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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:  Streetchild  Warhorse | **English** - Writing  Through texts such as:  The Gunpowder plot  The Highwayman poem  Night of the Gargoyles  Phillip Pullman – Northern Lights, Clockwork, Count Karlstein | | **English** - Writing  Through texts such as:  Kensuke’s Kingdom  ‘Tuesday’  The Giant’s Necklace  The Long Walk | | **English** - Writing  Through texts such as:  Argument texts- For, Against and Balanced  Wolves in the Wall  Short  Room for one more | | **English** - Writing  Through texts such as:  Non-Chronological Reports  Persuasive texts  Wonder | | **English** - Writing  Through texts such as:  The Hobbit  Tales from Outer Suburbia  The Convergence of the Twain. | |
| **English** - Writing • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading.  • Note, develop and research ideas. • Plan, draft, write, edit and improve. • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. • Write fluently and legibly with a personal style | | | | | | | | | | |
| **English** - Reading • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing.  • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • 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. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.  . | | | | | | | | | | |
| **English** - GAPS Write sentences that include:  • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. • Use prefixes, applying guidelines for adding them. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus.  **Punctuation**  Develop understanding of writing concepts 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. • 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.  **Year 5** • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. **Year 6** • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. | | | | | | | | | | |
| **English** - Communication Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms. • Understand irony (when it is obvious). Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts. Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue.  Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don’t understand. | | | | | | | | | | |
| **Maths**  Number and place value  Written addition and subtraction,  Problem solving, reasoning and algebra,  Mental addition and subtraction,  Decimals, percentages and their equivalence to fractions,  Problem solving, reasoning and algebra,  Mental multiplication and division,  Measurement,  Written addition and subtraction,  Fractions, ratio and proportion,  Geometry: properties of shapes  Statistics | | | | **Maths**  Number and place value  Mental addition and subtraction,  Written multiplication and division  Written multiplication and division  Fractions, ratio and proportion  Geometry: properties of shapes  Problem solving, reasoning and algebra  Measurement  Fractions, ratio and proportion  Written addition and subtraction  Problem solving, reasoning and algebra | | | | **Maths**  Mental addition and subtraction  Decimals, percentages and their equivalence to fractions  Problem solving, reasoning and algebra  Fractions, ratio and proportion  Written multiplication and division  Number and place value  Geometry: position and direction  Geometry: properties of shapes  Written addition and subtraction  Mental multiplication and division  Fractions, ratio and proportion  Measurement  Statistics | | |
| **Science**  Living things and their habitats | | **Science**  Properties and Changes of materials | | **Science**  Forces and Magnets | | **Science**  Animals including humans | | **Science**  Evolution and  Inheritance | | **Science**  Evolution and  Inheritance |
| R.E.  What does it mean to be a Sikh? | | R.E.  How do Christians express their beliefs? | | R.E.  What is compassion? | | R.E.  What is compassion? | | R.E.  How does growing up bring responsibilities? | | R.E.  How does growing up bring responsibilities? |
| PSHE  Physical health and wellbeing- In the media | | PSHE  Identity, society and equality – Stereotypes, discrimination and prejudice | | PSHE  Keeping safe and managing risk- When things go wrong | | PSHE  Mental health and emotional wellbeing-Dealing with feelings | | PSHE  Drug, alcohol and tobacco education- Different influences | | PSHE  SRE- Healthy relationships, puberty, how a baby is made, how a baby is born |
| History  The Victorians | | History  Tudors and local history study | | Geography  UK, Europe, North America, South America study – similarities and differences | | Geography  Local Geography Study | | History  Ancient Egyptians | | Geography  Study of a region in Europe |
| Computing  iJam Level 2  Internet Safety | | Computing  iProgram Level 2  Internet Safety | | Computing  iDesign Level 1  Internet Safety | | Computing  iAnimate Level 2  Internet Safety | | Computing  iBroadcast Level 1  Internet Safety | | Computing  iFilm Level 1  Internet Safety |
| Art - including artist studies based on media  Charcoal and Chalk  Printing | | Art including artist studies based on media  Drawing -Tudor Portraits | | Art including artist studies based on media  Painting - Watercolour – Japanese Art | | Art including artist studies based on media  Collage | | Art including artist studies based on media  Sculpture - Clay | | Art including artist studies based on media  Textiles |
| D.T.  Cams – Moving Animals | | D.T.  Cams – Moving Animals | | D.T.  Baking and Cooking | | D.T.  Baking and Cooking | | D.T.  Stitching | | D.T.  Stitching |
| 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 |