><b>Data and information - Spreadsheets</b></p> <ul style="list-style-type: none"> <li>Identify questions which can be answered using data</li> <li>Build a data set in a spreadsheet application</li> <li>use formulas to produce calculated data</li> </ul>	<p><b>Creating media-website creation</b></p> <ul style="list-style-type: none"> <li>review an existing website and consider its structure</li> <li>plan the features of a web page</li> </ul>	<p><b>Creating media - 3d modelling</b></p> <ul style="list-style-type: none"> <li>Use a computer to create and manipulate three-dimensional (3D) digital objects.</li> <li>Compare working digitally with 2D and 3D graphics</li> </ul>	<p><b>Programming - Variables in games</b></p> <ul style="list-style-type: none"> <li>Define a 'variable' as something that is changeable</li> <li>Explain why a variable is used in a program</li> <li>Investigate the effects of changing a variable.</li> </ul>

	<ul style="list-style-type: none"> <li>● recognise why the order of results is important, and to whom</li> <li>● Recognise how we communicate using technology.</li> <li>● evaluate different methods of online communication</li> </ul>		<ul style="list-style-type: none"> <li>● Apply formulas to data, including duplicating</li> <li>● Create a spreadsheet</li> <li>● Select a suitable way to present data.</li> </ul>	<ul style="list-style-type: none"> <li>● consider the ownership and use of images</li> <li>● Preview pages and make edits.</li> <li>● Create and know the need for navigation paths.</li> <li>● recognise the implications of linking to content owned by other people</li> </ul>	<ul style="list-style-type: none"> <li>● Construct a digital 3D model of a physical object</li> <li>● Identify that physical objects can be broken down into a collection of 3D shapes</li> <li>● Design a digital model by combining 3D objects</li> <li>● Develop and improve a digital 3D model</li> </ul>	<ul style="list-style-type: none"> <li>● Design a project and algorithms</li> <li>● Evaluate and improve a project.</li> </ul>
History	<p><b>A local history study:</b></p> <ul style="list-style-type: none"> <li>• a study over time tracing how several aspects of national history are reflected in the locality.</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poor people during this time.</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p>	<p><b>Historical Enquiry</b></p> <p>Research in order to find similarities and differences between two or more periods of history.</p> <p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p>			<p><b>A non-European society that provides contrasts with British history</b></p> <p>Know about the impact that the ancient Mayan civilization had on the world.</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe.</p> <p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know that many of the early civilizations gave much to the world.</p>	
Geography	<p><b>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p>		<p><b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</b></p> <p><b>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</b></p>	<p><b>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></p>	<p><b>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></p>	
Art	<p><b>Drawing – I can/my:</b></p> <p>sketches communicate emotions and a sense of self with accuracy and imagination</p> <p>explain why they have combined different tools to create their drawings</p> <p>explain why they have chosen specific drawing techniques</p> <p><b>Collage – I can:</b></p> <p>justify the materials they have chosen</p> <p>combine pattern, tone and shape</p> <p><b>Painting – I can:</b></p> <p>explain what my own style is</p> <p>use a wide range of techniques in their work</p> <p>explain why I have chosen specific painting techniques</p>	<p><b>Printing – I can:</b></p> <p>overprint using different colours</p> <p>look very carefully at the methods I use and make decisions about the effectiveness of my printing methods</p>	<p>sketch books contain detailed notes, and quotes explaining about items</p> <p>compare my methods to those of others and keep notes in my sketch books</p> <p>combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of my sketch books.</p> <p>adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch books</p>	<p><b>3D/textile – I can:</b></p> <p>create models on a range of scales</p> <p>create work which is open to interpretation by the audience</p> <p>include both visual and tactile elements in my work?</p>		<p>make a record about the styles and qualities in my work</p> <p>say what my work is influenced by</p> <p>include technical aspects in my work, e.g. architectural design</p> <p><b>3D/textile – I can:</b></p> <p>create models on a range of scales</p> <p>create work which is open to interpretation by the audience</p> <p>include both visual and tactile elements in my work?</p>

