

Year group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p><b>Of Thee I Sing by Barack Obama</b> Outcome: recount/persuasion/magazine article</p> <p><b>Queen of the falls by Chris Van Allsburg</b> Outcome Recount: series of diaries</p>	<p><b>The Lost Happy Endings by Carol Ann Duffy</b> Outcome Fiction: traditional tale</p>	<p><b>The Hunter by Paul Geraghty</b> Outcome Fiction: journey story</p>	<p><b>The Darkest Dark</b> <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i> Outcome Recount: biography</p>	<p><b>The Paperbag Prince by Colin Thompson</b> <i>The Last Wild by Piers Torday</i> Outcome Persuasion/information: Hybrid leaflet</p>	<p><b>Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans)</b> <i>The Adventures of Odysseus by Hugh Lupton</i> Outcome Fiction: myth Create heroes, villains and monsters</p>
	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build a varied and rich vocabulary and an increasing range of sentence structures Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns Use fronted adverbials Plan writing by identifying audience and purpose Organise paragraphs around a theme Commas after fronted adverbials (Y4) Commas to clarify meaning and avoid ambiguity</p>	<p>Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use of inverted commas and other punctuation to punctuate direct speech (Y4)</p>	<p>Relative clauses to add detail and description Use adverbs to indicate degrees of possibility Link ideas across paragraphs using adverbials</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) Link ideas across paragraphs using adverbials Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use modal verbs to indicate degrees of possibility Select appropriate grammar and vocabulary Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use expanded noun phrases to convey complicated information concisely Relative clauses to add detail and description Use a wide range of devices to build cohesion Commas to clarify meaning and avoid ambiguity</p>
Reading	<p><b>Goodnight Stories for Rebel Girls by Elena Favilli</b> Genre: Recount - Biography</p>	<p><b>Hansel and Gretel by Neil Gaiman</b> Genre: Fiction – Traditional Tale</p>	<p><b>Odd and Frost Giants by Neil Gaiman</b> Genre: Fiction – Myths and Legends</p>	<p><b>Exploring Space by The Literacy Company</b> <b>Planet Unknown by Shawn Wang (film)</b> Genre: information film</p>	<p><b>The Last Wild by Piers Torday</b> <b>Rubbish – A Look Behind the Scenes by The Literacy Company</b> Genre: Fiction – contemporary Persuasion/information</p>	<p><b>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</b> Genre: Fiction – books from other cultures and traditions</p>
	<p>Mastery focus: Draw inferences (inferring character's feelings, thoughts and motives from their actions: justify with evidence Make comparisons within and across books</p>	<p>Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details</p>	<p>Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions: justify with evidence</p>	<p>Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning</p>	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning</p>	<p>Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions</p>
Ongoing reading skills	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Increase 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</li> <li>Participate in discussion about books</li> <li>Ask questions to improve understanding</li> <li>Explain and discuss understanding of reading</li> <li>Provide reasoned justifications for views</li> <li>Recommend books to peers</li> </ul>					
Maths	Number, statistics and area and perimeter	Number, fractions and decimals			Number, decimals, geometry and measurement	
	<p><b>Year 4 revision</b> Week 1 – addition, subtraction, multiplication, division Week 2 – fractions and decimals Week 3 – converting measurements, area and perimeter, plotting coordinates and translation <b>Year 5</b> Number – place value (2 weeks)</p>	<p>Statistics (2 weeks) Number – multiplication and division (3 weeks) Perimeter and Area (2 weeks)</p>	<p>Number – multiplication and division (3 weeks) Fractions (3 weeks)</p>	<p>Fractions (2 weeks) Number – decimals and percentages (2 weeks) Number – decimals (2 weeks)</p>	<p>Number – decimals (2 weeks) Geometry – property of shapes and position and direction (3-4 weeks)</p>	<p>Measurement – converting units (2 weeks) Measurement – volume (1 week) Consolidation and revision</p>

	Number – addition and subtraction (2 weeks)					
