|  | **Autumn 1**  **(7)** | **Autumn 2**  **(7)** | **Spring 1**  **(7)** | **Spring 2**  **(5)** | **Summer 1**  **(6)** | **Summer 2**  **(7)** |
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| **CLASS NOVEL** | **OLIVER TWIST** | **PIG HEART BOY** | **WAR HORSE** | **SKELLIG** | **ALICE IN WONDERLAND** | **WONDER** |
| Reading into Writing | Oliver Twist by Charles Dickens: To Express: 1st person narrative - 4 weeks  \* Publish  To Persuade: Persuasive Letter (2 weeks) | The Graveyard by Neil Gaiman: Gothic Horror: To Entertain: 3rd person narrative (4 weeks)  \* Publish  DK Knowledge Encyclopaedia; Human Body: To Explain: Essay (3 weeks) | Mortal Engines by Philip Reeve : Dystopian: To Entertain: 3rd person narrative (4 weeks)  \* Publish  War Horse: To Express: 1st person diary (must be a diary for SATS moderation) 3 weeks | The Piano: Visual Literacy : To Entertain: Narrative (3 weeks)  \* Publish  Amazing Evolution: The Journey of Life by Anna Claybourne: To Explain:  Explanation text ( 2 weeks) | The Arrival by Shaun Tan: To Persuade: Persuasive writing (4 weeks)  Visual Narrative: The Literacy Shed.  \*Publish | Wonder: To Argue: Balanced Argument: inclusion in schools  (5 weeks)  Overheard in a Tower Block: Poetry: Emotive Language: Free Verse poems (2 weeks) |
| Maths | **Unit 1 Place Value, Addition and Subtraction – 13 days**  Place value in 6-digit numbers  Place 6- digit numbers on lines and round  Column addition and estimation  Column subtraction and estimation  Mental and written calculation strategies  **Unit 2 Decimals and Fractions (A) – 10 days**  Add or subtract decimals  Subtract 1- and 2-place decimals  Understand decimals with three places  Add/subtract multiples of 0.1, 0.01, 0.001  **Unit 3 Algebra – 8 days**  Generate and use simple formulae  Solve equations with two unknowns  Generate and continue linear sequences  **Unit 4 Multiplication and Division – 15 days**  Multiples, factors and prime numbers  Solve short multiplication problems | **Unit 4 Multiplication and Division – 15 days**  Use short division to solve problems  Long multiplication problems  Formal and informal calculation strategies  **Unit 5 Decimals and Fractions (B) – 7 days**  Decimals, fractions: compare, order  Equivalent fractions: add and subtract  **Unit 6 Shape – 10 days**  2-D shapes (circles and quadrilaterals)  Draw, translate, reflect polygons  Draw 2-D shapes; find missing angles  Construct 3-D shapes using nets  **Unit 7 More Place Value, Addition, Subtraction –10 days**  Add, subtract and round 6/7-digit numbers  Understand/calculate negative numbers  Strategies in mental and written calculation  Use brackets and order of operations | **Unit 2 Decimals and Fractions (A) – 7 days**  Place value in 3-place decimals  Add numbers with up to 3 decimal places  Multiply/divide 2-place decimal numbers  **Unit 3 Data – 10 days**  Conversion: metric/imperial units; line graphs  Time intervals; timetables; 24-hour clock  Pie-charts: find the mean of a data set  **Unit 4 Multiplication and Division (A) – 5 days**  Scale factor problems concerning area  Solve rate and scaling problems  **Unit 5 Decimals and Fractions (B) – 10 days**  Percentages and fractions of amounts  Multiply and divide fractions  Ratios, proportion and percentages | **Unit 6 Measures – 5 days**  Calculate area of different shapes  Calculate volume of cubes/cuboids  **Unit 7 Multiplication and Division (B) – 8 days**  Long division; different remainder forms  Use short/long multiplication in problems  Use short/long division in problems  **Unit 8 Spring/Summer revision Menu A – 15 days**  Understand decimals; including negatives  Add/subtract whole numbers; solve problems  Mental and written multiplication/division  Mental multiplication and division; ratio  Fractions, decimals and percentages  Understanding and calculating fractions | **Unit 9 Spring/Summer revision Menu B – 12 days**  Areas, perimeters and volume  Shapes, angles, reflections translations  Bar charts, pie charts, line graphs, means  Algebra;: unknowns and linear sequences  Problem solving  **Unit 5 Exploration in Maths**  Explore a million  Number games and puzzles  History of maths | **Unit 5 Exploration in Maths continued**  Explore a million  Number games and puzzles  History of maths  **Unit 6 Maths around us**  Measuring ourselves and around us  Tessellation and other shape patterns  Ratio in nature and art  **Unit 7 Puzzles and Patterns Measures**  Calculator patterns  Number puzzles  Number patterns |
| Science | Light  Light travels in straight lines  Objects seen as they emit or reflect light  How humans see object | Animals (including humans) | Evolution and inheritance   * Explain how things change over time * Explain how fossils provide information about life from past and influence understanding of evolution | Electricity | Living things and their habitats | Spaced Learning |
| History | The Victorians | Crime and Punishment (from Anglo-Saxons to the present) | World War One  ***The Somme (France)*** | Canals and the Railways; A local study | How Life in Britain has changed since 1948 | How Life in Britain has changed since 1948  ***The Imperial War Museum*** |
| Geography | Capital cities of the world | Six figure grid references  Latitude and longitude | Australasia | Amazon | Climate zones  Biomes | Biomes  Climate change |
| Art | Pre Raphaelite Brotherhood – William Morris - Screen printing | Pre Raphaelite Brotherhood – William Morris - Screen printing | Expressionism – Wassily Kandinsky | Expressionism –Helen Frankenthaler | Surrealism – Rene Magritte and Salvador Dali  Colour mixing | Half drop patterns  memorabilia |
