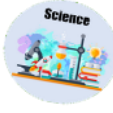


	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
 Writing	Queen of the falls by Chris Van Allsburg Writing outcome Recount: series of diaries	The Lost Happy Endings by Carol Ann Duffy Writing outcome Fiction: traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Writing outcome Fiction: myth Create heroes, villains and monsters	The Darkest Dark Writing outcome Recount: biography	The Paperbag Prince by Colin Thompson Writing outcome Persuasion/information: Hybrid leaflet	Radiant Child by Javaka Steptoe Writing outcome information: text suitable for an art gallery
 Reading	The Witches- Roald Dahl I listen to others' ideas and opinions about a text. I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I find words and language that are used for effect. I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I give a personal point of view about a text. 2e predict what might happen from details stated and implied (PREDICT) 2f identify / explain how information / narrative content is related and contributes to meaning as a whole (EXPLAIN)	2a give / explain the meaning of words in context (VOCABULARY) 2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE) 2h make comparisons within the text (EXPLAIN) 2b retrieve and record information / identify key details from fiction and non-fiction (RETRIEVE)	2a give / explain the meaning of words in context (VOCABULARY) 2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY) 2c summarise main ideas from more than one paragraph (SUMMARISE) 2f identify / explain how information / narrative content is related and contributes to meaning as a whole (EXPLAIN)	2a give / explain the meaning of words in context (VOCABULARY) 2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY) 2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE) 2b retrieve and record information / identify key details from fiction and non-fiction (RETRIEVE)	2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY) 2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE) 2e predict what might happen from details stated and implied (PREDICT)	2a give / explain the meaning of words in context (VOCABULARY) 2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY) 2h make comparisons within the text (EXPLAIN) 2c summarise main ideas from more than one paragraph (SUMMARISE)

 Science	Forces Gravity & Friction Include & Water Resistance	Forest School (I wonder why?)	Earth in Space	Living Things and Their Habitats Reproduction of Plants and Animals	Materials Separating and Chemical Change	Living Things and Their Habitats Human Development
 Art and Design	Still life in the old dog yet! Still life		Bas Relief Clay work			Masquerade! Mask making / theatrical make-up
 Online Safety & Computing	Online reputation Creating media Video production	Online bullying Computing systems and networks – Systems and searching	Privacy and security Programming a = Selection in physical computing	Health, well-being and lifestyle Data and information – flat file databases	Online relationships Creating media – Introduction to vector graphics	Managing online information Programming h – selection in quizzes
 Design Technology		Birdhouses		Moving Monsters	Cooking & Nutrition Bread	
 Geography	Rainforests			Rivers and Mountains	The Americas	
 History		The Vikings now press play	Ancient Egypt now press play			The Victorians (educational & child reforms) now press play
 Spanish	My school, my subject	Time in the city	Healthy eating-going to the market	Clothes, colours and fashion shows	Out of this world	At the seaside
 Music	Shaping Music	Key Stage 2 Singing Singing songs and chants tunefully and with expression	Recorders	Key Stage 2 Singing Singing songs and chants tunefully and with expression	Carnival 1 - Drumming	Key Stage 2 Singing Singing songs and chants tunefully and with expression
 Personal Social and Health Education	Protective Behaviours	Anti-Bullying WK Stereotypes Young Citizens Focus on Gender	Mental Health WK Emotions PSHE Association	Relationships Sex Education	Drugs Ed Legal/Legal Influences/Pressure Drugs/Alcohol the Media	First Aid Keeping Calm Head Injury Broken Bones Choking Unresponsive Safety Stories
 Invasion Games Tag rugby Real PE		Real Gym Gymnastics	Netball / Hockey	Sportshall Athletics Unit 4 Creative	Tennia Unit 5 Physical FUNS 6	Sports Day practise Rounders Unit 6

PE Sports Coach teacher	Unit 1 Social FUNS 9 Ball Skills FUNS 12 Reaction / Response	Unit 2 Social FUNS 5 On a line FUNS 7 With a partner	Unit 3 Cognitive FUNS 8 FUNS 11		FUNS 1 3 wks of Outdoor Adventure Activities (OAA)	Health & Fitness Co-ordination sending & Receiving
 Religion and Worldviews	What is a worldview? What are the worldviews of people where we live? (Social Sciences) <u>Key concept:</u> 1. Belonging and Believing	What is the role and impact of the Mandir on the lives of Hindus and the local community in our area and around the world? (Theology) <u>Key concept:</u> 3. Respecting Places and the World	What are Jewish food laws (Kashrut) and how do these beliefs impact Jewish people in different ways? (Philosophy) <u>Key concept:</u> 5. Leading a good life	Is Easter a commemoration or a celebration for Christians? (Theology) <u>Key concept:</u> 2. Words and Wisdom	Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? (Social Sciences) <u>Key concept:</u> 4. Experience & Behaviour	What do different people believe about what happens when you die? How might this impact the way that they behave in life? (Philosophy) <u>Key concept:</u> 6. Continuity, Change and Diversity