

Year 3

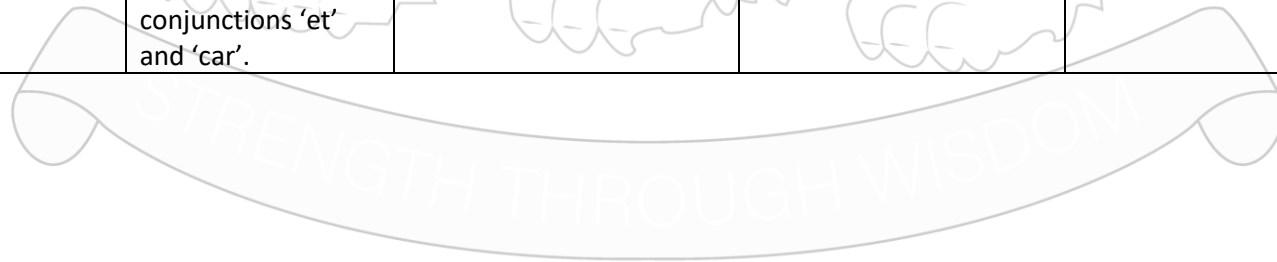
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number – number and place value Number – addition and subtraction	Number – addition and subtraction Number – multiplication and division	Number – addition and subtraction Measurement – Length and perimeter Number - fractions	Number - fractions Measurement – capacity and mass	Measure - Money Measure - time	Geometry – properties of shapes - Angles and properties of shapes Statistics
<b>Reading</b> See reading overview for objectives	<b>Curriculum Driver: Forces and Magnets</b> Narrative - The Robot and the Bluebird Narrative – The Tin Forest Non-Fiction – Forces in Action Narrative - The Wild Robot	<b>Reading Breadth Fairy Stories and Poetry</b> Narrative - The Princess and the Pea The Princess Blankets Poetry - Fire Burn, Cauldron Bubble Magical Poems	<b>Curriculum Driver: Geography Mountain and Rivers</b> Non-fiction – Rivers Narrative – King of the Cloud Forest Where the Mountain Meets the Moon	<b>Reading Breadth: Stories and Poetry</b> Charlotte’s Web Leon and the Place In-between Poetry – Hot Like Fire and other Poems	<b>Reading Breadth: Stories and Poetry</b> Pippi Longstocking Stig of the Dump  Poetry – Welcome to my Crazy Life by Joshua Seigal	<b>Curriculum Driver: History Egyptians</b>  Cinderella and the Nile  Life in Ancient Egypt  The Genius of Ancient Egyptians
<b>Writing</b> See writing overview for objectives	<b>Narrative</b> adventure Stone Age Boy <b>Poetry</b> Haikus and Tankas	<b>Non-Fiction</b> Instructions How to Wash a Woolly Mammoth  <b>Narrative</b> traditional tale The Magic Paintbrush	<b>Narrative</b> tragedy Flood  <b>Poetry</b> Free Verse	<b>Non-Fiction</b> Explanation Street Beneath my Feet  <b>Narrative</b> - romance The Blue Umbrella	<b>Narrative</b> story Wisp- a story of hope  <b>Poetry</b> Questions and Answers Poems	<b>Non-Fiction</b> Diary Secrets of an Egyptian Sun God <b>Narrative</b> suspense Wolves in the Walls
<b>Spelling</b>	Phonics: sh ch ti ci /sh/,ei can make the sound /i/ Suffixes – ance, cious, tious, able, ible, ly, ent, ence, ency	Phonics: ‘o’ in local, focal Prefixes and etymology ‘pre’ Near homophones Suffixes ‘ency’ ‘ancy’	Phonics: ff making /f/ sound, ci /sh/, l-e making /ai/ sound S making /z/ sound Navigating thesaurus	Phonics: g making the /j/ sound, gn, kn making the /n/ sound Irregular exception words	Phonics: g makes the /j/ sound, le makes the /l/ sound, s makes the /z/ sound -cial and –tial words Revisit –ably and –ibly	Phonics: ew making /u/ sound, ai making /ei/ sound Prefix – co Synonym families Homophones

	Hyphens Contractions	Words with unstressed vowels Irregular plurals	Possessive apostrophes for collective nouns	Revisit possessive apostrophes Prefix re- dis- mis- tele-trans-	Multisyllabic words with unstressed consonants Irregular exception words- ei after c	
<b>Geography</b>	<b>World Geography</b> <b>Describing Maps of the World</b> Locate and describe the equator, the tropics and its climate, the prime meridian, western and eastern hemispheres Understand latitude and longitude <b>Europe</b> Learn key information about the location and diversity of Europe <b>Local Geography</b> Describe how the locality of the school has changed over time	<b>Landscapes: Weathering and Rivers</b> Learn about the physical processes involved in weathering Identify and describe the physical features of rivers	<b>The Water Cycle: The cycle and clouds and precipitation</b> Identify and define the physical processes of the water cycle Identify and describe the physical features of clouds	<b>World Geography</b> <b>Describing Maps of the World</b> Locate and describe the equator, the tropics and its climate, the prime meridian, western and eastern hemispheres Understand latitude and longitude <b>Europe</b> Learn key information about the location and diversity of Europe <b>Local Geography</b> Describe how the locality of the school has changed over time	<b>Landscapes: Weathering and Rivers</b> Learn about the physical processes involved in weathering Identify and describe the physical features of rivers	<b>The Water Cycle: The cycle and clouds and precipitation</b> Identify and define the physical processes of the water cycle Identify and describe the physical features of clouds
<b>History</b>	<b>The Stone Age</b> Knowledge Building	<b>The Bronze and Iron Age</b> Knowledge Building	<b>Ancient Egypt</b> Knowledge Building	<b>The Stone Age</b> Deepen and Apply	<b>The Bronze and Iron Age</b> Deepen and Apply	<b>Ancient Egypt</b> Deepen and Apply
<b>Science</b>	<b>Forces and magnets</b> Compare how things move on different surfaces	<b>Animals including humans</b> Identify that animals, including	<b>Plants</b> Identify and describe different functions of plants and flowers	<b>Rocks</b> Compare and group together different kinds of rocks on the basis of	<b>Light</b> Recognise that they need light in order to see	<b>Climate change</b>

	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	humans, need the right types and amount of nutrition, and that they cannot make their own food	Explore the requirements of plants for life and growth	their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock	things and that dark is the absence of light Notice that light is reflected from surfaces	
<b>Art</b>	Sketching pencils Henry Moore Line Animals	Watercolour paint Camille Pissarro Texture Landscapes	Plasticine Yayoi Kasuma Colour Natural forms	Charcoal Henry Moore Line Animals	Poster paint Camille Pissarro Texture Landscapes	Clay Yayoi Kasuma Colour Natural forms
<b>DT</b>	<b>Mechanisms</b> Linked levers	<b>Structures</b> Frame Structures	<b>Electrics</b> Paper circuits	<b>Mechanisms</b> Linked levers	<b>Structures</b> Frame Structures	<b>Electrics</b> Paper circuits
<b>Music</b>	<b>Ballads</b> Performing and composing		<b>Chinese New Year</b> Pentatonic melodies and composition		<b>The Vikings</b> Developing singing technique	<b>India</b> Traditional instruments and improvisation
<b>RE</b>	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?		How can Brahman be everywhere and in everything?	
<b>PSHE</b>	<b>Being Me in My World</b> Setting personal goals Self-identity and worth Positivity in challenges	<b>Celebrating Difference</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying	<b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising	<b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and	<b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen	<b>Healthy Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas

	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	and how to solve it Recognising how words can be hurtful Giving and receiving compliments	and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	off line scenarios Respect for myself and others Healthy and safe choices	Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Preparing for transition
<b>Computing</b>	Coding Online safety	Coding	Touch Typing (present a piece of written work – use an extract from a writing unit or a piece of writing from one of the foundation subjects)	Email (inc. email safety)	Graphing Spreadsheets	Graphing Spreadsheets
<b>PE</b>	<b>Tag rugby</b> Play in competitive games developing basic tactics. Master basic movements including hitting, returning, moving to return. Work collaboratively to use basic tactics.  <b>Dance</b> Develop and perform simple routines. Perform to an audience.	<b>Handball</b> Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.  <b>Gymnastics</b> Devise simple sequences using compositional ideas. Master basic movements including leaping,	<b>Lacrosse</b> Play in competitive games applying basic attacking skills. Able to throw and catch consistently in a competitive game situation. Master basic movements: Spring, change of direction and coordination of the feet.  <b>Dance</b> Develop and perform simple routines. Perform to an audience.	<b>Basketball</b> Play in competitive games developing throwing, catching, shooting and defending skills. Use sprinting, running and dynamic movements. Apply the rules of basketball to drills and gameplay.  <b>Gymnastics</b> Perform with control and confidence a range of basic actions. Develop a broader range of new actions. Work individually to improve a sequence.	<b>Athletics</b> Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others.  <b>Swimming</b> Develop skills further participating in increasingly challenging situations Be increasingly confident with a variety of stroke techniques and use with control and fluency.	<b>Rounders</b> Play in competitive games developing simple tactics. Master basic movements including running, throwing, catching and striking. Work collaboratively to use basic tactics for batting and fielding.  <b>Swimming</b> Develop skills further participating in increasingly challenging situations Be increasingly confident with a variety of stroke techniques and use

		jumping, balancing and stretching. Work collaboratively to adapt, change and improve individual sequence.				with control and fluency.
<b>French</b>	<b>Core Skills</b> Phonetics 1 <b>I'm Learning French</b> Locate France. Ask and answer the question 'How are you?' 'Hello' and 'Goodbye' in French. Ask and answer the question 'What is your name?' Numbers 1-10. 10 x colours.	<b>The Seasons</b> Recognise, recall and remember the four seasons. Recognise, recall and remember a short phrase for each season in French. State their favourite season in French. Begin using the conjunctions 'et' and 'car'.	<b>Animals</b> Recognise, recall, and spell up to ten animals in French. Understand articles/determiners. Use and understand the phrase 'je suis' - I am.	<b>Fruit</b> Recognise, recall, and spell up to ten fruits in French. Ask if somebody likes a given fruit. State what fruits they like/dislike.	<b>Instruments</b> Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand that the definite article/determiner 'the' has a plural form in French. Learn to say 'je joue' - I play.	<b>Ice-creams</b> Name and recognise up to 10 different flavours for ice creams. Learn how to ask for an ice cream using 'je voudrais' - I would like. Learn simple phrases associated with buying an ice cream.



