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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 SmithExploring Fiction Text: ‘Light of Hope’ by Dan SmithExploring Poetry Text: ‘Two Birds’ by Josha Seigal | Exploring Non-fiction Text: ‘The Phoenix’ by James NicholExploring Fiction Text: ‘How the Bully Became Good’ by James NicholExploring Poetry Text: ‘Spring Cleaning Tips’ by SueHardy-Dawson | Exploring Non-fiction Text: ‘United Nations Peacekeepers’ by Jo FranklinExploring Fiction Text: ‘Peace’ by Jo FranklinExploring 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.
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| 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
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| Maths | Number: Place valueNumber: Addition and subtractionNumber: Multiplication and divisionNumber: Fractions | Number: Multiplication and divisionNumber: FractionsNumber: Decimals and percentagesMeasurement: Perimeter and AreaStatistics | Geometry: Properties of shapeGeometry: Position and directionNumber: DecimalsNumber: Negative numbersMeasurement: Converting unitsMeasurement: 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 / 2I’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 |  |  |  |  |  |  |