

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	WW2		Kings and Conquerors		Local vs International town Comparison	
<b>Wow event</b>	Lincolnsfields Children’s Centre		Reading Museum trip to see Bayeux Tapestry		Y6 Residential	
<b>Parental engagement</b>					Y6 Production	
<b>Literacy</b>	<b>Continuous Provision:</b> Reading Scheme / Big Star Spellings					
	<b>Discussion</b> Goldilocks and the three Bears: Guilty or not guilty  A boy in stripped pajamas	<b>Suspense Narrative</b> Alma/The Hand  <b>Narrative Poetry</b> Charge of the Light Brigade	<b>News Report</b> topical/Tim Peakes  <b>Instructions</b> House Goblin – Class Book	<b>Playscripts</b>  <b>Recount</b> Cross curricular/topic <b>Narrative</b> Adventure Sandy Cove – class book	<b>Non-chronological</b> class book Unicorn/dragon The Kraker  <b>Persuasion</b> Class book	<b>Explanation</b> Class book  <b>Narrative Quest</b>
<b>Maths</b>	<b>Continuous Provision:</b> SMASH / KIRFS					
	Autumn Term					
	Number and place value; Mental multiplication and division; Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion					
	Mental addition and subtraction; Number and place value; Written addition and subtraction; Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra					
	Problem solving, reasoning and algebra; Mental addition and subtraction					
	Measurement; Problem solving, reasoning and algebra; Number and place value					
	Mental addition and subtraction; Written addition and subtraction; Number and place value; Problem solving, reasoning and algebra					
Mental multiplication and division; Written multiplication and division; Mental addition and subtraction; Problem solving, reasoning and algebra; Number and place value						

Number and place value; Problem solving, reasoning and algebra; Fractions, ratio and proportion
Measurement; Geometry: properties of shapes
Mental multiplication and division; Fractions, ratio and proportion; Written multiplication and division; Problem solving, reasoning and algebra
Fractions, ratio and proportion; Problem solving, reasoning and algebra; Decimals, percentages and their equivalence to fractions
Fractions, ratio and proportion
<b>Spring Term</b>
Number and place value; Written addition and subtraction
Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion
Mental multiplication and division; Written multiplication and division; Problem solving, reasoning and algebra; Number and place value
Geometry: properties of shapes; Problem solving, reasoning and algebra
Mental addition and subtraction; Number and place value; Written addition and subtraction; Problem solving, reasoning and algebra
Written multiplication and division; Number and place value; Problem solving, reasoning and algebra
Mental addition and subtraction; Written addition and subtraction; Problem solving, reasoning and algebra
Statistics; Decimals, percentages and their equivalence to fractions
Geometry: position and direction; Number and place value; Problem solving, reasoning and algebra; Geometry: properties of shapes
Written multiplication and division; Problem solving, reasoning and algebra
Problem solving, reasoning and algebra; Fractions, ratio and proportion
<b>Summer Term</b>
Number and place value; Decimals, percentages and their equivalence to fractions
Number and place value; Mental addition and subtraction; Written addition and subtraction; Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion; Problem solving, reasoning and algebra; Geometry: properties of shapes
Mental addition and subtraction; Fractions, ratio and proportion; Written multiplication and division; Mental multiplication and division; Problem solving, reasoning and algebra; Number and place value
Written multiplication and division; Problem solving, reasoning and algebra; Number and place value; Statistics; Geometry: position and direction
Number and place value; Fractions, ratio and proportion; Measurement
Geometry: properties of shapes; Measurement; Statistics
Number and place value; Problem solving, reasoning and algebra; Geometry: position and direction; Written multiplication and division
Number and place value; Problem solving, reasoning and algebra; Geometry: properties of shapes

**Continuous Provision:**

<b>Religious Education</b>	<b>Muslims: 5 Pillars</b>	<b>Christianity</b>	<b>Christianity</b>	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead good lives
	How do Muslims show commitment to God?	<b>Choices:</b> Why was Mary chosen?	Is anything eternal?		

<b>Science</b>	<b>Continuous Provision:</b>				
	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li><b>Describe the ways in which nutrients and water are transported within animals, including humans</b></li> </ul>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> </li> </ul>	<p><b>Living things and their environment</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> </ul> <p>Give reasons for classifying plants and animals based on specific characteristics</p>

<b>History/ Geography</b>	<b>Continuous Provision:</b>			
	<p><b>History – Learn about a significant turning point in British History through:</b></p> <ul style="list-style-type: none"> <li>establishing clear narratives within the period (timelines of key points)</li> <li>Discerning how and why contrasting arguments and interpretation of the past have been constructed (use and evaluate sources with different viewpoints)</li> <li>Ask and answer questions about cause and significance (use maps/sources to examine</li> </ul>	<p><b>History – Learn about a change in British social history since 1066 through:</b></p> <ul style="list-style-type: none"> <li>understanding connections, contrasts and trends over time (timeline of the British holiday for rich and poor)</li> </ul>	<p><b>Geography – Use fieldwork to observe, measure, record and present the human and physical features of non-local location (residential opportunity) using sketch maps, plans, graphs and digital technologies through:</b></p>	<p><b>Geography – Understand geographical similarities and differences through the study of human and physical geography of a region in a European country through:</b></p> <ul style="list-style-type: none"> <li>Locating the world’s countries, using maps to focus on a European country, concentrating on its environmental regions.</li> <li>Identifying the position of and significance of latitude, longitude, and equator,</li> </ul>

	<p>and evaluate events), including evaluating the achievements and follies of mankind</p> <p><b>Geography – Name and locate counties, countries and cities of the UK and Northern Europe, locate their land use patterns through:</b></p> <ul style="list-style-type: none"> <li>Using maps, atlases and globes and digital/computer mapping to locate places and physical features</li> <li>Naming and locating the counties and cities of the UK and Northern Europe and identifying the key topographical features (hills, mountains, coasts and rivers)</li> <li>Using the eight points of a compass and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK</li> </ul> <p>Describing and understanding the human geography of types of settlement and land use, economic activity including trade routes and the distribution of natural resources including food and water</p>	<ul style="list-style-type: none"> <li>Construct informed responses that involves selecting and organising historical information and understand how our knowledge of the past is constructed from a range of sources (use visits, books and different narratives to present research)</li> </ul>	<ul style="list-style-type: none"> <li>Naming and locating counties and cities of the UK, locate their land use patterns and understand how some of these aspects have changed over time</li> <li>Using maps, atlases and globes and digital/computer mapping to locate places and physical features</li> </ul>	<p>Northern and Southern hemisphere the tropics of cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>Describing and understanding the human geography of a European country including: types of settlement, economic activity and the distribution of natural resources including energy, food, minerals and water</li> <li>Using maps, atlases and globes and digital/computer mapping to locate places and physical features</li> <li>Using the eight points of a compass and six figure grid references, symbols and keys</li> </ul>
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<b>Computing</b>						
	We are adventure gamers: making a text based adventure game	We are computational thinks: making algorithms for searching, sorting and mathematics	We are advertisers: creating a short TV advert	We are network technicians: exploring computer networks including the internet	Computing: We are travel writers: using media and mapping to document a trip	We are publishers: creating a year book or magazine

<b>Art/</b>	<b>Continuous Provision: junk modelling; malleable materials; paint;</b>					
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<b>Design Technology</b>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>– Hue, tint, tone, shades and mood</li> <li>– Explore the use of texture in colour</li> <li>– Colour for purposes</li> <li>– Colour to express feelings</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>– Develops experience in embellishing</li> <li>– Applies knowledge of different techniques to express feelings</li> <li>– Work collaboratively on a larger scale</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>– Plan and develop ideas</li> <li>– Shape, form, model and join</li> <li>– Observation or imagination</li> <li>– Properties of media</li> </ul> <p>Discuss and evaluate own work and that of other sculptors</p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>– Build up drawings and images of whole or parts of items using various techniques</li> <li>– Screen printing</li> </ul> <p>Explore printing techniques used by various artists</p> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>– Create own abstract pattern to reflect personal experiences and expression</li> </ul> <p>Create pattern for purposes</p>		
	<p>Electrical</p> <p>Simple battery circuits</p> <p>Diagnose faults in battery operated devices.</p>	<p><b>Construction</b></p> <p>Gluing and nailing</p> <p>Demonstrate a range of cutting and shaping techniques (e.g. cutting, tearing, folding and curling).</p> <p>Use materials to practise gluing and nailing materials to make products.</p> <p><b>Mechanics</b></p> <p>(Levers – Pop up Picture/Art)</p> <p>Create products using levers.</p>	<p><b>Food</b></p> <p>Healthy Eating</p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p> <p>Mechanics</p>		<p><b>Textiles</b></p> <p>Running stitch – Binker pattern (simple border)</p> <p>Colour and decorate textiles using a number of techniques including running stitch.</p> <ul style="list-style-type: none"> <li>– Drawing-</li> <li>– Recreate the effect of light on objects and people from different directions</li> <li>– Interpret the texture of a surface</li> </ul> <p>Produce increasingly accurate drawings of people</p>	<p><b>Food</b></p> <p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>
<b>Physical Education</b>	<b>Continuous Provision: write dance; wake up shake up</b>					
	BPS Health Related Fitness	Gymnastics	Dance activities	BPS Health Related Fitness	Net and Wall Games	Dance Activities

	Invasion Games (Unit 24)	Invasion Games (Unit 24)	Outdoor and adventurous Activities	Invasion Games	Striking and Fielding Games	Athletics
<b>Music</b>	<b>Continuous Provision: Hymn Practice, class singing, music appreciation/listening to different types of music (register time?);</b>					
	<b>Developing Musicianship Skills</b> Children use a variety of instruments, both tuned and un-tuned, to learn and rehearse parts for a group performance. Each child works on glockenspiel, practice pad and vocals (3-part harmony) and some extend to other instruments. Standard score notation is reviewed and used. Children choose their instrument for final piece and rehearse independently and in groups to pull together a “flash mob” performance.		<b>Developing Composition Skills</b> Children continue to refine musicianship skills, choosing glockenspiel, recorder or other instrument upon which notation is known, and move on to improvise using pentatonic and arpeggio sequences. Improvisation is extended to composition, inspired by “Peter & the Wolf” to produce musical characterisation for a traditional tale for performance to KS1.		<b>Developing Ensemble Skills</b> Children work on vocal skills to learn and perform their end of year presentation, many also using instrumental skills for accompaniment on tuned and un-tuned percussion.	
<b>PSHE</b>	<b>Continuous Provision:</b>					
	New Beginnings	Getting on and falling out Anti-bullying week	Going for Goals	Good to be me		Changes Relationships