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| Autumn Term | | | Spring Term | | | | Summer Term | | | |
| 1st Half Term  (Sept/Oct) | 2nd Half Term  (Nov/Dec) | | 1st Half Term  (Jan/Feb) | | 2nd Half Term  (March/April) | | 1st Half Term  (May/June) | | 2nd Half Term  (June/July) | |
| **English** - Writing  Through texts such as:  Friend or Foe | **English** - Writing  Through texts such as:  The Firework Makers Daughter | | **English** - Writing  Through texts such as:  Charlie and the Chocolate Factory  The Minpins | | **English** - Writing  Through texts such as:  Journey to Jo’burg | | **English** - Writing  Through texts such as:  Black History | | **English** - Writing  Through texts such as:  Woof | |
| **English** - Writing • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • Write for a wide range of purposes using the main features identified in reading.  • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause.  • Use connectives that signal time, shift attention, inject suspense and shift the setting • Organise paragraphs around a theme. • Sequence paragraphs • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. | | | | | | | | | | |
| **English** - Reading •Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).  • Read further exception words, noting the spellings. | | | | | | | | | | |
| **English** - GAPS • Use a mixture of simple, compound and complex sentences. • Write sentences that include: • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. Spelling • Use prefixes and suffixes and understand how to add them. **Punctuation** Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Language children should know conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. pronoun, possessive pronoun, adverbial. Read aloud writing to a group or whole class, using appropriate intonation | | | | | | | | | | |
| **English** - Communication Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others’ points of view. • Respectfully challenge opinions or points, offering an alternative. | | | | | | | | | | |
| **Maths**  Mental addition and subtraction  Problem solving, reasoning and algebra  Number and place value  Mental multiplication and division  Measurement  Geometry: properties of shapes  Statistics  Fractions, ratio and proportion | | | | **Maths**  Number and place value  Mental addition and subtraction  Problem solving, reasoning and algebra  Mental multiplication and division  Statistics  Fractions, ratio and proportion  Geometry: properties of shapes  Geometry: position and direction  Measurement  Written addition and subtraction  Written multiplication and division | | | | **Maths**  Mental addition and subtraction  Problem solving, reasoning and algebra  Fractions, ratio and proportion  Mental multiplication and division  Written multiplication and division  Statistics  Measurement  Written addition and subtraction  Geometry: properties of shapes  Decimals, percentages and their equivalence to fractions  Geometry: position and direction  Statistics | | |
| **Science**  Plants | | **Science**  Plants | | **Science**  Light and seeing | | **Science**  Electrical Circuits | | **Science**  Earth, sun, solar system | | **Science**  Sound |
| R.E.  How are important events remembered in ceremonies? | | R.E.  What words of wisdom can guide us? | | R.E.  What do creation stories tell us about our world? | | R.E.  What do creation stories tell us about our world? | | R.E.  What faiths make up our community? | | R.E.  What faiths make up our community? |
| PSHE  Identity, society and equality- Democracy | | PSHE  Drug, alcohol and tobacco education- Making choices | | PSHE  Physical health and wellbeing – What is important to me? | | PSHE  Keeping safe and managing risk – Playing safe | | PSHE  Our bodies and relationship education - Growing up and changing | | PSHE  Our bodies and relationship education - Growing up and changing |
| History  World War II | | History  World War II | | History  Stone Age to Iron Age | | Geography  European and Local study – similarities and differences | | History  Local History Study  Towton | | Geography  Mountains, Volcanoes, Earthquakes and the water cycle |
| Computing  iJam Level 1  Internet Safety | | Computing  iProgram Level 1  Internet Safety | | Computing  iDesign Level 1  Internet Safety | | Computing  iAnimate Level 1  Internet Safety | | Computing  iBroadcast Level 1  Internet Safety | | Computing  iFilm Level 1  Internet Safety |
| Art - including artist studies based on media  Drawing | | Art including artist studies based on media  Painting – Jackson Pollack, W Kandinski | | Art including artist studies based on media  Sculpture- Andy Goldsworthy | | Art including artist studies based on media  Printing | | Art including artist studies based on media  Collage | | Art including artist studies based on media  Textiles |
| D.T.  Pop up cards | | D.T.  Pop up cards | | D.T.  Making a torch | | D.T.  Making a torch | | D.T.  Smoothies and heathy eating | | D.T.  Smoothies and heathy eating |
| Music  Compose | | Music  Perform | | Music  Transcribe | | Music  Perform | | Music  Describe Music | | Music  Perform |
| P.E.  Team games | | P.E.  Gymnastics | | P.E.  Dance | | P.E.  Invasion Games | | P.E.  Athletics | | P.E.  Athletics/Ball Skills |
| French | | French | | French | | French | | French | | French |