

TERM Autumn 1		6 weeks + 4 days for Community Week			
<p>TOPIC- history focus Visit to British Musuem</p>	<p>Community Week – 1 week</p>	<p>ANCIENT CIVILISATIONS Ancient Greece – a study of Greek life and achievements and their influence on the western world, the achievements of the earliest civilizations (Egyptians)</p> <p>HISTORY - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Identifies changes and links within and across the time periods studied. Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.</p> <p>GEOGRAPHY - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>			
<p>ENGLISH</p>	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss and evaluate how authors use language. • Discuss and explain figurative language. explain and discuss their understanding of what they have read, including 	<p>Writing/ Grammar Narrative writing to entertain.</p> <p>GRAMMAR Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<p>Planning/ drafting/ editing identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Spelling See guidance with NC 66- 72 https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</p> <ul style="list-style-type: none"> • No Nonsense spelling – ough words, silent letters, homophones, able and ible. 	<p>Punctuation Use of commas to aid ambiguity.</p>

	through formal presentations and debates, maintaining a focus on the topic and using notes where necessary				
<p>MATHS</p> <p>WRMH planning</p> <p>Number – Place value</p> <p>Number – Addition & subtraction</p> <p>Statistics</p>	<p>RE</p> <p>How does Jesus’ Teaching challenge people? 5-6 hours</p>	<p>SCIENCE</p> <p>Scientific Skill – Recording and reporting findings Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Forces – 4 weeks</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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>COMPUTING</p> <p>Online Safety</p> <ul style="list-style-type: none"> • understand and follow the KS2 school online safety and devices rules • use the internet to communicate with other people safely, respectfully and responsibly • report their concerns about content and contact on the internet appropriately 	<p>PHSE</p> <p>New beginnings</p> <p>Express their views confidently, and listen to and show respect for the views of others</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Understand what democracy is, and about the basic institutions that support it locally and nationally (linked to Ancient Greeks)</p>	<p>PE</p> <p>Cross Country</p> <p>Gymnastics</p>

TERM Autumn 2		6 weeks + Christmas Week	
<p>TOPIC – Geography focus</p> <p>Visit to Hindu Temple</p>	<p>Child initiated topic- Time Travel (4 weeks) Asks a range of questions about the past. - Chooses reliable sources of evidence to answer questions. - Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Uses timelines to place and sequence local, national and international events. Sequences historical periods. Looks at different versions of the same event and identifies differences in the accounts. (Linked to science)</p>	<p>Biomes and Vegetation Belts (1 week) Geography</p> <p>Physical geography including biomes and vegetation belts.</p>	<p>Christmas Week</p>

	<p>Identifies changes within and across historical periods.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>				
<p>ENGLISH</p>	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p> <ul style="list-style-type: none"> • retrieve, record and present information from non-fiction <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Distinguish between fact and opinion.</p>	<p>Writing/ Grammar</p> <p>Writing to discuss</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Planning/ drafting/ editing</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Spelling</p> <ul style="list-style-type: none"> • plurals • apostrophe for contraction and possession • use of the hyphen. 	<p>Punctuation</p> <p>Use of commas to aid ambiguity.</p>

	<p>book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding</p>	<p>Use of a wide range of sophisticated conjunctions and openers.</p>	<ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>'-ibly' Homophones</p>	
<p>MATHS WRMH planning</p> <p>Number – Multiplication and Division</p> <p>Number - Fractions</p>	<p>RE What is a creed? 2-3 hours</p> <p>How do the beliefs of Christians influence their actions? 5-6 hours</p>	<p>SCIENCE Scientific skill: Identifying grouping and classifying Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p> <p>Investigating Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Properties and changes of materials (6 weeks)</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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 • 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 • give reasons, based on evidence from comparative and fair tests, for the particular 	<p>COMPUTING E Safety and Information technology</p> <p>Creating adverts/videos/storyboards – using range of media: word processing, videos, photos, pictures, recorded sounds, music</p>	<p>PHSE No to Bullying (including Online Bullying)</p> <p>Describe the nature and consequences of bullying, and express ways of responding to it</p> <p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>Research, discuss and debate topical issues, problems and events</p>	<p>PE</p> <p>Dance</p> <p>Swimming</p>

		<p>uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> • 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 			
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TERM Spring 2		4 weeks + Who are we week+ Easter Week			
<p>TOPIC Workshop with Guildford Shakespeare Company</p>	<p>CI- Romeo and Juliet 3 weeks Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>	Who are we week		Easter Week	
<p>ENGLISH</p>	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions) preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and</p>	<p>Writing/ Grammar Writing to entertain Writing to inform Choosing and positioning sophisticated conjunctions to suit the purpose of the writing in addition to, contrary to, despite, eventually, owing to, as revealed by Use sophisticated strategies to open sentences.</p>	<p>Planning/ drafting/ editing plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by:</p>	<p>Spelling Building words from root words Homophones Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words</p>	<p>Punctuation Brackets and dashes for parenthesis. Commas to aid ambiguity</p>

