Primary Academy: 2021-2022

Year Group: Y1
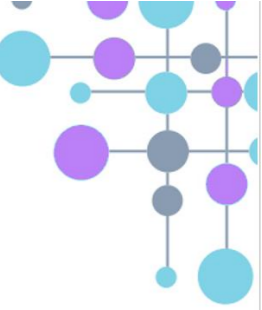
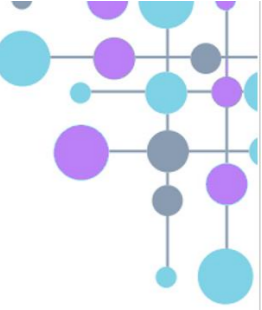| Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Writing **Sentence structure** **(Consolidate Reception list and…)**		Simple connectives Who as a relative clause Complete, simple and compound sentences	'ly' openers Coordinating conjunctions	Complex sentences (who) Repetition for rhythm Co-ordinating conjunctions Embellished simple sentences using adjectives	'ly' openers Simple connectives Compound sentences Repetition for rhythm Statements and exclamations	Simple connectives 'ly openers Co-ordinating conjunctions Embellished simple sentences using adjectives	
Word structure **(Consolidate Reception list and…)**		Prepositions Adjectives Prefix (un)	Determiners Adjectives to describe Alliteration Prefix (un)	Regular plural nouns Precise language Prepositions	Similes Precise language Suffixes from verbs Prefix (un) Determiners	Adjectives Alliteration Similes Prepositions	
Punctuation **(Consolidate Reception list and…)**		Capital letters for names Capital letters for 'I' Full stops Exclamation marks Question marks Speech bubbles		Capital letters for names Capital letters for 'I' Full stops Exclamation marks Question marks Bullet points	Capital letters for names Capital letters for 'I' Full stops Exclamation marks	Capital letters for names Capital letters for 'I' Full stops Exclamation marks Question marks Bullet points Speech bubbles	
Fiction: **Planning tool: story map/ story mountain** **Simple 5-part story:** **Opening** **Build up** **Problem/dilemma** **Resolution** **Ending**	Text Structure	Defeating the monster	Journey tale	Finding Tale	Meeting Tale	Journey Tale	Finding tale
	T4W Toolkit	Characterisation	Scariness (suspense)	Dilemma	Openings and endings	Description	Dialogue
	Texts	3 Little Pigs	Jack and the Beanstalk	The Magic of the Porridge Pot	Monkey See, Monkey Do	Meerkat Mail	The Three Bears
Non-fiction: **Planning tool: Text map/ washing line** **Heading** **Intro: factual statement** **Middle section(s): simple factual statements** **Ending: concluding statement**	Text Structure	Persuasive advert	Explanation	Instructions for a recipe	Recount	Information	Discussion
	T4W Toolkit	Persuasion	Explanation	Instructions	Recount	Information	Discussion
	Texts	Tiger who came to tea advert	Why animals might be scary	How to make porridge	Blue Cross visit/ visitor in school	All About Lions - Animal World	Should Goldilocks have eaten the porridge?
Poetry	Texts	The Frog by Hilarie Belloc	The More it Snows by AA Milne				

Reading	Figurative: symbolic	Resistant: hints/clues	Non-linear: Inconsistent chronology	Complex: Intertwined and plot lines	Archaic: Antiquated forms of expression	Additional must reads	Links to curriculum – extracts/full	Useful for extracts	Diversity/SEMH	Fiction for French	Poetry
	Mirror Dinosaurs and All That Rubbish	Lost and Found Not Now Bernard	Trouble with Trolls Voices in the Park	Paper Dolls Very Smart Pea	Green Eggs and Ham The Cat in the Hat	Elmer Goodnight Moon 3 Little Pigs	*The Squirrels Who Squabbled (PSHE) *The Lion Inside (PSHE) *The Koala who Could (PSHE) *Vlad and the great fire of London (History) *The day the war came (History) *Look what I found in the woods (Science-plants) *The United Kingdon- Info Buzz (Geography).		*Kindness Grows – Britta Teckentrup *The Truth About Old People – Elina Ellis *Dogs Don't Do Ballet – Anna Kemp		*There was an old lady who swallowed a fly- Rose Bonne *Voices of water- Tony Mitton *My Colours- Colin West *Queue for the zoo- Clare Bevan *Now we are six – AA Milne *The Three Little Kittens- Eliza Lee Cabot Follen

Phonics (Secure in)	All Phase 3 Phonemes HF & Tricky Words	Phase 4 Phonemes HF & Tricky Words	Phase 5 alternative spellings for phonemes	Phase 5 Split Digraphs	Blending real/alien words using all graphemes taught	Pass Phonics Screener

Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions	Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape	Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement

Science	Chemistry- Everyday materials Physics- Electricity Seasons (Continuous provision)	Biology- Living or not living Biology- Animals and Humans	Biology- Plants: Identify and name Biology- Living things: Habitats

Art (Shapes)	Painting: Use thick and thin brushes for effect. Introduce to a range of tools. primary/secondary colours (Mondrian, Kandinsky) Sculpture: pinch and roll coils, nets and joins, (simple 3D shapes)	Collage: cut/tear/glue, sort and arrange (Matisse snail) Print: repeated patterns (simple 2D shapes) Drawing: Lines , different sizes, thicknesses begin to colour work neatly (Wassily Kandinsky, Piet Mondrian)	Textiles: weaving, plaiting, dip dye Digital Media: wide range of tools; shape, line and fill (paint software)

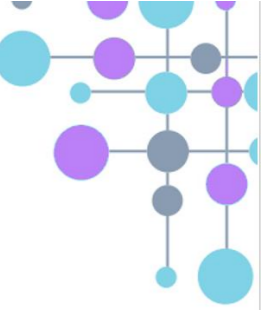| Computing / ICT | Basic computer skills-
Switch on and turn off a computer
Open and save files
Log on using a username and password
Use the double click and click and drag techniques
Launch, move and resize applications | Programming toys- Using simple specific instructions, given in the right order.
Sometimes algorithms have mistakes in them and don't function properly. This is called a bug.
Algorithms can be debugged by finding the mistake in the algorithm and correcting it. | Online Safety- understand that some things online might not be very nice and might make us feel worried or sad. Tell a trusted adult
Some people online may lie or ask to keep secrets. If it causes worry tell trusted adult.
Personal information should be kept private
If we share something online, anyone can see it and copy it without us knowing.
You need permission to share pictures of others.
Be kind to others when online | Word Processing- use 2 hands for typing.
Know what the spacebar, delete, undo and redo buttons are for.
Know how to make symbols and capital letters.
The backspace delete and arrow
Know how to select text and change it's colour, style and size. | Paint-Select appropriate applications
Know how to use shape, line, size and fill tools to create artwork.
Resize, rotate and colour shapes created. | Hour of Code: Tynker- Space- Blocks can be used as code to program something.
Understand Sequencing, looping and debugging and begin to use them |
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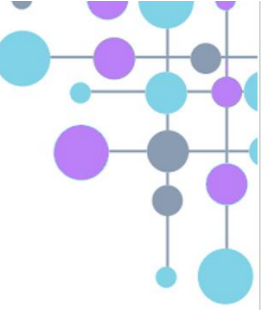|						
Design / technology	Project 1 (8 hours: Pringle Challenge – Post a Pringle - Materials		Project 2 (8 hours): Make a fruit salad - Food:		Project 3 (8 hours): Building Structures - Construction:	
French	Greetings; introductions- Getting to know Camembear-Introduce yourself and say yes/no-Say how you are- Please and thank you- Colours and Numbers to 10- Camembear's family, pets and his birthday					
Geography	**I Live Here** - locations, locality, understand the difference between village/town/city, name and locate human/physical features. Use simple directions (near/far, left/right), use ariel photos and observations around the local are		**The whole world**- Identify and name the seven continents and the five oceans, use globes and world maps. Identify some similarities and differences between Europe and Antartica		**Weather Around the World** - Explore weather and climate in the United Kingdom and around the world. Understand hot and cold places in relation to the Equator and the Poles	
History **(Significant events and Significant people)**	Passage of Time (Dr Who) Timelines – My History Explorers – James Cook Castles Gunpowder Plot		The Plague The Great Fire of London (and its impact on the city) The Industrial Revolution and the Steam Engine Queen Victoria Florence Nightingale		WWII Windrush Neil Armstrong and the Moon Landing Tim Berners-Lee A passage through time – Clothes	
Music (I got rhythm) **Instrument: Percussion**	A focus on: ● Clapping Song - ● Cup song - ● Body percussion and keeping time - ● We Will Rock You Clap in time to the music Keep the beat by marching, clapping, patting, clicking etc. Sing and chant familiar songs Use simple symbols to communicate the rhythm made Identify the beat of a tune. Compose simple rhythms using clapping		A focus on: ● Iko Iko – ● Glenn Miller – In the Mood ● YMCA – Minion clip ● Bollywood song Sing and chant familiar songs Use simple symbols to communicate the notation Recognise changes in timbre, dynamics and pitch. Compose simple rhythms using clapping		A focus on: ● Djembe drumming ● Samba ● relaxing Keep the beat by marching, clapping, patting, clicking etc. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	
Physical Education	Invasion Games Shuffleball/ Benchball	Gymnastics Introduce and develop basic shapes	Dance Copy and remember moves and positions	Net/Wall Games Rolling, hitting, running and jumping skills	Striking and Fielding Games Rolling, hitting, running and jumping skills	Athletics Relay races
Religious Education	1. Which books and stories are special?	2. How do we celebrate special events?	3. What does it mean to belong to a church or mosque?	4. How and why do we care for others?	5. Who brought messages about God and what did they say?	
PSHE / Jigsaw	**Being Me in My World** Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	**Celebrating Difference** Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	**Dreams and Goals** Staying motivated when doing something challenging Keep trying even when it is difficult Achieving together Positive attitudes Overcoming obstacles Celebrating successes	**Healthy Me** Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me	**Relationships** Families Making friends Greetings People who help us Being my own best friend Celebrating special relationships	**Changing Me** Life cycles – animal and human Changes in me My changing body (since birth) Boys' and girls' bodies Learning and growing Coping with change
Visits and Visitors	Eureka		Blue Cross- for pets		Skipton Castle	

