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|  | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Heading  | WW2 | WW2 | Slave Trade | South America |  |  |
| P2W texts  | * **Star of Hope, Star of Fear by Jo Hoestlandt**
 | * **Can we save the tiger? by Martin Jenkins**
 | * **Selfish Giant by Oscar Wilde**
 | * **The Island by Jason Chin**
* *Jemmy Button by Alix Barzelay*
* *The Explorer by Katherine Rundell*
 | * **Manfish by Jennifer Berne**
* *Dolphin Song by Lauren St John*
 | * **Sky Chasers by Emma Carroll** (Transition Unit)
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| Writing keys  | Sentence  | Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs | Use modal verbs or adverbs to indicate degrees of possibility | Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs | Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms | Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) | Recognise vocabulary and structures for formal speech and writing, including subjunctive forms |
| Text | Link ideas across paragraphs using a wider range of cohesive devices (Y5)Integrate dialogue to convey character and advance the action | Enhance meaning through selecting appropriate grammar and vocabulary | Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action | Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text | Use a wider range of devices to build cohesion | Identify the audience and purpose for writing Choose the appropriate register |
| Punctuation  | Use a colon to introduce a list (Punctuate bullet points consistently) | Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis | Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently) | Use colons or dashes to mark boundaries between independent clauses | Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity | Use semi-colons, colons or dashes to mark boundaries between independent clauses |
| P2R texts (Autumn Term Only) | * Poems from the Second World War selected by Gaby Morgan
* When we were Warriors by Emma Carroll
 | * Into the Jungle by Katherine Rundell
* Martha’s Suitcase by The Literacy Company
 | * Faster Reading- Windrush Child by Benjamin Zephania
* Reading VIPERS
 | * Faster Reading-The Explorer by Katherine Rundell
* Reading VIPERS
 | * Faster Reading-Great Adventurers by Alastair Humphreys
* Reading VIPERS
 | * Faster Reading-Sky Chasers by Emma Carroll
* Reading VIPERS
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| Reading texts  | Ongoing skills  | • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Participate in discussion about books • Ask questions to improve understanding • Explain and discuss understanding of reading • Provide reasoned justifications for views • Recommend books to peers |
| Core skills  | Predict: Predicting what might happen from details stated and implied Clarify vocabulary: Explore the meaning of words in context Retrieve: Retrieve, record and present informationAsk questions to improve understanding  |
| Mastery focus  | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books Evaluate authors’ language choice, including figurative language | Identify and discuss themes and conventions Summarise main ideas, identifying key details Distinguish between fact and opinion | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language Make comparisons within and across books | Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning Evaluate authors’ language choice, including figurative language | Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaningDistinguish between fact and opinion | Identify and discuss themes and conventions Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence Evaluate authors’ language choice, including figurative language |
| Science  | Light (travels in straight lines, light sources – links with WW2 searchlights) | Living things and their habitats - classification | Animals including humans – circulatory system and bodies | Evolution and inheritance Charles Darwin | Electricity | Human Reproduction and Relationships  |
| During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
* using test results to make predictions to set up further comparative and fair tests
* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
* identifying scientific evidence that has been used to support or refute ideas or arguments
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| -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.  | -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals-give reasons for classifying plants and animals based on specific characteristics. | -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact of diet, exercises, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans. | -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches-use recognised symbols when representing a simple circuit in a diagram. | Christopher Winters SOW |
| History  | Theme in British history beyond 1066 – timeline and look at the long arc of time Wars/battles through the ages WW2 Battle of Britain and the Blitz |  | Slave TradeLooking at the Trans-Atlantic Triangle, the unfair treatment of slaves, the difference between a servant and a slave, significance of Harriet Tubman |  | How we’ve changes in the 20th century.Looking at fashion, music, sports and technology. Case study on The Beatles.  |  |
| Geography  | Recap of locations of European countries involved in WW2 and the impact globally.  |  |  | South American StudySouthern hemisphere, Pacific Ocean, equator, biomes, vegetation beltsIdentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones |  | Local Area Study- Shavington and beyond. |
| D&T |  | Design and create an Air Raid shelter |  | Design new play equipment for the playground |  | Design and make a Memory Bear |
