

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	Write biographies Write stories that contain mythical, legendary or historical characters or events (link to WWII) Novels - Boy in the Striped Pyjamas	Write persuasively. Write stories of adventure (Christmas) Write arguments Novel –.War Games	Write non-chronological reports. Write formally Write in a journalistic style Novel – Kensuke’s Kingdom	Learn by heart and perform a significant poem. Write poems that convey an image (simile, word play, rhyme and metaphor). War poets. Write recounts (France)	Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Write stories of adventure Write in a journalistic style Write persuasively and formally (coroner’s report) Mr Walker – Mock Court Case
History	A study of a theme in British history. World War I Trenches World War I (focus on Evacuation, Rationing, Blitz, role of children) Film – watch Winston Churchill Darkest Hour. Read – War Games Boy in the Striped Pyjamas Primary source – Child evacuee visit.	A study of a theme in British history. World War I and II (focus on Evacuation, Rationing,The Blitz, role of children). The Enigma (Alan Turing) Remembrance Day, Christmas Truce. Visit – Bletchley Park Film – Imitation Games		The changing power of British monarchs from William I to Queen Elizabeth II. Wives Lady Jane Grey Queen Elizabeth I – golden era Timeline Sources – primary and secondary. To understand different ways of learning about the past	Henry VIII – introduction of Church of England. Wives Lady Jane Grey Queen Elizabeth I – golden era	
Geography			Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country (see separate planning)			Describe and understand key aspects of: - physical geography, Mountains making polystyrene hills. Contours and ordnance survey map skills.
Science	Look at the effect of diet, exercise and drugs (PHSE) Examine changes to materials that create new materials that are usually not reversible. Examine the properties of materials using various tests.	Micro organisms. Microscopes - mould cultures Vaccinations and epidemics. Plan and carry out sound investigation	Look at the movement of the Earth and the Moon. Explain day and night and the seasons. Solar System - planets Look at the effect of gravity Study of constellations Star gazing - telescope	Evolution and inheritance. Look at resemblance in offspring. Look at differences in offspring. Look at adaptation and evolution. Mrs Campbell - Genetics talk	Look at reproduction in plants and animals, and human growth and changes. Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	Look at appliances, circuits, lamps, switches, insulators and conductors. Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. Human reproduction.
Maths	Explore numbers and place value so as to read and understand the value of all numbers. Rounding. Add and subtract using efficient mental and formal written methods. Multiply and divide using efficient mental and formal written methods. Fractions, percentages and decimals. Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. Area and perimeter of compound and irregular shapes Roman numerals	Solve problems involving relative sizes of two quantities with missing values Solve problems involving the calculation of percentages Fractions, multiples and decimals Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts. Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	Use and apply measures to increasingly complex contexts. Understand the practical value of using algebra. Gather, organise and interrogate data- pie charts, line graphs, coordinates Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Precision teaching across full range of curriculum Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Standard assessment activities Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Use and apply measures to increasingly complex contexts. Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

PE	Netball	Gymnastics	Hockey	Tennis	May Dance Athletics	Striking and Fielding
RE	Christian Values Overview of Muslim Festivals c/c PHSE & current affairs	Divali (Hindu and Sikhs) C/c Current Affairs	Hanukkah (Jewish) c/C Current Affairs	Study the beliefs, festivals and celebrations of Christianity- Easter C/c Current Affairs	Ramadan / Eid C/c Current Affairs	Religious tolerance /intolerance C/c Current Affairs
Music	2 octave scale- G major, low 2 nd finger position A and E strings	Vivaldi's Four Seasons	Bowing techniques, Composition	Composition	Play and perform in solo and ensemble contexts, using controlled expression and accuracy.	Play and perform in solo and ensemble contexts, using controlled expression and accuracy.
French	Look at the culture of the countries where the language is spoken In the chosen modern language: - Speak - Read – Write (perfect tense, holidays)	In the chosen modern language: - Speak - Read – Write Sports and hobbies. Daily routine	In the chosen modern language: - Speak - Read – Write Future tense. New Year resolutions Horoscope (revision of dates and adjectives)	In the chosen modern language: - Speak - Read – Write Food and drink- shopping (supermarket, shops)	In the chosen modern language: - Speak - Read – Write School life-likes/dislikes. Jobs and careers.	In the chosen modern language: - Speak - Read – Write My family. French - Directions
Art	Observational drawings of a Spitfire/mark making. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Artist focus: Robert Taylor	Textiles - Remembrance Poppies Shape and stitch materials. Use back stitch and blanket stitch. Stitch fabric onto fabric. Embellish and embroider fabric.	Pastel – The Planets Use shading to show light. Use hatching and cross hatching to show tone and texture. Mix and blend colours for effect.	Printing – Tudor Roses/Knot Gardens Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks. Make precise repeating patterns.	Sketching portraits – Henry VIII Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Artist: focus: Hans Holbein	Paper Mache and Paints – linked to Geography
ICT	Designing and printing 3D models Using Tinkercad and Purple Mash to aid the design process. Focus on designs for Christmas decorations.	We are cryptographers Learning how ciphers work. Encoding and decoding text linked to learning in History. Computer coding using Fuze Learning how to create programs using Basic programming language. Loops, variables, if then statements and arrays.	Designing and printing 3D models Using Tinkercad and Purple Mash to aid the design process. Focus on developing designs and skills.	Computer coding using Fuze More advanced projects including coding games and using other accessories.	Designing and printing 3D models/Computer coding using Fuze Further development of skills.	Designing and printing 3D models/Computer coding using Fuze Further development of skills.
PSHR See policy for details of whole school initiatives.	Healthy Lifestyle To recognise opportunities and develop the skills to make their own choices about a balanced lifestyle, understanding what might influence their choices and the benefits of eating a balanced diet. Obesity, drugs, alcohol.	Positive Mindset and Relationships. To recognise what positively and negatively affects their mental and emotional health. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe.	Equality and Diversity To understand that prejudice exists- gender, race, religion, age, sexuality, social status. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Understand what a 'stereotype' is and how they can be unfair, negative or destructive. Current affairs.	Online Safety/ Social Media The responsible use of mobile phones. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to critically consider online friendships and sources of information. How information and data is shared online. NSPCC visit E-safety course (Wheatley Park). LA e-safety advisor	Safety To differentiate between the terms, 'risk', 'danger' and 'hazard' . To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Strategies for keeping safe - fire, water, rail, road safety. Police visit. Fire fighter visit. Bikeability	Physical and Emotional Changes Strategies to deal with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. How their body will, and their emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (as in Term 1)