

		Autumn	Spring	Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to: <ul style="list-style-type: none"> 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. Teaching of Word List (Year 5 and Year 6) - p.61, NC English PoS				
	Language Comprehension	Pupils should be taught to: <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 one 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. 				
	Text Types	Texts include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.				
	CLPE	Picture Books (Y5/6)	Non-Fiction (Y5/6)	Building Stamina (Y5/6)	Non-Fiction (Y5/6)	Contemporary Fiction (Y5/6)
	Ride The Wind Nicola Davies	Mama Miti by Donna Jo Napoli	Stay Where You Are and then Leave by John Boyne	Curiosity. The Story of the Mars Rover by Markus Motum	My Big Mouth by Steve Camden	
Maths	Adapted from <i>White Rose Maths</i> : Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					
Science	Living Things and their Habitats	Electricity	Light	Earth and Space	Animals including Humans	Evolution and Inheritance
	Working Scientifically taught throughout the year: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Computing	Computer Systems and Networks – Systems and searching	Creating media Video Production	Programming A – Variables in games	Computing Systems and Networks – Communication and Collaboration	Creating media – webpage creation	Programming B – sensing movement

Online Safety	My Media Choices & Finding My Media Balance	Be a Super Digital Citizen & Is It Cyberbullying?	Keeping Games Fun and Friendly & Digital Friendships	A Creator's Rights and Responsibilities & Reading News Online	Private and Personal Information & You Won't Believe This!	Our Online Tracks & Beyond Gender Stereotypes
Geography	Local area – Upper KS2 (fieldwork opportunity)	United Kingdom (fieldwork opportunity)	European Region		Mountains	
History	British history 4: Were the Vikings raiders, traders or settlers?		What does the Census tell us about our local area?	British history 5: What was life like in Tudor England?		British history 6: What was the impact of World War II on the people of Britain?
Art		Typography and Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps		Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.		Shadow Puppets Explore how traditional and contemporary artists use cutouts and shadow puppets.
Design Technology	Structures Frame Structures		Textiles Combining different fabric shapes (including computer aided design)		Electrical Systems More complex monitoring and Control	
Music		Living on a prayer		Make you feel my love	Classroom Jazz 1	Happy
P.E.	Handball / Netball	Dance	Gymnastics	Tennis / Volleyball	Orienteering	Athletics
R.E.	Why should people with a religious faith care about the environment? (Christian views)		Why do people use rituals today? (Christianity & Judaism)		So what do we now know about Christianity? (Y6 bridging unit)	
RSE/ PSHE	TEAM	Think Positive	Money Matters	Diverse Britain	Safety First	It's my Body
MFL	Pleased to meet you	That's tasty	School life	Let's go shopping	All in a day	Our Precious Planet
British Values	<p>We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.</p>					



SCHOOL
MEMBER

