
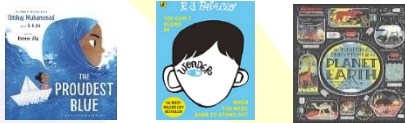











AUTUMN TERM			
Writing:	Maths:	Reading:	Science:
<p>Books we will be studying:</p>  <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Fables • Poet's Voice • Persuasive Writing – Formal Letter • Biography <p>Skills we will be focusing on:</p> <p>Experimenting with a range of punctuation in speech sentences.</p> <p>Understanding how narrative uses a build up to a problem.</p> <p>Using long sentences for description and short sentences for suspense.</p> <p>Developing action through effective vocabulary choices.</p> <p>Understanding and using effective language to create mood/tone/feeling.</p> <p>Using modal verbs.</p> <p>Using language to create emotion.</p> <p>Beginning to use paragraph changes for different purposes.</p> <p>Maintaining purpose across a text.</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Place value up to 1,000,000 (reading and write numbers up to 1 million, powers of 10, partition numbers to 1 million, find 10/100/1000/10,000/100,000/1,000,000 more or less, compare and order numbers, round numbers to the nearest 10/100/1000) • Addition and subtraction (add and subtract whole numbers with more than 4 digits, check answers using rounding, use inverse operations, solve multi-step problems, compare calculations and find missing numbers) • Multiplication and division (multiples, common multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiply by 10, 100 & 1000) • Fractions (equivalent fractions, convert between mixed number and improper fractions, compare and order fractions less than and greater than 1, add and subtract fractions with the same denominator, add and subtract fractions within and greater than 1) 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (explore the meaning of words in context, confidently using a dictionary, use a thesaurus to find synonyms for a larger variety of words, discuss how the author's choice of language impacts the reader) • Retrieve (confidently skim and scan, and also use the skill of reading before and after to retrieve information) • Inference (draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justify inferences with evidence) • Predict (predict what might happen from details stated and implied) • Summarise (summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text) 	<p> Forces And Mechanism</p> <p>In this physics topic, pupils will learn about gravity, air resistance, water resistance, mechanisms, pulleys, levers and friction.</p> <p> Earth And Space</p> <p>In this physics topic, pupils learn about the solar system, the sun's positioning, day and night, moon phases and the characteristics of the planets.</p>

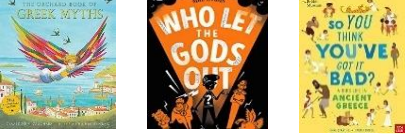
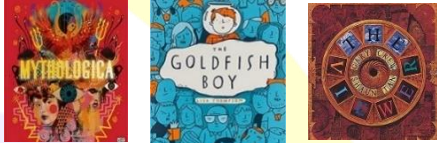

Geography:	History:	RE & PSHE:		PE:
 <p>Investigating Our World</p> <p>Pupils will be locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Pupils will learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They will carry out an enquiry to identify local settlement types.</p>	 <p>Dynamic Dynasties</p> <p>Pupils will learn about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p>	<p>PSHE:</p> <p>There are 2 topics we will be exploring from the ‘Health and Wellbeing’ and ‘Living In The Wider World’ strands this term:</p> <p>What makes a stereotype and what does it mean to challenge them?</p> <ul style="list-style-type: none"> • Recognising & respecting similarities & differences between people • That they are a range of factors that contribute to a person’s identity • Stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes – gender – race – disability • Challenging stereotypes <p>What decisions can people make with money?</p> <ul style="list-style-type: none"> • How people make decisions about spending and saving money • How to recognise what makes something ‘value for money’ • that there are risks associated with money – online purchases – in app purchases • to recognise the risks involved in gambling related activities, and the impact it might have – also online gaming <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Caring for others, animals and the environment • Sharing and being generous • Being loyal and steadfast • Being hopeful and visionary 		<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Basketball (developing protective dribbling, passing and dribbling, defensive techniques, techniques to develop scoring accuracy) • Swimming (water safety, treading water, staying afloat, breathing technique, stroke technique and stamina) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Gymnastics (symmetrical and asymmetrical balances, developing straight, forward, straddle and backward roll, different methods of travelling, linking actions to both canon and synchronisation, performing progressions of inverted movements, matching and mirroring skills) • Dodgeball (develop throwing, using timing, balance and agility to avoid being hit, developing catching under pressure and developing officiating skills and referring a dodgeball game)
Computing:	Music:	Art & Design:		Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Systems and searching • Video production 	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • Mamma Mia! • Lean On Me <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	 <p>Tints, Tones and Shades</p> <p>Pupils will be learning about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They will learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. They will be taught at the start of the school year, with sessions being revisited throughout the year as necessary to reinforce an understanding of colour and colour mixing.</p>  <p>Taotie</p> <p>This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods.</p>		 <p>Moving Mechanisms</p> <p>Pupils will be learning about pneumatic systems. They will experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</p>





