



| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|---|---|---|--|--|
| English | <p>Whole school explore and engage unit The Tin Forest</p> <p>Reports Spiderwick Field Guide</p> <p>Poetry – vocabulary building</p> | <p>Night of the Gargoyles by Eve Bunting Non-fiction explanation and instruction</p> <p>Planetarium by Chris Wormell & Raman Prinja</p> | <p>Whole school explore and engage unit</p> <p>Mixed genres: Fiction Genres Uncle Montague’s Tales of Terror by Chris Priestley</p> | <p>Persuasion - Children of the King by Sonya Hartnett</p> <p>Explanations Humans and health</p> <p>Poetry – vocabulary building</p> | <p>Whole school explore and engage unit</p> <p>Focus on Study skills Assessment Week</p> <p>Discussion/ Debate Outsiders – Eric, Friend or Foe, Refugees</p> | <p>Narrative</p> <p>Poetry – rap and spoken word</p> |
| Maths | <p>Place value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Mental Calculation Strategies</p> <p>Fractions Equivalent fractions Comparing and ordering Fractions adding and subtracting fractions</p> | <p>Fractions, decimals and percentages Fraction and decimal equivalents Calculating percentages</p> <p>Multiplication and division Formal written methods</p> <p>Geometry Area of parallelograms and triangles Properties of shape</p> | <p>Order of Operations and Algebra</p> <p>Formal Written Method for Long Division</p> <p>Geometry Perimeter and area Angles Reflection and translation</p> <p>Fractions Multiplying fractions Dividing fractions Fraction problem solving</p> | <p>Ratio and proportion</p> <p>Measure Problem solving Volume</p> <p>Statistics Interpreting line graphs</p> <p>Algebra and sequences</p> | <p>Consolidate key learning in preparation for SATs</p> <p>Statistics Calculate and interpret mean average</p> <p>Application of known facts and calculation strategies</p> | <p>Constructing Pie Charts</p> <p>Statistical Representations</p> <p>Further Algebra</p> <p>Financial Maths and Enterprise</p> <p>Maths Preparation for KS3</p> |
| Science | <p>Light</p> | <p>Humans and health</p> | <p>Classification</p> | <p>Evolution and inheritance</p> | <p>Electricity</p> | <p>Investigation</p> |
| Computing | <p>Sound Works To plan and create a multi-track sound recordings using sound editing software to communicate an idea or mood appropriately and safely for a specific audience</p> | | <p>Information Models To create a spreadsheet model to find possible answers to a real life problem.</p> | | <p>Staying Connected To create blogs for school projects, checking and uploading digital content.</p> | |

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| History | Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England. | | Mayans Non European society. | | Local impact of war What impact did WW1 have on our local area? | |
| Geography | | Amazon Rainforest South America (environmental regions, key physical and human features, countries, major cities). | | Global Trade Economic activity including trade links | | Landscape Changes Geography fieldwork – what enquiries can we use our geography skills to investigate locally? |
| Art | | Working with colour Create a piece of art based on the rainforest. Skills: drawing, colour and collage. | Mayan art Create a Mayan glyph tile. Create a Mayan mask Skills: Sculpture - clay. | | Shape and Pattern Skills: Perspective Colour, shape | Create a poster Skill: printing. |
| D.T | Design an everyday item (case) | | | Seasonal food Design and make a dessert using Fairtrade and seasonal produce | | |
| P.S.H.E | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| R.E | Beliefs and Practices What is the best way for a Muslim to show commitment to God? Religion: Islam | Christmas How significant is it that Mary was Jesus' mother? Religion: Christianity | Beliefs and Meaning Is anything ever eternal? Religion: Christianity | Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity | Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam | |

| French | Healthy Lifestyles <i>(Manger et Bouger)</i> | The Planets <i>(Les Planètes)</i> | The Weekend <i>(Le week-end)</i> | The Weekend <i>(Le week-end)</i> | Me in the world <i>(Moi dans le monde)</i> | Me in the world <i>(Moi dans le monde)</i> |
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| Music | Happy Pop/Neo Soul | Classroom Jazz 2 Bacharach and Blues Jazz, improvisation and composition | A New Year Carol Classical or Urban Gospel | You've Got A Friend 70s Ballad/Pop The music of Carole King | Music and Me Create your own music inspired by your identity and women in the music industry | Reflect, Rewind & Replay Classical The history of music, look back and consolidate learning. |
| P.E | Gymnastics Create complex and well executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. | Hockey Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game | Invasion games Basketball Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. volleyed basket ball with accuracy. Use forehand and backhand. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics. | Invasion games Football Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics. | Striking and fielding Rounders Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. | Athletics Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement. |
| Swimming Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. | | | | | | |