

TERM Autumn 1		6 weeks + 4 days for Community Week			
TOPIC	Community Week – 1 week	Rivers and Water cycle / Harvest 3 weeks GEOGRAPHY SKILLS AND FIELDWORK - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied			1 week – climate zones
ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p> <p>2 weeks – performance poetry/ linked to (entertain)</p> <p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> •discussing words and phrases that capture the reader’s interest and imagination •recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>Writing/ Grammar</p> <p>GRAMMAR Focus 3 weeks Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Explanations(inform) 3 weeks</p> <p>Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Planning/ drafting/ editing in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 3 weeks</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 2 weeks – poetry</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Spelling See guidance with NC 59 – 65</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	Punctuation
MATHS	RE Why do Christians worship Jesus?	SCIENCE States of matter 6 weeks Scientific Skill – recording and reporting findings Pupils should be taught to:	COMPUTING E Safety and Specific word processing skills Most children will:	PHSE New beginnings Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	PE Games Gymnastics
WRMH planning		<ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> • import graphics and use the picture toolbar to choose the text wrapping • use the spell checker • use find, search and replace if appropriate • use page setup to choose portrait or landscape page as appropriate • learn how to insert and use a simple table • use the zoom menu to view the whole page • in multimedia presentations, edit and use text, pictures, videos, sounds, slide transitions, action buttons, hyperlinks, 	Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	
Number – Place value					
Number – Addition & subtraction					

TERM Autumn 2		6 weeks + Christmas Week			
TOPIC	Child initiated topic- SMIGGLE 4 weeks			Christmas Week	
ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions) Poetry – performance – 1 week intonation, tone, volume and action •discussing words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry</p>	<p>Writing/ Grammar GRAMMAR Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair 3 weeks - Writing to Entertain – Poetry Dialogue - verb + adverb - “Hello,” she whispered, shyly Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Planning/ drafting/ editing evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Spelling See guidance with NC 59 – 65 https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Punctuation</p>
<p>MATHS WRMH planning Number – Multiplication and division Measurement - Area</p>	<p>RE Why do Christian’s still pray the Lord’s Prayer? How can artists help us understand Christmas? 3 weeks</p>	<p>SCIENCE Sound 6 weeks Scientific Skill -Questioning and enquiring Planning Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p>COMPUTING Information Technology Most children will:</p> <ul style="list-style-type: none"> • choose a suitable piece of software or internet service for a task • use a variety of digital devices e.g. laptop, tablet, camera • create a range of information is data that has been given a context and meaning <p>present data that I have collected in the form of graphs and statements</p>	<p>PHSE Getting on and falling out Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices Understand some basic facts about democracy and about some of the institutions that support it locally and nationally Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p>	<p>PE Games Gymnastics</p>

TERM Spring 1		5 weeks			
TOPIC – history focus	<p>Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5 weeks</p> <p>HISTORY – CHRONOLOGICAL UNDERSTANDING- Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. HISTORICAL INTERPRETATION - Gives reasons why there may be different accounts of history. HISTORICAL ENQUIRY Understands the difference between primary and secondary sources of evidence.</p> <p>GEOGRAPHY – HUMAN AND PHYSICAL GEOGRAPHY - Types of settlements in Viking, Saxon Britain.</p>				
ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p>	<p>Writing/ Grammar Writing to Entertain (narrative) Moral/fable (Beowulf) Begin to develop subordinating sentences: 3 weeks Writing to Inform • Biography 2 weeks GRAMMAR Sentence of 3 for action 2 weeks Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Planning/ drafting/ editing in narratives, creating settings, characters and plot evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Spelling See guidance with NC 59 – 65 https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Punctuation Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p>
MATHS Fractions Time	RE How can a mosque help us to understand the Muslim faith?	SCIENCE Electricity 6 weeks Scientific Skill – Investigating/ conclusions Pupils should be taught to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	COMPUTING E Safety and Use of IT/ Internet/ Research • Most children will: • know that different search engines will find different websites and list them in a different order because they use different search algorithms • find relevant and useful information on a given website add useful websites to favourites lists	PHSE No to Bullying (including Online Bullying) Identify different types of relationships and, with support, show ways to maintain good relationships Understand, with support, the nature and consequences of bullying, and ways of responding to it Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities With support, research, discuss and debate topical issues, problems and events	PE Dance Gymnastics

