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|  | | **Autumn 1**  **(8 weeks)** | | **Autumn 2**  **(7 weeks)** | **Spring 1**  **(5 weeks)** | | | **Spring 2**  **(5 weeks)** | | **Summer 1**  **(7 weeks)** | | **Summer 2**  **(7 weeks)** |
| **Maths** | | Place Value (2 weeks)  Addition, subtraction, multiplication and division (5 weeks)  Fractions A (2 weeks)  Fractions B (2 weeks)  Converting units (1 week)  Ratio (2 weeks)  Consolidation (1 week) | | | Algebra (2 weeks)  Decimals (2 weeks)  Fractions, decimals and percentages (2 weeks)  Area, perimeter and volume (2 weeks)  Statistics (2 weeks) | | | | | Shape (3 weeks)  Position and direction (2 weeks)  Themed projects, consolidation and problem solving | | |
| **English Core Text(s)** | | Pig Heart Boy – Malorie Blackman | | | R.J. Palacio The Spider and the Fly -Mary Howitt and Tony DiTerlizzi | | Trash by Andy Mulligan | | | | Wonder – R J Palacio | |
| **Poem** | | Highwayman | | | Shakespeare –Tempest-cinquains and Haikus | | | | | VeSRE - ‘Love that Dog’ narrative poem book | | |
| **Writing Genres** | | * Narrative 1st person (2-3 weeks) * Newspaper report (2 weeks) * Balanced argument (2 weeks) * Narrative 3rd person (2-3 weeks) * Diary (2 weeks) * Explanation linked to Science (2 weeks) * Poetry (1 week) | | | * Narrative 1st or 3rd person (3 weeks) * Recount-school visit (1 week) * Poetry (1 week) | | | * Narrative 1st person (3 weeks) * Setting description – Explode the moment (2 week) * Narrative 3rd person (2-3 weeks) * Persuasive letter to Mrs Carrigan (2 weeks) | | | * Monologue (2 weeks) * Autobiography (2 weeks) * Non-Chron linked to Science (2 weeks) * Poetry (1 week) | |
| **Reading for pleasure** | | The executioner’s daughter by Jane Hardstaff | | | Non-fiction on classification and animals  Trash  Non-fiction texts on Brazil | | | | | Pupil-led text | | |
| **Geography / History** | | History: The Tudors (7 lessons)  Local area study (3 lessons) | | | Geography: South America (7 lessons) | | | | | History: Kingdom of Benin (7 lessons)  Fieldwork (3 lessons) | | |
| **Science** | | The circulatory system – Biology (8 lessons)  Light – Physics (7 lessons)  Living things and their habitats (9 lessons)  Evolution and Inheritance – Biology (9 lessons) | | | | | | | | | | |
| **Art and design** | | Painting and mixed media: Artist study (9 lessons) | | Kapow: Photography (5 lessons) |  | | | Kapow: Make my voice heard (5 lessons) | | Kapow: Sculpture and 3D: Making memories (5 lessons)  Kapow: Still life (5 lessons) | |  |
| **Design and technology** | | Kapow: Structures playground (3 lessons) | | Kapow: Digital world Navigating the world (5 lessons) | Kapow: Electrical systems Steady hand game (4 lessons)  Kapow: Mechanical systems automata toys (4 lessons) | | |  | |  | | Kapow: Food Come dine with me (4 lessons) |
| **Music** | | Charanga Model music scheme v2: Music and technology (6 lessons) | | Charanga Model music scheme v2: Developing ensemble skills (6 lessons) | Charanga Model music scheme v2: Creative composition (6 lessons) | | | Charanga Model music scheme v2: Musical styles connect us (6 lessons) | | Charanga Model music scheme v2: Improvising with confidence (6 lessons) | | Y6 Production |
| **Computing** | | Computer Systems and Network – communication and collaboration (6 lessons)  Project evolve – Self-image and identity (1 lesson) | | Creating Media – Web Page Creating (6 lessons)  Project evolve – Online Relationships & Online (1 lesson) | Programming A - Variables in games (6 lessons)  Project evolve – Online reputation & Privacy and security (1 lesson) | | | Data and information – Introduction to spreadsheets (6 lessons)  Project evolve – Managing online information (1 lesson) | | Creating Media – 3D Modelling (6 lessons)  Project evolve – Health, wellbeing and lifestyle (1 lesson) | | Programming B - Sensing movement (6 lessons)  Project evolve – Copyright and ownership (1 lesson) |
