

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Journey to the River Sea by Eva Ibbotson	Street Child by Berlie Doherty	My Secret War Diary by Flossie Albright, by Marcia Williams	The Day the Crayons Quit by Drew Daywalt	Pig Heart Boy by Malorie Blackman	The Final Year by Matt Goodfellow
Writing: Punctuation and Grammar	Identifying different types of noun, understanding different types of adjectives, apostrophe for contraction and possession, its and it's, verbs and adverbs phrases and clauses, different sentence types, tenses, conjunctions, structured paragraphs – linking ideas across and paragraphs.	Commas, colons, semi-colons, parenthesis (brackets, dashes, commas), I and me, prefixes and suffixes, formal and informal speech, bullet points.	Pronouns, progressive tense, modal verbs, hyphens, colons, semi-colons adverbial phrases for cohesion, tenses, using direct and reported speech,	Word class, active and passive, synonyms and antonyms, hyphens, article use (a, an, the), active and passive voice, subject and object, tenses, ellipses, subjunctive,	Tenses, Formal and informal speech, synonyms and antonyms, colons, semi-colons, bullet points, ellipses, clauses.	Different sentence types, tenses, linking ideas across and paragraphs, parenthesis (brackets, dashes, commas), modal verbs
Big Write	1. Letter: Maya writing to her London friends 2. Poetry: Rainforest poems 3. Non-chronological report (rainforest animal).	1. Diary entry: Jim's day at the workhouse 2. Balanced argument: were workhouses a fair place? 3. Narrative: continuing Jim's story after he meets Dr Barnardo	1. Newspaper report: The Battle of Britain begins 2. Poetry: Remembrance poetry 3. Recount: day as a pilot during BoB	1. Letter: creative personification letters (informal) 2. Letters: apostrophe errors (formal) 3. Explanation text: how the Water Cycle works (journey of a rain drop)	1. Explanation Text: How a heart works. 2. Narrative: dilemma story 3. Diary entry as 'Cameron'	1. Poetry: school day (in style of class text) 2. Instructions: how to survive school

Maths	Place Value Addition and subtraction Multiplication and division Shape Area, perimeter Maths week – Muslim contributions to maths	Fractions Converting units Shape	Decimals Position and direction	Fractions, decimals and percentages volume Statistics	Ratio Algebra	Sports Theme Week: Creating pie charts and interpreting data from athletic performances Maths projects: budgets, finances
Science	Living Things in their Habitats Classify living things including microorganisms, plants and animals, vertebrates and invertebrates, study of scientist Carl Linnaeus, research unfamiliar plants, justify classification Trip – Lady Ryder Memorial Garden Science week – Thomas Eddison	Light Light, how we see, shadows, reflection and refraction, how light travels.	Evolution and Inheritance Variation, adaptation, theories of evolution by Charles Darwin and Alfred Wallace.	Electricity Represent circuits using symbols, Thomas Edison and Nikolas Tesla, what electricity is and how to measure it.	Animals and Humans Circulatory system, job of the heart, what is blood and how it is transported around the body, how heart rate is affected by exercise.	PSHE/ RSE /SATs
History and Geography	The Amazing Americas Continents, countries and capital cities. Location. Climate. Comparative study to Frieth Black History month – Olaudah Equiano	The Victorians The life of children: jobs, education, workhouses, Dr Barnardo Victorian Day	World War II The Battle of Britain Leaders/allies and axes Locations World War II Day Parmoor Farm (and lambing)	Raging Rivers and Magnificent Mountains UK and world rivers. Features, formations and usage. UK and world mountains and ranges. Features. Formation. Climates	Our Changing World Weathering and erosion. Coastal features. Changing boundaries.	PSHE UNIT Transition RSE

