

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Secrets of a Sun King by Emma Carroll.	Cosmic by Frank Cottrell Boyce and Steven Lenton	Diver's Daughter by Patrice Lawrence	Asha and the Spirit Bird by Jasbinder Bilan	Viking Boy by Tony Bradman	The Arrival by Shaun Tan
Writing: Punctuation and Grammar	Pronouns Expanding noun phrases Fronted adverbials Plural and possessive Direct and Indirect Speech Relative pronouns Relative clauses	Recognising and using modal verbs Recognising and using adverbs Recognising and using adverbs to indicate degrees of possibility	Parenthesis: brackets, dashes and commas. Recognising noun phrases. Creating, writing and using concise noun phrases.	Tenses: Recognising and using the Present Perfect, Past Perfect, Future Perfect.	Using commas in lists, adverbials and clauses. Recognising and using commas to avoid ambiguity. Cohesion: pronouns to avoid repetition, relative clauses, adverbials.	Cohesion: parenthesis for clarity, concise pronoun phrases, using devices to build cohesion. Prefixes: -de, -dis, -mis, -re and -over Suffixes: word classes Adding -ate, -ise, -ify
Big Write	1. Narrative: Setting description of Tutankhamun's tomb. 2. Instructional text: How to Mummify an Egyptian. 3. Narrative: Diary entry written as a character from Secrets of a Sun King.	1. Narrative: Character description of Liam Digby from Cosmic. 2. Space poetry 3. Non-fiction: Space information text.	1. Recount based on the Diver's Daughter 2. Balanced argument 3. Narrative	1. Narrative 2. Explanation text: How mountains form. 3. Poetry	1. Non-chronological report: The Vikings 2. Poetry: Narrative poems 3. Narrative: Oktapdoi.	1. Persuasive text 2. Narrative: goodbye letter 3. Recount text: diary writing.
Maths	Place Value Addition and subtraction	Multiplication and division A Fractions A  Maths week Leonardo of Pisa (Fibonacci – Hindu number system)	Multiplication and division B Fractions B Decimals and Percentages	Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative numbers Converting units Measurement: volume  <b>Sports Week:</b> Creating line graphs and interpreting data from athletic performances

Science	<b>Living Things in Their habitats</b> Reproduction and life cycles; pollination and asexual reproduction. Grouping flowering and non-flowering plants, <b>Trip – Lady Ryder Memorial Garden</b> Pond Dipping  Science Week – Gladys Kalema-Zikusoka (Ugandan wildlife vet)	<b>Earth</b> Spherical bodies; night and day; night and day international; movement of the moon.	<b>Space</b> The planets; geocentric versus heliocentric.	<b>Forces</b> Gravity; friction; water resistance; air resistance; mechanisms – levers, gears and pulleys; Newton.	<b>Animals and Humans</b> Changes in humans over their lifecycle; puberty; gestation of humans.	<b>Properties and changes of materials</b> Material properties; uses; dissolving; separating; irreversible changes.
History and Geography	<b>Ancient Civilisations: Ancient Egypt</b> Who, when and where. Hierarchy of society. Farming. Mummies. Gods and goddesses.  Black History month – Laurie Cunningham	<b>Marvellous Maps!</b> Atlases. Symbols. Compass points. Grid references. Route planning.	<b>Somewhere to Settle</b> Settlement needs. Location. Names. Land use.  <b>Parmoor Farm Trip - lambing</b>	<b>Kings and Queens</b> William the Conqueror. King John. Henry VIII. Queen Anne. Queen Victoria. Modern Royals.  <b>Hampton Court</b>	<b>Viking and Anglo-Saxons</b> Viking raiders. Anglo-Saxon kings. Danegeld. Viking life. Laws and justice.  <b>Viking Day</b> +	<b>Enough for Everyone! (inc. the needs of settlements)</b> Needs. Power sources. Renewable vs non-renewable. Food. Water. Sharing of natural resources.
Art and Design	Hundertwasser drawings. Developing images: using layering, working from imagination, working in the negative.  <b>Context</b> Hundertwasser - artist study.	Fauvist paintings. Developing ideas, pattern development using different tools and media.  <b>Context</b> Different views of the school building.	<b>PRINTING</b> Reduction block press printing. Combining printmaking processes.  <b>Context</b> Viking symbology.	<b>COLLAGE</b> Exploring collage techniques. Drawing natural forms as starting points, developing and overworking with stains and inks.  <b>Context</b> Outside of the school building/local area.	Construction and destruction: hangings, relief panels.  <b>Context</b> Wall hangings fit for Hampton Court.	Modroc figure sketch. Idea development and creation.  <b>Context</b> Giacometti study.
PSHE	<b>Relationships:</b> Managing relationship and peer influences  Physical contact and feeling safe	<b>Living in the wider world:</b> Caring for the environment, compassion towards others  How information online is targeted; different media types, their role and impact	<b>Health and wellbeing</b> Healthy sleep, habits; sun safety; medicines, vaccinations, immunisations, and allergies  Personal identify, recognising individual quality and different qualities, mental welling			

	Responding respectfully to a wide range of people; recognising prejudice and discrimination  <i>Show Racism the Red Card</i>	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Keeping safe in different situations including responding in emergencies, first aid and FGM			
<b>British Values</b>	<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual liberty</b>	<b>Mutual Respect</b>		
<b>Physical Education</b>	<p><b>Invasion Games (Premier Sport)</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Egyptian Dance (linked to our Ancient Civilisations Topic)</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, perform dances using a range of movement patterns. compare their performances with previous ones</p>	<p><b>Invasion Games</b> running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Egyptian Dance (linked to our Ancient Civilisations Topic)</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, perform dances using a range of movement patterns. compare their performances with previous ones</p>	<p><b>Multi Skills (Premier Sport)</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Gymnastics</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Multi Skills</b> running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Gymnastics</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Athletics (Premier Sport)</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Striking and Fielding</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Athletics</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Striking and Fielding</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Outdoor Activities:</b> Mobile Caving and Climbing (2 Year cycle). Orienteering</p>

						Sports Week – Tamsin Addison
French	<p><b>As-tu un animal ?</b>            Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.            Tell somebody in French if they have or do not have a pet.            Ask somebody else in French if they have a pet.            Tell somebody in French the name of their pet.            Attempt to create a longer phrase using the conjunctions <i>et</i> ("and") or <i>mais</i> ("but").</p>	<p><b>En Classe</b>            Recall from memory a selection of nouns and indefinite articles for common classroom objects.            Learn how to use the negative in French            Describe what we have and do not have in our pencil case.            Respond to simple classroom commands.</p>	<p><b>En Classe</b>            Recall from memory a selection of nouns and indefinite articles for common classroom objects.            Learn how to use the negative in French            Describe what we have and do not have in our pencil case            Respond to simple classroom commands.</p>	<p><b>Chez Moi (My home)</b>            Say whether they live in a house or an apartment and say where it is.            Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home.            Ask somebody else in French what rooms they have in their home.            Attempt to create a longer spoken or written passage in French using previously learnt language (incorporating personal details such as their name and age).</p>	<p><b>Les Vêtements (Clothes)</b>            In this unit the pupils will learn how to.            Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French.            Describe items of clothing using colours as adjectives in French.            Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full sentences.            Express what we wear in 4 different scenarios in French.</p>	<p><b>Les Vikings</b>            Name the key periods in Ancient Britain, chronologically in French.            Describe themselves physically by pretending to be a member of a fictitious Viking family.            Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.            Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.            Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.            Recognise and start to understand commonly used reflexive verbs and pronouns.</p>

R.E	<p>Unit 1: Do Muslims need the Qur'an? Faith(s)/Themes: Islam, Muhammad (pbuh), God, Allah, Jibreel</p> <p>Visit from Mohammed J Khan</p>	<p>Unit 2: Does God communicate with man? Faith(s)/Themes: Christianity, peace, Christmas</p>	<p>Unit 3: Does the community of the Mosque help Muslims lead better lives? Faith(s)/Themes: Islam, Sacred Places, Mosque</p> <p style="color: red; font-weight: bold;">Trip - Maidenhead Mosque</p>	<p>Unit 4: Was the death of Jesus a worthwhile sacrifice? Faith(s)/Themes: Christianity, Sacrifice, Sin, Redemption</p>	<p>Unit 5: Are you inspired? Faith(s)/Themes: Christianity, Holy Spirit, Inspiration</p>	<p>Unit 6: What's best for our world? Does religion help people decide? Faith(s)/Themes: Christianity, Islam, charity, Zakat</p>
Computing	<p><b>Online Safety</b> Using search technologies effectively; how results are selected and ranked; how to be discerning in evaluating digital content; using technology safely, respectfully and responsibly; how to recognise acceptable and unacceptable behaviour; how to identify a range of ways to report concerns about content and contact.</p>	<p><b>Scratch: Developing Games</b> Designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing into smaller parts; using sequence, selection and repetition in programs; work with variable and various forms of input and output; using logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.</p>	<p><b>Flowol</b> Designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing into smaller parts; using sequence, selection and repetition in programs; work with variable and various forms of input and output; using logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.</p>	<p><b>Radio Station</b> Selecting, using and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Strategic Searching Online</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Using and Applying</b> Selecting, using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

