

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Tar Beach – link to DT – Textiles</b> The children will recap using direct speech and description to describe characters whilst exploring the theme of ‘freedom’. They will create their own story which will be written as a play script as well as writing retellings and book reviews. The children will learn to use possessive apostrophes in words with regular and irregular plurals. The children will continue to develop their use of plurals to be used with increasing accuracy.</p> <p><b>Varmints (non-fiction) – link to Science - habitats, lifecycles, environments</b> The children will recap word classes and use these to create setting descriptions. They will also revisit writing in the first person to retell the story from the main character’s point of view. They will create a non-fiction leaflet about the life cycle of plants linking with their learning in science. The children will also develop their use of commas to allow them to clarify meaning and avoid ambiguity. In Year 5 the children will build on this to use brackets, dashes or commas.</p>	<p><b>Cinnamon – link to geography- India, PSHE - friendships</b> The children will use this text to build on their ability to make inferences about the characters and situations in the story. They will then use this to enable them to write emotive diary entries as well as exploring limericks and other forms of poetry. In Year 5, the children will continue to develop their use of inference to be able to infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Winter’s Child –link to RE- Christmas</b> The children will make predictions and explore the themes of the story. They will use their knowledge from Year 3 of noun and prepositional phrases and begin to think about how these are used to create images. They will go on to predict what might happen after the story and write their own simple sequel. They will build on this to be able to understand what they read in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p><b>The Lion, Witch and the Wardrobe - Links to History - WW2, Geography, DT, Computing and PE (Healthy Eating)</b> The children will explore that idea that a character can change over time and develop their stamina for writing longer pieces of text. They will develop their use of imagination to write an imaginary conversation between characters in the story. They will apply their growing knowledge of root words, prefixes and suffixes to spell with increasing accuracy as well as being introduced to relative clauses. In Year 5 the children will continue to develop their use of relative clauses to include beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	<p><b>The Selfish Giant – link to RE Christianity, PSHE - friendship</b> The children will use their knowledge of conjunctions to express time, place and cause as they write for a number of different purposes including a letter, first person recount and a report. They will explore the theme of kindness and use this to write their own version of the story. This will be built on so children are able to use devices to build cohesion within a paragraph.</p>	<p><b>Weslandia (non-fiction) – link to PSHE - bullying, difference</b> The children will make predictions about the text, describe a character and retell the story in their own words using a range of literary devices including noun phrases and fronted adverbials. They will create a non-chronological report, published as a brochure and then create their own civilization, based on Weslandia. They will then indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs.</p>	<p><b>Jabberwocky (Poetry)</b> Children will use the language of the poem to investigate and explore their knowledge of etymology and morphology, before performing the poem and eventually creating their own nonsense verse with a gruesome creature based on the same structure.</p> <p><b>End of Year Production – The Lion King</b> The children will be given the opportunity to develop their spoken language and performance skills by taking part in a class production. They will learn about how to perform to others, projecting their voices and express emotions using tone and body language. In Year 5 the children will continue to develop their ability to show understanding through intonation, tone and volume.</p>

## Maths

### Number – Place Value

Children will begin by building on their knowledge of numbers within 1000, before moving on to 10,000. They will represent and order numbers using a number line, including negative numbers and understand how to round to the nearest 10, 100 and 1000. Children will know how to count in 25s They will find 1, 10, 100 and 1000 more or less. They will compare our place value system with the Roman additive system. This will be built on when the children learn about numbers to 1,000,000

### Number Addition and Subtraction

Children will use their understanding of place value to add and subtract 1s, 10s, 100s and go on to apply this with 1000s. Children will initially focus on securing their understanding of expanded formal methods of addition and subtraction for 2 and 3 digit numbers, before moving onto 4 digit numbers. They will use estimation to predict and check their answers. This will then be used to enable the children to add and subtract larger numbers with 4 or more digits.

### Measure – Length and Perimeter

Children will secure their understanding of equivalent lengths, m and cm, mm and cm, m and km including how to add and subtract length. They will build on their understanding of how to measure perimeters and recognise how to measure the perimeter of a rectangle and rectilinear shapes, including using a grid. In Year 5 the children will measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

### Number – Multiplication and Division

Children will consolidate their knowledge of the 3 times table and apply their multiplication and division skills to the secure the 6, 7, and 9 times table. They will understand how to multiply and divide by 10 and 100. In Year 5 the children will identify multiples and factors.

