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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| **ENGLISH** | **War Horse**  SPaG  *Addressing gaps from last year.*  Journey Tale  *Conjunctions, sentence openers and structures.* | SPaG/Reading  *Addressing gaps from PiXL assessments.*  **A Poem to be spoken silently**  Poetry  *Figurative and descriptive language*  Letters  *Letters to soldiers*  **A Boy Called Christmas**  Newspaper Reports  *Levels of formality.* | **Beowulf**  Defeating the Monster Tale  *Creating cohesion, suspense and descriptive language.*  Information Texts  *Writing a non-chronological report about ‘The Grendel’* | **The Highwayman**  **(Poetry)**  Warning Tale  *Figurative and descriptive language.* | **Harry Potter and the Philosopher’s Stone**  Play scripts  *Convert to play scripts.*  *Linked to UKS2 production.*  *Dialogue and characterisation*  Persuasive Writing  *Persuasive letters..* | **The Boy Who Harnessed The Wind**  Biographies  *Levels of formality.*  Explanation and Instruction Texts  *Linked to DT and Science.* |
| **MATHS** | **Number and place value to solve problems.**  **Addition and subtraction to solve problems.** | **Addition and subtraction to solve problems continued.**  **Multiplication and division to solve problems.** | **Read and interpret information in tables and in line graphs.**  **Comparing and ordering fractions to solve problems.** | **Carrying out a range of operations with fractions.**  **Decimals and percentages to solve problems**  **Shape and position and direction to solve problems.**  **Measures - money to solve problems.**  **Measures –capacity / volume to solve problems.** | **Area and perimeter- exploring varieties of polygons.**  **Volume and capacity calculations.** | **Volume and capacity calculations.**  **Roman Numerals.** |
| **RE** | **What does it mean if God is loving and holy?**  *God* | **Was Jesus the Messiah?**  *Incarnation* | **How can following God bring freedom and justice?**  *People of God* | **What did Jesus do to save human beings?**  *Salvation* | **What does it mean to be Muslim in Britain today?**  *Islam* | |
| **SCIENCE** | **Forces**  *‘What would happen if there wasn’t any gravity on Earth?’* | **Earth and Space**  *‘How significant are we in the universe?’* | | **Animals including humans**  *‘How is the life cycle of the butterfly like a human’s life cycle?*  *How does the average height of a class change as they get older?’* | **Living things and their habitats**  *‘Why are insects important in plant reproduction?’* | **Properties and changes of materials**  *‘If sugar ‘disappears’ when added to water, why can we get it back?’* |
| **COMPUTING** | **How do we use technology respectfully, safely and responsibly?**  *Online Safety* | **How is technology used to share information?**  *Search Engines* | **How do we purposefully use technology to create information for an audience?**  *Online Safety (revisiting stop motion animation)* | **How can technology be used to collect and present data?**  *Mars Rover-Binary Code* | **How can technology be used to give instructions?**  *Micro:bit* | **How can technology be used to give instructions?**  *Sonic Pi* |
| **HISTORY** | **Baghdad**  *The rise of Islam 900CE* | | **The birth of the British Empire**  *1497-1763* |  | **Transatlantic Salve Trade** |  |
| **GEOGRAPHY** |  | **Spatial Sense** |  | **Mountains** |  | **Field Work: Local Study** |
| **ART** |  | **Style in Art and Design** | **Chinese Art** |  | **Prints and Printmaking** |  |
| **DT** | **Structures**  *Taught through Forest School* |  |  | **Gears and Pulleys** | **Computer Operated Design**  *Cross curricular with computing-Micro:bit* | **Food Technology** |
| **MUSIC** | **Livin’ on a Prayer**  *Rock anthems* | **Classroom Jazz**  *Jazz and improvisation.* | **Make You Feel My Love**  *Pop ballads* | **Fresh Prince**  *Old School Hip Hop* | **Dancing in the Street** *Motown* | **Production Singing** |
| **PE** | **Basketball**  **Sportshall Athletics**  **Fitness** | **Badminton**  **Gymnastics** | **OAA**  **Hockey** | **Handball**  **Tennis** | **Rounders**  **Athletics** | **Cricket**  **Athletics** |
| **FRENCH** | **Review prior knowledge.**  **French numbers up to 20.**  **French songs.** | **Read, say and write:**  **Day, date and month.**  **Be aware of traditional French story and custom.** | **Time**  **(o’clock, half past, quarter to and quarter past).**  **My day at school.** | **Shopping for food, drink and clothes.** | **Directional language**  **(Follow directions on a map).**  **Revisit:**  **Colours, shapes and body part names.** | **Listen to, follow and retell a story to ‘get the gist’.**  **All about me.** |
| **PSHE** | **Friendships** | **Celebrating differences** | **Feelings** | **Bullying** | **Changes** | **Good to be me!** |