TERM Spring 2		4 weeks + Who are we week+ Easter Week			
TOPIC	CI – 3weeks climate zones		Local Area Themed Week – 1 week		Easter Week
ENGLISH	Reading (ONLY objectives specifically being taught during whole class reading sessions)	Writing/ Grammar GRAMMAR Use subordinate clauses at the beginning of a sentence, the middle of a sentence and at the end of a sentence. 3 weeks Fronted adverbials [for example, Later that day, I heard the bad news. 2 weeks Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Planning/ drafting/ editing evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Spelling See guidance with NC 59 – 65 https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 3 weeks Use of commas after fronted adverbials 2 weeks
MATHS WRMH planning Decimals Measurement - Money	RE What are the pillars of Islam? How does Lent help Christians prepare for Easter? 3 weeks	SCIENCE Living things and their habitats (4 weeks) Scientific Skill – identifying, grouping and classifying <ul style="list-style-type: none"> • Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things Revision Topic – 1 week	COMPUTING Computer Science Most children will: <ul style="list-style-type: none"> • identify smaller tasks that need to be carried out to complete an identified bigger task • follow instructions to write a program • follow instructions to write a program that controls a physical system • work out which section of code is not working properly in a program that they have written • write a sequence of instructions in a program • edit programming code containing repetition / selection / a variable / an input to change the outcome of the program • link together sections of code given to me to create a program (containing repetition/ selection/a variable/an input) to change the outcome of the program • use an input to change the outcome of the program • explain the steps in a simple algorithm • recognise when a simple algorithm will not work find the section in the program code that contains the error 	PHSE Good to Be Me SAFEGUARDING Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way Express simple ideas, with support, about how to develop healthy lifestyles Identify, with support, some factors that affect how people think and feel	PE Dance Games

TERM Summer 1		5 weeks + Healthy Living Week			
TOPIC	CI - Palaces – 4 weeks LINKED TO THE TUDORS			Healthy Living Week	
ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p>	<p>Writing/ Grammar Use of the present perfect form of verbs instead of simple past tense: He has gone out to play contrasted with He went out to play.</p> <p>Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Planning/ drafting/ editing evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Spelling See guidance with NC 59 – 65</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p>
<p>MATHS</p> <p>WRMH planning</p> <p>Measures – Perimeter and length</p> <p>Geometry – Angles</p> <p>Geometry – Shape and symmetry</p> <p>Geometry – Position and direction</p>	<p>RE</p> <p>What is Wisdom?</p> <p>How have Christians changed the world?</p>	<p>SCIENCE</p> <p>Animals, including humans (4 weeks)</p> <p>Scientific Skill – Research</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>COMPUTING</p> <p>E safety and Digital Literacy</p> <p>Most children will:</p> <ul style="list-style-type: none"> • understand and follow the KS2 school online safety and devices rules • give examples of acceptable and unacceptable behaviour on the internet • know that their online behaviour can affect others • know that everything that they do online leaves behind a record (digital footprint) • know that someone can use their personal details to pretend to be them online • recognise online scams and phishing threats 	<p>PHSE</p> <p>Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe)</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</p>	<p>PE</p> <p>Athletics</p> <p>Games</p>

TERM Summer 2		7 weeks			
TOPIC	2 CI topics VIDEO GAMES – 4 WEEKS				
ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p>	<p>Writing/ Grammar GRAMMAR - repetition to persuade e.g. Find us to find the fun Writing to Persuade</p> <ul style="list-style-type: none"> • Advert • Letter • Poster <p>Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Planning/ drafting/ editing evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Spelling See guidance with NC 59 – 65</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Punctuation Begin to experiment with dashes, semi-colons, colons, ellipses</p>
<p>MATHS</p> <p>WRMH planning</p> <p>Measurement – Area and perimeter</p>	<p>RE</p> <p>Is Christian worship the same all around the world?</p>	<p>SCIENCE</p> <p>Revision Topics</p>	<p>COMPUTING</p>	<p>PHSE</p> <p>Changes and Going for Goals</p> <p>Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore, with support, how the media present information</p>	<p>PE</p>