

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
English			
English	<p>Fiction <i>Author study & science fiction stories</i> Suggested texts: 'FOX' by Margaret Wild, Firework Makers Daughter Books by Louis Sachar</p> <p>Non-Fiction: <i>Non-chronological reports, explanations & recount. Extend into persuasive reports</i> Linked to science and history topics.</p> <p>Poetry: Poetry on a chosen theme.</p> <p>Grammar and punctuation focus: Revision of basic punctuation and tenses. Punctuation of direct and reported speech.</p> <p>Word classes Revision of nouns, pronouns, verbs, adverbs, adjectives, determiners and prepositions.</p> <p>Phrases and clauses Main and subordinate clauses including embedded relative clauses, expanded noun phrases and fronted adverbials.</p>	<p>Fiction <i>Historical fiction, playscripts & Greek myths</i> Cosmic by Frank Cottrell Boyce, a range of Greek myths.</p> <p>Non-fiction: <i>Arguing a point of view, non-chronological reports, instructions & recounts</i> Using issues from historical fiction, science, history or geography topics.</p> <p>Poetry: Narrative poetry.</p> <p>Grammar and punctuation focus: Revision of basic punctuation. Use of commas and use of apostrophes for contraction or possession. Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Parenthesis - Parenthesis and using brackets, dashes or commas.</p> <p>Adverbs and modal verbs - Showing degrees of possibility using adverbs and modal verbs.</p>	<p>Fiction: <i>Adventure stories & action stories</i> Suggested texts: 'Queen of the Falls' a short story by Chris Van Allsburg. 'Kensuke's Kingdom' by Michael Morpurgo, 'Stormbreaker' by Anthony Horowitz.</p> <p>Non-fiction: <i>Writing to persuade, explanations, balanced argument</i> Links to The Conway Centre residential, key texts, geography and science.</p> <p>Poetry: Performance poetry.</p> <p>Grammar and punctuation focus: Building cohesion within paragraphs. Revision and consolidation from Autumn and Spring.</p>
Maths			
Maths	<p>Place value Addition and subtraction Multiplication and division Multiples Factors Prime numbers Square numbers Regular and irregular polygons Perimeter and area 12 and 24-hour clocks</p>	<p>Multiplication and division Fractions Decimals Percentages Cube numbers Multi-step problems Angles Co-ordinates Graphs Reflection, rotation, translation</p>	<p>Multiplying fractions Decimals Percentages Properties of shapes Converting units of measure Volume and capacity Multi-step problems Graphs</p>

Science and Technology

Working scientifically - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.

Science

Properties and changes of materials (1)
 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets .
 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Properties and changes of materials (2)
 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
 Demonstrate that dissolving, mixing and changes of state are reversible changes.
 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Lifecycles
 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
 Describe the life process of reproduction in some plants and animals.
 Describe the changes as humans develop to old age.
Earth, Sun and Moon
 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
 Describe the movement of the Moon relative to the Earth.
 Describe the Sun, Earth and Moon as approximately spherical bodies.
 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces
 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object .
 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Computing

E-safety

(Themes from the "Knowsley" computing scheme)	<p>YouTuber My Online Life</p>	<p>Girls V Boys – Stem Challenges</p>	<p>Making AR Games Music Composer</p>
Design Tech		<p>Seasonal produce – soup making. Where does the food we eat come from?</p>	<p>Pulleys and gears – understand and operate</p>
Humanities			
History	<p>Anglo Saxons: Why did the Anglo-Saxons invade and where did they settle? How did people's lives change when Christianity came to Britain? How were the Saxons able to see off the Viking threat? Just how great was King Alfred, really?</p> <p>Vikings: Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country? How have recent excavations changed our view of the Vikings? Raiders or settlers: How should we remember the Vikings?</p>		<p>Ancient Greece: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today?</p>
Geography		<p>What's so special about the USA? Where would you choose to build a city? Place and locational knowledge. Human geography such as types of settlement and land use, economic activity and distribution of natural resources.</p>	<p>Why should the rainforests be important to all of us? Including climate zones, biomes and vegetation belts.</p>
R.E.	<p>Christianity - What do religious texts tell us about God? Sikhism – What can we learn from the way religions treat their scriptures? Christmas and its significance to Christians.</p>	<p>Christianity - What can stories teach us? Islam – should religious teachings effect our laws today?</p>	<p>Christianity – The Church. What guidance do Christians follow? Hinduism – What different kinds of stories/writings are important?</p>
MFL	<p>School subjects Places around school Numbers (31-50)</p>	<p>Buildings/places of interest Going to the shop Clothes</p>	<p>Countries Weather</p>

The Creative Arts (Art, Music, Dance, Drama)

Dance and drama	Viking themed dance Drama – linked to ‘FOX’ key text.	Drama - linked to Romeo and Juliet Dance – South America	KS2 production Drama – class assembly Dance – Environment and Weather
Art	Animals: Colour Collage - Shape	Portraits: Drawing - Tone	The Greeks: Print - Line/Colour Painting – Form/Space/Pattern Modelling
Music (Charanga Music)	Medley Music consultant covering KS2 programme of study:- maintain a part whilst others are performing, improvise within a group, change sounds or organise them differently to change effects, compose music to meet specific criteria, use notation to record simple compositions, choose appropriate tempo for a piece of music, describe, compare and evaluate music using musical vocabulary, refine and improve compositions, contrast the work of a famous composer and explain preferences.		

Health and Wellbeing

PE	Gymnastics Rugby Benchball Hockey	Handball Dodgeball Fitness	Athletics Rounders Cricket
Life Skills <i>Personal, Social and Health Education & SUMO</i>	Rules and routines Aspirations and personal goals Anti-bullying		
Trips and Visitors	Bike Right Theatre	Fire and Rescue Service	Conway Centre Residential
School Values	Compassionate - We care about others Open-minded - We try new things	Aspirational - We reach for the stars Happy - We have a positive attitude	Resilient - We have a go and don't give up Independent - We can do it!
Whole School Celebration focus	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Cherry Tree Moving On
British Values	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions