

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Earth and Beyond		Local history study		Ancient China	
Subjects	History and Science focus - Space Travel Earth and Beyond		History - local area John Bunyan		History - Shang Dynasty	
Spoken Language	Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear	Learn a wider range of poetry by heart Prepare poems to read aloud (tone and volume focus) Use relevant strategies to build their vocabulary	Ask relevant questions to extend their understanding and knowledge Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Consider and evaluate different viewpoints, attending to and building on the contributions of others	Speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication
SPAG *Spelling Shed scheme of work	Use the first three or four letters of a word to check spelling and meaning Use a thesaurus Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models Spelling Shed list: Words ending in '-ious.' Words ending in '-cious.' Ending '-cial' and '-tial.' Ending '-cial' and '-tial.' Ending '-cial' and '-tial.' Challenge words Grammar: Word classes Sentence types Homophones Silent letters	Use further prefixes and suffixes Use the first 3/4 letters of a word to check spelling and meaning Use a thesaurus Spelling Shed list: Words ending in '-ant.' '-ant' Words ending in '-ance.' '-ance' Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in '-able' and '-ible.' '-able' Words ending in '-ably' and '-ibly.' Challenge Words Grammar: Modal verbs and adverbs to indicate degrees of possibility Perfect form of verbs	Spelling Shed List: Words ending in '-able.' Adverbs of time (temporal adverbs) Adding suffixes beginning with vowel letters to words ending in -fer. Words with 'silent' letters at the start. Words with 'silent' letters pronunciation of the word) Challenge Words Grammar: Sentence types: clauses and phrases Prefixes and suffixes Prefixes for new verbs Perfect form of verbs	Spelling Shed list: Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. Adverbs of possibility. These words show the possibility that something has of occurring. Challenge Words Grammar: Relative clauses Devices to build cohesion Adverbials of times, place and number	Spelling Shed list: Homophones/near homophones Challenge Words Grammar: Parenthesis Commas to clarify meaning and avoid ambiguity	Spelling Shed: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Year 5 words Grammar: Relative clauses Building cohesion Adverbials of time, place and number
Reading To include reading genre as well as L.O.	Solar System Non-fiction (GR) Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Draw inferences Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an	The Terrible Thing that Happened to Barnaby Rooket Making comparisons within and across books Identifying and discussing themes and conventions Drawing inferences such as feelings thoughts and motives from actions Check that the book makes sense to them, exploring meaning of words Asking questions to improve understanding Summarising main ideas from more than one paragraph Learning a wider range of poetry by	Pilgrim's Progress Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Parliament - children of the new forest Bedford Chronicles Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes Understand what they read by: asking questions to improve their understanding Understand what they read by: identifying how language, structure and presentation contribute to meaning This	Firework maker's daughter Shang Dynasty (NF) Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader This statement will be evidenced from	Poetry: Haiku's (NF GR) The Kite Rider (F Class book) Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Maintain positive attitudes

	<p>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes (explore structure of text) Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Understand what they read by: asking questions to improve their understanding</p> <p>Class Book: George's Secret Key to the Universe (fiction)</p>	<p>heart</p> <p>Preparing poems to read aloud (tone and volume focus)</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Understand what they read by: predicting what might happen from details stated and implied</p>	<p>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence This statement will be evidenced from increasingly challenging books</p> <p>Provide reasoned justifications for their views</p>	<p>statement will be evidenced from increasingly challenging books</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>increasingly challenging books</p> <p>Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</p>	<p>to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart</p> <p>Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Writing</p> <p>To include writing genre as well as L.O.