Religion	Topic 1: Ourselves Topic 2: Life choices Topic 3: Hope Other faiths week: Judaism	Topic 4: Mission Topic 5: Memorial sacrifices Topic 6: Sacrifice Other faiths week: Islam			Topic 7: Transformation Topic 8: Freedom and responsibility Topic 9: Stewardship	
Science	Forces	Properties and changes of materials	Properties and changes of materials	Earth and Space	Living things including habitats Animals, including humans	
	I explain what gravity is and its impact on our lives I identify and explain the effect of air resistance I identify and explain the effect of water resistance I identify and explain the effect of friction I explain how levers, pulleys and gears allow a smaller force to have a greater effect	I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity [electrical and thermal], and response to magnets) I describe how a material dissolves to form a solution, explaining the process of dissolving I describe and show how to recover a substance from a solution I describe how some materials can be separated I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating)	I know and can demonstrate that some changes are reversible and some are not I explain how some changes result in the formation of a new material and that this is usually irreversible I discuss reversible and irreversible changes I give evidenced reasons why materials should be used for specific purposes	I describe and explain the movement of the Earth and other planets relative to the sun I describe and explain the movement of the Moon relative to the Earth I explain and demonstrate how night and day are created I describe the Sun, Earth and Moon (using the term spherical)	I describe the life cycle of different living things e.g. mammal, amphibian, insect bird I describe the differences between different life cycles I describe the process of reproduction in plants I describe the process of reproduction in animals I create a timeline to indicate stages of growth in humans	
Scientific enquiry	<ul style="list-style-type: none"> <li>• I plan different types of scientific enquiry</li> <li>• I control variables in an enquiry</li> <li>• I measure accurately and precisely using a range of equipment</li> <li>• I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• I use the outcome of test results to make predictions and set up further comparative and fair tests</li> <li>• I report findings from enquiries in a range of ways</li> <li>• I explain a conclusion from an enquiry</li> <li>• I explain causal relationships in an enquiry</li> <li>• I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory</li> <li>• I read, spell and pronounce scientific vocabulary accurately</li> </ul>					
Topic (History & Geography)	North America	Industrial Revolution and Victorians			Manchester/Spain comparison and Rivers	
	I name and locate many of the world's most famous mountainous regions I explain why most cities are situated by rivers I understand geographical similarities and differences through the study of human and physical geography of a region in North or South America, in comparison to a region of the United Kingdom. I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	I know about characteristic features of the Victorians, including the ideas, beliefs, attitudes and experiences of men, women and children in the past I describe events from the past using dates when things happened I explain how an event or events from the past has shaped our life today I summarise how Britain has had a major influence on the world I explain how the lives of wealthy people were different from the lives of poorer people. I research what it was like for children in a given period of history and present my findings I describe changes over time in an aspect of social history, such as crime and punishment			I explain the course of a river I recognise the importance of ports and the role they play in distributing goods around the world I name and locate many of the world's most famous rivers I use research skills to find answers to specific historical questions about our locality I compare the history of my local area and country with the history of another area/country I recognise that the past is represented in different ways and can give reasons for this. I name and locate the capital cities of neighbouring European Countries I know the countries that make up the European Union I understand geographical similarities and differences through the study of human and physical geography in a region of a European country, in comparison to a region of the United Kingdom.	