### Number – Multiplication and Division

Children will consolidate their knowledge of times tables to 10 and apply their multiplication and division skills to the secure the 11 and 12 times table. They will understand factor pairs and use efficient and written methods of multiplication to multiply and divide 2 and 3 digit numbers. They will then multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.

### Measure – Area

Children will understand that area is the amount of space taken up by a 2D shape or surface and is measured in squares. They will measure and compare areas of rectilinear shapes and explore the most efficient of method of counting squares. They will build on this to calculate and compare the area of rectangles using standard units, square centimetre and square metres and estimate the area of irregular shapes.

### Number - Fractions

Children will recap their understanding of unit and non-unit fractions. They will count in fractions, including tenths and recognise equivalent fractions and fractions greater than 1. They will add and subtract fractions and calculate fractions of a quantity. They will go on to multiply fractions and recognise and use thousandths.

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### Number – Decimals

Children will recognise tenths and hundredths and see the relationships between 1/10 and 0.1. and 1/100 and 0.01. They will read and represent tenths and hundredths on a place value grid and number line and link to mm and cm. They will divide 1 and 2 digit numbers by 10 and 100. In Year 5, the children will solve problems involving number up to three decimal places

### Number – Decimals

Children will consolidate their knowledge of number bonds to 10 and 100 and will use these skills to write, compare, order and round decimals. Children will be able to write half, quarter and three quarters as decimals using their knowledge of equivalent fractions. The children will then learn about how percentages relate to 'number of parts per hundred'.

### Measure – Money

Children use decimal notation for money, in order to order, estimate, convert into pounds and pence, and subtract money. The children will use their knowledge of money to solve problems using the four operations.

### Measure – Time

Children will recap how to tell the time to 5 and 1 minutes. They will be able to use a.m. and p.m and 24 clocks. Children will learn how to convert between different units of time. They will then use this to solve problems involving converting between units of time.

### Statistics

The children will interpret and present data using bar charts, pictograms and tables.

Children will learn to interpret charts, solve comparison, sum and difference problems using discrete data with a range of scales and use their knowledge of sales to read and create their own graphs to represent continuous data. In Year 5, they will solve comparison, sum and difference problems using information presented in a line graph.

### Geometry – Properties of Shape, and Position and Direction

Children will describe, compare turns and angles, including right angles. They will recognise and describe 2-D shapes, including quadrilaterals, using appropriate vocabulary, including horizontal and vertical. Children will be able to identify symmetry and use this to complete 2-D shapes and patterns. Children will recap positional vocabulary (left, right etc.) and will begin to develop their understanding of position and direction on a coordinate grid. In Year 5, the children will identify and draw angles and identify, describe and represent the position of a shape.

<p><b>Science</b></p>	<p><b>Living Things and Their Habitats, Animals Including Humans – link to Varmints in English</b>  The children will learn about the different parts of a plant and what they need to grow.  The children will build on the understanding of basic needs for survival and learn that that they need the right types and amount of nutrition. They will learn that living things can be grouped and classified in a number of different ways, and environments can change posing danger to living things.  In Year 5, the children will continue to learn about how humans grow old and some reproduction processes.</p>		<p><b>Sound</b>  Children will learn how sounds are made and associate some of them with something vibrating. They will recognise that vibrations travel through a medium to the ear. They will identify patterns between pitch and the objects features making the sound, and volume and the strength of vibrations.</p>	<p><b>Electricity</b>  The children will learn about magnets and how they work.  They will build on their understanding of forces including light and materials. to understand how electricity flows through a circuit, that a switch can allow the current to flow and that some materials can be insulators and other conductors.</p>	<p><b>States of Matter</b>  Children will compare and group materials according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled and how different types of rocks, soil and fossils were formed by these processes. They will understand the terms evaporation and condensation in the context of the water cycle.</p>	
<p><b>History</b></p>			<p><b>World War 2 - links to The Lion, The Witch and The Wardrobe in English</b>  They will learn about, describe and compare significant events from WW2 and order these chronologically. They will find out the Battle of Britain, Evacuees and Rationing and think about what life would have been like during the war, noting similarities and differences to life today. They will develop their use of historical terms and vocabulary and use resources such as the internet and books, to find out about life in this period and think about the reliability of different sources. In Year 5, the children will continue to develop their use of different sources, making comparisons to present day.</p>			
<p><b>Geography</b></p>	<p><b>The Environment – links with science – habitats, Varmints in English</b>  The children will think about how changes in the environment affect people and what can be down about this, building on their knowledge of recycling and looking after the planet. The children will learn how about changes to world environments over time</p>	<p><b>Comparing countries – India/UK – linked to Cinnamon in English</b>  By comparing these countries, the children will learn about weather patterns around the world. They will compare India and the UK and identify similarities and differences between them and recognise how people's lives differ in different countries. In Year 5, the children will compare features of the UK and a region in North America.</p>	<p><b>Europe – links with History – World War 2, English – The Lion, The Witch and The Wardrobe</b>  Children will recap the countries in the UK and then extend this to identify countries in Europe to include Russia to enable them to develop their knowledge of the features of places around them and beyond the UK. They will then build on this to learn about countries in the European Union.</p>			<p><b>Maps</b>  The children will build on their knowledge of sketch maps to begin to draw more accurate maps with more complex keys. They will look at different maps and learn how to use OS maps with 6 figure grid references. The children will then identify key topographical features of the countries within North America.</p>
<p><b>Art and Design</b></p>	<p><b>Take One Picture – The Finding of Moses’ by Orazio Gentileschi</b></p>				<p><b>Sculpture – linked to Weslandia in English.</b></p>	<p><b>Marbling and Collage</b>  The children will combine the techniques of marbling and</p>

