|  | **Autumn 1**  **(7)** | **Autumn 2**  **(7)** | **Spring 1**  **(7)** | **Spring 2**  **(5)** | **Summer 1**  **(6)** | **Summer 2**  **(7)** |
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| CLASS NOVEL | **THE GIRL OF INK AND STARS** | **SHAKESPEARE’S STORIES** | **THE BOY AT THE BACK OF THE CLASS** | **CLOCKWORK** | **HOLES** | **CORALINE** |
| Reading into Writing | Greek Myths: Meet the heroes, gods and monsters of ancient Greece: Jean Menzies: To Entertain: Narrative: 13th Labour of Hercules (3 weeks)  \* Publish  Greek Myths Part 2: Meet the heroes, gods and monsters of ancient Greece: Jean Menzies - To Discuss: Balanced Argument (2 weeks)  Poetry: Spaced Out: To Express: Performance Poetry (1 week) | The Highwayman: Alfred Noyes: To Entertain: Narrative in the first person/alternative viewpoints  (3 weeks) \* Publish  The Astronomers Sun: Visual Literacy: To Describe: Descriptive Writing (2 weeks)  Knowledge Encyclopedia: SPACE!To Explain: Explanation Text (2 weeks) | Beowulf : Michael Morpurgo :To Entertain: Narrative (4 weeks)  \*Publish  Anglo-Saxons: The History Detective Investigates: To Inform: Non-Chronological Report (3 weeks) | Kensuke’s Kingdom: To Inform – Recount: Newspaper article (3rd person) (3 weeks total) \*Publish  Anglo-Saxons and Vikings (Usborne History of Britain): To Persuade: persuasive argument: Who should be the rightful heir to the English Throne? (2 weeks) | The Saga of Biorn: Literacy Shed: To Entertain: Narrative  (3 weeks)  \*Publish  The Vanishing Rainforest: Richard Platt: To Persuade: Persuasive Argument for Protecting the Rainforest (3 weeks) | A Life Story: Sir David Attenborough: Scholastic: To Inform : Biography (3 weeks)  \*Publish  DK Eyewitness PLANT and Our World in Pictures : Trees, Leaves, Flowers & Seeds – To Explain: Essay : Plant Reproduction (2 weeks)  Poetry: Funky Chickens : Benjamin Zephaniah: Writing and performing Dub poetry  (2 weeks) |
| Maths | **Unit 1 Place Value – 10 days**  Place value in 5- digit numbers on a line  Place 5- digit numbers on a line; round  Place 6- digit numbers on a line; round  Deepen understanding of 6-digit numbers  **Unit 2 Decimals and Fractions (A) – 9 days**  Divide by 10/100; 2 place decimals  1- and 2-place decimals on a line; compare  Add/subtract multiples of 0.1/0.01  Subtract decimals with 1 or 2 places  **Unit 3 Addition and Subtraction – 12 days**  Column addition (4- and 5-digit numbers)  Decimal and money calculation  Column subtraction; choose strategies  Revise addition and subtraction | **Unit 4 Decimals and Fractions (B) – 8 days**  Mixed numbers and fractions of amounts  Add/subtract equivalent fractions  **Unit 5 Multiplication and Division – 13 days**  Multiples, factors and word problems  Primes, divisibility, mental strategies  Grid method and short multiplication  Division of big numbers vertical layout  **Unit 6 Measures and Data – 12 days**  Understand metric and imperial units  Timetables and intervals: 24-hour clock  Perimeters: composite and rectilinear  Regular and irregular areas: volumes  Temperature and negative numbers | **Unit 2 Decimals and Fractions (A) – 10 days**  Place value in decimals; rounding  Column addition; 2-place decimals  Subtract decimal numbers, e.g. money  Multiply/divide by 10, 100, 1000; rounding decimals  **Unit 3 Addition and Subtraction – 10 days**  Mental and written addition/subtraction  Column subtraction and word problems  Mental addition and subtraction strategies  **Unit 4 Shape (A) – 8 days**  Deepen understanding of 3-D shape  Properties of polygons; quadrilaterals  Draw/reflect shapes on co-ordinate grids | **Unit 5 Decimals and Fractions (B) – 10 days**  Subtraction with decimals e.g. money  Unit and no-unit fraction problems  Multiply fractions: decimal equivalents  **Unit 6 Multiplication and Division (A) – 10 days**  Multiples and factors; mental multiplication/division strategies  Short multiplication: 4-digit numbers and money  Short division with 3- and 4-digit numbers  **Unit 7 Shape (B) – 5 days**  Recognise, measure and draw angles  Angle theorems: draw angles in polygons | **Unit 3 Place Value – 7 days**  Negative numbers; count through zero  Place value in 6-digit numbers  Identify and write Roman numerals  **Unit 4 Decimals and Fractions – 8 days**  