Computing	Typing skills and e-safety	External device control	Algorithms and programming (MGL)	Research Unit: Victorian Manchester	Green Screen Horrible Histories films
	I understand that you have to make choices when using technology and that not everything is true and/or safe I develop my typing skills	I use technology to control an external device I choose a computer program to publish my writing	I combine sequences of instructions and procedures to turn devices on and off I design algorithms that use repetition and 2-way selection	I analyse information I evaluate information I understand how search results are selected and ranked	I edit a film
Art and D.T.	Disney art work Drawing	North American Dream Catchers	Spanish cooking	Painting /Spanish artist research and replication of style	Create, design and evaluate a boat that will transport objects on water (Science and Topic links) Printing
	Art I identify and draw objects and use marks and lines, to produce texture  I organise line, tone, shape and colour to represent figures and forms in movement  I successfully use shading to create mood and feeling  I can show reflections.  I explain why I have chosen specific materials to draw with.	DT: I experiment with and combine materials and processes to design and make a dream catcher.  I use textile and sewing skills as part of a project.	DT: I show that I can be both hygienic and safe in the kitchen	Art: I research the work of an artist by looking at their work in books, the Internet, visits to galleries and other sources of information and use their work to replicate a style.  I come up with a range of ideas after collecting information from different sources  I create a range of moods in their paintings.  I express emotions accurately through painting.	DT: I produce a detailed, step-by-step plan I suggest alternative plans, outlining the positive features and draw-backs I explain how a product will appeal to a specific audience I evaluate appearance and function against original criteria I use a range of tools and equipment competently I make a prototype before making a final version  Art: I print using a number of colours I create an accurate print design that meets a given criteria I can print onto different materials
P.E.	Indoors: gymnastics skills 1	Indoor: Strictly Come Dancing	Indoor: Dance (films)	Indoor: gymnastics skills 2	Indoor: basketball Indoor: team building and problem solving
	Outdoor: athletics	Outdoor: tag rugby	Outdoor: Health related fitness	Outdoor: hockey	Outdoor: rounders Outdoor: dodgeball
Music	Musical instrument: guitar	Composition			Singing (Charanga)
	I use notation to record groups of pitches (chords) I contrast the work of a famous composer with another, and explain my preferences	I record aspects of the composition process I suggest improvements to my own work and that of others I choose the most appropriate tempo for a piece of music I choose the most appropriate tempo for a piece of music			I breathe in the correct place when singing I maintain my part whilst others are performing their part I describe, compare and evaluate music using musical vocabulary I explain why I think music is successful or unsuccessful I improvise with a group using melodic and rhythmic phrases
P.S.H.E.	<b>Relationships</b>	<b>Living in the Wider World</b>			<b>Health and Wellbeing</b>
	<b>In this unit of work, students learn...</b>  <ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> </ul>	<b>In this unit of work, students learn...</b>  <ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>Identify some of the steps needed to set up an enterprise project</li> <li>about the way that money is spent and how it affects the environment</li> </ul>			<b>In this unit of work, students learn...</b>  <ul style="list-style-type: none"> <li>*Revision of Year 4 physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> </ul>

	<ul style="list-style-type: none"> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek support in relation to friendships</li> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>whom to tell if they are concerned about unwanted physical contact</li> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> </ul>	<ul style="list-style-type: none"> <li>explain why it is important to have people who are 'enterprising' in our society (job creation, inventors, different ways of doing things)</li> <li>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<ul style="list-style-type: none"> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>to recognise the shared responsibility of keeping a clean environment</li> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>how to recognise, respect and express their individuality and personal qualities</li> <li>ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> </ul>
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	<ul style="list-style-type: none"> <li>• how to report discrimination online</li> </ul>		
Spanish			
	<ul style="list-style-type: none"> <li>• To revise previous vocabulary from Year 4</li> <li>• To reinforce the Spanish alphabet</li> <li>• To learn more past times in Spanish</li> <li>• To prepare correspondence with Nigran</li> <li>• To record videos to be sent to Spain</li> <li>• To watch and understand a Spanish story</li> <li>• To start to learn how to describe people's faces</li> <li>• To describe height etc</li> <li>• To organise Spanish penfriends</li> <li>• To introduce Spanish Christmas vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To watch and understand a Spanish story</li> <li>• To learn about houses</li> <li>• To practise rooms in a house</li> <li>• To write a description of their house</li> <li>• To learn some Spanish drinks</li> <li>• To learn some Spanish snacks</li> <li>• To learn about Easter in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare the vocabulary for a phrase book in Spanish</li> <li>• To learn school subjects in Spanish</li> <li>• To learn numbers 10-100</li> <li>• To prepare for Spanish Café</li> <li>• To prepare menus for Spanish Café</li> <li>• To read Spanish and get gist understanding</li> <li>• To learn some Spanish clothes</li> <li>• To practise using Spanish clothes vocabulary</li> </ul>