HEATON AVENUE — A SHARE Primary Academy
LILY PARK — A SHARE Primary Academy
LUCK LANE — A SHARE Primary Academy
MILLBRIDGE — A SHARE Primary Academy
WOODSIDE GREEN — A SHARE Primary Academy

Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English **Sentence structure** (Consolidate Y1 list and…)		Types of sentence 'ly' starters Sentence openers Compound sentences using connectives Complex sentences Vary openers		Complex sentences using relative clauses Additional subordinating conjunctions Sentence types (statements, questions, exclamations and commands) Long and short sentences Sentence openers Embellish simple sentences using adjectives and adverbs Drop in relative clauses Compound sentences using conjunctions		-ly starters Sentence openers Embellish simple sentences using adjectives and adverbs Compound sentences using connectives Repetition for description Drop in relative clauses Short sentences for emphasis and long sentence for description Expanded noun phrases List of 3 for description	
Word structure (Consolidate Y1 list and…)		Alliteration Similes 2 adjectives to describe a noun	Alliteration Similes Prepositions Adverbs for description Generalisers for information	Adverbs for description Prepositions Adverbs for information Suffixes -er and -est for comparison Regular plural suffixes Forming nouns using suffixes Prefix -un		Adverbs for information 2 adjectives to describe a noun Alliteration Similes Adverbs for description Generalisers for information	
Punctuation (Consolidate Y1 list and…)		Capital letters Full stops Question marks Exclamation marks Commas in a list Comma after -ly opener	Consolidate basic punctuation Speech bubbles / speech marks for direct speech Tenses	Exclamation marks Commas in lists Comma after -ly opener Speech bubbles / speech marks for direct speech Comma after time connective Consolidate capital letters, full stops, bullet points Apostrophes for contraction and singular plurals		Consolidate all previously taught simple punctuation Speech bubbles/speech marks for direct speech Commas after openers and in a list Commas after a time connective	Consolidate previously taught punctuation Speech bubbles/speech marks for direct speech Apostrophes for contracted form Apostrophes to mark singular possession Commas in a list commas after -ly opener
Fiction: Planning tools: story maps/mountains/ grids, boxing up Opening: characters, setting, time of day, weather Build up Problem/dilemma Resolution Ending: (section)	Text Structure	Rags to riches	Losing Tale	Character Flaw	Wishing Tale	Warning tale	Tale of Fear
	T4W Toolkit	Openings and endings	Character	Dialogue	Setting	Suspense	Description (People, places and objects)
	Texts	The Story of Pirate Tom	Room on the Broom	Crying Wolf	The Poor Fisherman and the King of the Fishes	The Frozen Lake	The Shadow Strikes
Non-fiction: Planning tools: text map/ washing line/ boxing up Introduction: heading, hook, factual statement, opening question Middle sections: group related facts/ideas, lists, diagrams Ending: final comment, extra tips/facts	Text Structure	Persuasive leaflet	Discussion	Instructions	Recount: Diary	Antarctica	Explanation
	T4W Toolkit	Persuasion	Discussion	Instructions	Recount	Information	Explanation
	Texts	Pirate Cove Adventure Park	Should We Trust the Witch with our Things?	How to Catch a Wolf	Yorkshire Wildlife Park Recount	Antarctica	How Shadows Work
Poetry	Texts	Remember, Remember	The Night Before Christmas by Clement Clarke Moore	Who has seen the Wind by Christina Rossetti	A Good Play, the Swing and my Shadow by Robert Louis Stevenson		Aesop's Fables

Reading

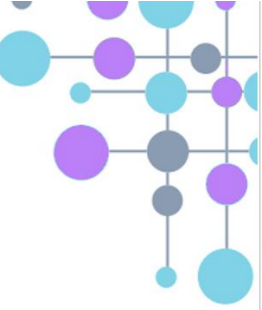| Figurative: symbolic	Resistant: hints/clues	Non-linear: Inconsistent chronology	Complex: Intertwined and plot lines	Archaic: Antiquated forms of expression	Additional must reads	Links to curriculum – extracts/full	Useful for extracts	Diversity/SEMH	Fiction for French	Poetry
Grandad's Island Magic Porridge Pot	Gruffalo Gorilla	The Summer my father was Ten The Stinky Cheese Man	The Day the Crayons Quit 3 Little Wolves and the Big Bad Pig	Peter Rabbit Elves and the Shoe-maker	Where the Wild Things Are	*Little People Big Dreams (History) *Lighthouse Keepers Lunch (History) *Coming to England (History- WWII) *The Castle the King built (History). *Animals- Infographics (Science)		*Be More Bernard – Simon Phillip *The Big, Bad Mood – Tom Jamieson *The Rapping Princess – Hannah Lee		*The rhythm of life- Michael Rosen (contemporary) *Chocolate cake- Michael Rosen (Contemporary) *The Dinosaur rap- John Foster (contemporary) *A good play- Robert Louis Stevenson (classic) *On the Nong Ning Nang- Spike Milligan (Classic) *The night before Christmas- Clement Clarke Moore (Classic) *Remember, Remember- John Milton (Classic)

SHARE MULTI-ACADEMY TRUST

*Beginner's World Atlas- National Geographics Kids (Geography)

A continuous focus on a range of reading domains:
Retrieval skills – who, what, where, when
Comprehension skills – compare, predict, infer, explain, find

Phonics (Secure in)	Phase 5b	Phase 5c*		Phase 6 suffixes -ing -ed -er - est -y	Phase 6 suffixes -ment -less - full -ly -tion	Phase 6 Homophones	Phase 6 Days of the week Months of the year
		*Phase 5c should continue to be revisited throughout year 2.					

