

	Autumn	Spring	Summer
Whole School Themes	<p>Story Telling Curious Minds</p>	<p>Building for the Future Getting Creative</p>	<p>Healthy Habits Lights, Camera, Action</p>
English			
English	<p>Fiction Suggested texts: Firework Maker’s Daughter by Phillip Pullman Books by Louis Sachar Greek myths.</p> <p>Writing Outcomes: Fiction: Stories linked to the texts including quest stories Write their version of a Greek Myth</p> <p>Non-Fiction: <i>Non-chronological reports, explanations & recount.</i> Extend into persuasive reports linked to science and history topics.</p> <p>Grammar: Revision of basic punctuation and tenses. Punctuation of direct and reported speech. Word classes Revision of nouns, pronouns, verbs, adverbs, adjectives, determiners and prepositions. Phrases and clauses Main and subordinate clauses including embedded relative clauses, expanded noun phrases and fronted adverbials.</p>	<p>Fiction Suggested texts: Cosmic by Frank Cottrell Boyce or The Jamie Drake Equation by Christopher Edge Clockwork by Phillip Pullman Non-fiction: Hidden Figures Newspapers</p> <p>Writing Outcomes: Arguing a point of view (letters), non-chronological reports, instructions & recounts (Including Newspaper reports) Using issues from historical fiction, science, history or geography topics. Poetry: Narrative poetry.</p> <p>Grammar: 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. Parenthesis - Parenthesis and using brackets, dashes or commas. Adverbs and modal verbs - Showing degrees of possibility using adverbs and modal verbs.</p>	<p>Fiction: Adventure stories & action stories Shakespeare. ‘Kensuke’s Kingdom’ by Michael Morpurgo,</p> <p>Writing outcomes: Write an adventure story. Scripts</p> <p>Non-fiction: Write a recount. Writing to persuade, explanations, balanced argument Links to The Conway Centre residential, key texts, geography and science. Poetry: Performance poetry.</p> <p>Grammar: Building cohesion within paragraphs. Revision and consolidation from Autumn and Spring.</p>
Maths			
Maths	<p>Place value- Read write and compare numbers to 1 million. Recognise the value of decimals.</p>	<p>Solve multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>

	<p>Addition and subtraction beyond four digits using a formal method.</p> <p>Multiplication and division of using a formal written method.</p> <p>Recognise Multiples, Factors, Prime numbers and square numbers</p> <p>Perimeter and area</p> <p>Interpret and create graphs including line graphs.</p>	<p>Use and apply fractions. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Convert decimals into fractions and percentages.</p> <p>Cube numbers</p> <p>Identify and draw angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Read, interpret and graphs, including line graphs</p> <p>Name the properties of regular and irregular polygons</p> <p>Reflection, rotation, translation</p>	<p>Reasoning and problem solving involving addition, subtraction, multiplication and division. These will be applied to decimals, fractions and percentages.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation.</p> <p>Revise concepts covered this year.</p> <p>Multiplying fractions</p> <p>Properties of shapes</p> <p>Converting units of measure</p> <p>Volume and capacity</p>
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Science and Technology

Science	<p>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.</p>		
	<p>Properties and changes of materials (1)</p> <p>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 .</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>Lifecycles</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p> <p>Earth, Sun and Moon</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object .</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

	<p>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.</p>	<p>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.</p>	
<p>Computing (Themes from the "Knowsley" computing scheme)</p>	E-safety		
	<p>My Online Life- Based on the children's experiences. This has a strong e-safety focus and they discuss how people present themselves online. YouTuber-Explore the pros and cons of being a youtuber.</p>	<p>News Reporter & Podcaster: Children will explore and review podcast and then produce their own podcasts to publish online. Making AR Games-Explore AR games and how the technology is used.</p>	<p>Girls v Boys: STEAM Challenges: This activity will pit the girls against the boys in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving. Video Game Music Composer: The children will learn about audio recording and will write and record their own songs.</p>
<p>Design Tech</p>		<p>Seasonal produce – Burgers Building bridges</p>	<p>Pulleys and gears – understand and operate</p>
<p>Humanities</p>			
<p>History</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?</p>		<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 the see off the Viking threat? Just how great was King Alfred, really? Vikings:</p>

	In what ways have the Ancient Greeks influenced our lives today?		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?
Geography	<p>The United Kingdom</p> <p>The children will be able to identify key geographical features in the UK. They will identify and locate countries, towns and cities. They will find out about, hills, mountains, seas and rivers of the UK</p>	<p>North America: Locate North American countries. Environmental regions, key physical and human characteristics, major cities. Time zones. Major rivers and mountains in North America. Types of settlement and land use. Economic activity (including trade links) and the distribution of natural resources.</p>	<p>Understanding Rivers</p> <p>The children will: Understand and explain the water cycle. Find out about erosion. Why rivers are important. Find out about the causes of river pollution. Investigate a river in detail.</p>
R.E.	<p>Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality</p> <p>Islam Why is the Qur'an so important to Muslims? The Qur'an, The Night of Power</p>	<p>Hindu dharma What might Hindus learn from stories about Krishna? Krishna, Holi</p> <p>Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage</p>	<p>Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church</p> <p>Judaism Do people need laws to guide them? The Torah, the synagogue</p>
MFL (French)	<p>My school - School subjects, Opinions</p> <p>In the city - Exploring Paris, Giving directions, Christmas shopping</p>	<p>Healthy eating - Buying fruit and vegetables, Recipes</p> <p>Fashion - Clothes, Colours</p>	<p>Out of this world - Identity cards, Space, Planets</p> <p>Going to the seaside - Beach activities, Items in my beach bag</p>

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

Dance and drama	Greek themed dance Hot seating characters	Drama - linked to our texts including acting out a news report. 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	Real Gym - UNIT 1 Fundamentals - Static Balance: Floorwork/Stance Rugby W.Wolves - Fundamentals - Coordination: Sending & Receiving/Ball Skills/Footwork Dance - Fundamentals – Balance: Stance/On a line/Balancing in Pairs Basketball - Fundamentals - Static Balance:1 leg/Dynamic Balance:On a Line/ Coordination: Balls Skills	Dance - Fundamentals - Static Balance:Seated/Counter Balance:Balancing in Pairs Real Gym - UNIT 2 Fundamentals – Dynamic Balance:On a Line/Balance in pairs Swimming	Enrichment - Athletics, OAA Swimming CCB Cricket - Fundamentals - Agility:Ball chasing/Reaction & Response Rounders and Tennis - Fundamentals - Agility:Ball chasing/Reaction & Response
Personal, Social and Health Education	Relationships Families and friendships - Managing friendships and peer influence. Safe relationships - Physical contact and staying safe Respecting Ourselves and Others - Responding respect fully to a wide range of people; recognising prejudice and discrimination	Living in the Wider World Belonging to a community - Protecting the environment; compassion towards others Media literacy and digital resilience - How information online is targeted; different media types, their role and impact Money and work - Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Health and wellbeing Physical health and wellbeing - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and changing -Personal identity; recognising individuality and different qualities; mental wellbeing Keeping Safe -Keeping safe in different situations, including responding in emergencies, first aid
Trips and Visitors		Fire and Rescue Service	Conway Centre Vikings

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	Christmas	Chinese New Year Easter	Cherry Tree's got talent Moving On
British Values	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions