

	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>
<b>English</b>			
<b>English</b>	<p><b>Suggested texts:</b> <b>Fiction</b> Firework Maker’s Daughter by Phillip Pullman Greek myths. <b>Non-fiction</b> Information texts about Ancient Greece and UK geography Newspapers</p> <p><b>Writing Outcomes:</b> <b>Fiction:</b> Stories linked to the texts including quest stories Write a Greek style myth Letters, diaries, character and setting descriptions. <b>Non-Fiction:</b> Non-chronological reports (<i>non-fiction linked to Ancient Greece</i>), persuasive reports (<i>linked to science - plastic pollution</i>) explanations and recounts.</p> <p><b>Poetry:</b> Narrative poetry The Malfeasance by Alan Bold</p> <p><b>Grammar:</b> Revision of basic punctuation and tenses. Punctuation of direct and reported speech. <b>Word classes</b> Revision of nouns, pronouns, verbs, adverbs, adjectives, determiners and prepositions.</p>	<p><b>Suggested texts:</b> <b>Fiction</b> Street Child by Berlie Doherty Queen of the Falls by Chris Van Allsburg <b>Non-fiction:</b> Information texts about Anglo Saxons and North America Hidden Figures by Margot Lee Shetterly Newspapers</p> <p><b>Writing Outcomes:</b> <b>Fiction:</b> Write science fiction stories. Letters, diaries, character and setting descriptions. <b>Non-Fiction:</b> Non-chronological reports (<i>information leaflet linked to North America</i>), explanations (<i>linked to science</i>), instructions (<i>linked to DT recipes</i>) newspaper reports, biographies.</p> <p><b>Poetry:</b> Free verse poetry</p> <p><b>Grammar:</b> 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. <b>Parenthesis</b> - Parentheses and using brackets, dashes or commas.</p>	<p><b>Suggested texts:</b> <b>Fiction:</b> Romeo and Juliet (abridged version) by William Shakespeare <b>Adventure stories &amp; action stories</b> ‘Kensuke’s Kingdom’ by Michael Morpurgo,</p> <p><b>Non-fiction:</b> Information texts about Vikings and Rivers Newspapers</p> <p><b>Writing outcomes:</b> <b>Fiction:</b> Letters, diaries, character and setting descriptions. Write an adventure story. Scripts - class assembly <b>Non-fiction:</b> <i>Non-chronological reports (magazine article), persuasive writing (advertisements) balanced argument &amp; discussion.</i></p> <p><b>Poetry:</b> Performance poetry.</p> <p><b>Grammar:</b> Building cohesion within paragraphs. Revision and consolidation from Autumn and Spring.</p>

**Phrases and clauses**  
Main and subordinate clauses including embedded relative clauses, expanded noun phrases and fronted adverbials.

**Adverbs and modal verbs** - Showing degrees of possibility using adverbs and modal verbs.

## Maths

## Maths

**Place Value**  
Roman numerals to 1,000  
Read and write numbers to 1,000,000  
Powers of 10  
10/100/1,000/10,000/100,000 more or less  
Partition numbers to 1,000,000  
Number line to 1,000,000  
Compare and order numbers to 1,000,000  
Round to the nearest 10, 100 or 1,000  
Round within 1,000,000

**Addition and Subtraction**  
Add and subtract whole numbers with more than four digits  
Round to check answers  
Inverse operations (addition and subtraction)  
Multi-step addition and subtraction problems  
Find missing numbers

**Multiplication and division**  
Multiples, common multiples, factors, common factors, prime numbers, square numbers, cube numbers  
Multiply and divide by 10, 100 and 1,000  
Multiples of 10, 100 and 1,000

**Fractions**  
Recognise equivalent fractions  
Convert improper fractions to mixed numbers and vice versa  
Compare and order fractions less than 1  
Compare and order fractions greater than 1  
Add and subtract fractions with the same denominator  
Add two mixed numbers  
Subtract fractions

**Multiplication and division**  
Use the short multiplication method to multiply 4 digits by one digit. Use the long multiplication method to multiply 4 digits by 2 digits.  
Use the short division method to divide 4 digits by 1 digit. Divide with remainders.  
Solve multi-step problems in contexts, deciding which operations and methods to use and why.