Mathematics

Investigating Number Systems- Number and Place Value
Pattern Sniffing- Number and Place Value
Solving Calculation Problems- Addition and Subtraction
Exploring Shape-Shape
Reasoning with measures- Measurement
Discovering Equivalence- Fractions

Generalising Arithmetic- Addition and Subtraction
Investigating Statistics- Statistics
Solving Problems with numbers- Multiplication and Division
Reasoning with fractions- Fractions
Visualising Shape- Shape

Exploring Change- Time / Position and Movement
Reasoning Proportionality- Multiplication and Division
Describing Position- Position and Direction.
Measuring and Estimating- Measurement

Science

Chemistry- Investigate materials – compare their suitability for particular uses
Physics- Light: Observe and name a variety of light sources
Physics- Sound: Identify sources

Biology- Living things – understand food chains
Biology- Animals and humans – identify and compare

Continuous Provision- Earth's movement in space: Describe weather associated with seasons; investigate day length

Biology- Plants – Observe seed growth; describe conditions plants need for growth
Biology- Living things – Investigate micro-habitats

Art (flowers)

Painting: primary/secondary colours/tints and tones and a range of tools (palette knife flowers)
Sculpture: awareness the form of flowers, cutting/moulding/carving sugar paste / icing create texture using tools (cake decoration)

Collage: Combine materials, sort, arrange, cut and tear to create an image
Print: repeated patterns – simple flowers using celery stalks bound together (mother's day)
Drawing: begin to use tones, layering of same colour, use thickness of lines to create effect

Textiles: weaving, plaiting, dip dye, folding, pinching (Pinch flower)
Digital Media: wide range of tools; resize, rotate, wrap, repeat (Picasso- Cubism)
Collage: combination of materials , cut/ torn, create texture (Amanda Hone)

Computing / ICT

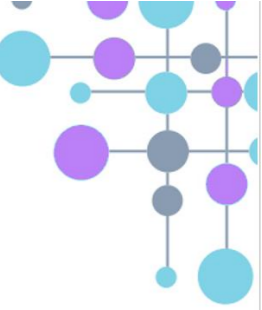| Online safety- Be careful about what information you provide online. How you can be identified Not everyone you meet is trustworthy. Know and identify who some trustworthy people maybe. Understand- "If it sounds too good to be true, it probably is." Know some emails may not be from who they say they are from. Never reply to an email unless you recognise the email address Even if it says it is from your best friend. If you are unsure you should check with a trusted adult.	Coding with Logo- Know and use 90 and 180 degree turns, reight and left turns Use logo language to create algorithms to make simple shapes. Know a number after each command to informs how much to move our how much to turn. Know how to simple debug using the arrow keys and backspace. Use the repeat command to draw a square and other simple polygons. Know to press the play button for the application to perform the	Presentations- Know that a presentation is used to share information in a more exciting way using text, images and videos. A presentation has a title slides and more information is put on additional slides. Know that good presentation needs to be planned out before it is created. When adding a new slide, I can choose the layout, add text, draw a text, insert an image and reorder the slides.	Hour of Code- Imagine a world Know and use 'looks ' block, 'events' block, 'motion' block and 'sound' block. Know how to choose and use a backdrop, readymade Sprite, change a costume, add more than one Sprite to the stage and how to animate them.	.Film- Vlogging- Know how to use a green screen to put a background. Know how to layer pictures (compositing) Use the Do Ink app Know the best type of clothing to wear in a green screen Understand why tripods are best for green screens	

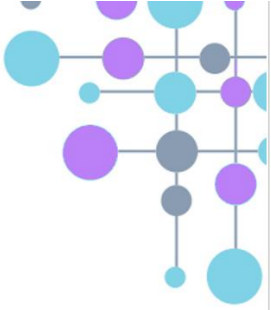|						
		algorithm I create.	When presenting to people know to use presentation mode (full screen mode). know how to print my presentation to save paper and money.			
Design / technology	Project 1 (8 hours): Design a model car - Mechanics, Electrics and Computing		Project 2 (8 hours): Cup cakes -Food		Project 3 (8 hours): Book bag project -Textiles	
French	Greetings; introductions-Getting to know Camembear- Introduce yourself and say yes/no- Say how you are- Please and thank you- Colours and Numbers to 10- Camembear's family, pets and his birthday					
Geography	**Our United Kingdom** - Investigate the countries and capitals of the United Kingdom and its surrounding seas: human/physical features using Atlases and 4 points of the compass		**Around the World** - Investigate the world's continents and oceans. Use globes, world maps, photos of landmarks. Features linking to map symbols		**Down Under** – Build locational knowledge of Australia and compare and contrast Yorkshire to NE Queensland (Great Barrier Reef, Daintree Rain Forest)	
History (Significant events and Significant people)	Timelines – Huddersfield Explorers – The legacy of James Cook Castles – the impact on the people Why do we celebrate the Gunpowder Plot?		What did we learn from The Plague? What changed because of the Great Fire of London? What changed because of the Industrial Revolution? What changed because of Queen Victoria? What changed because of Florence Nightingale?		WWII – The impact on the local area Windrush – The impact of immigration Neil Armstrong and the moon landing – impact on the world Tim Berners-Lee – impact on the world A passage through time – Clothes	
Music (Disney) **Instrument/focus: Voice**	A focus on: • Syllables - • Beauty and the Beast – Be Our Guest - • Little Mermaid – Under the Sea - • Jungle Book – I Wanna Be Like You - • Lilo and Stich: Hawaiian Rollercoaster Ride Keep the beat by clapping and clicking Sing and chant a growing range of songs Use simple symbols to communicate the rhythm made Identify the beat of a tune. Create short, musical patterns. Create short, rhythmic phrases.		A focus on: • Everybody wants to be a cat – • Scales and Arpeggios – • Tarzan (Trashin the Camp) • Fantasia - Sing and chant a growing range of songs Use simple symbols to communicate the notation made Recognise changes in timbre, dynamics and pitch. Create short, musical patterns. Create short, rhythmic phrases.		A focus on: • Tarzan- Trashin' the camp • Lion King- Circle of life • Aristocats- Everybody wants to be a cat • Fantasia Sing in time to the music Sing and chant a growing range of songs Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Perform short, musical patterns. Perform short, rhythmic phrases.	
Physical Education	Invasion Games Shuffleball/ Benchball	Gymnastics Rolls, jumping and travelling	Dance Choose movements to communicate a mood or feeling	Net/Wall Games Rolling, hitting, running and jumping skills (balloon volleyball)	Striking and Fielding Games Golf (land hoops in a target)	Athletics Long jump
Religious Education	1. How is new life welcomed?	2. How can we make good choices?	3. How and why do people pray?	4. How can we look after the planet?		5. What did Jesus teach and how did he live?
PSHE / Jigsaw	**Being Me in My World** Hopes and fears for the year Rights and responsibilities Rewards and consequences- Rights and responsibilities Rewards and consequences- Feelings and contributions Our learning charter Owning learning charter	**Celebrating Difference** Gender stereotypes Including others in work and play Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	**Dreams and Goals** Goals to success Learning strengths Learning with others Group challenge Helping others to achieve their goals Celebrating achievements	**Healthy Me** Being healthy (bodies) Being relaxed Medicine safety Healthy eating and nutrition Eating to fuel my body Healthier me café (snacks)	**Relationships** Families- family members Exploring physical contact Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	**Changing Me** Life cycles in nature Growing from young to old Changing me- young/old continuum Differences in female and male bodies and privacy Assertiveness Looking ahead-transition
Visits and Visitors		Pantomime		Yorkshire Wildlife		

Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English **Writing** Sentence structure (Consolidate Y2 list and…)		Compound sentences using connectives Embellished simple sentences, prepositional phrases to place the action	Topic sentences to introduce non-fiction paragraphs Drop in relative clauses	Sentence of 3 to describe Embellished simple sentences using adverbial phrases Complex sentences: subordinating conjunctions Drop in relative clauses	Vary long and short sentences Drop in relative clauses Pattern of 3 for persuasion Embellished simple sentences Adverbial phrases	Develop complex sentences using -ing clauses Drop in relative clause Vary sentence length Subordinating conjunctions Relative clauses (who/which) Adverb starters Adverbials Sentence of 3 for description	Topic sentences to introduce non-fiction paragraphs Develop complex sentences-subordinating conjunctions Drop in relative clauses
Word structure (Consolidate Y2 list and…)		Prepositions Determiners Powerful verbs Boastful language	Prepositions Determiners Technical vocabulary	Prepositions Powerful verbs Nouns formed from prefixes	Prepositions Word families Boastful language Powerful verbs	Word families Powerful verbs Powerful speech verbs Nouns formed from prefixes	Technical vocabulary to add detail Powerful verbs Nouns formed from prefixes
Punctuation (Consolidate Y2 list and…)		Commas after fronted adverbials Ellipses	Colon before a list Commas around relative clauses	Commas after fronted adverbials / subordinate clauses Inverted commas for direct speech	Ellipsis Commas after fronted adverbials	Ellipsis for suspense Comma around subordinate clause Inverted commas for direct speech	Colons Commas in complex sentences Commas to separate clauses
Fiction: Planning tools: story maps/mountains/ grids, boxing up Paragraphs in each part - Opening: detailed description of settings/characters Build up: suspense towards dilemma Problem/dilemma: actions/ dialogue Resolution: link to problem Ending: link to start	Text Structure	Wishing tale	Conquering a monster	Warning tale	Rags to Riches	Finding tale	Journey
	T4W Toolkit	Character	Setting	Description	Opening and endings	Suspense	Dialogue
	Texts	Florette	The Reluctant Dragon	Adventures at Sandy Cove	Foolish Jack and the Bean Stack	The Thing in the Basement	Perseul and Medusa
Non-fiction: Planning tools: text map/ washing line/ boxing up Paragraphs to organise ideas - Introduction: hook Middle sections: subheadings/ paragraphs, bullet points, diagrams, Ending: personal response, extra info, amazing facts, wow comment	Text Structure	Instructions	Information	Recount - letter	Persuasion	Discussion	Explanation
	T4W Toolkit	Instructions	Information	Recount	Persuasion	Explanation	Discussion
	Texts	How to grow plants indoors	St George	The Beach Trip	Advert for Jack's Cafe	How not to panic	Should Perseus have killed Medusa?
Poetry	Text	Topsy Turvy World - William Brighty Rands	Revolting Rhymes - Roald Dahl	Ducks Ditty - Kenneth Grahame	There was a Young Lady Whose Nose… - Lewis Carroll	There was an Old Man with a Beard - Lewis Carroll	

Reading

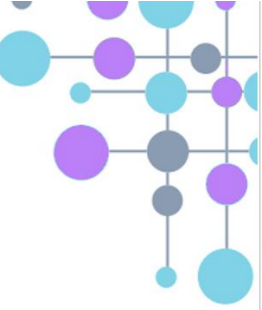| Figurative: symbolic	Resistant: hints/clues	Non-linear: Inconsistent chronology	Complex: Intertwined and plot lines	Archaic: Antiquated forms of expression	Additional must reads	Links to curriculum – extracts/full	Useful for extracts	Diversity/SEMH	Fiction for French	Poetry
Iron Man	Cloud Busting	Firework Makers Daughter	Nim's Island	Five Children and It	How the Camel Got his Hump	*The Stone Age Boy (History) *A street through time (History) *The street Beneath my feet (science) *Hello design (DT)	*Revolting Rhymes *Charlie and the Chocolate Factory *Structures and materials (DT) *Spectacular Science	*Princess Kevin – Michael Escoffier *Kasia's Surprise – Stella Gurney *Leonora Bolt – Luch Brandt	*Hungry Caterpillar *Goodnight Moon *Brown Bear	*My New Pet- Kristin Martin (performance) *The Sound Collector- Roger McGough (performance) *Catch a little rhyme- Eve Marrion (performance) *Instructions for Giants- John Rice (free verse) *Revolting Rhymes – Roald Dahl (narrative) *The tale of Custard the Dragon- Ogden Nash (Narrative)

	A continuous focus on a range of reading domains: **Retrieval skills** – who, what, where, when **Comprehension skills** – compare, predict, infer, explain, find	
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions	Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape	Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement
Science	Biology- Living things: Grouping Biology- Evolution & Inheritance: How fossils are formed Continuous provision: Chemistry- Rocks and soils	Chemistry- Investigating Materials: Rocks and soils Physics- Electricity: Simple circuits Biology- Animals and humans: Nutrition, skeletons and teeth	Physics- Light; Light and dark Physics- Sound: Vibrations Physics- Movement & forces: Friction and Magnets Biology- Plants: Function of parts of plants
Art (Animals)	Sculpture: shape, form, model, construct and join shapes to make recognizable form (Lakeside Pottery) Collage: coiling, overlapping, tessellation, mosaic (Giraffe)	Digital Media: image, video, sound- Use of green screen (Andy's Safari Adventure) Print: 2 or more colours/precise repeating patterns	Textiles: cross/back/ cross stitch, start end, stitch knot, colour, Drawing: use range pencils to create line, tone and texture, colour tones to create light and shadow (Katy Lipscomb) Painting: brush techniques to add texture, use acrylics to create texture, mood (Steve Brown)

Computing / ICT	Online safety- Understand and use privacy settings. Know how to report if someone has said something mean online, and never like or respond to the comment. Know not to share pictures of other people without their permission first. Understand what is a Scammer and how they work. Know if upset about something that has happened online, must speak to a trusted adult. Know the range of things that can use the online world for including; video calls, communicating with friends, online shopping, music, games and much more.	Presentations- Presentations can be used to create games or quizzes. Know how to duplicate slides, use and make action buttons, change transition of slides and use animations. Understand how too many colours, shapes and tricks can be a distraction	Hour of Code- Make music- Know how to add loops to blocks to make parts of code repeat. Understand loops can say how many times something repeats or can repeat forever. Know how Sprites can be animated by switching costumes on a loop. Know how to use a microphone to record your own sounds. Know how to add background music to a project by using the forever loop.	Film Making - Andy's Safari Adventures and Andy's Prehistoric Adventures. (Andrew Day) Understand how Andy's adventures uses green screens using some special effects Know that parts of the videos can be moved around the timeline using the cut, copy and paste buttons. Know how to trim videos on the timeline by using the square handles at the end of each source and how Images and videos can be cropped using the crop tool.	Word processing- Know how to take a screenshot of the whole desktop, part of a desk top (snip tool) Know how to change case, align text, use bullet point and text boxes. Know how to use the control Key to create short cuts when saving (control + s), undoing, (control + z) copying (control + c) and pasting (control + v).	Hour of Code- code your hero X means horizontal or left and right. Y means vertical or up and down. Know how to set the position of a or move a Sprite using X or Y values. To make it look like sprites are Use this knowledge to make Sprites constantly move across the stage Be able to create sprites using the paint tool.

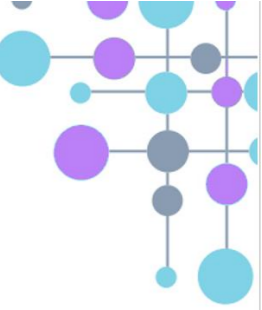| **Design / technology**	Project 1: 10+ hours – Catapult (levers, sawing, gluing) - Construction, Mechanics and Materials		Project 2: 8 hours – Heirloom Quilt - Textiles
French	Brown bear , Brown bear (Ours brun dis- moi) Start to recognise when a noun is masculine or feminine. Name common animals. Ask a question in French. To recognise regular and irregular verbs. Colour adjective is after the noun.	Goodnight moon (Bonsoir lune) Prepositions (linked to Year 3 GPS). Nouns in French for household object. Adjectives (a size adjective goes in front of the noun). Greetings for different times of the	The very hungry caterpillar (La chenille qui fait des trous) In French, a size adjective goes in front of the noun. A colour adjective goes after the noun. I can use the verb 'to be' in the past and present tense. The verb to eat.

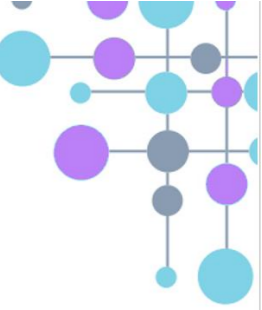| Geography	United Kingdom – Its place in Europe - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. (land-use) Use digital maps, historic maps, compass points		London to York to Edinburgh- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Why have transport links changed over time. Fieldwork- observe and record		Where in the World? Locate the world's countries, using maps, with a focus on Europe and other countries. Compare similarities and differences. Use Maps, ariel photos, compass points and symbols	
History	Changes in Britain from the Stone Age to the Iron Age		Theme study – Britain since 1066:buildings (homes)		The Roman Empire and its impact on Britain	
Music (Yorkshire) Instrument: Chimebars	A focus on: ● John Barry (James Bond Theme) - ● Tony Christie (Amarillo) - ● Brighouse and Rastrick Brass Band (The Floral Dance) - ● Arctic Monkeys – Dance Little Liar: Use sounds and instruments to create, control and combine sounds and effects. Use repeated patterns. How to use non-standard symbols to compose and read music. Understand musical terminology.		A focus on: ● John Barry (James Bond Theme) - ● Tony Christie (Amarillo) - ● Kate Rusby (Blooming Heather) - ● Arthur Wood (Archers Theme – Barwick Green) - ● Lesley Garrett (Puccini) - Sing with accurate pitch as part of a group. Perform with clear diction. Play clear notes on chime bars. Use sounds and instruments to create, control and combine sounds and effects. Use repeated patterns. Use non-standard symbols to compose and read music. Understand musical terminology.		A focus on: ● Brighouse and Rastrick Band – Floral Dance ● Fredrick Delius – Song of Summer ● Kate Rusby – Blooming Heather ● Arthur Wood – Archers theme music Play clear notes on chime bars. Use sounds and instruments to create, control and combine sounds and effects. Use repeated patterns. How to use non-standard symbols and read music. Understand musical terminology.	
Physical Education	Invasion Games Unihoc	Gymnastics Plan, perform and repeat sequences	Dance Change speed and levels within a performance	Net/Wall Games Badminton	Striking and Fielding Games Throw archery	Athletics Sprint (springboards)
Religious Education	1. How do Jews remember God's covenant with Abraham and Moses?	2. What is Spirituality and how do people experience this?	3. What do Christians believe about a good life?	4. What do the creation stories tell us?	Additional unit: Who can inspire us?	
PSHE / Jigsaw	**Being Me in my world** Getting to know each other Our nightmare school – making school a better place Our dream school – rights to learn, valuing others Rewards and consequences – caring for others feelings Our learning charter – working well with others Owning learning charter – others points of view	**Celebrating Difference** Families and their differences Family conflict Witness and feelings- helping those who are bullied Witness and solution - solving problems to make situations better Words that harm Giving and receiving compliments	**Dreams and Goals** Dreams and goals Dreams and ambitions A new challenge Our new challenge – motivation and enthusiasm Our new challenge – overcoming obstacles Celebrating learning	**Healthy Me** Being fit and healthy – healthy heart and lungs Being fit and healthy – fitness challenge What do I know about drugs? Keeping safe – seeking help Being safe at home My amazing body	**Relationships** Family roles and responsibilities Friendship and negotiation Keeping safe - asking for help if worried/concerned Being a global citizen – helpful and influential people Being a global citizen – comparing my life to others Celebrating my web of relationships	**Changing Me** How babies grow Understanding a baby's needs Family stereotypes Preparing for transition
Visits and Visitors	York					Danelaw

Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing Sentence structure (consolidate Y3 list and…)		Secure use of compound sentences using coordinating conjunctions Secure use of simple / embellished simple sentences Appropriate choice of pronoun or noun Sentence of 3 for action Simile		Similes Secure use of compound sentences using coordinating conjunctions Develop complex sentences (-ed, -ly, -ing starter) Appropriate choice of pronoun or noun Dialogue- verb and adverb	Appropriate choice of pronoun or noun Varying sentence length for effect Develop complex sentences Subordinating conjunctions	Develop complex sentences: drop in -ing clause Secure use of embellished simple sentences Varying sentence length for effect Sentence of 3 for action. Appropriate choice of pronoun or noun Dialogue- verb and adverb	
Word structure (Consolidate Y3 list and…)		Standard English for verb inflections Prepositions Conditionals Proper nouns		Conditionals Standard English for verb inflections Grammatical difference between plural and possessive 's' Proper nouns	Standard English for verb inflections Comparative and superlative adjectives Prepositions Proper nouns	Grammatical difference between plural and possessive 's' Standard English for verb inflections Comparative and superlative adjectives	Standard English for verb inflections Conditionals Proper nouns Comparative and superlative adjectives Repetition to persuade
Punctuation (Consolidate Y3 list and…)		Full punctuation for direct speech	Commas to mark clauses and fronted adverbials Apostrophes to mark singular and plural possession	Full punctuation for direct speech Commas to mark clauses Apostrophes to mark singular and plural possession		Full punctuation for direct speech Commas to mark clauses and fronted adverbials Apostrophes to mark singular and plural possession	
Fiction: Planning tools: story maps/mountains/ grids, boxing up Paragraphs: change in place/ jump in time - Introduction: Build up: suspense to introduce dilemma Problem/dilemma: Resolution: distinction between this and the ending Ending: reflection to events/ characters	Text Structure	Journey tale	Defeating a monster tale	Tale of Fear	Character Flaw	Finding tale	Losing tale
	T4W Toolkit	Setting	Character	Description	Dialogue	Suspense	Openings and endings (cliffhangers)
	Texts	James and the Giant Peach	The Sphinx	War Horse	World's Worst Children	The Noise	Not Your Average Day
Non-fiction: Planning tools: text map/ washing line/ boxing up Paragraphs to organise ideas, logical organisation, links within paragraphs, bullet points, diagrams Introduction: Middle sections: Ending: personal opinion, extra info, question, warning	Text Structure	Discussion	Instructions	Recount – letter	Information	Explanation	Persuasion
	T4W Toolkit	Discussion	Instructions	Recount	Information	Explanation	Persuasion
	Texts	Should sharks be hunted?	How to build a pyramid	Our trip to London	Historic Yorkshire	The Water Cycle	Don't Be a Bully!
Poetry	Text Structure	You Are Old Father William - Lewis Carroll	Catch a Little Rhyme - Eve Merriam	Something Told the Wild Geese - Rachel Field	Dream Variations - Langston Hughes	How Doth the Little Crocodile- Lewis Carroll	

Reading

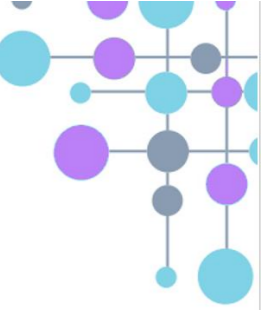| Figurative: symbolic	Resistant: hints/clues	Non-linear: Inconsistent chronology	Complex: Intertwined and plot lines	Archaic: Antiquated forms of expression	Additional must reads	Links to curriculum – extracts/full	Useful for extracts	Diversity/SEMH	Fiction for French	Poetry
Mousehole Cat	Window	Butterfly Lion	Varjak Paw	The Lion, Witch and Wardrobe	*Room 13 (Residential Link)	*Escape from Pompeii (Geography) *Viking longship (History) *River Stories (Geography)	*Velveteen Rabbit *Norse Myths Kevin Crossley Holland *Journey to the river sea	*The Proudest Blue – Ibtihaj Muhammad *The Journey – Francesca Sanna	*Elmer *Bear Hunt *Dear Zoo	*You Are Old Father William- Lewis Carrol (performance) *Please Mrs. Butler- Allan Ahlberg (performance) *The Treasures- Clare Bevan (performance) Peace and Quite- Nadya Foster (free verse) *The Spider and the Fly – Mary Howitt (narrative) *Seaview Haiku- John Foster (haiku) Beach Tanka- Taylor Dixon (tanka)

							*History of Pictures by David Hockney and Martin Gayford (Art) *Robot World (DT)	*The great Kapok tree *Meet Barbera Hepworth *Awesome engineering *The Best Ever Jobs in engineering *Until I met Dudley			

A continuous focus on a range of reading domains:
Retrieval skills – who, what, where, when
Comprehension skills – compare, predict, infer, explain, find

Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions	Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape	Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement
Science	Physics- Light: shadows Physics- Sound: Ears and hearing Biology- Animals and humans: Food chains Biology- Animals and humans: Digestion Biology- Plants: Lifecycles	Biology- Living things: Classification Physics- Electricity: Switches and motors Chemistry- Investigating materials: States of matter	Biology- Living things: Environments Biology- Evolution and inheritance: Adapting Chemistry- Investigating materials: water cycle Physics- Movement & forces: Magnets
Art (Yorkshire**)**	Collage – manipulate material to create texture and effects, overlapping, montage, tessellations (David Hockney) Sculpture- texture to convey feelings, expression or movement. Add material to provide interesting detail (Henry Moore, Barbara Hepworth)	Painting – Watercolour brush techniques, Use black/ white to create tints and tones to develop mood – (Ashley Jackson-landscapes) Print - Yorkshire rose string print	Digital media – Photography; construction of an image, framing, photo to video montage (Fay Godwin) Drawing – different hardness of pencil, cross hatching to create light and shadow, scale and proportion Textiles - Yorkshire landscapes- sketch, dip die, batik, layering fabric, padding and quilting to add texture and detail

Computing / ICT	Online safety- Understand that if you think you might have written something mean, you should apologise and remove the comment (if it can be). Think about how hurtful words can be when writing something online. Understand in a simple way how search engines work to give results in a ranked order. How some companies will pay the search engine to make sure that their results show at the top of the screen.	Word processing- Know how to insert an image from a folder, from the internet (Aware of Copyright) Know how to use the 'wrap text' and spellchecker Know how to add a table to a document and change the number of rows, size of columns and how to format cells to change their colour. Know how to change the layout by selecting the size of paper, use portrait/ landscape and how to write in columns.		.Scratch- Understand that Inputs take real world information and change it into a format that a computer can use. (keyboard, camera, interactive whiteboard and buttons on TV remotes). Understand that outputs provide information to the outside world (printers, headphones, TV's, iPad screens, computer screens, mobile phones) Know that programmers have to write code so that input devices can be used easily, and output devices function correctly.	Photography-(Fay Godwin English landscape photographer) Know what is important when taking a photograph of a landscape; composition and the rule of thirds. Know how to create a video montage using photos including adding background music to add feeling Know what copyright is and how to find copyright free music eg www.Pixabay.com	Hour of Code- Escape the dungeon- Know how to add loops to blocks to make parts of code repeat. Understand loops can say how many times something repeats or can repeat forever. Know how Sprites can be animated by switching costumes on a loop. Know how to use a microphone to record your own sounds. Know how to add background music to a project by using the forever loop

