

| | Autumn 1- 8 weeks | Autumn 2- 7 weeks | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Text Driver | Goodnight Mister Tom & Letters from a Lighthouse | | Harry Potter and the Philosopher's Stone | Harry Potter and the Philosopher's Stone | Fantastic Beasts AND Percy Jackson and the Lightning Thief. | Percy Jackson and the Lightning Thief. |
| | Interview evacuees from WWII | | | | FB | Moderation? |
| Literacy Outcomes | Autobiography Letter Home Newspaper Report | Diary Entry WW2 aeroplanes facet file Story from letters from a lighthouse | Diary entry Character description | 1 st person narrative Snake fact file Setting description | Balanced argument- animals in captivity Newspaper report- disappearing animals Diary entry (Percy's view) | Fact file about the Olympic games Myth/ Legends narrative |
| Vocabulary | obligatory adamant apprehensive recluse precariously dirge insipid bewildered panniers morbidly | | spectacles, transfiguration, mysterious, peculiar, phoenix, abhorrent, accursed, afraid, apparition, disturbing, foul, gasping, heinous, hideous, manifestation, mesmerize, nightmarish | shudder, stunt, imagination, unblinkingly, rummage , pinprick, ruffle, bonnet, tantrum, frantically, hoodlum, snigger, boa constrictor, slither, snooze, vigorously, deafening, | cauldron, babble, cobbled, stalagmite, stalactite, ravine, infernal, collapsible, gloom Bowtruckle. Demiguise. | accomplish achievement blizzard character companion dedicate deprive document endanger frigid navigate perish portable preserve sluggish strategy uneasy wilderness |
| Maths | <u>Number: place Value, four operations</u> •Numbers to 10 million •Compare and order any number •Round any numbers •Negative numbers (in context) •Negative numbers (more abstract) <u>Number: +, -, x and /</u> •Add and subtract integers •Multiply up to 4-digit by 2-digit number •Short division •Division using factors •Long division (1) •Long division (2) •Long division (3) •Long division (4) •Common factors •Common multiples •Primes to 100 •Squares and cubes •Order of operations •Mental calculations and estimation •Reasoning from known facts | <u>Number: fractions</u> •Simplify fractions •Fractions on a number line •Compare & order (denominator) •Compare & order (numerator) •Add & subtract fractions (1) •Add and subtract fractions activity •Add & subtract fractions (2) •Adding fractions •Subtract fractions •Mixed addition and subtraction •Multiply fractions by integers •Multiply fractions by fractions •Divide fractions by integers (1) •Divide fractions by integers (2) •Four rules with fractions •Fraction of an amount •Fraction of an amount - find the whole | <u>Decimals</u> •Three decimal places •Multiply by 10, 100 and 1000 •Divide by 10, 100 and 1000 •Multiply decimals by integers •Divide decimals by integers • Division to solve problems • Decimals as fractions •Fractions to decimals (1) •Fractions to decimals (2) | <u>Percentages</u> Fractions to percentages •Equivalent FDP •Order FDP •Percentage of an amount (1) •Percentage of an amount (2) •Percentages missing values <u>Measurement: converting units</u> •Metric measures •Convert metric measures •Calculate with metric measures •Miles and kilometres •Imperial measures | <u>Measurement: perimeter, area and volume</u> •Shapes same area •Area and perimeter •Area of a triangle (1) •Area of a triangle (2) •Area of a triangle (3) •Area of a parallelogram •Volume counting cubes •Volume of a cuboid <u>Algebra</u> •Find a rule one step •Find a rule two step •Forming expressions •Substitution •Formulae •Forming equations •Solve one step equations •Solve two step equations •Find pairs of values (1) •Find pairs of values (2) | <u>Ratio</u> •Use ratio language •Ratio and fractions •Introducing the ratio symbol •Calculating ratio •Using scale factors •Calculating scale factors •Ratio and proportion problems <u>Statistics</u> •Line graphs •Circles •Read and interpret pie charts •Draw pie charts •The mean <u>Geometry</u> •Measure with a protractor •Introduce angles •Calculate angles •Vertically opposite angles •Angles in a triangle •Angles in a triangle - special cases •Angles in a triangle - missing angles •Angles in special quadrilaterals •Angles in regular polygons •Draw shapes accurately •Nets of 3D shapes |
| Topic Outcomes | Know and understand the causes of WWII What it was like to be an evacuee | | Know about the different environments in the UK and the habitats of different creatures | | Human relationships, understand what global warming is and what can be done to prevent it. | |
| Science | Evolution and Inheritance Pupils should be taught to: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | | Light Pupils should be taught to: recognise that light appears to travel in straight lines | Electricity Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in | Living things and their habitats- describe how living things are classified into broad groups based on similarities and differences, including micro-organisms, plants and animals Pupils should be taught to: | Animals, including humans Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, |

Working Scientifically - KS2

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| | <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> | <p>the circuit</p> <p>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</p> <p>use recognised symbols when representing a</p> <p>simple circuit in a diagram</p> | <p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> | <p>blood vessels and blood</p> <p>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</p> | |
| <p>Geography</p> | <p>Maps -European countries (Axis & Allies) looking at European Countries on maps- pre WWII</p> | <p><u>Human geography</u> WALT: 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</p> <p>What is trade? Trade and the UK Trade with south America Fair trade Global economy Find out how trade has changed Imports to the UK</p> <p style="text-align: center;">WALT: use six figure grid references.</p> | | | <p>WALT: understand geographical similarities and differences through the study of human and physical geography of region in a European country- Greece</p> <p>Comparing the different island in Greece Landscapes of Greece Climates of Greece Human geography of Greece Plan a trip to Greece</p> <p>Different environments- Mountains Using maps 4 and 6 grid references WALT: describe and understand key aspects of physical geography, including mountains, biomes and vegetation belts and climate zones.</p> <p>Famous mountain rangers Mountains in the UK Features of mountains How mountains are made Mountain climates Mountain travel</p> | |
| <p>History</p> <p>Progression – Historical terms</p> <p>Record knowledge and understand in a variety of ways, using dates and key terms appropriately.</p> | <p>World War II</p> <p>WALT: a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p>Progression - interpreting history Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Progression - significance Give reasons to why some events, people or developments are seen as more significant than others.</p> <p>Progression - historical enquiry Analyse a range of source materials to promote evidence about the past. Construct and organise response by selecting by selecting and organising historical data.</p> <p>Progression - cause and consequence Begin to offer explanations about why people in the past acted as they did.</p> | | | <p>WALT: ancient Greece a study of Greek life and achievements and their influence on the Western world.</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western world</p> <p>Progression - chronology Put events, people, places and artefacts on a timeline in greater depth. Progression - historical enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> | | |
| <p>Art</p> | <p>Aeroplanes & silhouette pictures (DT)- welcome morning</p> <p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore monoprinting</p> <p>Design and create motifs to be turned into printing block images</p> | <p>Blitz art & propaganda posters - creating and drawing own blitz art and designing propaganda posters</p> <p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> | <p>To create sketch books and record their observations- HP art work four Hogwarts house symbols (printing)</p> <p>create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Maurits Cornelis Escher- artist to look at</p> | | <p><u>Burgers</u> Explore different types of burgers and their nutrition facts.</p> <p>Explore how to make burger patties.</p> <p>Explore sauces and side dishes for burgers.</p> <p>Explore burger buns and their suitability.</p> <p>Plan and design a burger to make.</p> <p>Make a burger and evaluate the process.</p> | <p>Carlos Hiller (artist)- research into this style- the story he tries to create when painting</p> <p>Introduce perspective, fore/back and middle ground Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds Olympic Stadium</p> <p>Look at Olympic stadiums throughout the world/history.</p> <p>What does each need to contain? What is unusual? What is unique to places/decades?</p> <p>Design their Olympic stadium considering resources and needs.</p> |

