



| | Autumn Term 1 | Autumn Term 2 | Spring Term 3 | Spring Term 4 | Summer Term 5 | Summer Term 6 |
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| <p>Writing</p> | <p>Queen of the falls by Chris Van Allsburg</p> <p>Writing outcome Recount: series of diaries</p> | <p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Writing outcome Fiction: traditional tale</p> | <p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>Writing outcome Fiction: myth Create heroes, villains and monsters</p> | <p>The Darkest Dark</p> <p>Writing outcome Recount: biography</p> | <p>The Paperbag Prince by Colin Thompson</p> <p>Writing outcome Persuasion/information: Hybrid leaflet</p> | <p>Radiant Child by Javaka Steptoe</p> <p>Writing outcome information: text suitable for an art gallery</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 Gravity & Friction Include & Water Resistance</p> | <p>Forest School (I wonder why?)</p> | <p>Earth in Space</p> | <p>Living Things and Their Habitats Reproduction of Plants and Animals</p> | <p>Materials Separating and Chemical Change</p> | <p>Living Things and Their Habitats Human Development</p> |
| <p>Art and Design</p> | <p>Still life in the old dog yet!</p> <p>Still life</p> | | <p>Bas Relief</p> <p>Clay work</p> | | | <p>Masquerade!</p> <p>Mask making / theatrical make-up</p> |
| <p>Online Safety & Computing</p> | <p>Online reputation computing systems and networks – Systems and searching</p> | <p>Online bullying creating media = Video production</p> | <p>Privacy and security Creating media – introduction to vector graphics</p> | <p>Health, well-being and lifestyle data and information – flat file databases</p> | <p>Online relationships programming a – Selection in physical computing</p> | <p>Managing online information programming b – selection in quizzes</p> |



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| Design Technology | | Birdhouses | | Moving Monsters | Cooking & Nutrition Bread | |
| Geography | Rainforests | | | Rivers and Mountains | The Americas | |
| History | | The Vikings | Ancient Egypt | | | The Victorians (educational & child reforms) |
| 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 |
| PE Sports Coach teacher | Invasion Games Tag rugby Real PE Unit 1 Social FUNS 9 Ball Skills FUNS 12 Reaction / Response | Real Gym Gymnastics Unit 2 Social FUNS 5 On a line FUNS 7 With a partner | Netball / Hockey Unit 3 Cognitive FUNS 8 FUNS 11 | Sportshall Athletics Unit 4 Creative | Tennis Unit 5 Physical FUNS 6 FUNS 1 3 wks of Outdoor Adventure Activities (OAA) | Sports Day practise Roulers Unit 6 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> | 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) |



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| | | 3. Respecting Places and the World | | | | <u>Key concept:</u> 6. Continuity, Change and Diversity |
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