	Begin to understand that online plagiarism can be found everywhere. Photographs, pictures, writing, songs and videos copied and posted by others pretending it's them Understand we may want to use someone's work because we like it so much then write a citation. People are more likely to be mean or share something irresponsible online than in real life. Being kind online, and not plagiarising are examples of being a good digital citizen.	Hyperlinks or QR codes can be added to documents to add some interactivity.		Understand there are lots of different ways to code a program.		X means horizontal or left and right. Y means vertical or up and down. Know how to set the position of a or move a Sprite using X or Y values. To make it look like sprites are Use this knowledge to make Sprites constantly move across the stage Be able to create sprites using the paint tool.
Design / technology	Project 1 - food - Yorkshire puddings (Food)		Project 2 - The Lighthouse Keeper challenge (Mechanics and electronics)		Project 3 - Robots (Computing, Materials)	
French	Elmer (Les couleurs d'Elmer) Names for the seasons. Describe the weather Ask questions Give my opinion in response to questions and justify my answer.		We're going on a bear hunt (La chasse a l'ours) How to express feelings. Basic directions. Nouns for landscape features. Revisit prepositions from Year 3 I can write sentences in the first-person, present tense		Dear Zoo (Cher zoo) Name of zoo animals. (not written in book but should be taught) Trop / too – this always has a negative connotation e.g. too big, too loud. I can use the correct grammar when talking about sending and returning. I can use adjectives to describe a character	
Geography	**World Trade-** (Globalisation)- Locate the world's countries, focus on natural resources, food, goods and tourism. Land-use - How has globalisation affected how we trade. Field work- Surveys; measure and record		**Landscapes-** Mountains, glaciers, volcanoes and earthquakes) land use and settlement. Identify in the UK and use recent news (e.g., La Palma Canary Islands Sept 21; Eyjafjallajokull Iceland 2010) Topographical maps		**Landscapes- Rivers** -describe and understand key aspects of rivers and water cycle **Landscapes- Yorkshire Coast**.- describe and understand land-use patterns, and how these have changed over time. How is the land being damaged/protected. Field work study of East coast. Use maps, plans and sketches	
History	Britain's settlement by Anglo Saxons.		The Viking invasion		Early Civilizations achievements: Egyptians	
Music (Musicals) Instrument: Ocarinas (Play your Ocarina)	A focus on: ● Annie: Hard knock life ● Joseph: Any dream will do ● Mamma Mia: Dancing queen ● Joseph (Any Dream Will Do) - ● The Wizard of Oz (Off to see the wizard) ● Oliver – Pick a pocket: Perform with awareness of others. Create accompaniments and perform rhythmic patterns. Use digital technologies to compose rhythmic patterns. Read rhythms on a musical stave, understanding the length of notes used. Evaluate music using musical vocabulary.		A focus on: ● The sound of music: / favourite things ● Oliver: Pick a pocket or two ● Wicked (Defying Gravity) - ● The Greatest Showman (This is Me) - ● Joseph (Any Dream Will Do) - ● Cats (Mr Mistoffelees) - ● The Sound of Music (Do Re Mi) - ● Phantom of the opera Sing and perform in tune with awareness of others. Create accompaniments and perform melodic songs. Use digital technologies to compose melodic songs.		A focus on: ● Wicked: Defying Gravity ● Greatest Showman: This is me ● Wizard of Oz: Off to see the wizard ● The sound of Music: Do Re Mi ● Mama Mia: Mama Mia Perform in tune with awareness of others. Perform melodic songs. Read notes on a musical stave, understanding the length of notes used. Evaluate music using musical vocabulary.	

			Read notes on a musical stave, understanding the length of notes used. Understand how sound creates mood and alters feelings.			
Physical Education *Swimming	Invasion Games Handball	Gymnastics Paired balances	Dance Plan, perform and repeat sequences	Net/Wall Games Short Tennis	Striking and Fielding Games 'Kick Cricket'	Athletics Throwing with accuracy
Religious Education		1. How are important events remembered?	2. What faiths are shared in our country?	3. How do the Five Pillars guide Muslims?	4. Why are Gurus at the heart of Sikh belief and practice?	
PSHE / Jigsaw	**Being Me in my world** Becoming a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences – empathising with others Group decision-making Having a voice - democracy	**Celebrating Difference** Judging by appearance Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is Celebrating difference (how we look)- First impressions	**Dreams and Goals** Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it! Achieving as a team	**Healthy Me** My friends and me Group dynamics Smoking Alcohol Healthy friendships- Peer pressure Celebrating inner strength - assertiveness	**Relationships** Relationship web – close and distant Love and loss Memories of loved ones Are animals special? (animal rights) Special pets Celebrating my relationships with people and animals	**Changing Me** Being unique Circles of change Accepting change Preparing for transition
Visits and Visitors	Yorkshire Sculpture Park		Imagining History- How to be a Viking God			East Coast Residential (2 Days)

* Swimming takes place at different times of the year due to pool changes. All year 4 pupils will access swimming lessons for half a year.

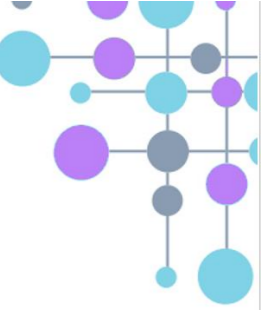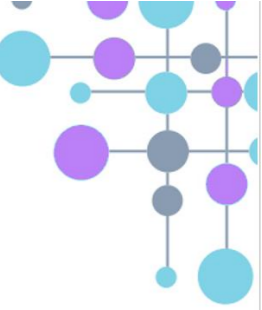| Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English **Writing** **Sentence structure** (consolidate Y4 list and…)		Fronted adverbials Secure us of simple/embellished simple and compound sentences Develop complex sentences (subordination) Expanded -ed clauses as starters and drop in -ed clause Stage directions in speech	Relative clauses Rhetorical questions Expanded noun phrases Modal verbs or adverbs to indicate degree of possibility Sentence reshaping techniques Develop complex sentences	Stage direction in speech Rhetorical questions for empathy and sympathy Drop-in 'ed' clause Relative clauses Sentence structure, length and type Short sentence for effect Sentence openers Passive voice	Sentence structure, length and type Short sentence for effect Sentence openers Passive voice Conditional and hypothetical sentences using the subjunctive Sentence openers Direct and reported speech Subordinating and coordinating conjunctions	Secure us of simple/embellished simple and compound sentences Develop complex sentences (subordination) Main and subordinate clauses Adverbial phrases Sentence reshaping techniques	Use of rhetorical questions Elaboration of starters using adverbial phrases Sentence reshaping techniques Degrees of possibility using modal verbs
Word structure (Consolidate Y4 list and…)		Metaphor Personification Onomatopoeia	Emotive language Conditionals Comparative and superlative Technical language Converting nouns into adjectives Verb prefixes	Metaphor Personification Onomatopoeia Developed use of technical language	Determiners to ensure clarity Developed use of technical language	Metaphors Personification / anthropomorphism Empty words Technical language	
Punctuation (Consolidate Y4 list and…)		Dashes List sentence of 3 using commas Actions through exclamation Semi-colons Parenthesis Inverted commas Apostrophe- contraction and possession Commas to clarify meaning Rhetorical question Colons		Parenthesis: brackets/dashes/commas Colons Rhetorical question Dashes Direct speech Commas to clarify meaning Passive voice Statement, question, exclamation, command Determiner Inverted commas, direct and reported speech	Dashes / brackets / commas for parenthesis Adjective, noun, noun phrase Fronted adverbials Alliteration Suffixes Colons Rhetorical questions Apostrophes for contraction and possession	Full sentence punctuation Parenthesis Hyperbole / exaggeration Commas and hyphens to avoid ambiguity Fronted adverbials
Fiction: Planning tools: story maps/mountains/ grids, boxing up Paragraphs: connective within to build cohesion/ change of place,	Text Structure	Meeting tale	Losing tale	Journey tale	Warning tale	Conquering the Monster	Tale of fear
	T4W Toolkit	Suspense	Dialogue	Setting	Characterisation	Description	Action

time, action to link ideas across paragraphs **Introduction**: description/ action/dialogue **Build up:** develop suspense techniques **Problem/dilemma:** maybe more than 1 **Resolution**: clear links with dilemma **Ending**: look to the future/lessons learnt	Texts	Little Vixen Street	The Lucky Escape	The Amazon Adventure	Hare Island and the Mermaid's Song	Beowolf	The Nightmare Man
Non-fiction: Planning tools: text map/ washing line/ boxing up Paragraphs: to open texts and draw reader in, making the purpose clear/Involve the reader/ link ideas **Introduction:** **Middle sections:** maintain viewpoint, own opinions made clear **Ending:** appeal directly to reader	Text Structure	Persuasion	Instructions	Discussion	Journalistic recount	Persuasion	Information
	T4W Toolkit	Persuasion	Instructions	Discussion	Recount	Persuasion	Information
	Texts	Golden Sands Apartments	How to find the mountain of the wolf spirit.	Should Animals Be Kept in Captivity?	New Orleans Submerged Again	Adrenaline Towers	Walking with Unicorns
Poetry	Texts	Silver by Walter de la Mere	Fog by Carl Sandburg	The Pobble Who had No Toes	Sky in the Pie by Roger McGough	River Journey by Marie Andrew	Jabberwocky by Lewis Carroll

Reading											
	Figurative: symbolic	**Resistant:** hints/clues	**Non-linear:** Inconsistent chronology	**Complex:** Intertwined and plot lines	**Archaic:** Antiquated forms of expression	**Additional must reads**	**Links to curriculum – extracts/full**	**Useful for extracts**	**Diversity/SEMH**	**Fiction for French**	**Poetry**
	Who Let the Gods Out?	The Highland Falcon Thief	Nowhere Emporium	Clockwork	Journey to the Centre of the Earth	*Farther	*The Ruby in the Smoke (History) *Street Child (History) *GRK and the Pelotti Gang (Geog) *Light Jar (PSHE) *The Girl with no nose (History) *Close up continents mapping south America / mapping North America *Meet the Ancient Greeks (History)	*The Girl of Ink and Stars Wolf Brother *Kings and Queens – Tony Robinson (History) *Treason Berlie Doherty	*Trombone Shorty *The Silence Seeker – Ben Morley *I Am Not a Label – Cerrie Burnell *Malala's Magic Pencil – Malala Yousufzai	*Green Eggs and Ham *Giant Turnip *Handa's Surprise	*Today, I feel- Gervase Phinn (simile/ performance) *The Sea- James Reeves (metaphor/ performance/ rhyming couplets) *River Journey- Moira Andrew (personification/ performance) *Bluebottle – Judith Nichols (simile/ metaphor) *From a railway Carriage- RL Stephenson (simile/ metaphor/rhyming couplets) *A Poem to be spoken Silently- Pie Corbett (simile/ metaphor/ performance) *City Jungle- Pie Corbett (metaphor/ performance)

A continuous focus on a range of reading domains:
Retrieval skills – who, what, where, when
Comprehension skills – compare, predict, infer, explain, find

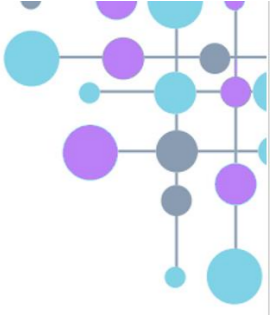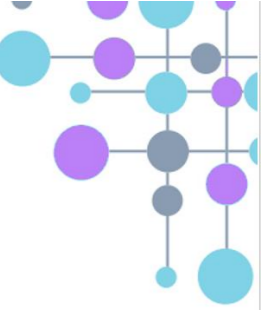|					
Mathematics	Investigating Number Systems- Number and Place Value Pattern Sniffing- Number and Place Value Solving Calculation Problems- Addition and Subtraction Exploring Shape-Shape Reasoning with measures- Measurement Discovering Equivalence- Fractions		Generalising Arithmetic- Addition and Subtraction Investigating Statistics- Statistics Solving Problems with numbers- Multiplication and Division Reasoning with fractions- Fractions Visualising Shape- Shape		Exploring Change- Time / Position and Movement Reasoning Proportionality- Multiplication and Division Describing Position- Position and Direction. Measuring and Estimating- Measurement
Science	Physics- Movement & forces: Gravity Physics- Sound: Soundwaves Physics- Electricity: Brightness, voltage and symbols		Biology- Plants: Relate knowledge of plants to studies of all living things. Chemistry- Materials: Grouping Chemistry- Materials: Separating materials		Physics- Light: Investigate light travelling in straight lines Biology- Living things: life cycles Biology- Living things: The effects of age
Art (Mythical beasts)	Collage: mixed textures, visual/tactile (mythical beast mash up) Sculpture: Show life like qualities and proportion. Use tools to carve, add texture or pattern, (gargoyles). (Develop ideas, Master techniques). NB – Links to Ancient Greek mythical beasts – Pegasus, Medusa, Minotaur etc		Print: layers of colour/fine detail (company logos and coats of arms) Textiles: combine previously learned skills and techniques to create soft toy- seam allowance, stitching, stuffing, embroider/ quilt / gather to create detail Digital Media: animation; flip books, backdrops and voice overs (Nick Park).		Drawing: reflections/shadows, variety of styles, movement, proportion and perspective Painting: sketch 1st, colour palettes, water colour and acrylic (Ivan Belekov acrylic beasts/ Kousyuuya dragon art). (Develop ideas, Master techniques). Take inspiration from the greats.
Computing / ICT	On line safety- Know that Someone's online reputation is anything that appears about them on the internet. Know some ways to protect online reputation (including: don't post embarrassing photos or videos, don't write unkind or hurtful comments, check privacy settings) Understand Phishing emails — how they can have links to unsafe sites or the downloads and attachments you may open and how this allow virus into the system including accessing contacts list to target others. Know that If you think you have fallen for a phishing	Hour of Code- Game development- Understand games have goals, mechanics, and spawnables. Know that:- Goals-tell the player what they should do to win. Mechanics- are anything the player interacts with in the game world and Spawnables are things that show up on the screen that the player may interact with) I know how to use the game.spawnXY("chest", 8, 14) command to change all the arguments (change the type of thing that I spawn and the place where it is spawned on the screen).	Spreadsheets Know these can be used for creating graphs, budget/event planning, League tables, score sheets and much more. Understand everything in a spreadsheet goes into a cell. Each cell is named by the row and column in which it is located. Cells can be formatted to look clearer or more interesting. Know cells can contain text and/ or numbers, Know how to use the SUM, % and averages function Know how to use data to create graphs or charts and how to format	Filming- Stop Motion- Nick Park is a stop motion artist from Preston, Lancashire. Know that flipbooks are simple animations Know that animations can be made by putting lots of images with slight differences together. Onion skinning allows the animator to decide how much of a change to make based on the previous image in the sequence. Know how to add backdrops using paper. Know how to use green paper to create a green screen effects and how to change the camera settings for this to happen. Know how to add sounds or voiceovers to animations.	SketchUp- Know that SketchUp is a 3D modelling software allowing users to draw 3D models and view them from all angles. SketchUp is different to Word and PowerPoint. Know how to turn a 2D shape into a prism, understand the differences between the 3 coloured lines Understand how SketchUp can help architects with roof shapes Pre-made objects can be downloaded to add to projects or edit.	Hour of Code- Websites Know that on news webpages, images, captions and videos are used to enhance the reports. Images can be altered on a webpage by changing the image source'<img src='. Know that to do this an image link needs to be found by right clicking and choosing, copy image url. Inequality signs or tags (< >) are used to insert content into the website. Know that to you can change the height and width of objects (videos, images) by changing the numbers after the words height= and width=. Understand that when a website is changed, it must be published before the changes are seen by the public.

