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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| **ENGLISH** | **The Boy, The Mole, The Fox and the Horse**  Charles Mackesy  Dialogue and Characterisation  Dulce est decorum est: Wilfred Owen  War Poetry | **Wolf Brother**  Michelle Paver  Characterisation and setting | **Skellig**  *Atmosphere and characterisation.*  **Tyger Tyger burning bright**  Poetry  *Rhyme and figurative language*. | **Pig-Heart Boy**  *Description/figurative language, sentence openers.*  **Non-chronological report linked to science.**  **Persuasive letter about animal testing.** | **Holes**  Meeting Tale  *Sentence structure and vocabulary selection.*  **Instructions**  SATS revision | Series of short writing units:  **Jotun: Norse myths, Dracula and Orbs.**  **Play scripts**  *UKS2 production* |
| **MATHS** | **Number to 10 Million and place value to solve problems (including rounding).**  **Four Operations on Whole Numbers to solve problems.**  **Prime numbers.**  **Common multiples and factors to solve problems.** | **Fractions to solve problems.**  **Decimals - multiplication and division to solve problems.**  **Measurements converting length, weight, volume and time.** | **Complex Word Problems using the four operations.**  **Percentages to solve problems.**  **Negative Numbers.** | **Area and Perimeter – calculating triangles, rectangles and parallelograms.**  **Calculating Volume.**  **Geometry – solving problems (angles, triangles and nets).**  **Position and Movement solving problems relating to co-ordinates (translation, reflections).** | **Graphs and Averages.**  **Conversion in lengths (km and miles).**  **Algebra -creating, comparing and solving algebraic expressions.**  **Ratio - solving word problems.**  **SATS revision** | **Consolidation of skills and preparation for KS3.** |
| **RE** | **Creation and science: Conflicting or complimentary?**  Creation | **What would Jesus do?**  *Gospel*  *(Christmas Gospels)* | **What does it mean to be Jewish in Britain today?**  *Judaism* | **What difference does the resurrection make for Christians?**  *Salvation* | **Is it better to express your beliefs in arts and architecture or in charity and generosity?** | **What kind of king is Jesus?**  *Kingdom of God* |
| **SCIENCE** | **Electricity**  *‘What are the benefits of a parallel rather than a series circuit?’* | **Evolution and Inheritance**  *‘Is adaptation immediate or does it take time?’* | **Light**  *‘Can light travel around corners?* | **Animals including Humans**  *‘What do you think would happen if you did not have a heart?’* | **SATS** | **Living things and their habitats**  *‘How are animals similar? Different?’* |
| **COMPUTING** | **How do we use technology respectfully, safely and responsibly?**  *Online Safety* | **How is technology used to share information?**  *Bletchley Park (code crackers)* | **How do we purposefully use technology to create for an audience?**  *Bletchley Park (creating radio broadcasts)* | **How can technology be used to collect and present data?**  *Big Data (barcodes and transmitting data)* | **How can technology be used to give instructions?**  *Introduction to Python* | **How can technology be used to give instructions?**  *Skills Showcase* |
| **HISTORY** | **World War 1** |  | **History of Human Rights** |  | **World War 2 and the Holocaust** |  |
| **GEOGRAPHY** |  | **Spatial Sense** |  | **North America** |  | **British Geographical Issues** |
| **ART** | **Islamic Art and Architecture** |  | **Frida Kahlo** |  | **Art from West Africa** |  |
| **DESIGN AND TECHNOLOGY** |  | **More complex switches and circuits** |  |  |  | **Textiles: combining different fabric shapes** |
| **MUSIC** | **Happy**  *Pop and motown* | Classroom Jazz *Jazz, Latin and blues (produce music with glockenspiels*) | Benjamin Britten - A new year carol  *Western classical music, gospel and Bhangra* | **Celebrating women in the music industry** | **You’ve got a friend**  *The music of Carole King* | **Reflect, rewind and replay** |
| **PE** | **Basketball**  **Sportshall Athletics**  **Fitness** | **Badminton** Gymnastics | **OAA**  Hockey | **Handball**  **Tennis** | **Rounders**  **Tag Rugby** | **Athletics**  **Cricket** |
| **FRENCH** | **Revise previous learning:**  Greeting & introducing.  Counting up to 31.  Days of the week & months of the year.  Talking about birthdays, colours & countries.  Likes and Dislikes.  Body parts & clothing  **Actions:**  Using verbs in the first person, third person.  Using abverbs.  Naming craft materials. | **Exploring France:**  Learning where some French cities are located in France.  Talking about tourist attractions in Paris.  Learning about French-speaking countries.  Naming popular French foods. | **Family:**  Naming extended family members.  Saying how many siblings they have.  Talking about the household tasks they do and have done.  Forming sentences using “*on*”.  Vocabulary associated with birthday parties. | **Weekends:**  Talking about activities that they might do at the weekend.  Expressing what they would and wouldn’t like to do.  Asking others if they would like to do something.  Naming foods associated with midnight feasts.  Giving a reason for accepting or declining an invitation. | **Describing and comparing:**  The future tense in the first, second and third person singular and first person plural.  Using adjectives to compare people.  More ways to describe how they are feeling. | **Jobs:**  Naming a number of jobs in French.  Saying what they want to be when they’re older.  Naming some workplaces.  Saying vocabulary linked to space stations and fire stations. |
| **PSHE** | **Self-belief** | **Communication and collaboration** | **Healthy relationships** | **Money and Finance** | **First Aid** | **Philosophy for children** |