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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:  Skyhawk  The Jungle Book  Just so stories  Instructions and Explanation texts | **English** - Writing  Through texts such as:  Biographies and Autobiographies – Boy, Singing for Mrs Pettigrew  Recounts: The Day of Ahmed’s Secret | | **English** - Writing  Through texts such as:  Stories with flashbacks – Harry Potter books  Tales from other cultures | | **English** - Writing  Through texts such as:  Persuasive Writing texts  Non Chronological reports and Journalistic writing  Classic Poetry | | **English** - Writing  Through texts such as:  Just William  The Eighteenth Emergency  Emily Dickinson – Poetry Study | | **English** - Writing  Through texts such as:  The First Drawing  Stone Age Boy  The Secret Cave | |
| **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**  Light | | **Science**  Electricity | | **Science**  Earth and Space | | **Science**  Earth and Space | | **Science**  Sound | | **Science**  Sound |
| R.E.  What does it mean to be a Jew? | | R.E.  Why are some journeys and places special? | | R.E.  What do we know about Islam? | | R.E.  Should we forgive others? | | R.E.  What matters most to believers? | | R.E.  What matters most to believers? |
| PSHE  Careers, financial capability and economic wellbeing – Borrowing and earning money | | PSHE  Drug, alcohol and tobacco education- Weighing up risk | | PSHE  Identity, society and equality – Human rights | | PSHE  Mental health and emotional well being – Healthy minds | | PSHE  Keeping safe and manging risk – Keeping safe out and about | | PSHE  SRE – Healthy relationships, puberty, how a baby is made, how a baby is born. |
| History  Anglo-Saxons and Scots | | History  Vikings and Anglo Saxons | | Geography  Mountains and Rivers | | Geography  Mountains and Rivers | | History  Mayan Civilisations | | History  Mayan Civilisations |
| 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  Printing and Paisley | | Art including artist studies based on media  Mosaic | | Art including artist studies based on media  Sculpture - Modelling Planets | | Art including artist studies based on media  Sketching/Drawing Lowry | | Art including artist studies based on media  Painting - Monet | | Art including artist studies based on media  Sketching/Drawing Portraits |
| D.T.  Structures and Bridges | | D.T.  Structures and Bridges | | D.T.  Wood Work | | D.T.  Wood Work | | D.T.  Cranks and levers | | D.T.  Cranks and levers |
| 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 |