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number – number and place value: Place value – 4-digit numbers Number – addition and subtraction	Number – addition and subtraction Measurement: area Number – multiplication and division	Number – multiplication and division Measurement: length and perimeter Number – fractions	Number – fractions Number - decimals	Number – decimals Measurement: Time, money Statistics	Statistics Geometry – properties of shapes Geometry – position and direction
<b>Reading</b>	<b>Curriculum Driver</b> <b>Science: Living Things/Habitats/Animals</b> Fiction Why the Whales Came by  Poetry Wild in the Streets and other Poems of City Animals  Non-fiction Habitats	<b>Reading Breadth: Stories and Poetry</b> The Girl who Stole and Elephant  Poetry Where Zebras Go  Night of the Gargoyles	<b>Curriculum Driver: History Vikings</b>  Fiction Odd and the Frost Giant  Fiction Viking Boy  Non-Fiction 100 Facts of Vikings Vikings Explore	<b>Reading Breadth: Myths and Legends and Poetry</b>  Stories from Around the World  Beowolf  Poetry Chest  Tales from Africa	<b>Curriculum Driver: Geography revisit Europe and Internation Trade</b>  The Travel Book  Survivor – Tales from the Wild  The Dragon of Krakow	<b>Reading Breadth: Stories and Poetry</b>  Werewolf Club Rules  The Legend of Podkin One-Ear  Wind in the Willows
<b>Writing</b>	<b>Narrative</b> mystery The Whale  <b>Poetry</b> Limericks	<b>Non-Fiction</b> Newspaper report The Creature (save our planet)  <b>Narrative</b> story Feast by Disney	<b>Narrative</b> legacy Farther  <b>Poetry</b> Metaphor poem	<b>Non-Fiction biography</b> Nikola Tesla <b>Narrative fantasy</b> The Lost Thing	<b>Narrative</b> adventure <b>Journey</b>  <b>Non-Fiction</b> holiday brochure	<b>Narrative</b> traditional tale Alladin and the Enchanted Lamp  <b>Poetry</b> Still I Rise (TWS)
<b>Spelling</b>	Phonics: tu e.g. acutally, ou making the sound /u/, air – ere, are, ayer, eir Suffixes -tion, -sion, -ssion, -cian	Phonics: ti makes schwa sound, ai in the middle of words Apostrophes in contractions	Phonics: e can make long vowel sound /e/, d making /dge/ sound	Phonics: kn makes /n/ sound, o can make the long o sound.	Phonics: c makes the /s/ sound, ai spelt ei, eigh or ey	Phonics: 'l' represented by the le grapheme

	-sure –ure Contractions /g/ as gue, /k/ as que	Possessive apostrophe in plurals Prefix micro- etymology Recap plurals and adding -ves	Prefixes ir-, anti-, auto- Common exception words	Prefixes im-, in-, il- ,sub- Revisit plurals – take of y add –ies Homophones and near homophones	Polysyllabic words using prefixes mini and micro Add -sion and -tion to make nouns from verbs Prefixes im-, ir-	Apostrophes for possession in plural and singular nouns Double consonant nouns Adjectives into adverbs le to ly. Suffixes –ful, -fully, - ing, -less
<b>Geography</b>	<b>Erosion and Deposition: Rivers and Coasts</b> Define and describe the physical processes of erosion and deposition within rivers	<b>Earthquakes and Volcanoes</b> Locate and describe the physical features of the earth and its plate tectonics Describe what plate tectonics are and what they do Locate and describe the Pacific Ring of Fire and how plate tectonics are involved	<b>International Trade: Food</b> Define and locate the location, diversity and human processes associated with food trade	<b>Erosion and Deposition: Rivers and Coasts</b> Define and describe the physical processes of erosion and deposition within rivers	<b>Earthquakes and Volcanoes</b> Locate and describe the physical features of the earth and its plate tectonics Describe what plate tectonics are and what they do Locate and describe the Pacific Ring of Fire and how plate tectonics are involved	<b>International Trade: Food</b> Define and locate the location, diversity and human processes associated with food trade
<b>History</b>	<b>The Romans</b> Knowledge Building	<b>The Anglo-Saxons</b> Knowledge Building	<b>The Vikings</b> Knowledge Building	<b>The Romans</b> Deepen and Apply	<b>The Anglo-Saxons</b> Deepen and Apply	<b>The Vikings</b> Deepen and Apply
<b>Science</b>	<b>Living things &amp; their habitats</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name	<b>Animals including humans</b> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in	<b>Sound</b> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds	<b>Electricity</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic	<b>States of matter</b> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state	<b>Sustainability</b>