**Fractions**  
Multiply a unit fraction by an integer  
Multiply a non-unit fraction by an integer  
Multiply a mixed number by an integer  
Calculate a fraction of a quantity  
Fraction of an amount  
Find the whole  
Use fractions as operators

**Decimals and percentages**  
Decimals up to 2 decimal places.  
Equivalent fractions and decimals (tenths & hundredths)  
Thousandths as fractions and decimals  
Thousandths on a place value chart Step 8  
Order and compare any decimals with up to 3 decimal places  
Round to the nearest whole number & to 1 decimal place  
Understand percentages as fractions and decimals  
Equivalent fractions, decimals and percentages

**Perimeter and area**

**Shape**  
Understand and use degrees  
Classify & estimate angles  
Measure angles up to 180  
Draw lines and angles accurately  
Calculate angles around a point and on a straight line  
Lengths and angles in shapes  
Regular and irregular polygons  
3-D shapes

**Position and direction**  
Read and plot coordinates  
Problem solving with coordinates  
Translation with coordinates  
Lines of symmetry  
Reflection in horizontal and vertical lines  
Position of a shape following a reflection or translation.

**Decimals**  
Use known facts to add and subtract decimals within 1  
Complements to 1  
Add and subtract decimals across 1  
Add and subtract decimals with the same number of decimal places & with different numbers of decimal places  
Decimal sequences  
Multiply & divide by 10, 100 and 1,000  
Multiply and divide decimals - missing values

**Negative numbers**  
Understand negative numbers  
Count through zero in 1s & in multiples  
Compare and order negative numbers

	<p>Subtract from a mixed number Subtract two mixed numbers</p>	<p>Perimeter of rectangles, rectilinear shapes and polygons Area of rectangles and compound shapes Estimate area <b>Statistics</b> Draw line graphs Read and interpret line graphs, table and two-way tables Read and interpret timetables</p>	<p>Find the difference <b>Converting units</b> Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial Convert units of time Calculate with timetables <b>Volume</b> Cubic centimetres Compare volume Estimate volume &amp; capacity</p>
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## Science and Technology

<b>Science</b>	<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><b>Properties and changes of materials (1)</b> 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.</p> <p><b>Properties and changes of materials (2)</b> 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.</p>	<p><b>Lifecycles</b> 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.</p> <p><b>Earth, Sun and Moon</b> 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.</p>	<p><b>Forces</b> 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.</p>

	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.		
<b>Computing</b> (Themes from the “Knowsley” computing scheme)	E-safety		
	<b>My Online Life-</b> Based on the children’s experiences. This has a strong e-safety focus and they discuss how people present themselves online. <b>YouTuber-</b> Explore the pros and cons of being a youtuber.	<b>News Reporter &amp; Podcaster:</b> Children will explore and review podcasts and then produce their own podcasts to publish online.  <b>Coding-</b> Creating a quiz using Scratch. Research the information needed.	<b>STEM Challenges:</b> They will tackle code, maths, and DT challenges.  <b>3D:</b> To design a 3D Model to fit certain criteria. Children will print their design as a 2D net and then create a 3D model.
<b>Design Technology</b>	<b>Building bridges-</b> trusses, beams, arches and suspension bridges. They will then plan their own bridge to match a set criteria.	<b>Seasonal produce</b> – Pasta sauces. They will explore the types of pasta sauces available and their nutritional factors. They will learn how to make pasta sauces. Explore types of pasta and their suitability for different dishes. Plan and design an Italian pasta dish.	<b>Levers and Linkages–</b> Recognise that some mechanisms, including levers, linkages, pulleys and gears, allow a smaller force to have a greater effect.
<b>Humanities</b>			
<b>History</b>	<b>Ancient Greece:</b> 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?	<b>Anglo Saxons:</b> 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?	<b>Vikings:</b> 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?

