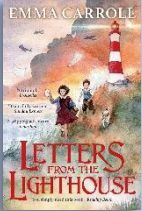
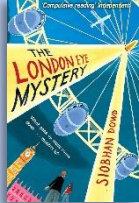
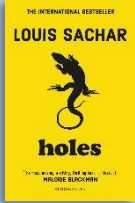




	Autumn	Spring	Summer
Theme			
Hook	Mystery Objects Bag	London Underground Treasure Hunt	The Digging Detectives
Enrichment	Western Approaches Museum Trip	Life Caravan PSHE Workshop	Lake District Residential Trip
Showcase	Learning Showcase: WW2 & Remembrance Day	The Eucharist iMovie	End of Year Performance

	Autumn		Spring		Summer	
Reading		Author of the term: Emma Carroll		Author of the term: Siobhan Dowd		Author of the term: Louis Sachar
	Press Start to Play (Poetry) <i>by Sam Gayton</i> Air Raid! <i>by Jean May</i>		Top Gun of the Sky (Poetry) <i>by Martin Bradley</i> All Aboard the Empire Windrush <i>by Jillian Powell</i>		The Head That Wears a Crown (Poetry) <i>by Rachel Piercey</i> Flotsam <i>by David Wiesner</i>	



Reading Objectives taught throughout the year			
	Word Reading 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Comprehension 1. Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference book or textbooks. - reading books that are structured in different ways and reading for a range of purposes. - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - recommending books that they have read to their peers, giving reasons for their choices. - identifying and discussing themes and conventions in and across a wide range of writing. - making comparisons within and across books. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 2. Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - asking questions to improve their understanding. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - predicting what might happen from details stated and implied. - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - identifying how language, structure and presentation contribute to meaning. 3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 4. Distinguish between statements of fact and opinion. 5. Retrieve, record and present information from non-fiction. 6. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 7. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 8. Provide reasoned justifications for their views.	
	Writing to Entertain: Narrative Poetry Writing to Inform: Non-Chronological Report Newspaper Article Writing to Persuade: Letter	Writing to Entertain: Missing Person Description Narrative Writing to Inform: Information Leaflet Writing to Discuss: Newspaper Article	Writing to Entertain: Characters & Settings Narrative Writing to Inform: Biography Writing to Discuss: Balanced Argument Writing to Persuade Advert



Grammar & Punctuation	Writing to Entertain: Subordinate Clauses Relative Clauses Colons & Semi-colons Ellipsis Writing to Inform: Expanded Noun Phrases Passive Voice Colons & Semi-colons Writing to Persuade: Modal Verbs Subjunctive Form Use ? ! for rhetorical / exclamatory sentences		Writing to Entertain: Co-ordinating Conjunctions Relative Clauses Writing to Inform: Expanded Noun Phrases Relative Clauses Writing to Discuss: Modal Verbs Adverbials Brackets, Dashes & Commas Colons & Semi-colons		Writing to Entertain: Subordinating Clauses / Conjunctions Adverbials Writing to Inform: Expounded Noun Phrases Passive Voice Colons & Semi-colons Writing to Discuss: Modal Verbs Writing to Persuade: Imperative Verbs Short Sentences			
Spelling	Adding the suffix / ably / Adding the suffix / ibly / CEW*: / e / at the end of words Adding the ending / fer /	CEW: Remembering doubles Hyphens in words Or sound / ough / Alternative sounds for / ough /	CEW: Uncommon silent letters Silent letters / mb / Silent letters / le / CEW: Uncommon silent letters	Silent letters / kn / & / gh / Silent letters mixed Homophones	/ ee / sound with / ei / spelling CEW: / ee / sound with / y / at the end / z / sound with / s / spelling	Homophones CEW: Complex		
	*CEW = Common Exception Words							
Maths	Place Value (2 Weeks) Addition, Subtraction, Multiplication & Division (5 Weeks) Fractions A (2 Weeks) Fractions B (2 Weeks) Measure (1 Week) Conversions (1 Week)		Ratio (2 Weeks) Algebra (2 Weeks) Decimals (2 Weeks) Fractions, Decimals & Percentages (2 Weeks) Area, Perimeter & Volume (2 Weeks) Statistics (2 Week)		Shape (4 Weeks) Geometry, Position & Direction (1 Week) Themes & Projects consolation Problem Solving			
RE	Unit 6.1 – Life as a Journey Is every person's journey the same?	Unit 6.2 – Advent How do Christians prepare for Christmas?	Unit 6.3 – The Eucharist Why do Christians celebrate The Eucharist?	Unit 6.3a – The Exodus Why are the events of the Exodus significant for Jewish and Christmas history?	Unit 6.4 – Jesus Who was Jesus? Who is Jesus?	Unit 6.5 – Ascension & Pentecost What is the importance of Ascension & Pentecost for Christians?	Unit 6.6 – God What is the nature and character of God?	Unit 6.7 – People of Faith How do having faith affect peoples' lives?
Christian Value	Respect	Humility	Creativity	Wisdom		Forgiveness		Thankfulness