|  | Design:-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make:-select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |  | - Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. - Considering effective and ineffective designs. - Building a range of play apparatus structures drawing upon new and prior knowledge of structures. - Measuring, marking and cutting wood to create a range of structures. - Using a range of materials to reinforce and add decoration to structures. - Improving a design plan based on peer evaluation. - Testing and adapting a design to improve it as it is developed. - Identifying what makes a successful structure. - To create a product that fits the design brief. |  | - Designing a stuffed toy considering the main component shapes required and creating an appropriate template. - Considering the proportions of individual components. - Creating a 3D stuffed toy from a 2D design. - Measuring, marking and cutting fabric accurately and independently. - Creating strong and secure blanket stitches when joining fabric. - Threading needles independently. - Using appliqué to attach pieces of fabric decoration. - Sewing blanket stitch to join fabric.- Applying blanket stitch so the spaces between the stitches are even and regular. - Testing and evaluating an end product and giving points for further improvements. - To create a product that fits the design brief. |
| Art  | LS Lowry - Blitz paintings |  | Paul Cezanne – still life of fruit (link with illustrations in Selfish Giant) |  | Keith Siddle Create contrasting colour paintings with repeating patterns of fish |  |
| -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -About great artists, architects and designers in history  |  | -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history. |  | -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |  |
| RE  | Hinduism | Islam  | Christianity | World Views |
| ReincarnationVegetarianismKarma | Umnah5 pillarsMarriageLife after DeathMosques | Easter Story | World Wide ViewsWhat influences religious/non-religious worldview |
| Computing  | Use technology safely. Use of variety of software.  | Algorithms   | Program writing | Computer Networks  |
| -Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. | use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | Understand computer networks including the internet, how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration |
| MFL  | Revisiting me, Telling the time, Daily life of a Superhero | Homes and houses, Elf on the shelf | Investigating sports | At the funfair, my favourite things, French tradition | Cafe culture and restaurants | Performance time / Transition /Language Puzzle |
| PE | Multi-Skills Invasion games (tag rugby)  | Dance/GymnasticsInvasion games (hockey) | Multi-skills Invasion games (basketball/netball)  | Multi-skills Net and wall (tennis) | Sports Day/athletics Invasion games (team games) | Athletics Strike and field (cricket/rounders) |
| -use running, jumping, throwing and catching in isolation and in combination-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-develop flexibility, strength, technique, control and balance-perform dances using a range of movement patterns-compare their performances with previous ones and demonstrate improvement to achieve their personal best. | - use running, jumping, throwing and catching in isolation and in combination-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-develop flexibility, strength, technique, control and balance-take part in outdoor and adventurous activity challenges both individually and within a team | -use running, jumping, throwing and catching in isolation and in combination-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-develop flexibility, strength, technique, control and balance-take part in outdoor and adventurous activity challenges both individually and within a team |
| Music  | Codebreakers  | Musical Recycling | Sounds of the Future | Stage and Screen | Your Song | Lights, Camera, Action |
| • To explain how different parts of a piece work together (URE7). • Recognise syncopated rhythms based on codes (L7). • Compose a melody from a given scale of notes (C7); • Compose and play a melody with at least five different notes (C6). • Compose in contrasting sections using a ternary form (C7) | To perform with control and sensitivity, with some pupils leading and supporting others in the development of performance skills (P7) • To compose parts for a group piece (C8); • To listen to and comment on a wide range of genres and unusual styles of music using a broad musical vocabulary (L8); • To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8). • Demonstrate an ability to think widely about music and compare alternative viewpoints through discussion with others (URE8). • | To compose a piece of music for a particular occasion (P7) • Evaluate choices in composition and justify them in appropriate musical vocabulary (URE8). • Identify how specific musical techniques and devices contribute to the impact of their piece of sound design (L7); | Compose multiple layers of rhythm and melody (C8) • Perform with control and sensitivity (P7); • Use a pentatonic scale to create and play a melody for a tuned percussion instrument (C7) • To lead and support others within in a musical performance (P7) • To perform longer parts from memory that contribute to an intended outcome (P8); | Compose a melody to match given lyrics (C7) • To perform with control and sensitivity (P7) • To perform longer parts from memory that contribute to an intended outcome (P8) • To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8). | To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved (P7); • To understand how music and reflect a given occasion or context (L8); • To evaluate choices for performance and composition and justify them in appropriate vocabulary (URE8). |
| Citizenship  | Volunteering at school events, village events and around the school | Planning events with budgeting elements  | Visits from Railway, Fire Brigade and Road Safety  |
| Developing an interest in and commitment to volunteering. | Equipped with financial skills to manage money on a daily basis and plan for future financial needs. | Role of the law and the justice system in society  |
| Visits and Visitors  | Visit to Museum – Staffordshire Regiment MuseumChemistry with Cabbage Conductive Music workshop |  | Bikeability London Residential |
| Enterprise  |  | Christmas Craft Fayre |  |  | Summer Fayre stall  |
| Community and Awareness  | Anti-Bullying Week Christmas Jumper Day Children in NeedRock Steady Harvest Celebration Remembrance EventSanta Sprint | Children’s Mental Health Week Safer Internet Day Pancake Day Comic Relief / Sport Relief British Science Week Rock Steady Easter Mother’s Day  | World Day Summer Fayre Rock Steady Sports Day Father’s Day Sponsored Walk Key Stage 2 Performance  |