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

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

<b>Dance and drama</b>	<p><b>Dance:</b> Push, pull, turn, go - chain reactions <b>Drama:</b> Hot seating characters from class texts</p>	<p><b>Drama</b> - linked to our texts including acting out a news report. <b>Dance</b> – Real dance.</p>	<p>KS2 production <b>Drama</b> – class assembly</p>
<b>Art</b>	<p><b>Craft and design: Architecture</b> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>	<p><b>Drawing: I need Space</b> Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	<p><b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>

<p><b>Music</b> (with a music specialist)</p>	<p>Children to use correct posture and breathing techniques when singing and using different instruments correctly. Copy a given rhythm, begin to play tuned and untuned instruments. Read letter names on the stave. Expanding their vocal and instrumental repertoire. Listen confidently and with attention to detail to a variety of music incorporating music of different cultures. Developing their performance of learned repertoire.</p>	<p>Work in a group to improvise and compose an 8 bar melody. Develop harmony into vocal activity and begin to understand the structure of a song. Begin to read a wider variety of notation. Increasing scope of repertoire using a wider range of instruments to build ensembles; introduce new instruments such as the Ukulele.</p>	<p>Consolidation of Autumn and Spring learning leading to performing confidently to an audience. Evaluating the musical performance of others as well as their own. Applying a greater range of musical vocabulary.</p>
<p><b>Health and Wellbeing</b></p>			
<p><b>PE</b></p>	<p><b>Real Gym - UNIT 1 Fundamentals</b> - Static Balance: Floorwork/Stance <b>Rugby W.Wolves - Fundamentals</b> - Coordination: Sending &amp; Receiving/Ball Skills/Footwork <b>Dance - Fundamentals</b> – Balance: Stance/On a line/Balancing in Pairs <b>Basketball - Fundamentals</b> - Static Balance:1 leg/Dynamic Balance:On a Line/Coordination: Balls Skills</p>	<p><b>Dance - Fundamentals</b> - Static Balance:Seated/Counter Balance:Balancing in Pairs <b>Real Gym - UNIT 2 Fundamentals</b> – Dynamic Balance:On a Line/Balance in pairs <b>Swimming</b></p>	<p><b>Enrichment - Athletics, OAA</b> <b>Swimming</b> <b>CCB Cricket - Fundamentals</b> - Agility:Ball chasing/Reaction &amp; Response <b>Rounders and Tennis - Fundamentals</b> - Agility:Ball chasing/Reaction &amp; Response</p>
<p><b>Personal, Social and Health Education</b></p>	<p><b>Relationships</b> <b>Families and friendships</b>- Managing friendships and peer influence. <b>Safe relationships</b>- Physical contact and staying safe <b>Respecting Ourselves and Others</b>- Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p><b>Living in the Wider World</b> <b>Belonging to a community</b>- Protecting the environment; compassion towards others <b>Media literacy and digital resilience</b>- How information online is targeted; different media types, their role and impact <b>Money and work</b>- Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p><b>Health and wellbeing</b> <b>Physical health and wellbeing</b>- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies <b>Growing and changing</b>-Personal identity; recognising individuality and different qualities; mental wellbeing, puberty <b>Keeping Safe</b>-Keeping safe in different situations, including responding in emergencies, first aid</p>
<p><b>Trips and Visitors</b></p>	<p>Warrington Museum Safety Central</p>	<p>Easter Workshops - local church</p>	<p>Conway Centre Canal boat visit</p>
<p><b>School Values</b></p>	<p>Compassionate - We care about others Open-minded - We try new things</p>	<p>Aspirational - We reach for the stars Happy - We have a positive attitude</p>	<p>Resilient - We have a go and don't give up Independent - We can do it!</p>

<b>Whole School Celebration focus</b>	Harvest Christmas	Chinese New Year Easter	Cherry Tree's got talent Moving On
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions