



Autumn

Reading
Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Reading Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning

Writing

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing – Composition

- plan their writing by:
 - identifying the audience for and purpose of the 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 such choices can change and enhance meaning
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing

• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 • provide reasoned justifications for their views.	○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ○ ensuring the consistent and correct use of tense throughout a piece of writing. ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <u>Vocabulary, grammar and punctuation</u> • develop their understanding of the concepts set out in English appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.
Maths <u>Number and Place Value</u> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above <u>Addition, Subtraction, Multiplication and Division</u> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	Science <u>Living things and their habitats</u> • 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 • Give reasons for classifying plants and animals based on specific characteristics <u>Electricity</u>

- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the four operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Fractions - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$] - divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{2}$] - associate a fraction with division and calculate decimal fraction equivalents Measurement - solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places - convert between miles and kilometres	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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 - use recognised symbols when representing a simple circuit in a diagram.
History Crime and Punishment - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Geography Fieldwork - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - 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 Monochromatic – What mistakes can artists make when drawing faces? To create sketch books to record their observations and use them to review and revisit ideas.	Design & Technology Making a construction - Electrifying Creations - How can we combine electricity and design to create a spooky, gothic-themed model? Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular 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 [for example, 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 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
Computing <u>Coding, Blogging and Networks</u> - 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	Music Dynamics, Pitch and Texture and Film Music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music
PE Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Basketball</u> - use running, jumping, throwing and catching in isolation and in combination. - play competitive games, modified where appropriate. <u>Dance</u> - Physical: actions, dynamics, space, relationships, balance, jump	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

• Social: share ideas, collaboration, support, communication, inclusion, respect, leadership • Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy • Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills. <u>Parkour</u> • Physical: run, jump, balance, roll, tic tac, consecutive vaults • Social: work safely, collaborate, support others, respect, communicate • Emotional: perseverance, confidence, resilience, determination • Thinking: plan and reflect, creativity, observe and evaluate, decision making, problem solving, comprehension <u>Volleyball</u> • Physical: throw, catch, jump, set, dig, serve, rally, balance, run • Social: communication, respect, support and encourage others • Emotional: perseverance, honesty, determination • Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection <u>Athletics</u> • Physical: pace, sprint, jump for distance, push throw, fling throw, balance, run • Social: negotiating, collaborating, respect • Emotional: empathy, perseverance, determination • Thinking: observing and providing feedback, comprehension	• 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 Languages – key stage 2 3 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
PSHE <u>Being me in my world</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling.	RE <u>Islam</u> – What is the best way for a Muslim to show commitment to God? <u>Christianity</u> – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Celebrating differences

Perceptions of normality
 Understanding disability
 Power struggles
 Understanding bullying
 Inclusion/exclusion
 Differences as conflict, difference as celebration
 Empathy.

Spring
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Word Reading

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Reading Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
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 - recommending books that they have read to their peers, giving reasons for their choices
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 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied

Writing**Handwriting**

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing – Composition

- plan their writing by:
 - identifying the audience for and purpose of the 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
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précisising longer passages

• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • 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 provide reasoned justifications for their views.	○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors <u>Vocabulary, grammar and punctuation</u> • develop their understanding of the concepts set out in English appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.
Maths <u>Ratio</u> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found	Science <u>Animals Including Humans</u> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans

• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <u>Algebra</u> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables. <u>Decimals</u> • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Mathematics – key stages 1 and 2 41 Statutory requirements • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy <u>Fractions, decimals and percentages</u> • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <u>Perimeter, area and volume</u> • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. <u>Statistics</u> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.	
History WWII • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Geography Economic Activity • 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 Not taught	Design & Technology Not taught
Computing <u>Text Adventures</u> • 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	Music Songs of WWII and Theme and Variations Pop Art. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music

• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>Spreadsheets</u> • 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	• listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
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PSHE <u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments. <u>Healthy Me</u> Taking personal responsibility How substances affect the body	RE <u>Christianity</u> – Is anything ever eternal? <u>Christianity</u> – Is Christianity still a strong religion 2000 years after Jesus was on Earth?

Exploitation, including 'county lines' and gang culture
Emotional and mental health
Managing stress

Summer

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Maths <u>Geometry – Properties of Shapes</u> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <u>Geometry – Position and Direction</u> • describe positions on the full coordinate grid (all four quadrants)	Science <u>Light</u> • recognise that light appears to travel in straight lines • 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <u>Evolution and Inheritance</u> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <u>White Rose Transition Units.</u>	- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
History Not taught	Geography
Art & Design Chromatic – Can art help to save the planet? Sculpture – How can food inspire artists? - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history.	Design & Technology Food & Nutrition - Mix it up - How can we mix recipes to invent an exciting new food? - 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.
Computing <u>Understanding Binary</u> - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - 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 <u>Quizzing</u> - 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 <u>Online Safety</u> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
PE Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Striking and Fielding</u> - use running, jumping, throwing and catching in isolation and in combination. - play competitive games, modified where appropriate. - take part in outdoor and adventurous activity challenges both individually and within a team. <u>Young Olympians</u> - combination.	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

• play competitive games, modified where appropriate. • take part in outdoor and adventurous activity challenges both individually and within a team. • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• 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 Languages – key stage 2 3 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
PSHE <u>Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	RE <u>Islam</u> – Does belief in Akhirah (life after death) help Muslims lead good lives?