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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* | **Balanced Arguments**  *For and against evidencing using Point, Evidence & Explain method.*  **Poetry**  *Rhyme and figurative language – Ancient Greece.* | **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 | Writing through the wider curriculum  **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** | **Cross-curricular Geography fieldwork, data collection and presentation.** |
| **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?’* |  | **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-Kapow lesson 3 onwards* | **How can technology be used to give instructions?**  *Skills Showcase* |
| **HISTORY** | **World War 1** |  | **World War 2 and the Holocaust** |  | **History of Human Rights-needs teaching** |  |
| **GEOGRAPHY** |  | **Spatial Sense** |  | **North America** |  | **British Geographical Issues** |
| **ART** | **Islamic Art and Architecture** |  | **Frida Kahlo** |  | **Art from West Africa** |  |
| **DESIGN AND TECHNOLOGY** |  | **Electrical Systems**  *Steady Hand Game* |  | **Mechanical Systems** *Automata Toys* |  | **Textiles**  *Waistcoats* |
| **MUSIC** | Classroom Jazz *Jazz, Latin and blues (produce music with glockenspiels*) | | **You’ve got a friend**  *Carole King* | | **Production Singing** | |
| **PE** | **Forest School**  **Sportshall Athletics** | **Forest School**  **OAA** | **Forest School**  Lacrosse | **Forest School**  **Gymnastics** | **Forest School**  **Athletics** | **Forest School**  **Cricket** |
| **SPANISH**  **(Language Angels)** | Phonics 1  ‘I can…’ | Phonics 2  ‘I am learning Spanish’ | Phonics 3  Greetings | Phonics 4  Ancient Britain | Phonics 5  Presenting myself | Phonics 6  Family |
| **PSHE** | **Relationships**  *Family and Relationships* | **Living in the Wider World**  *Citizenship* | **Living in the Wider World**  *Economic Wellbeing* | **Health and Wellbeing**  *Health and Wellbeing* | **Health and Wellbeing**  *Safety and the Changing Body*  **Identity**  *Personal identity, gender identity and body image*  **Transition**  *Year 5 Transition* | |