	a variety of living things in their local and wider environment	humans and their simple functions	travel through a medium to the ear	parts, including cells, wires, bulbs, switches and buzzers	when they are heated or cooled	
<b>Art</b>	<b>Chalk pastel</b> Georgia O'Keeffe Tone Flowers	<b>Wire/ sculpture</b> Anthony Caro Line Abstract Technology	<b>Mono-printing</b> Banksy Shape Street art	<b>Oil pastel</b> Georgia O Keeffe Tone Flowers	<b>Papier Mache</b> Anthony Caro Line Abstract Technology	<b>Lino-printing-one</b> colour Banksy Shape Street art
<b>DT</b>	<b>Mechanisms</b> Pneumatics	<b>Food</b> Vegetable soup	<b>Computer</b> App control	<b>Mechanisms</b> Pneumatics	<b>Food</b> Vegetable soup	<b>Computer</b> App control
<b>Music</b>	<b>Rivers</b> Changes in pitch, tempo and dynamics		<b>Rainforest</b> Body and tuned percussion	<b>Romans</b> Adapting and transposing motifs		<b>Samba</b> and carnival sounds and instruments
<b>RE</b>	How special is the relationship Jews have with God?	What is the significance of the Christingle?	How important is it for Jewish people to do what God asks them to do?		Do people need to go to church to show they are Christians?	
<b>PSHE</b>	<b>Being Me in My World</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<b>Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how	<b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	<b>Changing Me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change



		special and unique everyone is First impressions				
<b>Computing</b>	Coding Online safety	Coding	Spreadsheets	Writing for Different Audiences (present a piece of written work – use an extract from a writing unit or a piece of writing from one of the foundation subjects)	3D Modelling	Word Processing (present a piece of written work – use an extract from a writing unit or a piece of writing from one of the foundation subjects)
<b>PE</b>	<p><b>Tag Rugby</b> Developing stamina and speed in competitive games. Practice and use running and dynamic balance in games. Work as a team to use basic defending and attacking tactics in games.</p> <p><b>Dance</b> Perform routines to audiences. Perform using a range of movement patterns and set phrases. Work collaboratively in groups.</p>	<p><b>Handball</b> Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.</p> <p><b>Gymnastics</b> Develop strength and stamina through sustained periods of vigorous activity. Practice and implement runs, leaps, jumps and</p>	<p><b>Lacrosse</b> Play in competitive games developing stamina and endurance. Practise and use running, sprinting and dynamic balance in games. Work together as a team to use basic defending and attacking tactics in games.</p> <p><b>Dance</b> Perform routines to audiences. Perform using a range of movement patterns and set phrases. Work</p>	<p><b>Basketball</b> Compete as part of a team. Master basic skills including throwing, catching, shooting, attacking and defending. Work collaboratively and individually to help improve self and others.</p> <p><b>Gymnastics</b> Perform with control and confidence a range of basic actions. Develop a broader range of new actions. Work</p>	<p><b>OAA</b> Take part in outdoor and adventurous activity challenges developing strength and flexibility.</p> <p><b>Cricket</b> Play in competitive games developing stamina and endurance. Practise and use running, sprinting and dynamic balance in games. Work collaboratively to use basic tactics and strategies for batting and fielding.</p>	<p><b>Athletics</b> Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others.</p> <p><b>Swimming</b> Develop skills further participating in increasingly challenging situations Be increasingly confident with a variety of stroke</p>

		locomotion in more complex sequences. Work collaboratively to perform with a partner.	collaboratively in groups.	individually to improve a sequence.		techniques and use with control and fluency.
<b>French</b>	<p><b>Core Skills</b> - Phonetics 2 <b>Presenting myself</b> Count to 20. Say their name and age. Say hello and goodbye and then ask and respond to the question 'how are you feeling?' Say where they live. Nationality and basic gender agreement rules.</p>	<p><b>Vegetables</b> Name, recognise and spell up to 10 vegetables in French. Learn vocabulary associated with buying vegetables. Learn basic weights in French</p>	<p><b>I can</b> (or, if covered previously in year 3, <b>Transport</b>) <b>I can</b> Name five common French verbs/activities Say I am able to do these activities in French by using 'je peux' - I can.</p>	<p><b>The Romans</b> State in French the key facts and key people of the Roman Empire. Say the days of the week in French and learn how these are related to the Roman gods and goddesses. Understand in French what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times. Introduce the negative form in French.</p>	<p><b>Clothes</b> Recognise key vocabulary for clothes Use the appropriate genders and articles for these clothes. Use the verb PORTER in French Say what they wear in different weather/situations. Describe clothes using colour and apply adjectival agreement. Use possessive pronouns with increased accuracy</p>	<p><b>In the classroom</b> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Describe what is in a pencil case.</p>

