



Autumn

Reading

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Learn a wide range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, and volume so that meaning is clear to an audience.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Apply a growing knowledge of root words, prefixes, and suffixes both to read aloud and to understand the meaning of new words they meet.
- Retrieve, record, and present information from non-fiction.
- Asking questions to improve their understanding

Writing

- Use further prefixes and suffixes and understand how to add them to a word.
- Spell some words with silent letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling.
- Use a thesaurus.
- Write legibly, fluently and with increasing speed.
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- Use relative clauses beginning with who, which, where, when, or whose.
- Use a colon to introduce a list.
- Using further organisational and presentational devices to structure text and to guide the reader.
- Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.

Maths

- Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit.
- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- Add and subtract whole numbers with more than 4 digits including formal written methods.

Science

- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the sun, Earth, and moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

• Add and subtract numbers mentally with increasingly large numbers. • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply numbers up to 4 digits by a one- or two-digit number using formal methods. • Multiply and divide numbers mentally. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately. • Solve problems involving addition, subtraction, multiplication and division and a combination of these. Including understanding the meaning of the equal's sign. • Interpret negative numbers in context. Count forwards and backwards with positive and negative numbers including through 0. • Solve comparison, sum and difference problems using information presented in a line graph. • Identify 3D shapes including cubes and other cuboids from 2D representations. • Understand and use approximate equivalence between metric units and common imperial units such as inches, pounds, and pints.	• Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. • Describe the life process of reproduction in some plants and animals.
History	Geography (fieldwork) • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • To understand what a river is, how a river is formed and what the different features of a river are. • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Know the names of some European capitals. • Know where the Anglo-Saxons came from.
Art & Design • using the seven elements of art to talk about artwork	Design & Technology Design

• experimenting using the seven elements of art • knowing the definition of a portrait • knowing how to use watercolours • paints to mix different skin tones • being able to discuss portraits of different styles • considering who decides the value of art developing confidence using watercolours • learning about the work of miniaturists • developing skills in creating a collage • learning about a portrait collagist • learning how artists use proportion • developing skills in creating a collage • understanding how technology can influence art • learning about portraiture as a form of art over time and across cultures.	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. • Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. Make • Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.
<u>Computing</u> • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes. • • To understand what a database is. • To design and create a database. • To build queries to find information. • To solve problems using a database.	<u>Music</u> <u>Planets</u> • To listen and appraise music considering inter-related dimensions of music • To compose a programmatic piece of music considering the inter-related dimensions of music • To create a motif considering the inter-related dimensions of music • To consider how motifs can be accompanied and record this using Western notation • To use ABA structure to organise music and create a satisfying listening experience • To perform as a group and appraise the work of others <u>Africa</u> • To copy and improvise rhythms through musical games and song • To perform an independent part within a whole class ensemble

	- To apply and use key features of African music to create rhythmic compositions - To develop a piece of music considering the structure - To refine and perform our composition and critically appraise it - To perform a group composition with confidence using the key features of African music
PE <u>Swimming</u> (5N) Age related expectations - To develop gliding, front crawl and backstroke - To develop rotation, sculling and treading water - To develop front crawl stroke and breathing technique - To develop the techniques for backstroke arms and legs - To develop breaststroke technique - To develop breaststroke and breathing technique - To develop basic skills of water safety and floating - To develop the dolphin kick - To learn techniques for personal survival <u>Netball 5W</u> - To explore attacking skills in different situations - To develop movement skills to lose a defender in different situations - To communicate with my team, move into a space and take the ball towards the goal - To defend an opponent and know when to try and intercept - To develop attacking skills to score under pressure - To use and apply skills, principles and tactics to a game situation <u>Dance 5W</u> <u>Theme-Dance by chance</u> - To create a dance with a random structure and perform the actions showing quality and control - To understand how changing the dynamics changes the appearance of the performance - To understand and use relationships and space to change how a performance looks <u>Theme-Rock and Roll</u> - To copy and repeat movements in the style of rock and roll	Spanish - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Appreciate stories, songs, poems and rhymes in the language. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing.

