

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Beowulf by Rob Lloyd Jones	Cool Architecture by Simon Armstrong Poetry: Free Verse (Kate Wakeling and Brian Bilston)	Holes by Louis Sachar	My Name is Not Refugee by Kate Milner Poetry: Haikus, Tankas and Cinquains.	Who Let the Gods Out by Maz Evans.	Water cycle - Information texts. Poetry: Performance poetry
Writing: Punctuation and Grammar	Nouns, adverbs and adjectives, superlatives, expanded noun phrases, paragraphing, commas for listing, adverbials.	Apostrophes, determiners, pronouns, paragraphs, conjunctions, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Noun, pronouns, noun phrases expanded by the addition of modifying adjectives, prepositional phrases, standard, not local, verb inflections (formal/informal), plural and possessive -s, inverted commas for direct speech, punctuating speech.	Revisit nouns, adverbs and adjectives, plural and possessive -s, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, standard, not local, verb inflections (formal/informal), determiners, punctuating speech.	Nouns and pronouns, paragraphs, plural possession apostrophes, plural and possessive -s, standard, not local, verb inflections (formal/informal), punctuating speech.	Plural possession apostrophes, punctuating speech, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, determiners, direct and indirect speech, modal verbs.
Big Write	<ul style="list-style-type: none"> To write a character description about a hero. To write your own hero myth based on Beowulf. To write a setting description. 	<ul style="list-style-type: none"> To write a non-chronological report about a famous landmark. To write a report about an eco-home. To write a poem using the structure of 'The Door' as a scaffold. 	<ul style="list-style-type: none"> To write a setting description of Camp Green Lake. To write a narrative documenting an encounter with a yellow-spotted lizard. To write an informal letter as Stanley Yelnats, to his mum. 	<ul style="list-style-type: none"> To write a diary entry. To write a non-chronological report about refugees. To write narrative about starting at a new school. 	<ul style="list-style-type: none"> To write a care guide for a Cerberus (explanation). To write an information text about Zeus. To write an advertisement for a new shop in Asphodel Fields. 	<ul style="list-style-type: none"> To create an information page based on Kielder Water article. To write a performance poem.
Maths	Place value; addition and subtraction.	Area; multiplication and division. Theme Week: Pythagoras of Samos	Multiplication and division; length and perimeter.	Fractions; decimals.	Decimals; money; time.	Shape; statistics; position and direction. Sports Week: collecting data and presenting it in graphs, Steve Redgrave.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Living Things in Their habitats Identifying, grouping, sorting and classifying; vertebrates and invertebrates; local habitat classification keys. Reproduction in plants, Trip - Lady Ryder Memorial Garden</p>	<p>Electricity Common electrical appliances; how to construct simple circuits; key vocabulary; and conductors and insulators. Theme Week: David Attenborough</p>	<p>States of Matter Solids, liquids and gasses; material properties; investigate the weight of gas; investigate the states of matter of water.</p>	<p>Sound How vibrations cause sound; pitch and loudness.</p>	<p>Animals and Humans Nutrition and the digestive system; function of teeth; herbivores, omnivores, carnivores, food chains.</p>	<p>Animals and Humans Nutrition and the digestive system; function of teeth; herbivores, omnivores, carnivores, food chains.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History and Geography</p>	<p>Anglo-Saxons Where from. Why settle in Britian? Anglo-Saxon village. Clothing. Ruling. Food. Writing. Sutton Hoo Anglo Saxon Day Theme Week: Floella Benjamin</p>	<p>All Around the World Learning about the way geographers describe locations.</p>	<p>Crime and Punishment: Development of rule of law from 1066 to present day. Criminals from the past, what the crimes and evidence were against them. Trip- Oxford Castle</p>	<p>Exploring Eastern Europe Location of the countries in Eastern Europe and their geography.</p>	<p>Ancient Greece Who? Athens v Sparta. Battle of Marathon. Alexander the Great. Olympic Games. Philosophers. Troy. Legacy.</p>	<p>Water Learning about the water cycle</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<p>To use a viewfinder to select and record observations of linear patterning in natural objects. To select from and use own drawings to develop work. To compare ideas, methods and approaches in own and others' work. To use landscape as a starting point for artwork. To respond to the work of John Brunsdon. To use fine control with a pencil to make detailed, analytical observational drawings.</p> <p>Context John Brunsdon – artist study.</p>	<p>Paint on different surfaces. Overpaint using small brushes and brush strokes. Look at Georgia O'Keefe's flower paintings. Select and draw parts of the flower. Use a wash technique in the style of Turner.</p> <p>Context All around the world through Turner's landscapes</p>	<p>Matisse the dance – tissue paper. Francis Bacon- distorted portraits. Andy Warhol – Campbell's soup</p> <p>Context Andy Warhol – artist study.</p>	<p>Investigate African prints. Revise mono printing process. Press print relief blocks. Collographs using African prints. Monoprints method 2.</p> <p>Context St Charles School in Kenya (our link school)</p>	<p>Monoprinting on fabric. Dip dye surfaces and linear designs. Develop knotting and wrapping techniques in response to Micheal Brennand- Wood's work (wood textile artist).</p> <p>Context Micheal Brennand-Wood- artist study</p>	<p>Wellington from brown paper. Create a clay coiled pot.</p> <p>Context Water vessels</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p>Families and friendships Positive friendships, including online. Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively.</p> <p>Wear Red Day (Show Racism the Red Card) Odd Socks Day (Anti-Bullying Week)</p>		<p>Belonging to a community What makes a community; shared responsibilities. Media Literacy and Digital Resilience How data is shared and used. Money and Work Making decisions about money; using and keeping money safe.</p>		<p>Physical health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care. Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Keeping safe Medicines and household products; drugs common to everyday life.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">British Values</p>	<p>Democracy</p>	<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance</p>	

<p>Physical Education</p>	<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 (linked to 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 (linked to 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>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue</p> <p>Outdoor Activities: Mobile Caving and Climbing (2 Year cycle). Orienteering</p> <p style="color: purple;">Theme Week: Steve Redgrave</p>
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<p style="text-align: center;">French</p>	<p>Je me présente: Know how count to 20 in French.</p> <ul style="list-style-type: none"> · Ask somebody how they are feeling and give an appropriate response back. · Ask somebody their age, name, where they live and reply 	<p>Ma Famille: Remember the nouns for family members in French from memory.</p> <ul style="list-style-type: none"> · Describe our own or a fictitious family in French by name, age and relationship. Count up to 100 in Frenc. <p>Understand possessive adjectives better in French ('my' form only).</p>	<p>Ma Famille: Remember the nouns for family members in French from memory.</p> <p>Describe our own or a fictitious family in French by name, age and relationship. Count up to 100 in Frenc.</p> <p>Understand possessive adjectives better in French ('my' form only).</p>	<p>En Classe:</p> <ul style="list-style-type: none"> · 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>Au salon de thé (At the Tea Room): Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge</p> <ul style="list-style-type: none"> · Understand better how to make nouns plural in French. · Improve our knowledge of French currency. · Order in French what we would like to eat and drink in a role-play. 	<p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>
<p style="text-align: center;">R. E</p>	<p>Unit 1: Do Murtis help Hindus understand God? Faith(s)/Themes: Hindu, Art, Symbol, God</p> <p style="color: purple;">Diwali (Hinduism)</p>	<p>Unit 2: Does the Christmas narrative need Mary? Faith(s)/Themes: Christianity, Mary, Worship, Catholic, Protestant</p> <p style="color: purple;">Hanukkah (Judaism)</p>	<p>Unit 3: Is a holy journey necessary for believers? Faith(s)/Themes: Hindu, Christianity, Pilgrimage</p>	<p>Unit 4: Should believers give things up? Faith(s)/Themes: Christianity, Lent</p> <p style="color: purple;">St George's Day</p> <p style="color: purple;">Ramadan (Islam) Vaisakhi (Sikhism)</p>	<p>Unit 5: Did Jesus really do miracles? Faith(s)/Themes: Christianity, Miracles</p> <p style="color: purple;">Vesak (Buddhism)</p>	<p>Unit 6: Does prayer change things? Faith(s)/Themes: Christianity, Hindu, Prayer</p> <p style="color: red;">Trip- Visit to a Mandir.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>Online Safety 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>Scratch: Questions and Quizzes Designing, writing and debugging programs that accomplish specific goals including controlling or simulating 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.</p>	<p>Programming Turtle Logo Designing, writing and debugging programs that accomplish specific goals including controlling or simulating 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>Animation 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>Word Processing 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>Using and Applying 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>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Musical Notation Complex time signatures. ledger lines. Accidentals, Key signatures. Quavers, Semiquavers and equivalent rests. Dotted notes. Ties.</p>		<p>Music From Eastern Europe Instruments used, features that differ to the music we listen to. Development of traditional Styles, including Romani, Balkan Brass, Klezma, Polka.</p>	<p>Film Music Important film music composers, Motif, Ostinato, Drone. How can we create a piece for a scene using the most important musical features.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Forest School</p>	<p>Science - LIVING THINGS/HABITAT - Discuss the living creatures in FS space and their habitat. Classify them into vertebrates and invertebrates.</p> <p>History and Geography - ANGLO-SAXONS - look at how early civilisations manipulated natural materials into everyday objects. Practice whittling sticks with potato peelers and sandpaper to make simple wands.</p>	<p>Art - DRAWING -Mark making with natural materials including charcoal and wax crayons. Using leaves as a paintbrush.</p>	<p>Science - STATES OF MATTER - explore the solids, liquids and gasses we can find in the Forest School space. Observe and learn how to make a small campfire. Explain the components of the fire triangle.</p>	<p>History and Geography ALL AROUND THE WORLD— Discuss local flora and fauna. What can we do to conserve and preserve our local area? And the Forest School space?</p> <p>Science - SOUND - creating instruments and unique sounds using natural materials.</p>	<p>Science - ANIMALS AND HUMANS - discuss life cycles of insects and animals we find in the woodland. Look at food chains.</p> <p>Art and Design - TEXTILES - explore hapa zome, transferring plant dye on to fabrics. Also can try different methods of petal and leaf staining into fabric.</p>	<p>History and geography - WATER - Look at life that lives in water / the pond. Use natural objects to create rafts to float on pond.</p> <p>Art and Design - 3D - Create 3D sculptures using clay inspired by natural world, and using natural materials.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</p>	<p>Juggling Balls Explore and evaluate existing products; follow a design brief; hemming and overcast stitch; decoration techniques.</p>		<p>Battery Operated Lights Develop understanding of series and parallel circuits; switches; apply knowledge by designing and making a battery-operated light; develop own design criteria by considering target audience and purpose; evaluation.</p>		<p>Edible Garden Grow a variety of ingredients; cook these ingredients; follow recipes; use a range of kitchen equipment.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Classification, vertebrates, invertebrates, Anglo-Saxons, invaders, artefacts, observational, democracy, murtis, symbols.</p>	<p>Appliance, circuits, conductors, insulators, longitude, latitude, equator, tropics, law, Catholic.</p>	<p>Solids, liquids, gasses, crime, punishment, exile, judge, jury, liberty, pilgrimage.</p>	<p>Vibrations, pitch, frequency, continents, countries, cities, landscape, climate, human geography, mutual, respect.</p>	<p>Chronology, empire, society, contrast, sources, lifestyle, balanced, oral, hygiene, tolerance.</p>	<p>Nutrition, digestive system, herbivore, carnivore, omnivore, prayer, food chains, medicine.</p>

Class trips	Lady Ryder Memorial Garden (Science) Anglo Saxon Theme Day (History)		Oxford Castle Trip (History)	Connells Farm Visit		Visit to the Mandir (RE)
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Purple – significant events/people
Red – trips/ theme days