Art and Design	<p>Drawing Drawing fruit or vegetables, working on scaled up drawings, enlarging, developing.</p> <p>Context Harvest artwork.</p>	<p>Printing Analytical drawing, batik.</p> <p>Context Rainforest.</p>	<p>Collage Developing and building collage designs in response to work of Klimt.</p> <p>Context Klimt - artist study.</p>	<p>Painting Collecting natural forms, looking at line and contour.</p> <p>Context Patrick Heron study and cubism study.</p>	<p>Textiles Influence of architecture (Norman Foster, Gaudi), record responses to these.</p> <p>Context Changing World – how has architecture changed over time.</p>	<p>3D Clay figure sketches. Idea development and creation.</p> <p>Context Henry Moore study.</p>
PSHE	<p>Families and friendships Attraction to others; romantic relationships; civil partnerships and Marriage.</p> <p>Safe relationships Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Show Racism the Red Card</p>		<p>Belonging to a Community Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience Evaluating media sources; sharing things online</p> <p>Money and work Influences and attitudes to money; money and financial risks</p>		<p>Physical health and mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement.</p> <p>Growing and changing Human reproduction and birth, increasing independence and managing transitions.</p> <p>Keeping Safe Keeping personal information safe; regulations and choices, drug use and the law; and the use of the media</p>	
British Values	Democracy	Rule of Law	Individual liberty	Mutual Respect	Tolerance	

Physical Education	<p>Invasion Games (Premier Sport) running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p>Invasion Games running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p>Multi Skills (Premier Sport) running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Dance (The Jive – linked to Our WW2 topic) 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>Multi Skills running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Dance (The Jive – linked to Our WW2 topic) 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>Athletics (Premier Sport) running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Striking and Fielding running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Striking and Fielding running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Outdoor Activities: Mobile Caving and Climbing (2 Year cycle). Orienteering</p> <p>Sports' week – Nicola Adams</p> <p>River Dart Country Park: Canoeing, kayaking, high ropes, rock climbing, raft building, crate stacking.</p>
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French	<p>En Ville</p> <p>Recall 10 places in a town in French along with their respective definite articles/determiners. · Follow 5 different directional instructions in French and their combinations. · Ask where a location is and respond with a description of relative distance (nearby/far away) in French. · Use prepositions to give the precise location of one place in relation to another in French. · Conduct a dialogue in French about where places are in a town using transactional language. NB next year At School first</p>	<p>En Ville</p> <p>Recall 10 places in a town in French along with their respective definite articles/determiners. · Follow 5 different directional instructions in French and their combinations. · Ask where a location is and respond with a description of relative distance (nearby/far away) in French. · Use prepositions to give the precise location of one place in relation to another in French. · Conduct a dialogue in French about where places are in a town using transactional language. NB next year At School first</p>	<p>Les Planètes</p> <p>Name and label a map of the Solar System in French.</p> <p>Apply the rules of adjectival agreement to describe the Solar System in French.</p> <p>Use conjunctions and intensifiers to extend descriptions of the Solar System</p> <p>Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut.</p> <p>Deepen their understanding of adjectival agreement to describe themselves in terms of character.</p>	<p>. Les Vikings</p> <p>Name the key periods in Ancient Britain, chronologically in French.</p> <p>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.</p> <p>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p> <p>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>	<p>Les Vikings</p> <p>Name the key periods in Ancient Britain, chronologically in French.</p> <p>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.</p> <p>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p> <p>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>	<p>La Seconde Guerre mondiale (WW2)</p> <p>Group/order unknown vocabulary to help</p> <p>Group/order unknown vocabulary to help decode texts in French. Improve listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter.</p>
R.E	<p>Unit 1: Are Saints encouraging role models? Faith(s)/Themes: Christianity, saints</p> <p>Diwali – festival of light (Hinduism)</p>	<p>Unit 2: Is “God made Man” a good way to understand the Christmas story? Faith(s)/Themes: Christ, Incarnation, Emmanuel</p> <p>Hanukkah (Judaism)</p>	<p>Unit 3: Do clothes express belief? Faith(s)/Themes: Islam, Hijab, Sikh, Khalsa, 5Ks</p> <p>Trip – Gurdwara</p>	<p>Unit 4: Is the resurrection important to Christians? Faith(s)/Themes: Christianity, Eternal life</p> <p>Ramadan (Islam) Vaisakhi (Sikhism)</p>	<p>Unit 5: Can we know what God is like? Faith(s)/Themes: Christianity, Islam, Hindu</p> <p>Vesak (Buddhism)</p>	<p>Unit 6: Does it matter what people believe about creation? Faith(s)/Themes: Multi faith, Creation, Care for world</p>

Computing	<p>Online Safety - using technology safely, respectfully and responsibly</p>	<p>Scratch: Animated stories - designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems, - solving problems by decomposing into smaller parts; - using sequence, selection, and repetition in programs; work with variables and various forms of input and output; - using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</p>	<p>Kodu programming: - 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; - designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; - solving problems by decomposing into smaller parts; - using sequence, selection, and repetition in programs; work with variables and various forms of input and output; - using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</p>	<p>Spreadsheets: - 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>Film making: - understand computer networks including the Internet; - how computer networks can provide multiple services, such as the world wide web; - opportunities computer networks offer for communication and collaboration; - using search technologies effectively; - how results are selected and ranked; - how to be discerning in evaluating digital content; - 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>Online Safety - using technology safely, respectfully and responsibly</p>
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Music	Band Manager		Music From WW1 and WW2		Performance Unit	
	Create a band name, learn pop song structure and write own lyrics. Learn Chord patterns including Major and Minor to play on Guitar and Keys. Perform a battle of the bands.		Social effects and meaning of Music in the first and second world war. Famous songs from the time. Influential composers.		Students will prepare several group performances ready for school events. Use several different instruments, including large African drumming performance to students preferred song.	
Forest School	Science -LIVING THINGS IN THEIR HABITAT - Discuss the living creatures in FS space and their habitat. Classify them into vertebrates and invertebrates. Art and design - DRAWING - pencil drawing inspired by nature	Art and design - PRINTING - Printing with leaves and potatoes to build up patterns and pictures. Look at the overall effect of repeated shapes. Science - EVOLUTION & INHERITANCE - look at the results of evolution, eg. Study the shape of insects and birds, and discuss how their design is conducive to flight.	Science - LIGHT - 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.	History and geography - RAGING RIVERS AND MAGNIFICENT MOUNTAINS - Look at life that lives in water / the pond. Use natural objects to create rafts to float on pond. Art - PAINTING - Mark making with natural materials including charcoal and wax crayons. Using leaves as a paintbrush.	History and geography - OUR CHANGING WORLD - Discuss local flora and fauna. What can we do to conserve and preserve our local area? And the Forest School space? Science - ANIMALS AND HUMANS - discuss life cycles of insects and animals we find in the woodland. Separate them into warm-blooded and cold-blooded animals. Art and design - ARCHITECTURE (<i>at Hill Cottage Woods</i>) Looking at natural architecture all around us in nature.	Art and design - 3D - Create 3D sculptures using clay inspired by natural world, and using natural materials.
Design Technology	Global Food		Felt Phone Cases		Programming Adventures	
	Diversity of food available around the world; where ingredients originate from; eatwell plate; food groups; apply basic and advanced cookery skills.		Independently write design criteria; designing for aesthetics and functionality; create annotated designs and step-by-step plans; making paper templates; running stitch, backstitch, whip stitch, blanket stitch; detailed evaluation.		Apply knowledge of programming to a floor robot; research floor robot movement on a range of materials; create obstacle squares; test and evaluate.	

Vocabulary	<p>Microorganisms classification commutative efficient explorer courage saint endangered ecosystem respect</p>	<p>Numerator Denominator Reflections Refraction Respect Empathy impoverished Reform Parliament Incarnation</p>	<p>Propaganda Evacuation Discrimination Algebra ratio adaptation inherit community stereotypes diversity</p>	<p>Percentage Personification Symbols Circuits Digital resilience influences Resurrection Formations Climates Statistics</p>	<p>Transplant Genetic Circulatory Dilemma Erosion Coastal Bereavement Erosion Weathering Well-being</p>	<p>Transition Reflection (PSHE) Identify Tolerance Budget Finances Independence Creation Valued Authentic</p>
Class trips	<p>Lady Ryder Memorial Garden (science)</p>	<p>Theme day: The Victorians</p>	<p>Gurdwara Parmoor Farm Parmoor farm for lambing (February)</p>	.		<p>River Dart residential</p>