</p>	<p>Newspaper Article</p> <p>Comic Strips and Play scripts</p> <p>Literacy Shed: 12 Planets</p> <p>To understand the organisation and presentation to structure text and guide the reader (newspaper reports)</p> <p>To understand the audience and purpose of the writing</p> <p>To explore devices supporting cohesion</p> <p>To identify the audience and purpose of writing</p> <p>To note and develop initial ideas, drawing on reading and research</p> <p>To use other similar writing as models for their own</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To use organisational and presentational devices to structure a text</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To proof-read for spelling and punctuation errors</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Assessed Write: Newspaper reports</p>	<p>Narrative</p> <p>Poetry: Space poems by Pie Corbett</p> <p>Consider how authors have developed characters and settings</p> <p>Plan writing using noting and developing initial ideas</p> <p>Building cohesion within and across paragraphs</p> <p>Describe setting and characters</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Select the correct grammar and vocab (tense focus and then uplevelled adjectives work)</p> <p>Use of paragraphs to aid structure and guide the reader</p> <p>Assess the effectiveness of their own writing/and others</p> <p>Proof-read for spelling and punctuation errors</p> <p>Choosing correct subject and verb agreement</p> <p>Choosing the appropriate register (writing for different audiences)</p> <p>Use of relative clauses</p> <p>Modal verbs and adverbs to indicate degrees of possibility</p> <p>Perfect form of verbs</p> <p>Brackets, dashes and commas to indicate parenthesis and commas to clarify meaning and avoid ambiguity</p> <p>Perform compositions, using appropriate intonation, volume and movement so meaning is clear</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted)</p>	<p>Historical Fiction: John Bunyan</p> <p>Information Text</p> <p>Biography</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by: précising longer passages</p> <p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>Proof-read for spelling and punctuation errors</p> <p>Verb prefixes: e.g. dis-, de-, mis-, over-, re</p> <p>Devices to build cohesion, including adverbials of time, place and number</p> <p>Assessed Write: information text</p>	<p>Non-fiction: Civil War text</p> <p>Balanced Argument</p> <p>Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely</p> <p>Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy</p> <p>Brackets, dashes or commas to indicate parenthesis, Use of commas to clarify meaning or avoid ambiguity</p> <p>Assessed Write: Narrative (own ideas)</p>	<p>Fiction</p> <p>Informal and formal letters</p> <p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</p> <p>Assessed Write: Letters</p>	<p>Poetry: Haikus</p> <p>Non-fiction: Shang slavery</p> <p>Persuasive Writing</p> <p>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p> <p>Assessed Write: persuasive writing</p>

		relative pronoun Assessed Write: Narrative (given story)				
Mathematics Planning mainly following White Rose Y3 scheme of work Problem solving/word problems should be included in each unit.	Place Value To explore numbers to 10,000 To know the Roman Numerals to 1000 To round to the nearest 10, 100 and 1000 To recognise numbers to 100,000 To compare and order numbers to 100,000 To round numbers within 100,000 To explore numbers to a million To count in 10s, 100s, 1000s, 10,000s and 100,000s To compare and order numbers to one million To round numbers to one million To explore negative numbers Addition and Subtraction To add whole numbers with more than 4 digits (column method) To subtract whole numbers with more than 4 digits (column method) To round to estimate and approximate To use inverse operations (addition and subtraction) To explore multi-step addition and subtraction problems Statistics To read and interpret line graphs To draw line graphs To use line graphs to solve problems To read and interpret tables To explore two-way tables To explore timetables	Multiplication and Division To explore multiples To explore factors To identify common factors To identify prime numbers To explore square numbers To explore cube numbers To multiply by 10, 100 and 1000 To divide by 10, 100 and 1000 To find multiples of 10, 100 and 1000 Perimeter and Area To measure perimeter To calculate perimeter To find the area of rectangles To find the area of compound shapes To find the area of irregular shapes	Multiplication and Division To represent a 4-digit number multiplied by 1-digit with manipulatives To explore multiplication with exchange To represent the area model of multiplication To use formal methods of multiplication To multiply 3-digit number by 2-digit numbers To use multiplication to find area and solve multi-step problems To multiply 4-digit numbers by 2-digit numbers To develop understanding of the short division method using resources To understand remainders in short division Fractions To explore equivalent fractions using models and concrete representations To convert improper fractions to mixed numbers using concrete methods To convert improper fractions to mixed numbers using pictorial methods To convert improper fractions to mixed numbers using concrete and pictorial methods to understand the abstract method To count up and down in a given fraction To compare and order fractions less than one To compare and order fractions greater than one To add and subtract fractions with the same denominator To add fractions with different denominators	Fractions Add and subtract fractions (recap) Add fractions within 1 Add 3 or more fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract - breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operations Decimals and percentages Decimals up to 2.d.p Decimals as fractions Decimals as fractions Understand thousandths Thousands as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P	Decimals Add decimals within 1 Subtract decimals within 1 Complements to 100 Add decimals - cross the whole Add numbers with the same number of decimal places Subtract numbers with the same number of decimal places Add numbers