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number – number and place value: Within 1,000,000 Number – addition and subtraction	Number – multiplication and division Number – Fractions	Number – multiplication and division Number – fractions, decimals and percentages	Measure – perimeter and area Graphs and tables	Geometry – properties of shapes Geometry – position and direction Number – decimals	Number – negative numbers Measure – converting units
<b>Reading</b>	<b>Curriculum Driver: Science Planets</b> Planets – Eyewitness  Poems for Every Night of the Year  The Infinite Lives of Maisie Hay	<b>Reading breadth: Modern Fiction and Poetry</b> The Storm Keepers Island  Wonderland Alice in Poetry  Sky Song	<b>Curriculum Driver: History Victorians</b> Street Child  How They Made Things Work – Industry  Eyewitness Victoria	<b>Reading breadth: Myths and legends and Poetry</b> Outlaw  Ted Hughes – How the Whale Became and Other Stories  The Highwayman	<b>Curriculum Driver: Geography North and South America</b> My Name is River  Metaphlon Maps – North America  Eyewitness Amazon	<b>Reading Breadth Other cultures, traditions and poetry</b> Journey to Joburg  Oranges in No Mans Land  Poems- Wicked World
<b>Writing</b>	<b>Narrative</b> adventure One Small Step by Taiko Studios  <b>Non-Fiction</b> Journal Mars Transmission  <b>Poetry</b> – Personification and metaphor poems linked to space	<b>Narrative</b> fantasy The Flying Fantastic Books of Morris Lessmore  <b>Poetry</b> Personification Poems	<b>Non-Fiction</b> Biography David Attenborough & Leonardo Da Vinci	<b>Narrative</b> The Nowhere Emporium by Ross McKenzie  <b>Poetry</b> The Highwayman	<b>Nonfiction</b> Balanced Argument – screen use  <b>Narrative</b> - The Present	<b>Non-Fiction</b> speech Plastic Pollution  <b>Poetry</b> Simile and Metaphor Poem

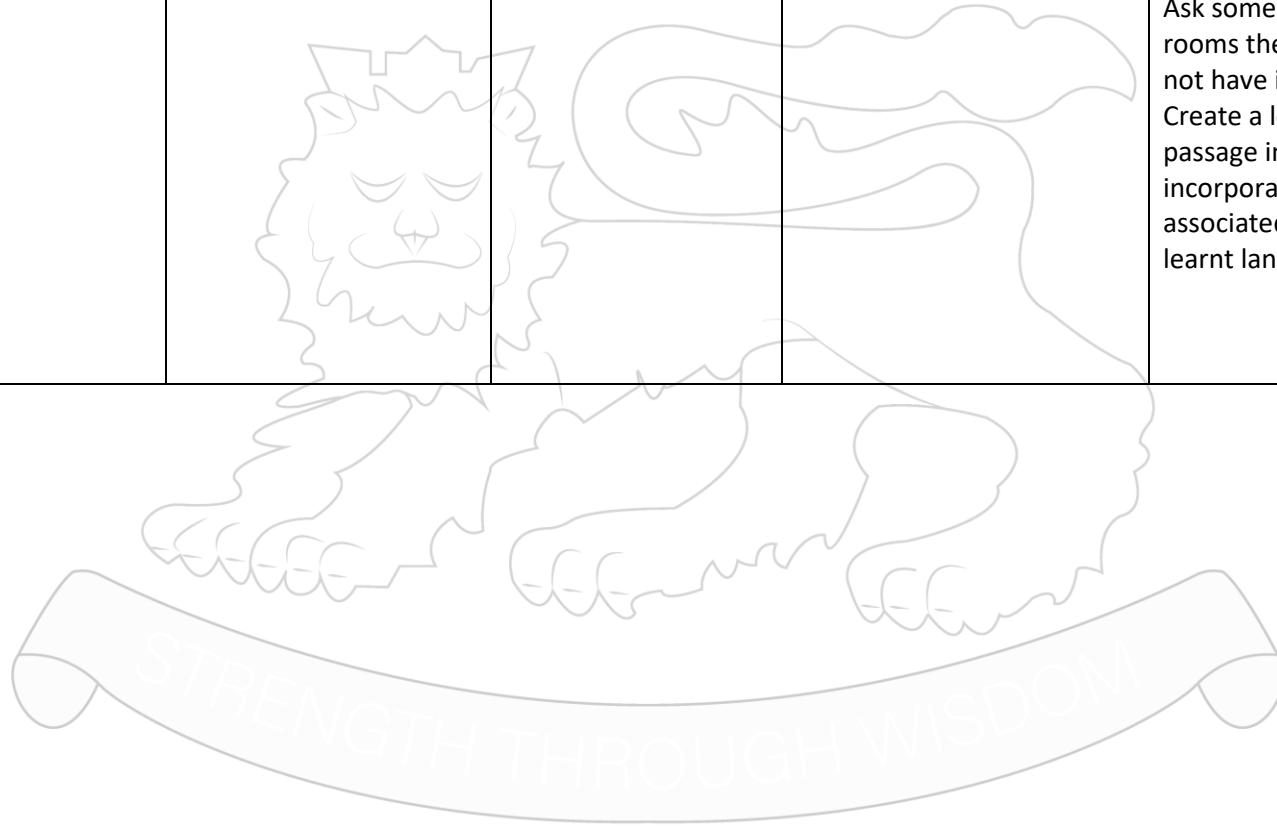
<b>Spelling</b>	Phonics: sounds associations with words: accordance/ attached/conceived/doubt Revisit suffixes –ent, -ence, -ency, -tion, -sion, -cian, -ssion, --able and –ible Silent letters /s/ spelt ‘sc’ Revisit its and it’s Hyphens Homophones and synonyms	Phonics: sound association with words: infectious /observant/sensible/aisle Silent letters e.g. ‘b’ ‘ough’ letter strings I before e rule and exceptions Homographs Revisit plurals – s, -es, --ves Possessive apostrophe with plurals	Phonics: sound associations with words: conceiving/ facial/ indifferent/ Prefixes ‘mini’ ‘and’ ‘micro to indicate small and ‘trans’ means ‘across’ Prefix co- Nouns and adjectives made into verbs by adding –ate, -en, -ify, and –ise.	Phonics: soun associations with words: muscle/racial/through/been Unstressed letters Prefixes – anti-, auto- (linked to other languages) Homophones revision – their, they’re and there Plural apostrophes Near homophones and synonyms (thesaurus)	Phonics: sound associations with words: with fought/ misperceives/previous Revist suffixes –cial, -tial, -ible, -able French origin words /g/ as ‘gue’, /k/ as ‘que’ Multisyllabic words	Phonics: revise  Short and long vowels Plural nouns Synonyms and homophones
<b>Geography</b>	<b>Using Maps</b> Be able to accurately use a variety of features when looking at maps	<b>North America</b> Describe the location and diversity of North America Locate, describe and define the human features and diversity of the population of North America Locate, describe and define the location and physical features of the rivers of North America	<b>Biomes: Savannah, Marine</b> Identify and describe the physical processes and human features of ocean currents	<b>Using Maps</b> Be able to accurately use a variety of features when looking at maps	<b>North America</b> Describe the location and diversity of North America Locate, describe and define the human features and diversity of the population of North America Locate, describe and define the location and physical features of the rivers of North America	<b>Biomes: Savannah, Marine</b> Identify and describe the physical processes and human features of ocean currents
<b>History</b>	<b>Ancient Greece</b> Knowledge Building	<b>WWII</b> Knowledge Building	<b>The Victorians</b> Knowledge Building	<b>Ancient Greece</b> Deepen and Apply	<b>WWII</b> Deepen and Apply	<b>The Victorians</b> Deepen and Apply