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| | | | | | | Make and evaluate their design according to difficulty etc |
| Design Technology | <p><u>To build a shelter for a purpose.</u></p> <p>Investigate a range of shelters.</p> <p>Explore how to join and combine materials and components and find out how to reinforce structures.</p> <p>Find suitable textiles for the purpose of making a shelter.</p> <p>Design a shelter for a particular purpose.</p> <p>Make a shelter for a particular purpose.</p> <p>Evaluate a finished product.</p> | | <p><u>Bird Houses</u></p> <p>Investigate the purpose and appearance of bird houses.</p> <p>Investigate the materials and features of bird houses and how to draw diagrams.</p> <p>Investigate and practise woodwork skills.</p> <p>Design a bird house for a specific bird.</p> <p>Make a bird house by following a plan.</p> <p>Evaluate, make predictions and promote a completed bird house.</p> | | | |
| PE | <p>Real PE- Invasion games</p> <p>Cognitive</p> <p>I review analyse and evaluate my own and others strengths and weaknesses.</p> <p>I can read and react to different situations as they develop.</p> <p>I can develop methods to outwit opponents.</p> <p>I can recognise and suggest patterns of play which will increase chances of success.</p> <p>I have a clear idea of how to develop my own and others work.</p> <p>I can identify specific parts of performance to work on.</p> <p>I can understand ways to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> | <p>Real PE – Gymnastics and dance</p> <p>Creative</p> <p>I can effectively disguise what I am going to do next.</p> <p>I can use variety and creativity to engage an audience.</p> <p>I can respond imaginatively to different situations.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> | <p>Real PE – Ball skills dribbling throwing catching shooting</p> <p>Social</p> <p>I can involve others and motivate those around me to perform better.</p> <p>I can negotiate and collaborate appropriately.</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> | <p>Real PE – Striking and fielding</p> <p>Physical</p> <p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p> | <p>Real PE -Health and Fitness – Strength and conditioning understanding of physical health</p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme.</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity.</p> <p>I can describe the basic fitness components.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> | <p>Real PE – Athletics</p> <p>Personal</p> <p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes.</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p> |
| RE | <p>Islam</p> <p>Beliefs and Practices</p> <p>What is the best way for a Muslim to show commitment to God?</p> | <p>Christianity</p> <p>Incarnation</p> <p>How significant is it that Mary was Jesus' mother?</p> | <p>Christianity</p> <p>Salvation</p> <p>Beliefs and Meaning</p> <p>Is anything ever eternal?</p> | <p>Christianity</p> <p>Gospel</p> <p>Is Christianity still a strong religion 200 years after Jesus was on earth</p> | <p>Islam</p> <p>Beliefs and moral Values</p> <p>Does belief in Akhirah help Muslims lead good lives?</p> | |
| PSHE, FBV and Life skills | <p>Jigsaw - Unit 1 Being me in my world</p> <p>Class rules and expectations (FBV Law/ Responsibility)</p> <p>School Council elections (Link to FBV Democracy)</p> | <p>Jigsaw - Unit 2 Celebrating Difference (Link to FBV – Individual Liberty/Tolerance)</p> <p>Respectful Relationships - stereotypes</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p> | <p>Jigsaw - Unit 3 Dreams and Goals (FBV Responsibility)</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p> <p>Careers Day</p> | <p>Jigsaw - Unit 4 Healthy Me</p> <p>Mental wellbeing (self-care techniques)</p> <p>I can evaluate when alcohol is being used responsibly, anti- socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p> | <p>Jigsaw - Unit 5 Relationships (FBV - Mutual respect/ Individual Liberty/ Tolerance)</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> | <p>Unit 6 Changing Me</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</p> |
| Trips | Eden Camp | | Crucial Crew | | | |
| Computing (purple mash) | <p>Unit 6.1 Coding - 6 weeks - 2Code</p> <p>Unit 6.2 Online safety - 2 weeks</p> | <p>Unit 6.3 Spreadsheets - 5 weeks - 2Calculate</p> | <p>Unit 6.4 Blogging - 5 weeks - 2Blog</p> | <p>Unit 6.5 Text adventures - 5 weeks - 2Code, 2 Connect</p> | <p>Unit 6.6 Networks - 3 weeks</p> | <p>Unit 6.7 Quizzing - 6 weeks - 2Quiz, 2DIY, Text Toolkit, 2Investigate</p> |
| <p>OPTIONAL BINARY MODULE THAT CAN BE USED IN ADDITION - IT LASTS 4 WEEKS</p> | | | | | | |

End of year trip: Go Ape