with different numbers of decimal places Subtract numbers with different numbers of decimal places Add and subtract wholes and decimals Decimal sequences Multiply decimals by 10, 100 and 1,000 Divide decimals by 10, 100 and 1,000 Properties of Shapes Measure angles in degrees Measure with a protractor (1) Measure with a protractor (2)	Properties of shape To draw lines and angles accurately To calculate angles on a straight line To calculate around a point To calculate lengths and angles in shapes To explore regular and irregular polygons To reason about 3D shapes Position and direction To explore position in the first quadrant To explore reflection To use coordinates for reflection To explore translation To use coordinates for translation Measurement To explore kilograms and kilometres To explore milligrams and millilitres To understand metric units To understand imperial units To convert units of time To explore timetables Volume Compare volume To estimate volume To estimate capacity
Science	Earth and Beyond To explain why we know the Sun, Earth and Moon are spherical To name and describe features of the planets in our solar system. To order the planets in our solar system To explain how planets move in our solar system. To identify scientific evidence which does or does not provide evidence for an idea or argument To explain day and night and the apparent movement of the sun across the sky To investigate night and day in different parts of the Earth To report and present findings from enquiries To explain the movement of the Moon.	Forces To identify forces acting on objects To explore the effect gravity has on objects and how gravity was discovered To investigate the effects of air resistance. To explore the effects of water resistance To investigate the effects of friction. To explore and design mechanisms.	Scientists and inventors To find out about the work of naturalists and animal behaviourists (David Attenborough) To identify scientific evidence that has been used to support or refute ideas or arguments (CSI) To use knowledge of solids, liquids and gases to decide how mixtures can be separated To describe how scientific ideas have changed over time (Margaret Hamilton) To plan different types of scientific enquiries to answer questions (Di Vinci) To use test results to make predictions To describe the life process of reproduction in some plants and animals (Eva Crane) To identify scientific evidence that has been used to support or refute ideas (Stonehenge)	Materials To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To compare and group together everyday materials based on thermal and electrical conductivity To know that some materials will dissolve in water to form a solution To know how mixtures might be	Living things and their habitats To describe the life process of reproduction in some plants and animals To describe the life cycle of a mammal To describe sexual reproduction in mammals To explore Jane Goodall's work on chimpanzees To describe the differences in the life cycles of an amphibian and an insect To describe the differences in the life cycles of a mammal, an amphibian, an insect and a	Animals, including humans To describe the changes as humans develop to old age Record data using bar charts and line graphs Describe the main changes that occur through puberty Identify the changes that take place in old age Understand the gestation period for animals To understand the life expectancy of animals

	Intro on eclipses and movement of the moon around the earth Leap year discussion			separated, including through filtering, sieving and evaporating To understand reversible changes To understand irreversible changes	bird	
History	Space travel timeline Historical figures Make links between events and changes; giving reasons for them and explaining the result Place events, people and changes into correct periods of time and the periods of time in chronological order Suggest reasons for conflicting historical accounts		Local History study beyond 1066 Identify and describe changes within and between different period in history place events, people and changes into correct periods of time and the periods of time in chronological order Suggest reasons for conflicting historical accounts analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions Discuss the impact of significant historical events, people and places in their own locality making links with changes in national life Discuss the impact and causes of historical changes in Britain		Ancient China Examine artefacts and explain what they show us about that time in history Examine periods in world history; identifying contrasts with and influences on British society at the time	
Geography	Locational: Latitude/longitude, hemisphere, time zones and Greenwich meridian Locate the world's continents/countries including North and South America Identifying key human and physical characteristics, countries and major cities. Locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones. Following directions and maps he/she can use longitude and latitude as a guide to a location on an atlas. Following directions and maps he/she can use digital/computer mapping to locate places in the KS2 Human and Physical Geography he/she can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.	To identify the countries of North America To investigate and compare climates in North America To explore the geographical features of North America Comparison between places in class books (add places to the map) To explore the capital cities of North America To explore the various time zones of North America and how these compare to other time zones around the world To compare the a region in the UK with a region in North America To research the human and physical geography of a particular North American country	Locational knowledge: UK hills, mountains, coasts and rivers Locate places on an OS map using a 6 figure grid reference Use the 8 points on a compass follow a route on a small scale map use a range of maps to plan the quickest route and find alternative routes Read the scale on contour lines on an OS map	Land use patterns over time Use photographs and standard and non-standard measurements to create an accurate map of an area Make his/her own simple thematic map based on his/her own data explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time Understand how human and physical features in places in the UK have changed over time	Locational knowledge: Asia - physical/human landmarks, countries and major cities	Vegetation belts and climate zones Type of settlement by Yellow River, irrigation, trade routes (Silk Road) Describe and understand climate zones, biomes, vegetation belts and the water cycle Describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water
D&T	Design he/she can design products that are innovative and appeal to individuals or groups Design he/she can create a prototype of his/her design Paint and cut out internal shape To use observational skills to replicate images by well-known artists and explain how their work is similar/different (Ludek Pesek)	Cut accurately to 1mm: strip wood, dowel and square section Build frameworks using a range of materials and glue gun with supervision (wooden frame for card) Stitching and add applique	Printing block to use in his/her design explore the impact of well-known designers and inventors and how their products helped to shape the world	Understands what different affects food types have on the body. e.g. The impact of eating too much sugar Understands how different foods are produced in different areas of the world Understands that some foods are seasonal and can give some examples	Clay Shang ritual and oracles Design products that are innovative and appeal to individuals or groups Build frameworks using a range of materials: wood, card, corrugated plastic	Cut internal shapes select the most appropriate joint for his/her design collect feedback from others to find out how to improve his/her product
Art & Design	Drawing with pencil, he/she can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser (helmets) Drawing With coloured pencil, he/she can layer colours to create depth of	Use of pastel/charcoal to create details Use blending and overlaying colours to create backgrounds, using fingers to smudge (pastel/charcoal) To create an exploded diagram of their design (Christmas cards)	Vermeer/still life Use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser Use pens to record minute detail Use observational skills to replicate images by well known artists and explain how their	Create layers of paint to add detail to background colours Create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened	Cherry blossom and bamboo paintings Choose a suitable format to work with: Portrait or Landscape	Make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying

	colour and tone. (design own)	Use a computer design programme to communicate ideas	work is similar/different Explore the impact of well-known artists'' work on the society at the time	paint		
Music	Listen with attention to detail and say what an ostinato is Compose a piece for percussion using an ostinato rhythm Practise and perform percussion piece Compare pieces by Holst using musical vocabulary Compose a piece using voice and instruments to represent a planet Practise and perform planet composition	Listen with attention to detail Explore rhythm and notation Sing in a rap style Sing in a rap style Explore intervals and chromatic scale Sing in 2-3 parts; Rehearse for Christmas concert	Can begin to explore reasons for composers'' tempo choices Can pick out details within a piece and recall these details from memory Can compare pieces thinking about texture, structure, timbre and dynamics Can evaluate others work thinking about texture, structure, timbre and dynamics Can find similarities and differences between different historical composers and musicians Can explain how the music of the past reflected the society of the time can explain how music has changed over time.	Composing Understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. Can layer sounds to create effects Can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. weather, a battle scene Can compose melodic and rhythmic phrases Is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats can reflect on his/her compositions re dynamics, tempo and timbre.	Composing Understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. Can layer sounds to create effects Can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. weather, a battle scene can compose melodic and rhythmic phrases Is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats Can reflect on his/her compositions re dynamics, tempo and timbre.	Performing Can sing expressively combining dynamics, tempo and pitch Can perform his/her own compositions from memory. Can take part in rounds Can take part in three-part harmonies and descants Can perform his/her own rhythmic and melodic patterns on an instrument can lead a group in performance.