<b>Science</b>	<b>Earth &amp; Space</b> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth	<b>Animals including humans</b> Describe the changes as humans develop to old age	<b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	<b>Properties &amp; changes of materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	<b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	<b>Climate change</b>
<b>Art</b>	Watercolour paint Richard Kimbo Space Busy scene	Air dry clay Salvador Dali Form Still life	Sketching pencils Leonardo Da Vinci Shape Body parts	Acrylic paint Richard Kimbo Space Busy scene	Clay Salvador Dali Form Abstract still life	Sketching pencils Leonardo Da Vinci Shape Body parts
<b>DT</b>	<b>Electrics</b> Electronic Motors	<b>Mechanisms</b> Pulleys and gears	<b>Structures</b> Arch structure	<b>Electrics</b> Electronic Motors	<b>Mechanisms</b> Pulleys and gears	<b>Structures</b> Arch structure
<b>Music</b>	Ukulele lessons	Ukulele lessons	Ukulele lessons	Ukulele lessons	Ukulele lessons	Ukulele lessons
<b>RE</b>	What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	<b>Hindu Beliefs</b> How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	<b>Sikhism</b> What is the best way for a Sikh to show commitment to God (Waheguru)?	Does belief in the Trinity help Christians make better sense of God as a whole?
<b>PSHE</b>	<b>Being Me in My World</b> Planning the forthcoming year Being a citizen	<b>Celebrating Difference</b>	<b>Dreams and Goals</b> Future dreams	<b>Healthy Me</b> Smoking, including vaping Alcohol	<b>Relationships</b> Self-recognition and self-worth	<b>Changing Me</b> Self- and body image Influence

	Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
<b>Computing</b>	Coding Online safety	Coding	Spreadsheets	Game Creator	3D Modelling	Word Processing (present a piece of written work – use an extract from a writing unit or a piece of writing from one of the foundation subjects).
<b>PE</b>	<b>Tag Rugby</b> Developing stamina and speed in competitive games. Practise and use running and dynamic balance in games. Work as team to use basic defending and attacking tactics in games.  <b>Dance</b>	<b>Handball</b> Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.  <b>Gymnastics</b>	<b>Hockey</b> Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.	<b>Netball</b> Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.  <b>Gymnastics</b>	<b>Athletics</b> Master basic movements including running, throwing and jumping and identify ways to improve. Compete against self and others selecting and applying simple techniques effectively. Work collaboratively and individually to help	<b>Rounders</b> Play in competitive games developing power, flexibility and cardiovascular endurance. Able to recognise where improvements

