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| **Year** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| English | Character | Instructions | Setting | Non chronological report | Dialogue | Poetry | Character | Instructions | Setting | Non chronological report | Dialogue | Poetry |
| Guided reading Focus | Exploring Non-fiction Text: ‘Equality, Freedom and Peace – The Life of Nelson Mandela’ by Dan Smith  Exploring Fiction Text: ‘Light of Hope’ by Dan Smith  Exploring Poetry Text: ‘Two Birds’ by Josha Seigal | | | | Exploring Non-fiction Text: ‘The Phoenix’ by James Nichol  Exploring Fiction Text: ‘How the Bully Became Good’ by James Nichol  Exploring Poetry Text: ‘Spring Cleaning Tips’ by Sue  Hardy-Dawson | | | | Exploring Non-fiction Text: ‘United Nations Peacekeepers’ by Jo Franklin  Exploring Fiction Text: ‘Peace’ by Jo Franklin  Exploring Poetry Text: ‘Peace is …’ by Josha Seigal | | | |
| Grammar | Develop their understanding of the concepts set out in English Appendix 2 by:   * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * Using passive verbs to affect the presentation of information in a sentence * Using the perfect form of verbs to mark relationships of time and cause * Using expanded noun phrases to convey complicated information concisely * Using modal verbs or adverbs to indicate degrees of possibility * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * Learning the grammar for years 5 and 6 in English Appendix 2   Indicate grammatical and other features by:   * Using commas to clarify meaning or avoid ambiguity in writing * Using hyphens to avoid ambiguity * Using brackets, dashes or commas to indicate parenthesis * Using semi-colons, colons or dashes to mark boundaries between independent clauses * Using a colon to introduce a list * Punctuating bullet points consistently * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | | | | | | | | | | | |
| Spellings | * Use further prefixes and suffixes and understand the guidance for adding them * Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * Continue to distinguish between homophones and other words which are often confused * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 * Use dictionaries to check the spelling and meaning of words * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Use a thesaurus | | | | | | | | | | | |  |  |
| Maths | Number: Place value  Number: Addition and subtraction  Number: Multiplication and division  Number: Fractions | | | | Number: Multiplication and division  Number: Fractions  Number: Decimals and percentages  Measurement: Perimeter and Area  Statistics | | | | Geometry: Properties of shape  Geometry: Position and direction  Number: Decimals  Number: Negative numbers  Measurement: Converting units  Measurement: Volume | | | |
| History |  | | **Ancient Islamic Civilisation**  A non-European society that provides contrast with British history | |  | | **The Normans**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: | |  | | **The beheading of Charles i**  A study of an aspect or theme in British history that extends pupils’ chronology beyond 1066. | |
| Geography | **Strand:** Physical and Human  **Topic:** North America | |  | | **Strand:** Physical  **Topic:** Rainforests | |  | | **Strand:** Physical and Human  **Topic:** South America | |  | |
| Science  **Ask NP if can change order** | **Strand:** Chemistry    **Topic:** Properties and changes of materials | | **Strand:** Physics    **Topic:** Earth and space | | **Strand:** Physics    **Topic:** Forces | | **Strand:** Biology    **Topic:** Living things and their habitats | | **Strand:** Biology    **Topic:** Living things and their habitats | | **Strand:** Biology    **Topic:** Animals including humans (life cycles) | |
| RE | **Theme: Y5**  Prayer and Worship    **Religion:**  Hinduism | | **Theme: Y5**  Christmas    **Religion:**  Christianity | | **Theme: Y5**  Hindu beliefs    **Religion:**  Hinduism | | **Theme: Y5**  Easter    **Religion:**  Christianity | | **Theme:**  Beliefs and moral values    **Religion:**  Hinduism | | **Theme:**  Beliefs and Practices    **Religion:**  Christianity | |
| PSHE | Anger | | Looking out for others | | Peer pressure | | Enterprise | | Breaking down barriers | | Inclusion and acceptance   (Puberty will be taught through science) | |
| PE | Dance | | Gymnastics | | Yoga | | Net/Wall Games | | Athletics | | Invasion Games | |
| PE | Invasion Games | | Net/Wall Games | | Striking and Fielding | | Outdoor and Adventurous Activities | | Athletics | | Invasion Games | |
| MFL | Phonics lesson 1 / 2  I’m learning Fr, SP, It | | The Vegetables | | Ancient Britian | | Presenting myself | | Classroom | | House | |
| ICT | **Strand: Computer Science**  **Computation thinking & Coding**  **Topic:** Micro-bit world | | **Strand: Word processing**  **Topic:** Type together | | **Strand: Multi-Media**  **Topic:** And the Oscar goes to … | | **Strand: Productivity**  **Topic:** Young apprentices. | | **Strand: Collaboration and Communication**  **Topic:** Clever Communicators | | **Strand: Networks and E-safety**  **Topic:** Networking and danger awareness | |
| Music | Famous composers | | Traditional music | | Music composition | | Singing and accompaniment | | Improvisation | | Preparing for a Level 3 LCM exam | |
| Art | **Collage**  Mask Making  Create a mask to take part in a performance | |  | | **Textiles**  Under the Sea  Create a large-scale woven scene | |  | | **Sculpture**  Miro  Create a coiled pot decorated in Miro’s style | |  | |
| DT |  | | Building bridges | |  | | Chinese inventions | |  | | Fashion and Textiles | |
| Enrichment, Trips or Visitors |  | |  | |  | |  | |  | |  | |