|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **English** | **Writing to Inform**  **Biography** – Ellie Simmonds  **Newspaper**– link toViking raid of Lindisfarne  **Comprehension** *–* retrieve information from non-fiction  **Grammar** – time adverbials, tenses, paragraphs, direct and reported speech | **Writing to Entertain**  **Play script –** link to Greek mythology e.g. Theseus & the Minotaur  **Adventure –**  to link with Greek myths e.g. Jason and the Argonauts  **Comprehension –** use clues to make predictions & inferences  **Grammar** *–* prepositional phrases,apostrophe for possession | **Writing to Discuss**  **Argument & Debate –** link a current issue to topic e.g. Brexit; Climate Change; Should Charles be King?  **Comprehension –** author use of language  **Grammar –** coordinating and subordinating conjunctions, conditional sentences, fronted adverbials | **Writing to Entertain**  **Poetry, including heritage poetry –** powerful imagery linking to biomes  **Comprehension –** develop inference skills related to setting  **Grammar –** descriptive/ figurative language, relative and subordinate clauses, adverbials, semi-colon | **Writing to Persuade**  **Persuasive Letters –** TfW model to write to parents  **Adverts -** toy cars linking to DT  **Comprehension -** retrieve information  **Grammar –** modal verbs, conditional sentences, colons, commas, subordinate conjunctions | **Writing to Entertain**  **Mystery fiction –** Kidnapped (including characterisation and suspense)  **Comprehension –** character inference  **Grammar –** openers using –ed words and phrases, dialogue, brackets and dashes |
| **Maths** | **Place value** – including comparing and ordering; rounding; Roman numerals & negative numbers  **Addition and Subtraction** – column method with increasingly large numbers  **Statistics** – read and find differences in scales and line graphs; interpret information in timetables, charts and graphs | **Number properties** – prime, composite, squared and cubed numbers; multiples and factors  **Multiplication and division** – by 10, 100 & 1000; 4 digit number x/÷ by 1 digit number  **Perimeter and Area –** measure and calculate perimeter; area of rectangles, compound and irregular shapes | **Multiplication and Division –** x and ÷numbers up to 4 digits using formal written method  **Fractions** – introduce fractions, mixed numbers and improper fractions; order, compare and find equivalents; add and subtract fractions/mixed numbers | **Fractions** - multiply fractions and mixed numbers by integers; fractions of amounts and as operators  **Decimals and percentages** – rounding, ordering and comparing decimals and as fractions; understanding percentage and using FDP equivalence | **Decimals -** +/- decimals with same/different number of decimal places; +/- wholes and decimals; sequences; x and ÷ decimals by 10, 100 & 1000  **Properties of shape** – measuring angles with a protractor; drawing lines and angles accurately; calculating angles; regular and irregular polygons; reasoning about 3D shapes | **Position and Direction –** position in the 1st quadrant; reflection and translation, including with co-ordinate**s**  **Measurement** – conversions of measure (kg km metric and imperial); units of time and timetables  **Volume** – understanding volume; comparing and estimating volume and capacity; |
| **Science** | **Materials**  Properties and uses of materials; dissolving; separating mixtures by sieving, filtering and evaporation; irreversible changes; investigate how to keep warm | **Forces 1**  Understanding and measuring force; gravity; water resistance and streamlining; investigate factors that affect floating and sinking | **Living Things and Their Habitats**  Sexual/asexual reproduction; plant reproduction; similarities & differences between mammals, amphibians, insects and birds | **Earth and Space**  Understand and describe the movement of the spherical bodies within our solar system in relation to each other | **Forces 2**  (working scientifically)  Balanced and imbalanced forces; mechanisms; friction; air resistance, including an investigation on factors affecting the speed of a falling object | **Animals Including Humans**  Describe the changes as humans develop to old age; reproduction of some plants/animals |
| **Computing** | **Scratch**  Design a game and convert to algorithm; design a character and background; add features and effects; create an animated game with a specific goal, including game code. | **Flowol**  Draw and interpret a flowchart; edit, devise and insert symbols; control multiple outputs simultaneously; understand decision symbols and subroutines. | **Radio Station and E-Safety**  Use software to record, edit and play/perform; explore Podcasts and advertising | **Web design**  Identify what makes a good webpage; establish and develop layout, images, hyperlinks and publishing. | **Sketchup**  Identify 2D and 3D shapes; add detail to 3D shapes and manipulate 3D models; create complex 3D models | **Photography**  Explore angles, perspective, light and tone in a variety of settings and subjects. |
| **RE** | **Why do some people believe God exists?** (Christianity/Humanism) | **What does it mean to be a Muslim today?**  (Islam) |  | **What would Jesus do? Can we live by the values of Jesus in the 21st century?**  (Christianity) | **If God is everywhere, why go to a place of worship?**  (Possible visit to Church/Hindu temple) | **Spirited Arts** |
| **PSHE** | **Being in My World –** setting personal goals, rights and responsibilities, democracy and making choices | **Celebrating Difference** – compare direct and indirect bullying; know how to encourage and support different behaviours | **Dreams and Goals –** identify and describe goals of those from other cultures and relate to own  British Values link to Modern Britain topic | **Healthy Me –**  understand how eating problems relating to body image pressures can impact people’s lives | **Relationships –**  identify how to stay safe when using technology to communicate; recognise & resist pressures to use in ways that may be risky | **Changing Me –**  describe how boys’ and girls’ bodies change during puberty; express feelings about those changes |
| **History** | **Vikings**  Where the Vikings came from and when/why they invaded Britain; aspects of life, including long ships and Gods | **Ancient Greeks**  Chronology; religious beliefs; sources of evidence; Athens and Sparta | Origins of United Kingdom/ Great Britain |  | History of the car/transport | Popular and commercial culture in Britain and America, 1950s-1960s |
| **Geography** | Sea routes from Scandinavia | Atlas and map work around Greece | **Modern Britain**  Understand terms GB and UK; characteristics of capital cities, including human and physical features; compare to other non-European city | **Climate**  Describe weather and climate; impact of latitude; the Gulf stream; compare climates around the world |  |  |
| **Art** | Making shields; sketching dragon heads | Ancient Greek vases | Portraits of famous Britons; Banksy stencilling; collages of “Britishness” |  |  | Pop Art – Roy Lichtenstein; Andy Warhol; David Hockney; Romero Britto |
| **DT** | Viking longboats | Pandora’s Box |  | Make a biome | Making vehicles/cars |  |
| **PE (including REAL PE)** | **Cognitive focus:**  Co-ordination (ball skills) and Agility (reaction/response)  Hockey skills | **Creative focus:**  gymnastics and static balances  Volleyball/Handball skills | **Social focus:**  gymnastics and counter balance/tension  Kabadi/Tag rugby skills | **Physical focus:**  balance and agility (combine sequence of jump, land, roll and balance)  Netball/Basketball skills | **Health and Fitness focus:**  static balance and  co-ordination (footwork)  Dodgeball skills | **Personal focus:**  Co-ordination (sending and receiving) and agility (ball chasing)  Cricket/Athletics skills |
| **Music** |  |  |  | **Roundabout**  Exploring pitch; singing and performing together | **Pitch and Rhythm**  Harmonicas | **Pitch and Rhythm**  Harmonicas |
| **MFL** | **French**  Getting to know You  All About Me | **French**  Family and Friends  Food Glorious Food | **French**  Our School  Time |  |  |  |