Science	Electricity 1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 2. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 3. Use recognised symbols when representing a simple circuit in a diagram.	Animals including humans 1. Identify and name the main parts of the human circulatory systems, and describe the functions of the heart, blood vessels and blood. 2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 3. Describe the ways in which nutrients and water are transported within, animals, including humans.	Light 1. Recognise that light appears to travel in straight lines. 2. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 3. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 4. Use the idea that light travels in straight lines to explain why shadows have the same shapes as the objects that cast them.	Living things & their habitats 1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. 2. Give reasons for classifying plants and animals based on specific characteristics.	Evolution & Inheritance 1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Working Scientifically	During UKS2, pupils should be taught to use the following practical scientific methods, processes and skills. 1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. 3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 4. Using test results to make predictions to set up further comparative and fair tests. 5. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. 6. Identifying scientific evidence that has been used to support or refute ideas or arguments.				
Computing	Computing Systems & Networks: Bletchley Park & the history of computers 1. Explain that codes can be used for a number of different reasons and decode messages. 2. Explain how to ensure a password is secure and how this works. 3. Explain the importance of historical figures and their contribution towards computer science and present information about them. 4. Develop an idea for a computer of the future and create a simple design.	Programming: Exploring Python 1. Identify key similarities and differences between block-based code and text-based Python. 2. Predict what a Python program will do before it is run and explain how Python instructions work and why correct syntax and indentation matter. 3. Spot and fix simple syntax errors, including typing and spacing mistakes. 4. Modify existing Python code to create a new, intended outcome. 5. Use a systematic approach to identify, debug and explain syntax and logic errors.	Online Safety 1. Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. 2. Explain how sharing online can have both positive and negative impacts. 3. Be aware of how to seek consent from others before sharing material online. 4. Explain what digital reputation is and what it can consist of. 5. Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school. 6. Explain what to do is passwords are shared, lost or stolen.		
History	World War II	The Windrush Generation	Significant Monarchs		
Geography	Earthquakes, Mountains & Volcanoes	Human & Physical Geography	Settlements: UK, Europe & North America		



Art	Drawing Significant Artist: Frida Kahlo		Printing & Collage Significant Artist: Patrick Caulfield		Printmaking & Textiles Significant Artist: Patrick Hughes		3D Art Significant Artist: Dale Chihuly		Painting Significant Artist: Terry Gilecki			
DT	Electrical Systems: Can switches perform more than one function? Significant Inventor: Albert Sadacca			Textiles: How can we reduce, recycle and repurpose? Significant Designer: Isatou Ceesay			Food & Nutrition: Does food affect the way you feel? Significant Chef: Niklas Peter Ekstedt					
PE	Rugby		Football		Netball		Fitness		Rounders		Outdoor Adventure	
	Dance		Mindfulness		Gymnastics		Tennis		Athletics		Volleyball	
Music	Shadows 1. Explore the influences on an artist by comparing pieces of music from different genres. 2. Identify features of timbre, instrumentation, and expression in an extract of music. 3. Use musical knowledge and vocabulary to discuss similarities and difference in pieces of music. 4. Create a shadow movement piece in response to music.				You to Me Are Everything 1. Listen and appraise, recognising and identifying key musical features such as rhythm, timbre, structure, and instruments. 2. Use music vocabulary and knowledge to discuss similarities and difference in pieces of music. 3. Learn some simple choreography to accompany a disco song.				Race! 1. Create an accompaniment. 2. Create an extended melody with four distinct phrases. 3. Experiment with harmony. 4. Structure ideas into a full soundtrack.			
PSHE	Me & my relationships 1. Assertiveness. 2. Co-operation. 3. Safe / unsafe touches. 4. Positive relationships.		Valuing Difference 1. Recognising and celebrating difference. 2. Recognising and reflecting on prejudice-based bullying. 3. Understanding bystander behaviour. 4. Gender stereotyping.		Keeping Safe 1. Understanding emotional needs. 2. Staying safe online. 3. Drugs: norms and risks (including the law).		Rights & Respect 1. Understanding media bias, including social media. 2. Caring: communities and the environment. 3. Earning and saving money. 4. Understanding democracy.		Being my Best 1. Aspirations and goal setting. 2. Managing risk. 3. Looking after my mental health.		Growing & Changing 1. Coping with changes. 2. Keeping safe. 3. Body image. 4. Sex education. 5. Self-esteem.	
MFL	La Fruta (Fruits)		Las Estaciones (Seasons)		Las Verduras (Vegetables)		Me Presento (Presenting myself)		Mi Familia (My family)			