Music	<p><b>History of Pop Music</b></p> <p>How has pop Music developed, starting at Music halls, covering Jazz and Blues, Rock and Roll, Beatles vs Stones, Punk, Electronica, Ballads, Boy and Girl Bands.</p>	<p><b>Military Music</b></p> <p>Why do we have Military music, what is the importance. Time signatures and Marching in beat. What instruments are used. Where are the pieces from.</p>	<p><b>Jazz and Blue Music</b></p> <p>12 Bar Blues. Influences, important musicians of the era, improvisation and the importance, lead sheet, compose our own piece based on the 12 bar blues.</p>			
Forest School	<p><b>Science - LIVING THINGS IN THEIR HABITAT -</b> Discuss the living creatures in FS space and their habitat. Classify them into vertebrates and invertebrates.</p>	<p><b>Art - PAINTING -</b> Make artwork using watercolours and wax crayons. Explore the effects of wax resist.</p> <p><b>Science - ANIMALS AND HUMANS -</b> talk about the Maslow's hierarchy of needs. What do humans need to do to survive in nature?</p>	<p><b>Science - PROPERTIES AND CHANGES IN MATERIALS -</b> how to manipulate natural materials into everyday objects, using whittling knives and potato peelers.</p> <p><b>Art and design - PRINTING -</b> Printing with leaves and potatoes to build up patterns and pictures. Look at the overall effect of repeated shapes.</p>	<p><b>History and geography - SOMEWHERE TO SETTLE -</b></p> <ul style="list-style-type: none"> <li>continuation of what humans need to do to survive in the wild. How to build the perfect den using natural materials.</li> </ul>	<p><b>History and Geography - VIKINGS AND ANGLO-SAXONS -</b> Look at the importance of fire and making campfires for the survival of humans in history. Learn and observe how to make a campfire. Simple campfire cooking.</p> <p><b>Science - EARTH -</b> Discuss the importance of the sun and its role in helping plants to grow. Experience and discuss the changes in summer in the FS space.</p> <p><b>Art and design - INFLUENCE OF ARCHITECTURE -</b> (<i>at Hill Cottage Woods</i>) Looking at natural architecture all around us in nature.</p>	<p><b>History and geography - ENOUGH FOR EVERYONE -</b> Discuss local flora and fauna. What can we do to conserve and preserve our local area? And the Forest School space?</p> <p><b>Art and design - 3D -</b> Create 3D sculptures using clay inspired by natural world, and using natural materials.</p>

<b>Design Technology</b>	<b>Super Seasonal Cooking</b> Where, when and how ingredients are grown, reared, caught and processed; sample spring seasonal foods and design a balanced seasonal meal; cook following recipes; use a range of preparation and cooking techniques; evaluate against design criteria; hygiene rules.	<b>Marbulous Structures</b> Develop understanding of free-standing structures; strengthening and reinforcing; joining and shaping materials; testing; evaluation against design criteria.	<b>Automata Animals</b> Mechanical systems; controlling movement with cams; research and design; creating design criteria; make a simple cam and understand how shape affects movement; shape, join and combine components; measuring and cutting wood accurately; evaluation to improve designs.			
<b>Vocabulary</b>	Habitats Faith Influences Prejudice Discrimination Respect Hierarchy Mummies Archaeologist Pollination	Communicate Symbols Gestation Numerator Denominator Sphere Space International Isolation Flexibility	Geocentric Heliocentric Prejudice Tudors Betrayal Poverty Compassion Environment Aspirations Stereotypes	Gravity Friction Resistance Settlement Location Land-use Himalayas Sacrifice Redemption Hindi/Punjabi	Immunisations Qualities Wellbeing Migration Invasion Monastery Gestation Puberty Avenge Destiny	Renewable Non-renewable Natural Dissolving Separating Irreversible Migration Culture Ancestor Foreign
<b>Class trips</b>	Trip – Lady Ryder Memorial Garden  Theme day on Ancient Egypt		Trip to Parmoor Farm – lambing  Maidenhead Mosque	Hampton Court	Viking Day	