	<p>Work collaboratively with a partner and in small groups to perform more complex dances. Compare performances with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control in a range of dances.</p>	<p>Create simple sequences using compositional ideas. Master basic movements including leaping, jumping, balancing and stretching. Work collaboratively to adapt, change and improve individual sequence.</p>	<p><b>Dance</b> Perform routines to audiences. Perform using a range of movement patterns and set phrases. Work collaboratively in groups.</p>	<p>Apply a range of complex actions to make a sequence. Make improvements in own performance from feedback. Demonstrate an understanding of how to improve strength and flexibility in starter activity.</p>	<p>improve self and others. <b>Swimming</b> Confident taking part on a range of water-based activity as an individual and collaborating with a group. Be increasingly confident with a variety of stroke techniques and use with control and fluency.</p>	<p>could be made in their work. Select and combine more complex skills in game situations. <b>Swimming</b> Confident taking part on a range of water-based activity as an individual and collaborating with a group. Be increasingly confident with a variety of stroke techniques and use with control and fluency.</p>
<b>French</b>	<p><b>Core Skills</b> - Phonetics 1-3 <b>3 x Core Vocabulary lessons</b> – Number (Lesson 3) Numbers 21-31</p>	<p><b>Pets</b> Recognise and spell the (including the correct article) for pets in French. State whether they have/do not have a pet in French Ask someone if they have a pet. Learn how to say what their pet is called in French.</p>	<p><b>What is the date?</b> Remember, recall and spell the days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Be able to correctly state the full date.</p>	<p><b>Weather</b> Repeat and recognise the vocabulary for weather in French. Be able to ask and respond to the question; ‘what is the weather like?’</p>	<p><b>My home</b>, or if this has been covered previously in year 4, <b>Ancient Britain/Transport</b> <b>My home</b> Say whether they live in a house or an apartment and where it is located. Learn (including the correct article for each)</p>	<p><b>The Olympics</b> State in French the key facts of the history of the Olympics. Say in French the key facts of the modern Olympic games. Develop reading and comprehension</p>

		<p>Develop use of the conjunctions 'et' (and) or 'mais' (but)</p>	<p>Be able state when their birthday is.</p>		<p>the rooms of the house.          State what rooms they have/do not have at home.          Ask somebody what rooms they have/do not have in their home.          Create a longer passage in French incorporating associated previously learnt language.</p>	<p>skills of longer French texts          Say the nouns in French for key sports in the current Olympic games.          Conjugate the irregular verb FAIRE in order to say what sports they play/do not play.          Understand use of 'de la', 'de l'' and 'du' .</p>
--	--	---	--	--	---	--





Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number – number and place value: numbers within 10,000,000 Number – addition, subtraction, multiplication and division Number – fractions	Number – fractions Measure – imperial and metric measures	Ratio and proportion Algebra Number – decimals	Number - percentages Measurement – perimeter, area and volume	Statistics Geometry – properties of shapes Geometry – position and direction	Problem solving
<b>Reading</b>	<b>Curriculum Driver: Science Evolution and Inheritance</b> When the Whales Walked  Charles Darwin  Darwin a Life in Poems	<b>Reading Breadth: Modern fiction and Poetry</b> Boy in the Tower  Everest  Carol Anne Duffy – new and collected poems	<b>Reading Breadth Literacy Heritage and Plays and Poetry</b>  Poems for Every Night of the Year  Wolf Wilder	<b>Curriculum Driver: History WW2</b> Kick  Poems of the Second World War	<b>Reading Breadth: Traditional Tales and Poetry</b>  Holes  Hansel and Gretel	<b>Curriculum Driver: Geography Biomes</b>  Orphans of the Tide  The Island at the End of Everything  Poems: Overheard on a Tower Block
<b>Writing</b>	<b>Narrative</b> story The Journey by Francesca Sanna  <b>Non-Fiction</b> Letters from a Lighthouse WW2	<b>Poetry</b> Narrative poem The Moth  <b>Non-Fiction</b> Non-chronological report – Everest	<b>Narrative</b> adventure Kensuke's Kingdom-  <b>Non-Fiction</b> Kick- persuasive letter	<b>Narrative</b> romance Paperman – short film  <b>Non-Fiction</b> Diary entry of an evacuee	<b>Narrative</b> Traditional Tale Hansel and Gretel  <b>Non-Fiction</b> newspaper report- Goldilocks	<b>Narrative</b> Transition project  <b>Poetry</b> Rap The Thinkers Rap TWS

<b>Spelling</b>	Phonics: sound associations with the words: accidentally/ break/ /complete /Egypt Long vowel sound in mind, fine, pie, try Soft and hard c Words ending in ure e.g. closure or feature Apostrophes for omission Prefix dis- means reversing and un- means not Contractions	Phonics: sound associations with the words: hesitation/ measure/ television Apostrophes for possession Words with 'ch' as in chef are mostly french origin Revist plurals	Phonics: sound associations with the words: admiration/ commission/ expansion Revisit prefixes and suffixes Prefix sub- meaning under, beneath or below Present tense verbs into past tense Words beginning with 'self'	Phonics: sound associations with the words: grown/ irrelevant/ plague Irregular verbs Apostrophes for contractions Exception words with unstressed vowels	Phonics: sound associations with the words: unique/ Phonics: sound associations with the words: unique/ Continue investigating alternative spelling patterns: common letter strings Common misspellings Homophones and Synonyms	Phonics: sound associations with the words
<b>Geography</b>	<b>South America</b> Describe the location and diversity of South America Locate, describe and define the human features and diversity of the population of South America Locate, describe and define the location and physical features of the rivers of South America	<b>Biomes: Rainforest, Desert and Tundra</b> Locate a variety of biomes Identify and describe the physical features and human processes of a variety of biomes	<b>Biomes: Fresh Water, Ice</b> Locate a variety of biomes Identify and describe the physical features and human processes of a variety of biomes	<b>South America</b> Describe the location and diversity of South America Locate, describe and define the human features and diversity of the population of South America Locate, describe and define the location and physical features of the rivers of South America	<b>Biomes: Rainforest, Desert and Tundra</b> Locate a variety of biomes Identify and describe the physical features and human processes of a variety of biomes	<b>Biomes: Fresh Water, Ice</b> Locate a variety of biomes Identify and describe the physical features and human processes of a variety of biomes