	<p>They will build on their use of their <b>sketchbook to record their ideas</b> and develop their ability to draw correct proportions. The children will explore this painting and use it as a stimulus for a variety of art work. Through painting the children will explore light and dark and work together to create a whole class piece of artwork inspired by painting. <b>In Year 5, they will use line, tone and shading to represent different things.</b></p>				<p><b>The children will recap the use of natural and manmade objects and materials.</b> Then children will create their own civilisation and create sculptures of this. They will Plan, design, make and adapt models whilst showing an understanding of shape, space and form. <b>They will develop skills in using clay including slabs, coils and slips.</b></p>	<p><b>collage</b> to create their own art work. They will plan their piece and colour choices to create a finished piece. <b>In Year 5, they will use this to add collage to a painted, drawn or printed background.</b></p>
Design and Technology	<p><b>Textiles link with Tar Beach in English, DT - Take One Picture.</b> Tar Beach is a story quilt. The children will use this as a stimulus to create their own story quilt. This could be as a whole class, adding their own pieces to the quilt. <b>They will use their skills of sewing from Year 3</b> as well as joining in other way using glue and tying. <b>The children will build on this to become increasingly accurate when measuring and joining.</b></p>		<p><b>Mini Greenhouses</b>  <b>The children will learn about mechanisms and how levers can be used.</b> The children will create their own structures, working through the process of planning, experimenting with how to make their structure strong and sturdy and evaluating their practice. They will also consider how to include a moveable piece using a lever. Throughout the process they will need to cut, shape, join and finish to create a product for a particular purpose. <b>In Year 5, the children will build more complex 3D structures and apply his/her knowledge of strengthening techniques.</b></p>			
Music	<p><b>Mamma Mia</b>  The children will learn to sing, play, <b>improvise and compose</b> as well as listening to a variety of music from ABBA. <b>This will be built on when the children compose more complex rhythms.</b></p>	<p><b>Christmas Carols – links with RE, Christianity – Christmas.</b>   <b>Glockenspiel Stage 1 and 2</b>  <b>The children will be introduced to playing an instrument using different notes.</b> They will develop their recognition and use of written notation to begin to read some simple scales. <b>Children will continue to play and perform with increasing accuracy and control.</b></p>	<p><b>BBC Ten Pieces link history – WW2, English – The Lion, The Witch and The Wardrobe</b>  The children will explore the piece of music, Overture by Grażyna Bacewicz, which was written during the war. They will think about <b>how the music makes them feel</b> and the sense of victory that can be felt throughout. <b>In Year 5, the children will develop an increasing understanding of the history and context of music.</b></p> <p><b>Lean on Me</b>  The children will explore the genre of soul and gospel music through the song ‘Lean on me’ by Bill Withers. They will continue to develop their</p>	<p><b>Stop! Links with PSHE and bullying.</b>  The children will explore and learn a rap. They will use this to learn about the interrelated dimensions of music through games, singing and experimenting with composing their own rap. <b>In Year 5, the children will then improvise with increasing confidence using own voice, rhythms and varied pitch</b></p>	<p><b>Blackbird</b>  The children will explore the idea of meaning within music using the song ‘Blackbird’ by The Beatles, which is a song about civil rights.</p>	<p><b>End of Year Production – The Lion King</b>  The children will learn a variety of songs as part of their end of year performance piece. They will develop their performance skills, singing as a group, in smaller groups and some may be soloists. <b>In Year 5, the children will continue to develop their confidence and precision when singing.</b></p>