SPRING TERM

Writing:	Maths:	Reading:	Science:
<p>Books we will be studying:</p>  <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Significant Children's Authors • Journalistic Writing – Newspaper Report • Stories Which Raise Issues • One-sided Argument <p>Skills we will be focusing on: Using different effects of word order within a sentence. Varying sentence structures and length for effect. Varying the lengths of paragraphs for pace / emphasis. Using layout to support the reader. Using speech to organise of a text. Using effective noun phrases to add detail and to engage the reader. Developing viewpoint throughout a text. Commas used accurately to mark clauses.</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Multiplication and division (multiply 4 by 1, 2 by 2 and 3 by 2, solve multiplication and division problems, divide 4 by 1 using short division) • Decimals (thousandths as fractions and decimals, compare and order decimals up to 3 decimal places, round to 1 decimal place, equivalent fractions, decimals and percentages) <p>Geometry:</p> <ul style="list-style-type: none"> • Measurement (perimeter of rectangles, rectilinear shapes and polygons) • Measurement (area of rectangles and compound shapes, estimate area) <p>Statistics:</p> <ul style="list-style-type: none"> • Graphs (draw line graphs, read and interpret line graphs and tables, problem solving with tables) 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (evaluate the authors use of language, investigate alternative word choices that could be made, begin to look at the use of figurative language) • Retrieve (use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts) • Inference (make inferences about actions, feelings, events or states, use figurative language to infer meaning) • Predict (support predictions with relevant evidence from the text) • Summarise (identifying key details to support the main ideas, make connections between information across the text and include this is an answer) 	 <p>Human Reproduction And Ageing</p> <p>Pupils will learn about animal life cycles, including the human life cycle. They will explore human growth and development to old age, including the changes experienced during puberty and human reproduction.</p>
Geography:	History:	RE & PSHE:	PE:
 <p>Sow, Grow and Farm</p> <p>Pupils will learn about the features and characteristics</p>	<p><i>History is not taught within an explicit topic this term.</i></p> <p><i>Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice. They will also utilise some of their geography skills in their Geography lessons.</i></p>	<p>PSHE:</p> <p>There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' and 'Relationships' strands:</p> <p>How will we grow and change?</p> <ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation • How puberty can affect emotions and feelings 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Yoga (developing flexibility and strength, showing quality in control, balance and technique, working collaboratively to create a paired yoga flow)

<p>of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>		<ul style="list-style-type: none"> • How personal hygiene routines change during puberty • How to ask for advice and support <p>How can friends communicate safely?</p> <ul style="list-style-type: none"> • About the different types of relationships we have in our lives • How friends and family communicate together, how the internet and social media can be used positively • How knowing someone face to face differs from online • Recognising risk in relation to friendships • Safe content online, safe sharing, consent <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Being open, honest and truthful • Being attentive to the sacred as well as the precious • Participating and willing to lead • Being modest and listening to others 	<ul style="list-style-type: none"> • Hockey (developing dribbling, receiving the ball with control, moving into space to support a teammate, developing open stick tackle and jab tackle) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • OAA (developing communication, negotiation and empathy whilst working in a team, tactical planning and problem solving, sharing ideas, developing navigational and map reading skills, using a key to identify objects and locations) • Football (dribbling under pressure, developing defending and goalkeeping skills, using different turns to keep the ball away from defenders)
<p>Computing:</p>	<p>Music:</p>	<p>Art & Design:</p>	<p>Design & Technology:</p>
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Introduction to vector graphics • Flat file databases 	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • Livin' On A Prayer • Classroom Jazz 1 <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	 <p>Line, Light and Shadows</p> <p>Pupils will learn about the visual qualities of line, light and shadow. They will explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They will take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.</p>  <p>Nature's Art</p> <p>Pupils will learn about the genre of land art. They will work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.</p>	 <p>Eat The Seasons</p> <p>Pupils will be learning about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</p>