Design Technology		<p><b>Cams Toys</b> How well do they test and evaluate their final product? Is it fit for purpose? Does their product meet all design criteria? Did they consider the use of the product when selecting materials?</p>	<p><b>Electric buzzer quiz.</b> Can they use their extended knowledge to improve their product (e.g. strengthening, stiffening, reinforcing)? Can they use electrical systems to enhance their product? Can they use IT to further enhance their product?</p>		<p><b>Vegetarian Chili</b> Can they use market research to inform plans? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs? Can they explain how their product should be stored with reasons? Can they work within a budget? Do they know the difference between savoury and sweet dishes?</p>	
R.E.	<p><b>What do religions say to us when life gets hard?</b> Outline Christian, Hindu and non-religious beliefs about life after death. Explain similarities and differences. Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express</p>	<p><b>What difference does it make to believe in Ahimsa, Grace and Ummah?</b> Make links between the three concepts. Weigh up the value and impact of these</p>			<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b> Connect ways in which art and actions can reveal what people believe about God.</p>	<p><b>What matters most to Christians and Humanists?</b> Describe and compare Christian and Humanist values and 'codes for living.' Notice and think about the fact values can clash, and that doing the right thing can be difficult. Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in light of their learning.</p>
P.E.	<p><b>Hockey</b> Explain complicated rules. <b>Make a team plan and explain it to others.</b> <b>Lead others in a game situation.</b> <b>Choose and make the best pass in a game situation.</b> <b>Keep and win back possession of the ball effectively in a game situation.</b> <b>Demonstrate a good awareness of space.</b> Apply skills, techniques and ideas consistently. Explain how the body reacts to different kinds of exercise. Choose appropriate warm-ups and cool downs. Explain why we need regular and safe exercise.</p>	<p><b>Tag Rugby</b>  <b>Combine their own work with that of others.</b> <b>Link sequences to specific timings.</b> Explain how the body reacts to different kinds of exercise. Choose appropriate warm-ups and cool downs. Explain why we need regular and safe exercise</p>	<p><b>Gymnastics</b> Show precision, control and fluency. Combine their own work with that of others. Link sequences to specific timings. <b>Analyse and explain why they have used specific skills or techniques.</b> <b>Modify use of skills or techniques to improve their work.</b> Create their own success criteria for evaluating.</p>	<p><b>Dance</b> <b>Develop imaginative dances in a specific style. (either individually, with a partner or as a group)</b> <b>Choose their own music, style and dance.</b> Show precision, control and fluency. <b>Analyse and explain why they have used specific skills or techniques.</b> <b>Modify use of skills or techniques to improve their work.</b> Create their own success criteria for evaluating.</p>	<p><b>Crickets</b> <b>Hockey</b> Explain complicated rules. <b>Make a team plan and explain it to others.</b> <b>Lead others in a game situation.</b> <b>Choose and make the best pass in a game situation.</b> <b>Keep and win back possession of the ball effectively in a game situation.</b> <b>Demonstrate a good awareness of space.</b> Apply skills, techniques and ideas consistently. Explain how the body reacts to different kinds of exercise. Choose appropriate warm-ups and cool downs. Explain why we need regular and safe exercise.</p>	<p><b>Athletics</b> Demonstrate stamina and increase strength Run over hurdles with fluency. Select the most appropriate pace for running different distances. Use their skills in different situations. Apply skills, techniques and ideas consistently. Explain how the body reacts to different kinds of exercise. Choose appropriate warm-ups and cool downs. Explain why we need regular and safe exercise</p>
Music	<p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created. •Analyse features within different pieces of music. •Compare and contrast the impact that different composers from different times will have had on the people of the time. •Appraise the introductions, interludes and endings for songs and compositions.</p>		<p><b>Instrumental Performance</b> • Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (f), very quiet (p), moderately loud (mf) and moderately quiet (mp). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards,</p>		<p>Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed</p>	<p>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts –</p>

			<p>tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <ul style="list-style-type: none"> <li>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>		<p>groove, creating a satisfying melodic shape.</p> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</li> </ul>	<p>in order to develop greater listening skills, balance between parts and vocal independence.</p> <ul style="list-style-type: none"> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>
PSHE.	Being Me in my world	Celebrating difference including anti-bullying	Dreams and Goals	Healthy Me	Relationships (Links with Protective Behaviours)	Changing me (including sex education and protective behaviours)
	<p>Talk about children's universal rights (United Nations Convention on the Rights of the Child).</p> <p>Talk about the lives of children in other parts of the world.</p> <p>Discuss personal choices can affect others locally and globally.</p> <p>Set goals for the year ahead.</p> <p>Know my own wants and needs.</p> <p>Compare my life with the lives of those less fortunate.</p> <p>Demonstrate empathy and understanding towards others.</p> <p>Demonstrate attributes of a positive role-model.</p>	<p>Talk about how people can hold power over others individually or in a group.</p> <p>Discuss how power can play a part in a bullying or conflict situation.</p> <p>Discuss different perceptions of 'being normal' and where these might come from.</p> <p>Discuss how difference can be a source of celebration as well as conflict.</p> <p>Empathise with people who are different and be aware of my own feelings towards them .</p> <p>Identify feelings associated with being excluded.</p> <p>Recognise when someone is exerting power negatively in a relationship.</p> <p>Vocalise my thoughts and feelings about prejudice and discrimination and why it happens.</p>	<p>Talk about my own learning strengths.</p> <p>Talk about what their classmates like and admire about them.</p> <p>Discuss a variety of problems that the world is facing</p> <p>Talk about some ways in which I could work with others to make the world a better place</p> <p>Understand why it is important to stretch the boundaries of my current learning.</p> <p>Give praise and compliments to other people when I recognise that person's achievements.</p> <p>Empathise with people who are suffering or living in difficult situations.</p>	<p>Discuss what it means to be emotionally well.</p> <p>Talk about how to make choices that benefit my own health and well-being.</p> <p>Talk about how people can be exploited and made to do things that are against the law.</p> <p>Discuss why some people join gangs and the risk that this can involve.</p> <p>Be motivated to care for my own physical and emotional health.</p> <p>Suggest strategies someone could use to avoid being pressured.</p> <p>Use different strategies to manage stress and pressure</p>	<p>Say why it is important to take care of my own mental health.</p> <p>Talk about ways that I can take care of my own mental health</p> <p>Discuss the stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>Resist pressure to do something online that might hurt myself or others.</p> <p>Take responsibility for my own safety and well-being.</p>	<p>Talk about how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Discuss how being physically attracted to someone changes the nature of the relationship</p> <p>Understand the importance of self-esteem and what I can do to develop it.</p> <p>Recognise ways I can develop my own self-esteem.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want to.</p>
MFL		<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?</p> <p>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. 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>

Themed weeks						