| DT | Surveys, interviews, questionnaires  Make shortcrust pastry (for a pie/tart) | Stitch matters and embroidery | Work with moving components – pulleys, belts and motors (moving WW1 tank) | Work with moving components – pulleys, belts and motors (moving WW1 tank)  **JLR Education Centre; Wolverhampton** | Create a biome | Computer aided design  Programme a computer to control a sphero |
| Music | Perform two-bar and eight bar phrases  Recognise and understand accidentals  Italian terminology for dynamics |  | Compare features of Mark-Anthony Turnage and Ethel Smyth. |  | To describe features of Avant-garde music – Pierre Boulez |  |
| PE | **Handball**  To develop pupil’s ability to throw accurately.  To develop pupil’s skills in catching effectively.  To develop pupil’s powerful throws for shooting.  To develop pupil’s tactical awareness to defend as a team.  To develop pupil’s self-awareness of utilising space to your advantage. | **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. | **Dance - Lindy Hop (WW2)**  To develop pupil’s ability to respond in the correct manner to commands.  To develop the pupil’s confidence in repeating simple sequences of movements relating to a stimulus.  To build pupil’s accuracy in delivering complex sequences of movements.  To develop team-work in delivering small-group sequences. | **Hockey**  To develop pupil’s ability to pass the hockey ball to team-mates using push-passing.  To develop pupil’s confidence in applying a skill in a competitive environment.  To develop pupil’s ability to stop the ball effectively.  To develop pupil’s success in dribbling with the ball.  To develop pupil’s ability to shoot accurately. | **Tennis**  To develop pupil’s ability to grip the racket correctly.  To develop pupil’s control of the ball using the racket.  To develop pupil’s awareness of positioning and using footwork to return shots.  To develop pupil’s confidence in striking the ball side-on.  To develop pupil’s knowledge of forehand and backhand strikes.  To develop pupil’s accuracy of underarm and overarm strikes. | **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-putting.  To develop pupil’s confidence to launch a javelin, with increasing distance. |
| Computing | **Computing Systems and Networks: Internet communication**  To identify how to use a search engine  To describe how search engines select results  To explain how search results are ranked  To recognise why the order of results is important, and to whom  To recognise how we communicate using technology  To evaluate different methods of online communication | **Creating media: Webpage creation**  To review an existing website and consider its structure  To plan the features of a web page  To consider the ownership and use of images (copyright)  To recognise the need to preview pages  To outline the need for a navigation path  To recognise the implications of linking to content owned by other people | **Programming: Variables in games**  To define a ‘variable’ as something that is changeable  To explain why a variable is used in a program  To choose how to improve a game by using variables  To design a project that builds on a given example  To use my design to create a project  To evaluate my project | **Data and Information: Introduction to spreadsheets**  To identify questions which can be answered using data  To explain that objects can be described using data  To explain that formulas can be used to produce calculated data  To apply formulas to data, including duplicating  To create a spreadsheet to plan an event  To choose suitable ways to present data | **Creating media: 3D modelling**  To use a computer to create and manipulate three-dimensional (3D) digital objects  To compare working digitally with 2D and 3D graphics  To construct a digital 3D model of a physical object  To identify that physical objects can be broken down into a collection of 3D shapes  To design a digital model by combining 3D objects  To develop and improve a digital 3D model | **Programming: Sensing**  To create a program to run on a controllable device  To explain that selection can control the flow of a program  To update a variable with a user input  To use an conditional statement to compare a variable to a value  To design a project that uses inputs and outputs on a controllable device  To develop a program to use inputs and outputs on a controllable device  ***Sphero Competition***. |
| PDW | Loneliness  Body image  Seeking support | Tolerance and respect  Passive, assertive and aggressive | Forced marriage  Sexual abuse  Domestic abuse  ***Pantomime Visit.*** | Basic first aid | Trafficking  Gang culture  Radicalisation  Applying for a job  ***Drayton Manor Park.*** | Human reproduction  Menstrual well-being  FGM  Circumcision  Gender identity  Alcohol  Drugs |
| RE | Yom Kippur – Judaism  Being Fair and just  Living Rules  Creating Unity and harmony | Cultivating inclusion identity and belonging (worship and community)  Being reflective and self-critical | Being Curious and Valuing Knowledge (What can be learned from religious buildings)  Being regardful of suffering | Holi – Sikhism  Being merciful and forgiving  Being courageous and confident | Ramadan/Eid - Islam  Remembering Roots (Sacred texts – the Qur’an) | Pentecost - Christianity  Expressing Joy  Appreciating Beauty |
| French | **Preparing to go to France**  Numbers 1 – 100  Money  Au café  Ice cream | **Preparing to go to France**  Buying souvenirs  Places in town  Directions | **Holidays**  Telling the Time  Francophone Countries  ***French Residential – Rue (3 nights)*** | **Holidays**  Accommodation  Transport  Sightseeing | **My Town**  My town  Paris poem | **Festivals**  French Festivals  English Festivals |