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|  | **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 ownBritish 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 balancesVolleyball/Handball skills | **Social focus:**gymnastics and counter balance/tensionKabadi/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 YouAll About Me | **French**Family and FriendsFood Glorious Food | **French**Our SchoolTime |  |  |  |