	<p>volume so that the meaning is clear to an audience</p>		<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors. 		
<p>MATHS</p> <p>WRMH planning</p> <p>Fractions Decimals Percentages</p>	<p>RE</p> <p>What are Christians waiting for? 2-3 hours</p> <p>How do we know what happened at Easter? 2-3 hours</p>	<p>SCIENCE</p> <p>Scientific skill – Planning Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Conclusions Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Light (4 weeks)</p> <ul style="list-style-type: none"> • Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Animals, including humans (1 week)</p> <ul style="list-style-type: none"> • Pupils should be taught to: • describe the changes as humans 	<p>COMPUTING</p> <p>Safer Internet Day Computer Science</p> <p>Go control – algorithms, debugging, inputs and outputs – control boxes/ACEs traffic lights, fairground lights, zebra crossing, cross roads</p>	<p>PHSE</p> <p>Good to Be Me SAFEGUARDING</p> <p>Identify different types of relationships and show ways to maintain good relationships</p> <p>Make choices about how to develop healthy lifestyles</p> <p>Identify some factors that affect emotional health and well being</p> <p>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>Nurse: 20th Feb 9am Puberty 21st Feb – body image/eating</p>	<p>PE</p> <p>Dance</p> <p>Swimming</p>

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TERM Summer 1		5 weeks + Healthy Living Week			
TOPIC History focus	CI: Japan 3 Weeks Identifies changes within and across historical periods. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Looks at different versions of the same event and identifies differences in the accounts. Knows that people (now and in past) can represent events or ideas in ways that persuade others Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.		CI: Jewels 2 weeks Identifies changes within and across historical periods. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Looks at different versions of the same event and identifies differences in the accounts. Knows that people (now and in past) can represent events or ideas in ways that persuade others Link to science with rocks.		Healthy Living Week Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe) List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way Explore how the media present information Link also to science.
	ENGLISH	Reading (ONLY objectives specifically being taught during whole class reading sessions) Summarising	Writing/ Grammar Writing to inform Writing to discuss Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs	Planning/ drafting/ editing plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by:	Spelling Strategies at the point of writing: using etymological/ morphological strategies for spelling Homophones (cereal/ serial, father/farther, guessed/guest, morning/

		<p>using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Choosing and positioning sophisticated conjunctions to suit the purpose of the writing in addition to, contrary to, despite, eventually, owing to, as revealed by Use sophisticated strategies to open sentences.</p> <p>Secure 'edingly' starters. Use of powerful adjectives/adverbs: outstandingly, tenderly, timidly, imaginatively, formidable, stern, comical Use of powerful verbs: adore, create, demonstrate, prefer Use of a wide range of sophisticated conjunctions and openers.</p>	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors. 	<p>mourning, who's/whose)</p>	
<p>MATHS</p> <p>WRMH planning</p> <p>Number - Decimals</p> <p>Geometry – Properties of shape</p>	<p>RE</p> <p>How can churches help us understand Christian belief?</p> <p>5-6 hours</p>	<p>SCIENCE</p> <p>Scientific skill: Identifying, grouping and classifying</p> <p>Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p> <p>Questioning and enquiring</p> <p>Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Living things and their habitats (3 weeks)</p> <ul style="list-style-type: none"> • Pupils should be taught to: • describe the differences in the 	<p>COMPUTING</p> <p>E safety</p> <p>I can explain the purpose of some services available on the internet</p> <p>I know how a search engine works</p> <p>I can search using multiple search criteria to make my web search more effective</p> <p>I can evaluate digital content to decide whether it provides me with useful information</p>	<p>PHSE</p> <p>Keeping Healthy (Drugs and Alcohol, smoking, keeping myself safe)</p> <p>List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</p> <p>Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way</p> <p>Explore how the media present information</p>	<p>PE</p> <p>Dance</p> <p>Games</p>

		<p>life cycles of a mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals <p>Revisit topic</p> <p>Rocks</p>			
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TERM Summer 2		7 weeks			
TOPIC Visit to the Story Museum	<p>CI – The Lion the Witch and the Wardrobe (3 weeks)</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>		<p>Europe (4 weeks)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of Europe <u>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>		
	ENGLISH	<p>Reading (ONLY objectives specifically being taught during whole class reading sessions)</p> <ul style="list-style-type: none"> drawing inferences such as 	<p>Writing/ Grammar Writing to entertain Writing to inform</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place</p>	<p>Planning/ drafting/ editing</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have 	<p>Spelling</p> <p>Proofreading: use of dictionary to check words, referring to first</p>

	<p>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<p>[for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Choosing and positioning sophisticated conjunctions to suit the purpose of the writing</p> <p>Use sophisticated strategies to open sentences.</p> <p>Use of powerful verbs: adore, create, demonstrate, prefer</p> <p>Use of a wide range of sophisticated conjunctions and openers.</p>	<p>read, listened to or seen performed.</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors. 	<p>three or four letters</p> <p>Strategies for learning words: problem suffixes</p> <p>Homophones</p>	
<p>MATHS</p> <p>WRMH planning</p> <p>Geometry – Shape</p> <p>Geometry – Position and direction</p> <p>Measurement – converting units</p> <p>Measurement -Volume</p>	<p>RE</p> <p>What can we learn about the Christian faith from the Chronicles of Narnia?</p> <p>6-8 hours</p>	<p>SCIENCE</p> <p>Revision Topics</p>	<p>COMPUTING</p> <p>Information Technology</p> <p>Data handling – analysing data, graphs, using formulas</p>	<p>PHSE</p> <p>Changes and Going for Goals</p> <p>Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money</p>	<p>PE</p> <p>Dance</p> <p>Athletics</p>