









	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
 <p>Writing</p>	<p>Seal Surfer by Michael Foreman</p> <p>Writing outcome Recount: letter in role</p>	<p>Winter's Child by Angela McAllister</p> <p>Writing outcome Fiction: fantasy story based on a fable</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Writing outcome Fiction: write a story set in the Stone Age</p>	<p>Big Blue Whale by Nicola Davies</p> <p>Writing outcome Persuasion: leaflet persuading for the protection of the blue whale</p>	<p>Journey by Aaron Becker</p> <p>Writing outcome Fiction: adventure story based on Journey using the language of Berlie Doherty</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr</p> <p>Writing outcome Persuasion: tourism leaflet for Paris/Egypt</p>
 <p>Reading</p>	<p>2a give / explain the meaning of words in context (VOCABULARY) <i>Introduction to The Word Collector and the link to vocabulary development.</i></p> <p>2e predict what might happen from details stated and implied (PREDICT)</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole (EXPLAIN)</p>	<p>2a give / explain the meaning of words in context (VOCABULARY)</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE)</p> <p>2h make comparisons within the text (EXPLAIN)</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction (RETRIEVE)</p>	<p>2a give / explain the meaning of words in context (VOCABULARY)</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY)</p> <p>2c summarise main ideas from more than one paragraph (SUMMARISE)</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole (EXPLAIN)</p>	<p>2a give / explain the meaning of words in context (VOCABULARY)</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY)</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE)</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE)</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction (RETRIEVE)</p>	<p>2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY)</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text (INFERENCE)</p> <p>2e predict what might happen from details stated and implied (PREDICT)</p>	<p>2a give / explain the meaning of words in context (VOCABULARY)</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases (EXPLAIN/VOCABULARY)</p> <p>2h make comparisons within the text (EXPLAIN)</p> <p>2c summarise main ideas from more than one paragraph (SUMMARISE)</p>
 <p>Science</p>	<p>Forces Friction and Magnets</p>	<p>Light Shadows</p>	<p>Rocks </p>	<p>Animals Including Humans Health, Nutrition and Movement</p>	<p>Plants Reproduction and Healthy Growth</p>	<p>Forest School I wonder why?</p>
 <p>Art and Design</p>	<p>Urban Environment</p> <p>Landscape painting</p>			<p>What was Art Nouveau? (78 Demgate)</p> <p>Pattern</p>		<p>Get yer Boots on!</p> <p>Shoe designers</p>
 <p>Online Safety & Computing</p>	<p>Online reputation computing systems and networks - connecting computers</p>	<p>Online bullying creating media - stop frame animation</p>	<p>Privacy and security programming a - sequencing sounds</p>	<p>Health, well-being and lifestyle data and information - branching databases</p>	<p>Online relationships creating media - desktop publishing</p>	<p>Managing online information programming b - Events and actions in programs</p>



<p>Design Technology</p>		<p>Moving Vehicles Link history – Stone Age</p>	<p>Cooking & Nutrition- Sensational Salads Link to science -Health Nutrition & Movement</p>		<p>Picture Frames Link to Geography unit Holiday destination</p>	
<p>Geography</p>	<p>European Holiday Destinations: Italy</p>			<p>Volcanoes</p> <p>now press play</p>	<p>What Makes a City? London (map skills)</p>	
<p>History</p>		<p>Ancient Greece</p> <p>now press play</p>	<p>Early Britons Stone Age - Iron Age</p> <p>now press play</p>			<p>Local History Study Northampton Shoe Industry</p>
<p>Spanish</p>	<p>Getting started</p>	<p>Calendar and celebrations</p>	<p>Animals I like and don't like</p>	<p>Carnival time</p>	<p>Fruits, vegetables and the Hungry Giant story</p>	<p>Going on a picnic, aliens in Spain and a language puzzle</p>
<p>Music</p>	<p>A shining performance</p>	<p>Key Stage 2 Singing Singing songs and chants tunefully and with expression</p>	<p>Music and Video</p>	<p>Key Stage 2 Singing Singing songs and chants tunefully and with expression</p>	<p>Instrumental lessons</p>	<p>Key Stage 2 Singing Singing songs and chants tunefully and with expression</p>
<p>Personal Social and Health Education</p>	<p>Protective Behaviours</p>	<p>Anti-Bullying WK Belonging to a Group or Community My Community</p>	<p>Mental Health WK Emotions Kirklees</p>	<p>Relationships Sex Education</p>	<p>Consent</p>	<p>First Aid Giving First Aid Burns</p>
<p>PE Sports Coach teacher</p>	<p>Invasion Games Tag Rugby Jasmine Unit 1 Cognitive FUNS 9 Ball Skills FUNS 12 Reaction / Response</p>	<p>Real Gym Unit 2 Creative FUNS 2 Seated Balance FUNS 3 Static Balance / floor Work</p>	<p>Netball / Basketball Unit 3 Social FUNS 5 On a line FUNS 7 With a partner</p>	<p>Sportshall Athletics Unit 4 Creative FUNS 6 FUNS 1</p>	<p>Tennis Unit 5 Physical FUNS 6 FUNS 1 3 wks of Outdoor Adventure Activities (OAA)</p>	<p>Sports Day practise Rounders Unit 6 Personal FUNS 8 FUNS 11</p>
<p>Religion and Worldviews</p>	<p>Diversity within Hindu Dharma (Part 1): What do Hindus believe and how may they live? (Theology)</p> <p><u>Key concept:</u> 2. Words and Wisdom</p>	<p>How and why are people welcomed into different communities? (Philosophy)</p> <p><u>Key concept:</u> 1. Belonging and Believing</p>	<p>Diversity within Hindu Dharma (Part 2): What do Hindus believe and how may they live? (Social Sciences)</p> <p><u>Key concept:</u> 4. Experience & Behaviour</p>	<p>person to some religious people? How might this help Christians lead a good life? (Theology)</p> <p><u>Key concept:</u> 5. Leading a good life</p>	<p>W What do Jews learn about Passover? What special things might they do? (Social Sciences)</p> <p><u>Key concept:</u> 6. Continuity, Change and Diversity</p>	<p>How do beliefs and ideas about land shape the way that human beings live? (Philosophy)</p> <p><u>Key concept:</u> 3. Respecting Places and the World</p>