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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:SkyhawkThe Jungle BookJust so storiesInstructions and Explanation texts | **English** - WritingThrough texts such as:Biographies and Autobiographies – Boy, Singing for Mrs PettigrewRecounts: The Day of Ahmed’s Secret | **English** - WritingThrough texts such as:Stories with flashbacks – Harry Potter booksTales from other cultures | **English** - WritingThrough texts such as:Persuasive Writing textsNon Chronological reports and Journalistic writingClassic Poetry | **English** - WritingThrough texts such as:Just WilliamThe Eighteenth EmergencyEmily Dickinson – Poetry Study | **English** - WritingThrough texts such as:The First DrawingStone Age BoyThe 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 shapesStatistics | **Maths**Number and place value Mental addition and subtraction, Written multiplication and divisionWritten multiplication and divisionFractions, ratio and proportionGeometry: properties of shapesProblem solving, reasoning and algebraMeasurementFractions, ratio and proportionWritten addition and subtractionProblem solving, reasoning and algebra | **Maths**Mental addition and subtractionDecimals, percentages and their equivalence to fractionsProblem solving, reasoning and algebraFractions, ratio and proportionWritten multiplication and divisionNumber and place valueGeometry: position and directionGeometry: properties of shapesWritten addition and subtractionMental multiplication and divisionFractions, ratio and proportionMeasurementStatistics |
| **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? |
| PSHECareers, financial capability and economic wellbeing – Borrowing and earning money | PSHEDrug, alcohol and tobacco education- Weighing up risk | PSHEIdentity, society and equality – Human rights | PSHEMental health and emotional well being – Healthy minds | PSHEKeeping safe and manging risk – Keeping safe out and about  | PSHESRE – Healthy relationships, puberty, how a baby is made, how a baby is born. |
| HistoryAnglo-Saxons and Scots | HistoryVikings and Anglo Saxons | GeographyMountains and Rivers | GeographyMountains and Rivers | HistoryMayan Civilisations | HistoryMayan Civilisations |
| ComputingiJam Level 2Internet Safety | ComputingiProgram Level 2Internet Safety | ComputingiDesign Level 1Internet Safety | ComputingiAnimate Level 2Internet Safety | ComputingiBroadcast Level 1Internet Safety | ComputingiFilm Level 1Internet Safety |
| Art - including artist studies based on mediaPrinting and Paisley | Art including artist studies based on mediaMosaic | Art including artist studies based on mediaSculpture - Modelling Planets | Art including artist studies based on mediaSketching/Drawing Lowry | Art including artist studies based on mediaPainting - Monet | Art including artist studies based on mediaSketching/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 |
| 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 |