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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 3Greetings | Phonics 4Ancient Britain | Phonics 5Presenting myself | Phonics 6Family |
| **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* |