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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** - WritingThrough texts such as:Julia DonaldsonBFGGeorge’s Marvellous Medicine | **English** - WritingThrough texts such as:Ice Palace | **English** - WritingThrough texts such as:Greek Mythology Chronicles | **English** - WritingThrough texts such as:Little Prince | **English** - WritingThrough texts such as:Warrior Scarlet | **English** - WritingThrough texts such as:The Iron ManSecret Agent Jack Stalwart seriesBeast Quest |
| **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 subtractionProblem solving, reasoning and algebraNumber and place valueMental multiplication and divisionMeasurementGeometry: properties of shapesStatisticsFractions, ratio and proportion | **Maths**Number and place valueMental addition and subtractionProblem solving, reasoning and algebraMental multiplication and divisionStatisticsFractions, ratio and proportionGeometry: properties of shapesGeometry: position and directionMeasurementWritten addition and subtractionWritten multiplication and division | **Maths**Mental addition and subtractionProblem solving, reasoning and algebraFractions, ratio and proportionMental multiplication and divisionWritten multiplication and divisionStatisticsMeasurementWritten addition and subtractionGeometry: properties of shapesDecimals, percentages and their equivalence to fractionsGeometry: position and directionStatistics |
| **Science**Living things and their habitats | **Science**Rocks and Soils | **Science**Forces and Magnets | **Science**Animals including humans | **Science**Solids, liquids and gases | **Science**Solids, liquids and gases |
| R.E.What does it mean to be a Jew? | R.E.Who can inspire us? | R.E.How are beliefs expressed through arts? | R.E.How are beliefs expressed through arts? | R.E.What do Christians believe about a good life? | R.E.What do Christians believe about a good life? |
| PSHEDrug, alcohol and tobacco education- Tobacco is a drug | PSHEKeeping safe and managing risk- Bullying, see it, say it, stop it | PSHEMental health and emotional wellbeing- Strengths and challenges | PSHEIdentity, society and equality – Celebrating difference | PSHECareers, financial capability and economic wellbeing – saving, spending and budgeting | PSHEPhysical health and wellbeing – what helps me choose |
| GeographyLocality study | GeographyLocality study | HistoryAncient Greece | HistoryThe Romans | HistoryThe Romans | GeographyEuropean study France |
| ComputingiJam Level 1Internet Safety | ComputingiProgram Level 1Internet Safety | ComputingiDesign Level 1Internet Safety | ComputingiAnimate Level 1Internet Safety | ComputingiBroadcast Level 1Internet Safety | ComputingiFilm Level 1Internet Safety |
| Art - including artist studies based on mediaDrawing | Art including artist studies based on mediaPainting | Art including artist studies based on mediaSculpture | Art including artist studies based on mediaPrinting | Art including artist studies based on mediaCollage | Art including artist studies based on mediaTextiles |
| D.T.Dreamcatchers | D.T.Dreamcatchers | D.T.Woodwork – moving vehicles | D.T.Woodwork – moving vehicles | D.T.Textiles – Stuffed sewn animals | D.T.Textiles – Stuffed sewn animals |
| MusicCompose | MusicPerform | MusicTranscribe | MusicPerform | MusicDescribe Music | MusicPerform |
| 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 |