| Subject / Term | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| English | **The Princess' Blankets**<br>• Writing a newspaper article<br>• Writing a description of a setting<br>• Writing a description of a character<br>• Planning and writing a story<br>• Extended writing<br>**SPaG**<br>Prefixes and suffixes<br>Adjectives<br>Verbs<br>Fronted adverbials | **Pugs of the Frozen North**<br>• Writing in role<br>• Poetry<br>• Script writing<br>• Drama<br>• Writing a diary entry<br>• Persuasive writing<br>• Writing a letter<br>• Recount writing<br>• Writing a book review<br>**SPaG**<br>Sentence types<br>Pronouns<br>Adverbs | **Beowulf**<br>• Writing for tension and suspense<br>• Writing in the style of myths and legends<br>• Write using 'show not tell' techniques<br>• Editing and improving<br>**SPaG**<br>Prepositions<br>Apostrophes for possession, plural & contractions<br>Superlatives and comparatives | **Arthur and the Golden Rope**<br>• Free Verse Poetry<br>• Script for Advertisement<br>• Narrative Voice: Storytelling<br>• Newspaper Article<br>• Writing in Role: journal<br>• Letter Writing<br>• Non-Chronological Report<br>• Book Trailer Narration<br>• Comic Book Writing<br>**SPaG**<br>Editing and improving<br>Expanded noun phrases<br>Determiners | **How to Train your Dragon**<br>• Writing instructions<br>• Descriptive writing<br>• Writing with speech<br>• Writing using the senses<br>• Writing a film review<br>• Writing a balanced argument<br>**SPaG**<br>Editing and improving<br>Punctuation<br>Conjunctions<br>Imperative verbs | **Varjak Paw**<br>• Writing in role<br>• Writing a diary entry<br>• Descriptive writing<br>• Narrative writing<br>• Retelling part of a story<br>• Poetry<br>• Writing a non-chronological report<br>**SPaG**<br>Editing and improving<br>Spelling, punctuation and grammar consolidation |
| Maths | **Number**: Place value<br>**Number**: Addition & Subtraction | **Measurement:** Length & Perimeter<br>**Number:** Multiplication & Division | **Number**: Multiplication & Division<br>**Measurement**: Area | **Number:** Fractions<br>**Number**: Decimals | **Measurement**: Money<br>**Measurement**: Time<br>Statistics | **Geometry:** Properties of Shape,<br>**Geometry**: Position & Direction |
| Science | **Living Things and their Habitats**<br>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>- Recognise that environments can change. | **States of Matter**<br>- Compare and group materials together, according to whether they are solids, liquids or gases<br>- Observe that some materials change state when they are heated or cooled<br>- Identify stages of the water cycle. | **Electricity**<br>- Identify common appliances that run on electricity<br>- Construct a simple series electrical circuit, identifying and naming its basic parts | **Electricity (continued)**<br>- Recognise that a switch opens and closes a circuit<br>- Recognise some common conductors and insulators, and associate metals with being good conductors. | **Digestion, Teeth, Food Chain**<br>- Describe the simple functions of the basic parts of the digestive system in humans<br>- Identify the different types of teeth in humans<br>- Construct and interpret a variety of food chains. | **Sound**<br>- Identify how sounds are made<br>- Find patterns between the volume of a sound and the strength of the vibrations that produced it |
| Geography | | **All around the World**<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. | | **Exploring Eastern Europe**<br>- Identify important physical features of an area of eastern Europe<br>- Understand the climate of an area of eastern Europe<br>- Identify the human geography of an area of eastern Europe. | | **Enough for Everyone**<br>- Identify what makes an energy source renewable<br>- Identify ways to reduce food wastage<br>- Recognise and understand the causes of food shortages<br>- Reflect on our roles. |
| History | **The Romans**<br>- Identify the spread of the Roman<br>- Explain the attempts for and the successful invasion of | | **The Anglo-Saxons and Scots**<br>- Explain who the Anglo-Saxons and Scots were and when and why they invaded Britain | | **The Vikings**<br>- Explain when and where the Vikings came from and why they raided Britain | |

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| | Britain and key figures involved<br>- Explore the lives of the Romans<br>- Discover facts about Roman inventions and their use in Britain today | | - Understand how the Anglo-Saxons have influenced Britain<br>- Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture<br>- Explain their religious beliefs and practices. | | - Identify and explain key aspects of Viking life<br>- Explain how the legal system worked in Anglo-Saxon and Viking Britain<br>- Explain how the last Anglo-Saxon kings shaped Britain. | |
| R.E. | What does it mean to be a Hindu in Britain today? | Why are festivals important to religious communities? | What can we learn from religion about what is right and wrong? | What do people believe about God? | Why is Jesus inspiring to some people? | Why do some people think life is a journey? |
| Art | **Create sketchbooks**<br><br>- Pencil grips<br>- Shading<br>- Tone<br>- Perspective<br>- Use basic shapes as guides for drawings<br>- Observational drawings of nature. | | | **European art and artists**<br><br>- Painting on the 'ceiling' - Italian artist, Michelangelo<br>- Surrealistic paintings - Spanish artist, Salvador Dalí's, *The Persistence of Memory*<br>- Post-impressionist paintings - Dutch artist, Vincent Van Gogh's, *Starry Night.* | **Design, draw, sculpt and paint**<br>- Design, sculpt and paint a dragon's eye using clay and paints. | |
| D.T. | | **Architects and Designers**<br>- Identify the key features of Roman architecture<br>- Design and create a Roman building, testing and evaluating which shapes would provide the most support (e.g. columns) | **Anglo-Saxon brooches**<br>- Design an Anglo-Saxon brooch considering using a round base, symmetrical patterns, and colours.<br>- Create brooches using cardboard, rolled tissue paper, PVA glue, string and paints. | **Battery operated model**<br>- Design a 2D model that lights up (e.g. face/car) using a range of materials and paints and a simple electrical circuit. | | **Our Sustainable Menu**<br><br>- Understand what is meant by 'sustainability'<br>- Understand where our food comes from<br>- Recognise the need to reduce food waste and store food wisely<br>- Growing food and making potato salad. |
| Music | Play and perform in solo and ensemble contexts | Improvise and compose music for a range of purposes | Guitar lessons and developing reading music | Use and understand and other musical notations | Appreciate and understand a wide range of music | Develop an understanding of the history of music |
| P.E. | Handball/Dance | Tag Rugby | Hockey/Gymnastics | Tennis/Dance | Athletics/Gymnastics | Swimming |
| French | Je me Presente -**Presenting myself**<br>- Count to 20<br>- Say their name, age, hello and goodbye.<br>- Tell you where they live and if they are French or English. | Je me Presente -**Family**<br>- Count to 100<br>- Describe their family. | Je me Presente -**Animals**<br>- Talk about their pet<br>- Ask somebody else if they have a pet. | Je me Presente -**Goldilocks & the Three Bears**<br>- Recognise, understand and remember more vocabulary using a popular children's story. | Je me Presente **Rooms of the House**<br>- Describe their home<br>- Ask somebody else what their room is like. | Je me Presente -**At the Café**<br>- Order from a selection of foods and drinks from a French menu.<br>- Order typical French snacks<br>- Ask for the bill. |
| Computing | We are software developers | We are toy designers | Internet safety awareness | We are HTML editors | We are co-authors | We are meteorologists |