Place value in 3-place decimals  Compare and use 3-place decimals  Subtract decimal numbers by counting up  **Unit 5 Multiplication and Division (A) – 11 days**  Mental multiplication/division problems  Problems with multiples, factors, scaling  Grid, short and long multiplications | **Unit 6 Addition and Subtraction – 9 days**  Mental addition/subtraction strategies as revision  Column addition, whole/decimal numbers and money  Choose subtraction method; column/counting up  **Unit 7 Measures and Data – 10 days**  24-hour timetables; calculate tie intervals  Draw line graphs and conversion graphs  Concept of rate; line graphs  **Unit 8 Fractions and percentages – 8 days**  Begin to understand percentages  Add/subtract fractions with related denominators  Multiply fractions by whole numbers  **Unit 9 Multiplication and Division (B) – 6 days**  Division problems with short division  Solve long multiplication problems |
| Science | Earth and space | Earth and space | Animals (including humans)  Properties and changes of materials | Properties and changes of materials | Forces | Living things and their habitats  Animals (including humans)  ***Big Bang Science Fair*** |
| History | Ancient Greece | The Legacy of Greek and Roman Culture | Anglo-Saxons and Scots  The Staffordshire Hoard, ***Birmingham Museum and Art Gallery*** | Anglo-Saxons and Scots  Compare societies and time periods | Vikings | Vikings |
| Geography | Time zones  Six figure grid references  Coastal Landscapes | Coastal landscapes  ***Aberdovey Residential.*** | Counties and cities in the UK  Water cycle | European cities | Rainforests | Amazonian tribe |
| Art | Greek architect – Phidias  Sculpture | Sculpture continued – make a pinch pot and decorate in the style of the Ancient Greeks | Pointilism – George Seurat V post impressionism  Pointillism | Paul Cezanne  Planographic printing, | Post-Impressionism – Pierre-Auguste Renoir | Still life  Oil pastels |
| DT | Make tzatziki  Cross sectional drawings | Create a moving theatre set piece (The Highwayman)  Re-inforce and strengthen a 3D framework  Cross sectional drawings | Cross sectional drawings  Design and make a rain gauge | Design and make a rain gauge continued | Prepare and cook a healthy meal | Create a balanced nutritional breakfast cereal/smoothie |
| Music | Simple melodic notation to describe pitch, dynamics, and tempo | Holst | Play tuned instrument with accuracy | Mozart | Tchaikovsky | Features of classical music – symphony orchestra). |
| PE | **Tag Rugby/Dance (Diwali/Bollywood)**  To respond in the correct manner to commands (eg: freeze or left foot balance).  To use spatial and bodily awareness when moving.  To repeat simple sequences of movement and mimic movements of others.  To use bodies to display the different shapes or movements of animals.  To produce a dance based on a stimulus such as a word or object.  To perform a dance as a large group in front of an audience. | **Netball**  To be able to send a netball using a range of skills with increasing accuracy  To use existing knowledge to help improve quality of their sending  To be able to receive a netball individually  To be able to send and receive a netball with improved accuracy  Develop the skills to receive a netball under control in different areas  Use a range of skills that enable them to keep control of the ball when sending & receiving  To send & receive a netball whilst travelling  **Aberdovey- residential**  **Outdoor**  **adventurous activity** | **Gymnastics**  To develop pupil’s knowledge of gymnastic balances.  To develop pupil’s ability to hold a balance.  To develop pupil’s ability to travel in a variety of ways.  To develop pupil’s knowledge of mirror/match, unison and canon movements.  To develop pupil’s understanding of how to position their bodies to make a strong platform for a balance.  To perform in front of a small group and implement constructive feedback into your performance. | **Dodgeball**  To understand the basic rules of dodgeball.  To be able to throw the dodgeball in a variety of different ways.  To be able to catch the ball effectively.  To throw accurately at a stationary and a moving target.  To attack as a team.  To use skills to beat an opponent through faking and disguised movements. | **Tennis**  To understand the basic rules and terminology in tennis..  