



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Trips Visitors	Museum and workshop (Y5 bus share) Business TA	Sleepover experience	Virtual – Himalayas Possible VR in school workshop	Oakerwood Hodnet Walk	Bowling	Portals to the past school workshop London experience trip WMSP
English Writing	Fiction Alien landing (<i>fantasy</i>) Non-Fiction The three little pigs (<i>News report</i>) Poetry Poetic features revision. Free verse poetry I am	Fiction Red (<i>Setting description</i>) <i>Setting toolkit</i> Non-Fiction The Giant Ground Sloth (<i>Non chronological report</i>) How to steal Christmas (<i>Instruction writing</i>)	Fiction Treasure (<i>finding</i>) Suspense toolkit Poetry Nature poems The lost world poetry unit (<i>Rhyming</i>)	Fiction The Gas Mask (<i>portal</i>) Non-Fiction Blitz in Coventry (<i>news report</i>) Anne Frank (Diary)	Fiction The Tibernica (<i>defeating the monster</i>) (<i>warning</i>) <i>Action toolkit</i> Non-Fiction Spy gadgets pamphlet (<i>persuasive</i>)	Fiction Macbeth (<i>Wishing tale</i>) Dialogue toolkit Non-Fiction The weird Sisters: Mischievous Makers or Harmless Truth tellers (<i>Discussion/Balanced argument</i>) Poetry The door of possibilities
Vocabulary Punctuation and Grammar	<p style="text-align: center;">Word</p> <p style="text-align: center;">Y3 Formation of nouns using a range of prefixes [for example super-, anti-, auto-] (suffixes Y2)</p> <p style="text-align: center;">Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p style="text-align: center;">Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p style="text-align: center;">Y4 The grammatical difference between plural and possessive –s</p> <p style="text-align: center;">Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p style="text-align: center;">Y5 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]; Verb prefixes [for example, dis-, de-, mis-, over- and re-] ful un im dis</p> <p style="text-align: center;">Y6 the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p style="text-align: center;">How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p style="text-align: center;">Sentence</p>					

Y3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (coordinating Y2)

Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Fronted adverbials [for example, Later that day, I heard the bad news.]

Y5 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Y6 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Text

Y3 Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Y4 Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
(Y2 use of present tense and past tense/ Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting])

Y5 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Y6 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Y4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
Apostrophes to mark singular (Y2)/plural possession [for example, the girl’s name, the girls’ names]
Use of commas after fronted adverbials (Y2 Commas in lists)

Y5 Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity

Y6 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Terminology for pupils

Y3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Y4 determiner pronoun, possessive pronoun adverbial, noun, noun phrase compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, word, punctuation

Y5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Y6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

English Reading	<p>Guided Reading - Fred’s Teaching Resources Class Reader – The ghost who cried wolf Class reader; Finding Bear</p>	<p>Guided Reading – Fred’s Teaching Resources Class reader Letters from the Lighthouse</p>	<p>Guided Reading – Fred’s Teaching Resources Class reader</p>
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Maths	Place value Addition and subtraction Geometry Multiplication and division Area and perimeter Fractions Position and direction		Fractions Measures: converting units Area, perimeter and volume Fractions, decimals and percentages Ratio Geometry Addition, Subtraction, Multiplication and Division		Statistics Algebra Revision SATs Consolidation, problem solving and themed projects	
Science	Earth and Space	Evolution and inheritance	Living things and their habitats	Light	Animals, including humans	Consolidation
History		Industrial Revolution		Hodnet In War Time	World Trade	Vikings/Monarchy Up to Norman invasion
Geography	Volcanoes & Earthquakes		Our Changing world		World Trade	
Art	Short Skills lesson Line skills 1 Perspective	Skills lesson Colour skills 1 colour and aerial perspective Focus lessons Sculpture: wire sculptures Artist Dali/Alexander Calder	Skills lesson Colour skills 2 Acrylic paint mixing Focus lessons Printing: Lino gauging Artist Lill Tschudi	Short Skills lesson Line skills 2 continuous line drawing	Short Skills lesson Line skills 3 Revisit Perspective (cityscape)	Skills lesson Colour skills 3 Watercolour Artist Monet Recreating water colour – link to French
DT	Electrical systems More complex switches and circuits			Mechanisms Cams Moving toy WW2	Structures Frame structures using cad Buildings	
Computing	Online safety Other skills – email, power point, word processing etc.	Teach Computing Web page creation Other skills – email, power point, word processing etc.	Other skills – email, power point, word processing etc.	Teach Computing Variables in games Other skills – email, power point, word processing etc.	Other skills – email, power point, word processing etc.	Teach Computing 3D Modelling sensing Other skills – email, power point, word processing etc.
RE	NATRE Why do Christians believe Jesus was the Messiah? Y6	NATRE Creation and science, conflicting or	NATRE Why do Hindus want to be good? (Hindus)	NATRE What difference does the resurrection make	NATRE For Christians, what kind of king is Jesus?	NATRE Why do some people believe in God and some not?

		complimentary? (Creation/Fall) (Y5)		to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	(Kingdom of God)	How does faith help people when life gets hard? (Thematic)
Music	Dood	Dood	Charanga music scheme Glocks	Charanga music scheme Glocks	Dood	Dood
PE	Teacher lesson Hockey Activsports lesson Netball	Teacher lesson Swimming/Dance Activsports lesson Volleyball	Teacher lesson Dance/Yoga Activsports lesson Gymnastics	Teacher lesson Badminton/Alternative Sports Activsports lesson Athletics (Sportshall)	Teacher lesson Tennis Activsports lesson QAA Leadership	Teacher lesson Roulers Activsports lesson Football
French	Primary Languages Network – videos 2 teach. My every day life/ your everyday life	Primary Languages Network – videos 2 teach. Where I live, you live. house and home Christmas	Primary Languages Network – videos 2 teach. New Year Celebrations Playing sport	Primary Languages Network – videos 2 teach. This is me. All the fun of the fair	Primary Languages Network – videos 2 teach. Going to a restaurant Café Culture	Primary Languages Network – videos 2 teach Performances
PSHE	<u>Water safety</u> <u>British Values</u> <u>Democracy</u>	1 Decision <u>ST John's Ambulance First Aid</u> Calling for help CPR Head injuries Basic life support	1 Decision <u>British Values</u> <u>Keeping/Staying safe</u> Worries	1 Decision Managing risk Influences and Pressure	1 Decision Drugs and alcohol in the media	1 Decision <u>Computer safety</u> Making friends online In app purchases Stealing
RSE					1 Decision <u>Growing and Changing Relationships</u>	<u>Respect Yourself</u> <u>Conception Emotional and physical changes</u> <u>realationships healthy choices</u>