SUMMER TERM

Writing:	Maths:	Reading:	Science:
<p>Books we will be studying:</p>  <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Myths And Legends • Recount – Diary • Speech • Persuasive Writing – Informal Letter • Balanced Argument <p>Skills we will be focusing on: Using metaphors and personification. Varying use of tense within a text. Generating a range of words for precision to create specific interest. Using a range of words and phrases to link texts. Making subtle links for cohesion. Using different narrative techniques to engage and entertain the reader. Using effective noun phrases to add detail and to engage the reader. Effectively developing and sustaining ideas across a text. Using language to create emotion and for a clear purpose. Using a range of techniques to engage a reader.</p>	<p>We follow the White Rose Maths approach to Maths in school, using Power Maths workbooks to support pupils in applying taught knowledge.</p> <p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Multiplication and division (2, 5, 10, make equal groups, add equal groups, arrays) • Fractions (finding $\frac{1}{2}$ $\frac{1}{4}$ of an object shape or quantity) • Place value within 100 (count from 50 to 100, partition into tens and ones, number line, one more, one less, comparing numbers) <p>Geometry:</p> <ul style="list-style-type: none"> • Position and direction (read and plot coordinates, problem solving with coordinates, translate shapes and points, symmetry, reflection) • Measurement (converting units, convert units of measure, imperial units of measure, calculate using timetables, problem solving, compare volume) 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Understanding (identifying key details to support the main ideas) • Vocabulary (re-write passages using alternative word choices, read around the word and explore its meaning in the broader context of a section or paragraph) • Retrieve (retrieve, record and present information from non-fiction texts, ask my own questions and follow a line of enquiry) • Inference (give one or two pieces of evidence to support the point they are making, begin to draw evidence from more than one place across a text) • Predict (confirm and modify predictions as they read on) • Summarise (discuss the themes or conventions from a chapter or text, identify themes across a wide range of writing) 	 <p>Properties And Changes Of Materials</p> <p>Pupils will learn about the wider properties of materials and their uses. They will learn about mixtures and how they can be separated using sieving, filtration and evaporation. They will study reversible and irreversible changes, and use common indicators to identify irreversible changes.</p>

Geography:	History:	RE & PSHE:	PE:
<p><i>Geography is not taught within an explicit topic this term. Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice. They will also utilise some of their geography skills in their History lessons.</i></p>	 <p>Ground-breaking Greeks</p> <p>Pupils will be learning about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p>	<p>PSHE</p> <p>There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' and 'Living in the Wider World' strands:</p> <p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> • How drugs common to everyday life can affect health and wellbeing (smoking/vaping, alcohol, caffeine and medicines) • How laws surrounding the use of drugs exist to protect them • That drugs can become a habit which is difficult to break • Peer pressure and unsafe situations relating to drugs • Asking for help <p>What jobs would we like?</p> <ul style="list-style-type: none"> • Exploring a broad range of jobs • That some jobs are paid and others voluntary • Different ways into jobs and careers (college, apprenticeships) • About the skills, attributes, qualifications, and training needed for different jobs • Challenging stereotypes about the types of jobs people can do • How we might choose a career when we are older <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Remembering temperate, self-disciplined and seeking contentment • Being accountable and living with integrity • Being thankful • Being imaginative and exploratory 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Tennis (forehand and backhand groundstroke, underarm serve, continuous rally and volleying) • Cricket (accuracy of throwing and catching, placement of ball into space, overarm bowling technique, variety of fielding techniques) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Athletics (applying different speeds over varying distances, fluency and coordination, triple jump technique, throwing with greater control and technique) • Fitness (developing speed, stamina, strength, developing coordination through skipping, developing agility through actions)
Computing:	Music:	Art & Design:	
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Selection in physical computing • Selection in quizzes 	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • Make You Feel My Love • Fresh Prince Of Bel-Air <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	 <p>Mixed Media</p> <p>Pupils will be learning about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They will use their learning to create a final piece of small-scale, mixed media collage.</p>  <p>Expression</p> <p>Pupils will be learning about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They will explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.</p>  <p>Architecture</p> <p>Pupils will be learning about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.</p>	