French Primary Languages Network	Understand and say some adjectives to describe my feelings in an extended sentence Say how I feel and explain this in an extended sentence Understand how to give simple information about someone else, using he/she is called Say some simple information about another person, using he/she lives in Say some school subjects and use simple adjectives to describe them form an extended sentence to express my opinion about a school subject understand an imaginary cartoon story about school life in an outer space World write some simple sentences to describe a witch's day at school CM statements to cover: <ul style="list-style-type: none"> can tell simple stories in the language can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes can take part in short conversations, seeking and conveying information and opinions in simple terms can identify and note the main points and specific details, including opinions in longer spoken passages can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear can make themselves understood with little or no difficulty in a range of topics. 	To understand some place nouns in a city To use masculine and feminine nouns in a simple sentence To buy an entrance ticket to a museum or gallery To write a short sequence of simple sentences to describe a city To use numbers between 0 and 50 to play number games To use nouns and polite requests in simple sentences to buy a present To use familiar nouns accurately in a sentence and look up unfamiliar nouns in a bilingual dictionary CM statements to cover: <ul style="list-style-type: none"> can tell simple stories in the language can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes can take part in short conversations, seeking and conveying information and opinions in simple terms can identify and note the main points and specific details, including opinions in longer spoken passages can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear can make themselves understood with little or no difficulty in a range of topics. 	Happy New Year Pantomime and verb to be Going to the market Healthy recipe Jack and the Beanstalk story - read/write/perform CM statements to cover: <ul style="list-style-type: none"> can read a text in the language and explain the main points and some smaller details can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean can identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine. 	Carnival clowns/fancy dress characters and clothes Pirate's Lost Treasure story Fancy dress fashion show CM statements to cover: <ul style="list-style-type: none"> can read a text in the language and explain the main points and some smaller details can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean can identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine. 	Traveller's survival guide Fly me to the moon story and planets/simple descriptions Intergalactic dialogues/design outer space characters and own planets and languages CM statements to cover: <ul style="list-style-type: none"> can produce short pieces of writing, in simple sentences, that seek and convey information and opinions can demonstrate an understanding of basic grammatical rules for the language in his/her written work. 	Going to the seaside CM statements to cover: <ul style="list-style-type: none"> can produce short pieces of writing, in simple sentences, that seek and convey information and opinions can demonstrate an understanding of basic grammatical rules for the language in his/her written work.

Computing	<p>To discuss and understand the importance of keeping personal information safe</p> <p>To understand issues concerning the reliability of sources and people online. (Purple mash or other resources)</p> <p>To create a comic strip to share my knowledge about online safety</p> <p>Designing and writing a program that accomplishes a specific goal</p> <p>Revisit 2code from previous years</p> <p>Simulating a physical system</p> <p>Introducing text variables</p> <p>Creating and improving a game</p>	<p>To design and write a programme that stimulates a physical system</p> <p>To review the use of number variables in 2code</p> <p>To create a game with score and timer</p> <p>Use selection and repetition in programs</p> <p>Scratch</p> <p>Understand the basic workings of computer networks including the internet</p> <p>Appreciate how results are ranked</p> <p>Understand the opportunities computer networks offer for collaboration (use of student drive)</p>	<p>3D modelling: sketch-up</p> <p>Flowol</p> <p>Purple mash - 3D modelling 2Design/2Make</p> <p>Design and create systems that accomplish given goals</p>	<p>Online safety</p> <p>Internet research</p> <p>Purple mash - 2 calculate</p> <p>Understand the importance of using technology safely, respectfully and responsibly</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>discerning in evaluating digital content</p>	<p>Radio station</p> <p>Using and applying skills</p> <p>2DIY</p> <p>To design and write a programme that stimulates a physical system</p>	<p>Purple mash</p> <p>2 Connect</p> <p>2 Question/2Investigate</p> <p>Understand the opportunities computer networks offer for collaboration (use of student drive)</p>
R.E <i>Taken from the Agreed Syllabus for RE</i>	<p>U2.1: What does it mean if Christians believe God is holy and loving?</p> <p>If God</p> <p>Biblical ideas of God</p> <p>Holy God, loving God</p> <p>Beliefs in Music from Christians</p> <p>Building to God's Glory</p> <p>Get Creative</p> <p>Two things that matter to Christians</p> <p>God- maybe not</p>	<p>U2.2: Creation and science: conflicting or complementary?</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose taking account of the context, Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>To understand the scientific view of creation show understanding of why many Christians find science and faith go together</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>U2.3: Values: What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer)</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>U2.4: How and why do some people inspire others? Examples from religions</p> <p>Explain beliefs about how inspirational people can bring believers closer to God</p> <p>Describe examples of texts or quotes which explain what an ideal way of life might be</p> <p>Compare about different inspiring leaders from different religions</p> <p>Make clear connections between belief about living a good life and the leaders they study</p> <p>Give examples of the impact of faith on life</p> <p>Explain differences between leaders from different religions</p> <p>Raise questions about the concept of 'inspirational people', suggesting good answers</p> <p>Explain the importance of role models from different religions</p> <p>Express their own response to the inspiring lives they have studied</p>	<p>U2.5: How do Christians decide how to live? 'What would Jesus do?'</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative) taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</p> <p>Articulate their own responses to the issues studied, recognising different points of view</p>	<p>U2.6: What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>

