|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 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***Transition***Year 5 Transition* |