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|  | **TERM 1** | **TERM 2** | **TERM 3** | | **TERM 4** | **TERM 5** | **TERM 6** |
| **ENGLISH** | **A Poem To Be spoken silently and other poems**  Poetry  *Creating images in poetry/introduction to figurative language.*  **Shadow**  Journey Tale  *Conjunctions, sentence openers and structures.*  Information Texts  *Dogs-focus on applying different sentence types.* | Informal Letter Writing  *Letters to soldiers.*  **A Boy Called Christmas**  Newspaper Reports  *Levels of formality.*  *Direct and indirect speech.* | **Beowulf**  Defeating the Monster Tale  *Creating suspense.*  Formal Police Reports and Information Texts *Grendel and inventing own mythical monsters.* | | **The Highwayman**  Warning Tale-Poetry  *Sentence structures.*  *Figurative and descriptive language.* | **Harry Potter and the Philosopher’s Stone**  Film Scripts/Dialogue and characterisation  *Dialogue and characterisation.*  Persuasive Writing  *Persuasive letters.* | **The Boy Who Harnessed The Wind**  Rags to Riches tale  *Characterisation.*  Biographies  *Levels of formality.* |
| **MATHS** | **Numbers to 1,000,000**  *Reading and writing, comparing, making number sequences and rounding numbers to 1,000,000.*  **Addition and Subtraction (whole numbers)**  *Adding and subtracting within 1,000,000.*  **Multiplication and Division (whole numbers)**  *Multiples, factors and primes. Multiplying and dividing by 10, 100 and 1000. Written methods for multiplication and division.* | **Multiplication and Division (whole numbers-continued)**  *Multiples, factors and primes. Multiplying and dividing by 10, 100 and 1000. Written methods for multiplication and division.*  **Word Problems (whole numbers).** | **Graphs**  *Read and interpret information in tables and in line graphs.*  **Fractions**  *Comparing and ordering fractions to solve problems.*  *Carrying out a range of operations with fractions.* | | **Fractions**  *Comparing and ordering fractions to solve problems.*  *Carrying out a range of operations with fractions.*  **Decimals**  *Reading and writing, comparing, adding and subtracting and round decimals.* | **Percentages**  *Finding percentages of quantities.*  **Geometry**  *Recognising and drawing angles. Solving problems involving angles.*  **Position and Movement**  *Translating and reflecting shapes.* | **Measurement**  *Converting units of: length, mass, time and telling the temperature.*  **Area and Perimeter**  *Finding perimeter and measuring and estimating area.*  **Volume**  *Volume of solids and capacity.*  **Roman Numerals**  *Roman Numerals to 1000.* |
| **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?’* | | **Properties and changes of materials**  *‘If sugar ‘disappears’ when added to water, why can we get it back?’* | | **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?’* |
| **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 for an audience?**  *Re-visiting 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* | **Digital World:** *Monitoring Devices*  *(Cross-curricular DT and Computing unit)* |
| **HISTORY** | **Baghdad**  *The rise of Islam 900CE* |  | **The birth of the British Empire** | |  | **Transatlantic Slave Trade** |  |
| **GEOGRAPHY** |  | **Spatial Sense** |  | | **Mountains** |  | **Field Work: Local Study** |
| **ART** | **Style in Art and Design**  *Rocco vs Modernism* |  | **Chinese Art** | |  | **Prints and Printmaking** |  |
| **DT** |  | **Structures:**  *Bridges* |  | | **Food:**  *What could be healthier?* |  | **Digital World:** *Monitoring Devices*  *(Cross-curricular DT and Computing unit)* |
| **MUSIC** | **Make you feel my love**  **Charanga**  *Pop Ballads* | | **Fresh Prince**  **Charanga**  *Old School Hip Hop* | | | **Production Singing** | |
| **PE** | **Basketball**  **Forest School** | **OAA**  **Forest School** | **Dance**  **Forest School** | | **Handball**  **Forest School** | **Athletics/Catch up swimming**  **Forest School** | **Tennis**  **Forest School** |
| **SPANISH** | 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*  **Transition**  *Year 5 Transition* | |