			understanding of musical terms, to include <b>pulse</b> , rhythm, pitch, <b>tempo</b> and dynamics. <b>Next year they will build on this to learn about how pulse, rhythm and pitch work together.</b>			
<b>Computing</b>	<b>Computer Science – Coding</b> <b>The children will recap their knowledge of algorithms, programming and debugging.</b> They will begin to decompose (break down) programs into smaller parts and use logical reasoning to detect and correct errors. <b>The children will then use this to explain increasingly complex algorithms to ensure efficiency.</b>		<b>Digital Literacy – Net Searching links with History and reliability of sources.</b> The children will continue to use search engines to find information. They will learn how results are ranked in a search engine and begin to understand the idea of reliable sources and websites. <b>They will then build on this to use filter to improve accuracy when searching.</b>	<b>E-Safety – links with PSHE topic of Keeping Myself Safe and The Selfish Giant in English.</b> The children will continue to develop their understanding of keeping them safe online to include developing an awareness that what is out online may be seen by others. <b>They will also continue to think about who they can go to for help with difficulties online.</b> The theme of E-safety will be embedded throughout the computing curriculum not just in this unit. <b>In Year 5, the children will learn about age appropriate content.</b>	<b>Computer Science – Networks</b> <b>The children will begin to develop their understanding of the internet and how it works. The children will use their knowledge of networks</b> to begin to understand what servers are and how they provide services to a network. <b>In Year 5, the children will begin to use the internet to share and transfer data.</b>	<b>Information Technology – Using Computers</b> <b>The children will recap how to find, open and save their work</b> and develop their confidence to use a variety of programs on different digital devices to accomplish a given goal. <b>The children will continue to develop their independence when selecting and using different software.</b>
<b>PE</b>	<b>Fitness</b> <b>In Year 3 the children will have been developing their balance and agility skills.</b> The children will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. <b>In Year 5, the children will continue to develop their fitness through a range of challenges.</b>  <b>Fundamental Skills</b> <b>The children will develop their skills of balancing, running, jumping, hopping and skipping.</b> They will develop their ability to change direction with balance and control and be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. <b>In Year 5, the children will continue to</b>	<b>Yoga</b> The children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. <b>In Year 5 the children will make links between a balanced lifestyle and being happy, identifying ways to support their own well-being.</b>	<b>Dance</b> The children will focus on creating characters and narrative through movement and gesture. They think about <b>how to use movement to explore</b> and communicate ideas and issues, and their own feelings and thoughts. The children will continue to <b>develop confidence in performing</b> and will be given the opportunity to provide feedback and <b>utilise feedback to improve their own work.</b> <b>In Year 5, the children will explore and improvise ideas for dances in different styles.</b>  <b>Gymnastics</b> <b>The children will build on the basic shapes they have learnt previously</b> to learn a wider range of travelling actions and include the use of pathways. They will develop more advanced actions such as	<b>Ball Skills</b> The children will explore a variety of <b>throwing techniques</b> and will learn to select the appropriate throw for the situation. They will develop <b>catching with one and two hands</b> as well as dribbling with feet and hands and apply these skills in small group games. <b>In Year 5, the children will continue to develop their ball skills in a range of games and context, increasing accuracy when throwing, catching, dribbling and kicking.</b>  <b>Hockey</b> <b>The children will use their knowledge of tactics from other team sports and build on these.</b> The children will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using	<b>Netball</b> The children continue to develop key skills and principles such as defending, attacking, <b>throwing, catching</b> and shooting. They will also develop their <b>use of strategy and tactics when playing team games.</b> They will learn to use a range of different passes in different situations to keep possession and attack towards goal. They will learn key rules of the game such as footwork, held ball, contact and obstruction. <b>In Year 5, the children will use this to develop a broader range of techniques and skills for attacking and defending.</b>  <b>Cricket</b> <b>The children will use their bowling and batting skills from rounders</b> and learn how to strike the ball into space so that they can score runs.	<b>Athletics</b> The children will develop <b>basic running, jumping and throwing techniques.</b> They will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. <b>In Year 5, the children will develop the consistency of their actions in a number of events, whilst confidently choosing appropriate techniques for specific events.</b>