- To work with a partner to copy and repeat actions in time with the music - To work collaboratively with a group to choreograph a dance in the style of Rock and Roll	
PSHE - face new challenges positively and know how to set personal goals. - I understand my rights and responsibilities as a citizen of my country - understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel - I understand how an individual's behaviour can impact on a group - understand how democracy and having a voice benefits the school community and know how to participate in this	RE (Islam) - What is the best way for a Muslim to show commitment to God? - How is the Qur'an vital to Muslims today? - Does belief in Akhirah (life after death) help Muslims lead a good life? - understand how there might be different versions of events which are all true to some extent and to some people - retell a version of the Christmas story from the Bible - compare versions of the Christmas story from the Bible

Spring	
Reading - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Identifying and discussing themes and conventions in and across a wide range of writing. - Make comparisons within and across books. - Distinguish between statements of fact and opinion and provide reasoned justifications for their views. - Drawing inferences such as inferring characters' thoughts, feelings and motives from their actions and justifying inferences with evidence. - Predict what may happen from details stated and implied. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Apply a growing knowledge of root words, prefixes, and suffixes both to read aloud and to understand the meaning of new words they meet. - Retrieve, record, and present information from non-fiction. - Asking questions to improve their understanding	Writing - Use further prefixes and suffixes and understand how to add them to a word. - Spell some words with silent letters. - Continue to distinguish between homophones and other words which are often confused. - Use knowledge of morphology and etymology in spelling. - Use dictionaries to check the spelling and meaning of words. - Use the first three or four letters of a word to check spelling. - Use a thesaurus. - Write legibly, fluently and with increasing speed. - Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. - Use relative clauses beginning with who, which, where, when, or whose. - Use a colon to introduce a list.

	• Plan their writing by identifying the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas drawing on reading and research where necessary. • Draft and write by selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning. • Using a wide range of devices to build cohesion within and across paragraphs. • Evaluate and edit by assessing the effectiveness of their own and other writing. • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use hyphens to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Ensure the consistent and correct use of tense throughout a piece of writing.
Maths • Recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents. • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. • Read, write, order, and compare numbers with up to 3 decimal places. • Solve problems involving number up to 3 decimal places. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve number problems and practical problems that involve all the above. • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.	Science • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

• Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction. • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25. • Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. • Estimate volume and capacity. • Solve problems involving converting between units of time. • Use all four operations to solve problems involving measure using decimal notation including scaling.	
History • Know how Britain changed between the end of the Roman occupation and 1066. • Know about how the Anglo Saxons attempted to bring about law and order into the country. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms. • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today, and evidence of their occupation (Staffordshire Hoard relics). • Use a timeline to show when the Anglo-Saxons were in England.	Geography • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • What trees, plants and animals are in our local ecosystem?
Art & Design • To learn about great artists, architects, and designers in history. • Use new media such as pen and ink. • Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber. • Prepare a drawing surface to create a wax crayon image (e.g., colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface). • Draw with pastel and charcoal.	Design & Technology • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing • To evaluate the features of a successful video game. • To plan a game in 2DIY3D. • To design and use game sprites.	Music <u>Vikings</u> • To sing in polyphony and maintain a steady pulse

• To add features to a game world and check playability. • To evaluate games created by others.	• To organise rhythms into beats and notate them using 1, $\frac{1}{2}$ and 2 beat notes • To perform simple rhythms from music notation • To compose and combine rhythms creatively to convey an intended effect • To select and combine musical ideas to create an interesting and satisfying structure • To combine Viking compositions and offer feedback on recorded music and the music of my peers <u>Hip Hop</u> • To compose and perform a rhythm using beatboxing • To perform a rap using crotchets and quavers • To perform and notate rhythms using crotchets, quavers and semiquavers • To compose, perform and notate a 16 beat rhythm • To compose, rehearse and perform a call and response hook • To structure, rehearse and perform our music
PE • <u>Swimming</u> (5W) Age related expectations • To develop gliding, front crawl and backstroke • To develop rotation, sculling and treading water • To develop front crawl stroke and breathing technique • To develop the techniques for backstroke arms and legs • To develop breaststroke technique • To develop breaststroke and breathing technique • To develop basic skills of water safety and floating • To develop the dolphin kick • To learn techniques for personal survival • <u>Netball</u> 5N • To explore attacking skills in different situations • To develop movement skills to lose a defender in different situations • To communicate with my team, move into a space and take the ball towards the goal • To defend an opponent and know when to try and intercept • To develop attacking skills to score under pressure • To use and apply skills, principles and tactics to a game situation	Spanish • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

• <u>Dance 5N</u> • <u>Theme-Dance by chance</u> • To create a dance with a random structure and perform the actions showing quality and control • To understand how changing the dynamics changes the appearance of the performance • To understand and use relationships and space to change how a performance looks • <u>Theme-Rock and Roll</u> • To copy and repeat movements in the style of rock and roll • To work with a partner to copy and repeat actions in time with the music • To work collaboratively with a group to choreograph a dance in the style of Rock and Roll	• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing.
PSHE • Compare my hopes and dreams with those of young people from different cultures. • Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. • Explain different roles that food and substances play in people's lives. • Explain how people can develop disorders relating to body image pressures and how smoking and alcohol misuse is unhealthy. • I can summarise different ways I respect and value my body.	RE • Investigate whether religious people lead better lives. • Is religion the most important influence and inspiration in everyone's life? • Compare the different ways Sikhs put their religion into practise. • Investigate whether Jesus' crucifixion was the consequence of events during Holy week.

Summer	
Reading • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Recommend books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views.	Writing • Use further prefixes and suffixes and understand how to add them to a word. • Spell some words with silent letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling.

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Apply a growing knowledge of root words, prefixes, and suffixes both to read aloud and to understand the meaning of new words they meet.
- Retrieve, record, and present information from non-fiction.
- Asking questions to improve their understanding.

- Use a thesaurus.
- Write legibly, fluently and with increasing speed.
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- Use relative clauses beginning with who, which, where, when, or whose.
- Use a colon to introduce a list.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to, or seen performed.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using semi- colons, colons, or dashes to mark boundaries between independent clauses.
- Use passive verbs to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Maths

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Science

- Describe the changes as humans develop to old age.
- Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity, and response to magnets.
- Know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids, and gasses to decide how mixtures might be separated. Including through filtering, sieving, and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.

• Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles. • Draw given angles, and measure them in degrees ($^{\circ}$) • Identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiple of 90° • Complete, read and interpret information in tables, including timetables. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
History • Know about the impact that the Mayans had on the world. • Know why the Mayans were considered an advanced society in relation to that period in Europe.	Geography • Know what is meant by biomes and what are the features of a specific biome. • Describe and understand key aspects of physical geography. • Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.
Art & Design • To develop techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. • To create sketch books to record their observations and use them to review and revisit ideas. • To learn about great artists, architects, and designers in history. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Create different skin tones. • Create mixed media work – work back into paintings. • Create mood and feelings in their paintings.	Design & Technology • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

- Express their own emotions accurately through their painting. - Draw simple objects including texture - Shade to show mood and feeling - Organise line, tone, shape and colour to represent figures and forms in movement. - To develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. - Learn about the work of others by looking at books, the internet, and galleries. - Work as part of a group to create large sculptures such as robots, animals, totem poles. - Experiment and combine materials and process to design and make 3D art.	
Computing - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Music Provided by City Music Service.
PE <u>Athletics</u> - To understand pace and apply different speeds over varying distances	Spanish Listen attentively to spoken language and show understanding by joining in and responding.

• To develop fluency and coordination when running for speed • To develop technique in relay changeovers • To build momentum and power in the triple jump • To develop throwing with force for longer distances • To develop throwing with greater control and technique • <u>Badminton</u> • To use the serve with consideration of attacking principles • To explore an underarm return with consideration of attacking principles • To explore the overhead forehand with consideration of attacking principles • To apply rules, skills and tactics to play in a tournament	• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing.
PSHE • Compare different types of friendships and the feelings associated with them. • Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. • Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. • Summarise the process of conception. • Express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	RE • Investigate and debate if it is ever okay to tell lies. • Recall and investigate the 10 commandments and order them into which are most important. • Should it only be Christians who follow these rules? • Why do Christians try to follow these rules? • Investigate ways Christians behave, going to church, praying and the reasons for this. (SIKHS)