|  | **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 \* PublishTo Persuade: Persuasive Letter (2 weeks)  | The Graveyard by Neil Gaiman: Gothic Horror: To Entertain: 3rd person narrative (4 weeks)\* PublishDK Knowledge Encyclopaedia; Human Body: To Explain: Essay (3 weeks) | Mortal Engines by Philip Reeve : Dystopian: To Entertain: 3rd person narrative (4 weeks) \* PublishWar Horse: To Express: 1st person diary (must be a diary for SATS moderation) 3 weeks | The Piano: Visual Literacy : To Entertain: Narrative (3 weeks)\* PublishAmazing 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 numbersPlace 6- digit numbers on lines and roundColumn addition and estimationColumn subtraction and estimation Mental and written calculation strategies**Unit 2 Decimals and Fractions (A) – 10 days**Add or subtract decimalsSubtract 1- and 2-place decimalsUnderstand decimals with three placesAdd/subtract multiples of 0.1, 0.01, 0.001**Unit 3 Algebra – 8 days**Generate and use simple formulaeSolve equations with two unknownsGenerate and continue linear sequences**Unit 4 Multiplication and Division – 15 days**Multiples, factors and prime numbersSolve short multiplication problems | **Unit 4 Multiplication and Division – 15 days**Use short division to solve problemsLong multiplication problemsFormal and informal calculation strategies**Unit 5 Decimals and Fractions (B) – 7 days**Decimals, fractions: compare, orderEquivalent fractions: add and subtract**Unit 6 Shape – 10 days**2-D shapes (circles and quadrilaterals)Draw, translate, reflect polygonsDraw 2-D shapes; find missing anglesConstruct 3-D shapes using nets**Unit 7 More Place Value, Addition, Subtraction –10 days**Add, subtract and round 6/7-digit numbersUnderstand/calculate negative numbersStrategies in mental and written calculationUse brackets and order of operations | **Unit 2 Decimals and Fractions (A) – 7 days**Place value in 3-place decimalsAdd numbers with up to 3 decimal placesMultiply/divide 2-place decimal numbers**Unit 3 Data – 10 days**Conversion: metric/imperial units; line graphsTime intervals; timetables; 24-hour clockPie-charts: find the mean of a data set**Unit 4 Multiplication and Division (A) – 5 days**Scale factor problems concerning areaSolve rate and scaling problems**Unit 5 Decimals and Fractions (B) – 10 days**Percentages and fractions of amountsMultiply and divide fractionsRatios, 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 formsUse short/long multiplication in problemsUse short/long division in problems**Unit 8 Spring/Summer revision Menu A – 15 days**Understand decimals; including negativesAdd/subtract whole numbers; solve problemsMental and written multiplication/divisionMental multiplication and division; ratioFractions, decimals and percentagesUnderstanding and calculating fractions | **Unit 9 Spring/Summer revision Menu B – 12 days**Areas, perimeters and volumeShapes, angles, reflections translationsBar charts, pie charts, line graphs, meansAlgebra;: unknowns and linear sequencesProblem solving**Unit 5 Exploration in Maths**Explore a millionNumber games and puzzlesHistory of maths | **Unit 5 Exploration in Maths continued**Explore a millionNumber games and puzzlesHistory of maths**Unit 6 Maths around us**Measuring ourselves and around usTessellation and other shape patternsRatio in nature and art**Unit 7 Puzzles and Patterns Measures**Calculator patternsNumber puzzlesNumber patterns |
| Science | LightLight travels in straight linesObjects seen as they emit or reflect lightHow 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 referencesLatitude and longitude | Australasia | Amazon | Climate zonesBiomes | BiomesClimate 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 DaliColour mixing | Half drop patternsmemorabilia |
| DT | Surveys, interviews, questionnairesMake 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 phrasesRecognise and understand accidentalsItalian 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  | LonelinessBody imageSeeking support | Tolerance and respectPassive, assertive and aggressive  | Forced marriageSexual abuseDomestic abuse ***Pantomime Visit.*** | Basic first aid | TraffickingGang cultureRadicalisationApplying for a job***Drayton Manor Park.***  | Human reproductionMenstrual well-beingFGMCircumcisionGender identityAlcoholDrugs |
| RE | Yom Kippur – JudaismBeing Fair and justLiving RulesCreating 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 – SikhismBeing merciful and forgivingBeing courageous and confident | Ramadan/Eid - IslamRemembering Roots (Sacred texts – the Qur’an) | Pentecost - ChristianityExpressing JoyAppreciating Beauty |
| French | **Preparing to go to France**Numbers 1 – 100MoneyAu caféIce cream | **Preparing to go to France**Buying souvenirsPlaces in townDirections | **Holidays**Telling the TimeFrancophone Countries***French Residential – Rue (3 nights)*** | **Holidays**AccommodationTransportSightseeing | **My Town**My townParis poem | **Festivals**French FestivalsEnglish Festivals |