To use effective ‘footwork’ to move around the tennis court.  To strike the tennis ball with forehand and backhand strokes.  To develop children’s ability to grip and use a racket effectively.  To control the movement of the ball with a racket. | **Athletics**  To develop pupil’s to hurdle effectively.  To develop pupil’s knowledge of how to use their body to maximise performance.  To develop pupil’s to triple-jump effectively.  To develop pupil’s run the 800m correctly, knowing when to sprint and when to conserve energy.  To develop pupil’s explosive strength in shot-puting.  To develop pupil’s confidence to launch a javelin, with increasing distance. |
| Computing | **Computing systems and networks: Sharing information**  To explain that computers can be connected together to form systems  To recognise the role of computer systems in our lives  To recognise how information is transferred over the internet  To explain how sharing information online lets people in different places work together  To contribute to a shared project online  To evaluate different ways of working together online | **Creting media: Video editing**  To explain what makes a video effective  To identify digital devices that can record video  To capture video using a range of techniques  To create a storyboard  To identify that video can be improved through reshooting and editing  To consider the impact of the choices made when making and sharing a video | **Programming: Selection in physical computing**  To control a simple circuit connected to a computer  To write a program that includes count-controlled loops  To explain that a loop can stop when a condition is met  To explain that a loop can be used to repeatedly check whether a condition has been met  To design a physical project that includes selection  To create a program that controls a physical computing project | **Data and information: Flat-file databases**  To use a form to record information  To compare paper and computer-based databases  To outline how grouping and then sorting data allows us to answer questions  To explain that tools can be used to select specific data  To explain that computer programs can be used to compare data visually  To apply my knowledge of a database to ask and answer real-world questions | **Creating media: Vector drawing**  To identify that drawing tools can be used to produce different outcomes  To create a vector drawing by combining shapes  To use tools to achieve a desired effect  To recognise that vector drawings consist of layers  To group objects to make them easier to work with  To evaluate my vector drawing | **Programming: Selection in quizzes**  To explain how selection is used in computer programs  To relate that a conditional statement connects a condition to an outcome  To explain how selection directs the flow of a program  To design a program which uses selection  To create a program which uses selection  To evaluate my program |
| PDW | Puberty  Menstruation  Drugs  Human reproduction | Healthy friendships  Cyber-bullying  Digital footprint  **Aberdovey- residential ( 4 nights)** | Different families  Seeking help  ***Pantomime Visit.*** | Exploitation  Gang culture  Resisting pressure, | Child abuse,  Young carers | British values  Saving money.  Jobs and careers, |
| RE | Jainism  Sharing and being generous  Being open honest and truthful | Advent – Christianity  Being loyal and steadfast  Participating and willing to lead  Being imaginative and explorative | (Five pillars of Islam)  Being modest and listening to others | Lent – Christianity  Being thankful | Nirvana – Buddhism  Being silent and attentive to cultivating a sense for the sacred and transcendent  Being temperate exercising self-discipline and serene contentment | Being hopeful and visionary (views in the old and new testament)  Caring for others animals and the environment |
| French | **Sports**  Mastery Conversation  Sports | **Hobbies and Opinions**  Opinions  Justifying Opinions  Hobbies | **French Sports and Stars**  Sport in France  French Sports people | **Family and Pets**  Family  Pets  Plurals | **Animals**  Zoo animals  Articles – un le des  French stories | **Body Parts**  Face  Body  Le Petit Chapron Rouge  Sports |