| **Spanish** | | Numbers 1-31.  Months and dates.  Asking for and giving birthday.  Language to do with birthday celebrations. Christmas vocabulary.  The new language can then be used to understand and create invitations, follow instructions for making a piñata, understand songs, stories and videos about birthdays and other celebrations. | | | The parts of the body and face.  Use this language to describe the work of other famous Spanish artists (e.g. Picasso).  A focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró.  Learners will use familiar verb forms in this new context to describe pictures they create. | | | | | The language for family members.  Re-tell the story 'The giant turnip'.  They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets.  They also learn adjectives for describing personality and physical description (hair and eyes).  They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). | | |
| **RE** | | U2.11 Why do some people believe in God and some people not? Christians, non-religious (6 lessons) | | U2.3 Why do Christians believe Jesus was the Messiah? (6 lessons) | U2.4 How do Christians decide how to live? ‘What would Jesus do?’ (6 lessons) | | | U2.9 Why is the Torah so important to Jewish people? (6 lessons) | | U2.6 For Christians, what kind of king is Jesus? (6 lessons) | | U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious (6 lessons) |
| **PE** | | The PE Hub: Netball (6 lessons)  The PE Hub: Basketball (6 lessons)  The PE Hub: Handball (4 lessons) | | The PE Hub: Handball (2 lessons)  The PE Hub: Gymnastics (12 lessons) | The PE Hub: Dance 5 lessons | | | The PE Hub: Athletics (5 lessons) | | The PE Hub: Net/ Wall | | The PE Hub: Striking and fielding |
| **PSHE/SRE** | | Jigsaw: Being me in my world (SRE: Families and the people who care for me / Caring friendships / Respectful relationships / Being safe) (6 lessons)  NSPCC PANTS work (1 lesson) | | Jigsaw: Celebrating difference (SRE: Families and the people who care for me / Caring friendships / Respectful relationships / Online relationships / Being safe) (6 lessons)  Jigsaw: Fire and fireworks (1 lesson)  Anti-bullying (1 lesson) | Jigsaw: Dreams and Goals (SRE: Respectful relationships) (6 lessons)  Jigsaw: Road and travel safety (1 lesson) | | | Jigsaw: Healthy Me (SRE: Families and the people who care for me / Caring friendships / Respectful relationships / Being safe) (6 lessons)  Jigsaw: Additional lesson plan (Decided based on need) (1 lesson) | | Jigsaw: Relationships (SRE: Caring friendships / Respectful relationships / Online relationships / Being safe) (6 lessons)  Jigsaw: Sun safety (1 lesson) | | Jigsaw: Changing me (SRE: Families and the people who care for me / Caring friendships / Respectful relationships / Being safe) (6 lessons)  Jigsaw: Water safety (1 lesson)  NSPCC Speak out stay safe (2 lessons) |
| **SMSC/ British Values** | | Rules (BV: Law)  Reinforcing class rules  Harvest | | Democracy Week  Christmas – mutual tolerance and respect (BV)  Children in Need (M)  Anti-bullying week (BV: Tolerance, SM)  Remembrance (BV: Tolerance, Respect) | Chinese New Year (C, BV: Tolerance, Respect)  Shrove Tuesday (spiritual) | | | World Book Day  Mother’s Day (S, M)  Comic Relief/Sport Relief (Charity)  Ash Wednesday (Sp, C)  Easter (Sp, C) | | Sports Day (BV: Respect) | | Father’s Day (S, M) |
| **Trips and visits** | |  | | Theatre trip – whole school | Hanley museum – Beetle Classification – clay head modelling | | |  | |  | | Conkers Sleep Over – outdoor education activities |
| **WOW activity** | | Dissecting a heart | |  |  | | | Recycled art | |  | | Sculpture |