	develop these skills with more accuracy and stamina.		inverted movements and explore ways to include apparatus. Next year, they will build on this to perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.	sending, receiving and dribbling a ball as well as beginning to think about defending and winning the ball. In Year 5, the children will develop their skills to pass the ball accurately whilst moving, using a variety of techniques to pass.	When fielding, they learn how to keep the batters' scores low. Next year, they will use this to choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.	
RE	<p><b>Hindus - How is faith expressed in Hindu communities and traditions?</b> The children will continue to develop their knowledge of Hinduism and Hindu Gods and Goddesses and find out about the festivals that they celebrate and what this means to them.</p> <p><b>Sikhs - How is faith expressed in Sikh communities and traditions?</b> The children will be introduced to the Sikh faith and find out about how they celebrate their faith in day to day life and in important events and festivals.</p> <p><b>Christianity – Christmas links with Music – Christmas Carol Concert.</b> The children will continue to build on their understanding of the nativity and explore how this is told through different Christmas carols.</p>		<p><b>Links with French and festivals in other countries – Mardi Gras</b></p> <p><b>Christianity - What was the impact of Pentecost?</b> The children will develop their understanding of Easter by developing their use of religious vocabulary to include Pentecost.</p> <p><b>Muslims/Jews/Hindus/Sikhs/Non-religious people –What are the deeper meanings of the festivals? Links with geography – India topic.</b> Children will build on their learning from the Autumn term to explore a variety of religious festivals and what these mean in different religions and why they are celebrated.</p>		<p><b>Christians/Jews/Hindus/Sikhs/Non-religious people</b> <b>How and why do people try to make the world a better place?</b> Children will use their prior knowledge of looking after the world and everything in it and explore this with a religious outlook and how different people tackle this issue. They will consider how it is promoted in different cultures and think about its importance in their own lives.</p>	
French	<p><b>Revision</b> Children will recap the understanding of classroom commands, colours, numbers to 31, days of the week and months of the year.</p>	<p><b>Weather and seasons</b> The children will build on their use of spoken language to describe the weather and be introduced to the use of conjunctions to extend verbal sentences.</p> <p><b>Christmas</b> Children will continue to explore Christmas and how this is celebrated in France as well as developing their language skills to talk about this holiday.</p>	<p><b>Pets</b> The children will recap the names of different pets and develop their verbal skills to be able to ask questions, show preferences, and describe them.</p>	<p><b>Food</b> The children will recap names of different foods and develop their verbal skills to be able to ask questions, show preferences, and describe them.</p> <p><b>Easter – Mardi Gras</b> Children will continue to learn about the festival of Mardi Gras and how and why this is celebrated in France.</p>	<p><b>Family</b> Children will develop their vocabulary to talk about their family. They will learn how to talk about and describe their siblings and parents.</p>	<p><b>French culture</b> The children will be exposed to the French culture through music and art, learning about artists and their styles.</p>
PSHE	<p><b>Me and My Relationships</b> The children will build on the prior knowledge of feelings and how to manage these in relationships with family and friends. They will spend time thinking about what is and isn't ok and how to manage different situations. In Year 5, the children will continue to explore relationships, recognising their own</p>	<p><b>Valuing Differences</b> In this topic, the children will develop their awareness of their community and consider the difference between a friend and an acquaintance and the idea of stereotypes. The children will build on this to think about the qualities of friendship and the value in kind conversations.</p>	<p><b>Keeping Myself Safe</b> links with The Selfish Giant and the theme of Kindness and Friendship in English. Children will continue to think about danger, risks and hazards and the difference between these. They will begin to think about how medicines are used to keep us well. In Year 5, children will consider wider aspects of</p>	<p><b>Rights and Responsibilities</b> The children will consider what their rights and responsibilities are and how these change as they get older. They will think about the responsibility of money, how it is earned and what taxes go towards. The children will build on this to consider how their rights and</p>	<p><b>Being My Best – links with Weslandia in English and the theme of being yourself.</b> In this topic, the children continue to think about what it means to be them and what makes the unique. They will consider the idea that they have choices to make and how to take care of their environment. The children will go on to think about what</p>	<p><b>Growing and Changing</b> During this topic, the children continue to learn about some of the changes that happen during the beginning stages of puberty. They will think about feelings and how they can feel all over the place, and how their bodies change as they get older. In Year 5, the children will continue to learn about more changes that</p>

	emotional needs and thinking about how to be assertive		keeping safe both online and in person and think about the use of drugs and smoking.	responsibilities change as they get older.	it means to have independence and the responsibilities that go with this.	happen as they become teenagers.
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