<p>PE</p>	<p>Dance To perform dance actions with control and expression To choose his/her own dance steps and movements and then develop them into a routine Dance Los: To perform dance actions with control and expression To choose own dance steps and movements and develop them into a routine To choose own dance steps and movements and develop them into a routine To choose own dance steps and movements and develop them into a routine To perform dance actions with control and expression To perform dance actions with control and expression (edit and improve)</p> <p>Netball To choose the most appropriate throw to use within a game To call out for a catch in a game showing they know they are in the best place.</p> <p>Netball LOs: To know how to warm up To be able to pass accurately using a variety of techniques To know why warming up and cooling down are important To understand the footwork rule and develop movement skills To understand what to include in a warm up in order to improve performance To know how to defend and attack in netball To learn how to shoot and score a goal in netball To be able to work in a team to play a game of netball To know how to defend and attack in netball To understand the rules of netball To play a game of netball using the skills and rules taught Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p>	<p>Luton Coaches To dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick.</p> <p>Gym To perform actions in and out of rolls To hold different positions when balancing and use different shapes to express a given theme/mood To create sequences that have changes of speed and level Gym LOs: Perform a range of balances Perform actions in and out of rolls Hold different positions when balancing and using different shapes Travelling between different balances Change of speed and level in sequence Change of speed and level in sequences</p>	<p>Luton Coaches To use a range of attacking and defending skills when playing a team game</p> <p>Dance To explore different styles of dance and develop short routines in those styles</p>	<p>Luton Coaches To choose the most appropriate throw to use within a game To call out for a catch in a game showing they know they are in the best place</p> <p>OAA To plan a simple orienteering trial for others to complete. e.g. Using the local area To read a wide variety of map symbols and use a compass when following a given route To take the lead within a group challenge and give clear instructions to others.</p>	<p>Cricket To choose the most appropriate throw to use within a game To call out for a catch in a game showing they know they are in the best place</p> <p>Gym To hold different positions when balancing and use different shapes to express a given theme/mood To create sequences that have changes of speed and level</p>	<p>Athletics To run longer distances knowing when to use a sprint To use the correct action to throw a javelin with a run up To jump: one foot to same foot to two feet (triple jump)</p> <p>Rounders choose the most appropriate throw to use within a game call out for a catch in a game showing they know they are in the best place hit a ball into space to help increase his/her score within a game.</p>
<p>PSHE Based on PSHE Association programme of study (Autumn) 1decision from Spring Term</p>	<p>Core Theme 1: Health and Wellbeing What positively and negatively affects their physical, mental and emotional health How to make informed choices (including recognising that choices can have positive, neutral and negative</p>	<p>Core Theme 1: Health and Wellbeing about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement that bacteria and viruses can affect health and that following simple routines can reduce their spread how</p>	<p>New Scheme to be followed: Being Responsible: Looking out for others Adults' and children's views</p>	<p>Feelings and Emotions: Anger Adults' and children's views</p>	<p>Computer Safety: Image sharing Growing and Changing: Puberty Adults' and children's views Appropriate touch (recap</p>	<p>The Working World: Enterprise Adults' and children's views A World without judgement: Inclusion and acceptance</p>

	<p>consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<p>pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>What is meant by the term 'habit' and why habits can be hard to change to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>how their body will, and their emotions may, change as they approach and move through puberty</p> <p>about human reproduction</p> <p>about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>			Y4)	Adults' and children's views
Opportunities for Visits/other	The National Space Centre – end of topic visit		Bikeability – local area Moot Hall Cecil Higgins Museum		OAA linked day trip – Rock UK or similar	
Visitors/Ideas	Scientists Engineers Astronomers NSPCC		Local visitors - John Bunyan link Pilgrim's Progress Workshop		Moneywise workshop Historian Story teller	

	Author		
Significant Events	Road Safety week - November Bonfire night - 5 th Nov Anti-bullying week Diwali Christmas	SID - Feb Chinese New Year - Jan/Feb World Book Day - March Science week - March Mother's Day - March Sign 2 Sing ends - Feb Valentine's day - Feb Easter - March/April World Maths day - Feb	Sports day Walk to School week - May Father's Day - June World Maths Day - May