<b>History</b>	<b>The Second World War</b> Knowledge Building	<b>Early Islamic Civilisation</b> Knowledge Building	<b>The Tudors</b> Knowledge Building	<b>The Second World War</b> Deepen and Apply	<b>Early Islamic Civilisation</b> Deepen and Apply	<b>The Tudors</b> Deepen and Apply
<b>Science</b>	<b>Evolution &amp; inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function	<b>Living things &amp; their habitats</b> 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	<b>Light</b> Recognise that light appears to travel in straight lines 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	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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	<b>Sports science</b>
<b>Art</b>	Block-printing Andy Warhol Colour/ shape Still life	Chalk pastel Kehinde Wiley Tone Portraits	Wire/ sculpture Zaha Hadid Form Buildings	Lino-printing-two colour Andy Warhol Colour/ shape Still life	Oil pastel Kehinde Wiley Tone Portraits	Mod-roc Zaha Hadid Form Buildings
<b>DT</b>	<b>Mechanisms</b> Cams	<b>Computer</b> Artificial Intelligence	<b>Food</b> Bolognese	<b>Mechanisms</b> Cams	<b>Computer</b> Artificial Intelligence	<b>Food</b> Bolognese
<b>Music</b>	Songs of World War 2		<b>Fingal's Cave</b> Dynamics, pitch and tempo		<b>Pop Art</b> Theme and variations	Composing and performing a leavers' song
<b>RE</b>	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?		Does belief in Akhirah (life after death) help Muslims lead good lives?	

<b>PSHE</b>	<b>Being Me in My World</b> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth (including IVF) Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Computing</b>	Coding Online Safety	Coding	Spreadsheets Blogging	Networking Quizzing	Binary	Word Processing (present a piece of written work – use an extract from a writing unit or a piece of writing from one of the foundation subjects)
<b>PE</b>	<b>Tag Rugby</b> Play competitive games developing fluency in skills and techniques. Working as a team implementing	<b>Handball</b> Play competitive games developing fluency in skills and techniques. Work in collaboration to play	<b>Hockey</b> Play in competitive games developing fluency in skills and techniques. Work in collaboration to play	<b>Netball</b> Play in competitive games developing fluency in skills and techniques. Work in collaboration to play	<b>Cricket</b> Play competitive games developing fluency in skills and techniques. Work in collaboration to apply defensive and attacking tactics. Compare team	<b>Athletics</b> Compete developing fluency in skills and techniques individually and part of a team. Work in collaboration to apply

	<p>attacking and defending tactics. Compare team performances against other team performance.</p> <p><b>Dance</b> Work collaboratively with a partner and in small groups to perform more complex dances. Compare performances with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control in a range of dances.</p>	<p>in different formations. Compare team performances against other team performance.</p> <p><b>Gymnastics</b> Work collaboratively with a partner and in small groups to perform. Compare performance with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control.</p>	<p>using different tactics. Compare the team's performance against others.</p> <p><b>Dance</b> Work hard to challenge self to improve the quality of performance. Work in collaboration to apply group devices. Compare own performance with others.</p>	<p>using different tactics. Compare the team's performance against others.</p> <p><b>Gymnastics</b> Enjoy communicating and collaborating during group work. Perform for sustained periods of time demonstrating strength and stamina. Recognise their own success by reflecting upon and evaluating the performance.</p>	<p>performances against other team performance.</p> <p><b>OAA</b> Use increasingly sophisticated problem-solving skills. Make improvements in own performance.</p>	<p>strategies for maximising speed and distance. Compare and contrast team and individual performances across a range of activities.</p> <p><b>Swimming</b> Confident taking part on a range of water-based activity as an individual and collaborating with a group. Be increasingly confident with a variety of stroke techniques and use with control and fluency.</p>
<b>French</b>	<p><b>Core Skills</b> Phonetics 1-4 <b>2 x Core vocabulary lessons</b> – Numbers (lesson 4) Consolidate knowledge of numbers from 1-100</p> <p><b>Je me presente</b></p>	<p><b>Family</b> Tell somebody the members, names and various ages within a family. Numbers in French up to 100. Understand the concept of the possessive adjectives:</p>	<p><b>At School</b> Recognise names of school subjects. Say what subjects they like/dislike Say why they like/dislike certain school subjects. Tell the time (on the hour).</p>	<p><b>At the café</b> Order foods from a French menu. Order drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill.</p>	<p><b>Healthy Lifestyle</b> Name and recognise healthy foods and drinks Name and recognise unhealthy foods and drinks Say what activities they do to keep fit. Say what they do to keep a healthy lifestyle.</p>	<p><b>The weekend</b> Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate</p>

		'mon', 'ma' and 'mes'. Move from 1st person singular to 3rd person singular of the two high frequency verbs: s'appeler (to be called) and avoir (to have).	Say what time they study subjects at school	Consolidate key greetings: hello, goodbye, please and thank you.	Learn to make a healthy recipe in French.	connectives into their work. Present an account of what they do and at what time at the weekend.
--	--	---	---	--	---	---