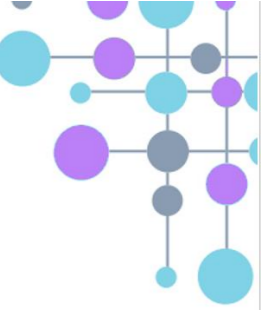|					
	scam or if you are unsure if something is reliable or untrustworthy, ask a trusted adult for help.				
Design / technology	Project 1 (8+ hours): Bug Hotel - Construction		Project 2 (6 hours): Make a rhubarb crumble – link to the history and location of the rhubarb triangle in Wakefield -Food		Project 3 (8 hours): Emley Moor mast – create replica model (to scale) and find out about history including collapse and rebuild -Materials and Electrics
French	Green eggs and ham (Oeufs verts au jambon) The names of a range food in French. The names of vehicles. To understand the conjugation of high-frequency verbs. How to write simple sentences following similar patterns.		The giant turnip (Le Navet'geant) The names of machinery. Recognise language of speech and punctuation. Recognise possessive pronouns Identify modal verbs. beginning to have a basic understanding of imperative mood		Handa's surprise (La surprise de Handa) The names for different fruits How to describe different fruits. To express opinions. Description comes after the object e.g the apple is red not the red apple.
Geography	**Location, Location, Location**- Position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Capricorn, Artic and Antarctic		**Volatile Earth**- Understand the processes that give rise to key physical features of the world. Describe and understand key aspects of mountains, volcanoes and earthquakes. Use Maps, atlases, topographic maps and grid references		**North & South America**- Key physical and human features, countries and major cities in North and South America. Compare Yorkshire, New Orleans, Rio de Janeiro
History	Theme beyond 1066- Industrial revolution A local history study: Luddites/ mills/ Piece-Hall		Ancient Greece: influence on western world		Theme beyond 1066 – The monarchy (Queen Victoria, King Henry VIII & Queen Elizabeth II)
Music (The greats) Instrument: Recorders (Recorder: From the beginning)	A focus on: ● Stevie Wonder – Sir Duke ● Queen – We will rock you ● Tchaikovsky - Dance of the Sugar Plum Fairy (The Nutcracker Suite) ● Diana Ross – Chain reaction ● Beethoven – Symphony No.5 Hold a part within a round. Sustain a melodic ostinato. Create rhythmic patterns and choruses for a song, showing awareness of duration. Use digital technologies to compose, edit and refine using standard musical notation.		A focus on: ● Dynamite – Four part round ● A place in the sun – Stevie Wonder ● Queen – Don't stop me now ● Adele – Set fire to the rain ● Beetles – Revolution ● John Lennon – Imagine ● Frank Sinatra – My Way Sing and play expressively from memory with confidence. Hold a part within a round. Sustain a melodic ostinato. Create rhythmic patterns and choruses for a song, showing awareness of timbre and duration. Understand how music creates an effect on the listener. Use digital technologies to compose, edit and refine using standard musical notation.		A focus on: ● Elvis ● Green Day (American Idiot) ● Louis Armstrong: including What a Wonderful World ● Tchaikovsky -Dance of the Sugar Plum fairies John Lennon: Imagine Play expressively from memory with confidence. Hold a part within a round. Sustain a drone or melodic ostinato. Show awareness of timbre and duration. Understand how music creates an effect on the listener.

Physical Education	Invasion Games Mini Basketball	Gymnastics Basic vaulting	Dance Compose creative and imaginative dance sequences	Net/Wall Games Softball	Striking and Fielding Games Tennis	Athletics Low hurdles
Religious Education		1. Why are some journeys and places special?	2. What values are shown in codes for living?	3. Should we forgive others?	4. What do Christians believe about the old and new covenants?	
PSHE / Jigsaw	**Being Me in my world** My year ahead Being a British Citizen Year 5 responsibilities Rewards and consequences – making my own behaviour choices How behaviour affects groups Democracy- having a voice, participating	**Celebrating Difference** Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Does money matter? Celebrating differences across the world	**Dreams and Goals** When I grow up – my dream lifestyle Investigating jobs and careers - salary Dream job and how to get there Goals in different cultures How can we support each other? Rallying support – motivating others to help	**Healthy Me** Smoking, including vaping Alcohol and anti-social behaviour Emergency aid – keeping calm, recovery position and getting help Body image Relationships with food Healthy choices	**Relationships** Recognising me – personal qualities sand characteristics Getting on and falling out Girlfriends and boyfriends – peer pressure Girlfriends and boyfriends – jealousy Relationships and technology – resisting pressures Relationships and technology – risks and harm	**Changing Me** Self- and body image Puberty for girls Puberty for boys Looking ahead – teenage responsibilities Looking ahead to Y6 - transition
Visits and Visitors	Piece Hall		Jeffrey Andrews Creative Archaeology - Greeks			Yorkshire Show

Subject		Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English Writing **Sentence structure** (consolidate Y5 list and…)		Rhetorical questions Secure use of simple/embellished simple, compound and complex sentences Main and subordinate clauses Conjunctions Expanded noun phrases	Vary sentence structure, length and type Lists of 3 Active and passive voice Conditional and hypothetical sentences Exclamatory sentences	Sentence structure, length and type Short sentences for effect Sentence openers Passive voice Conditional and hypothetical sentence Expanded noun phrases Secure use of simple / embellished sentences and compound sentences Secure use of complex sentences Secure development of characterisation Developed use of rhetorical questions Active and passive verbs to create effect Rhetorical questions for effect and to persuade		Active and passive verbs to create effect Secure use of 'simple, embellished simple, compound and complex sentences Expanded noun phrases to convey complicated information concisely Subordination using full range on conjunctions Rhetorical questions Sentence of 3 actions Difference between informal speech structures and structures appropriate for formal speech/writing (use of the subjunctive form)	Vary sentence structure, length, type Complex sentences to combine information Lists of 3 Active and passive voice Conditional and hypothetical Varied sentence openers Questions and exclamation Rhetorical questions sued sparingly
Word structure (Consolidate Y5 list and…)		Build in literary features to create effects- alliteration, similes, metaphors, personification, onomatopoeia	Vocabulary for informal and formal speech Connectives and generalisers Provisional statements Opinions and facts Technical vocabulary Reference to sources of evidence	Developed use of technical language Informal and formal vocabulary for speech and writing	Literary features for effect Extended range of connectives Phrases for drawing conclusions	Literary features to create effect- alliteration, onomatopoeia, similes, metaphors, personification Relation between words: synonyms/ antonyms	Persuasive devices- extreme adjectives, exaggeration, emotive language, rhetorical questions, alliteration, persuasive language, pandering and condescension, similes and metaphors, sarcasm Expanded noun phrases
Punctuation (Consolidate Y5 list and…)		**Consolidate terminology**- parenthesis, subordinating clause, relative clause, adverbial, fronted adverbial, rhetorical question, simile, metaphor, speech marks, direct speech, inverted commas, adjective, noun, noun phrase, verb, adverb, parenthesis, personification Stronger sub-division in a sentence: semi-colon, colon, dash Subjunctive form Hyphens to avoid ambiguity	**Consolidate**- tense; present, past progressive, present perfect, past perfect, determiner/generaliser, relative clause, pronoun, modal verb, active and passive voice, subject and object, statement/question/exclamation/command, parenthesis, hyphens, preposition, determiner, possessive apostrophes	Full sentence punctuation Parenthesis Question marks for rhetorical questions Commas to clarify meaning Statement, question, exclamation, command Passive voice Semi-colon, colon and dash to indicate stronger subdivision Colons to introduce lists, semi-colons within lists Bullet points o list **Consolidate** statement / question / exclamation / command, speech marks / direct speech / inverted commas, singular / plural, suffix / prefix, preposition, determiner / generaliser, pronoun – relative / possessive, synonym, antonym, colon / semi-colon, tense: present and past progressive; present perfect; past perfect	**Consolidate**- alliteration, simile, metaphor, personification, onomatopoeia, hyphen, synonym, antonym, colon, semi-colon, preposition, determiner / generaliser, pronoun-relative / possessive, subordinate clause, fronted subordinate, relative clause, fronted adverbial Active and passive voice Subject and object Subjunctive form Modal verbs Rhetorical question Parenthesis –brackets, dashes and commas Reported speech Hyphens	**Consolidate** statement /question / exclamation / command, speech marks / direct speech / inverted commas, parenthesis, modal verb, conjunctions, preposition, determiner / generaliser, pronoun- relative / possessive, subordinate clause / relative clause / fronted adverbial, cohesion, ambiguity, alliteration, simile, metaphor, personification, onomatopoeia, tense: present and past progressive; present perfect; past perfect	**Consolidate**- imperative verbs, persuasive language, complex sentences, passive and active voice, expanded noun phrases, hyperbole and exaggeration, colons and semi- colons, rhetorical questions How hyphens can be used to avoid ambiguity Relative clauses
Fiction: **Planning tools: story maps/mountains/ grids, boxing up** **Suspense, cliff-hangers, flashbacks/ forwards, timeslips** **Start at any point in the 5-part structure** **Maintain consistent plot** **Secure development of characterisation**	Text Structure	Starting midway through the 5 part structure (starting within the action)	Tale of Fear	Journey Tale	Warning tale	Defeating the monster	Portal Tale (new)
	T4W Toolkit	Suspense	Setting	Character	Description	Dialogue	Use of all previous toolkits + flashback and timeslips
	Texts	Kidnapped	In the Shadows	Alice in Wonderland	The Caravan	The Tibicena	Clock Close

Link ideas across paragraphs								
Non-fiction: **Planning tools: text map/ washing line/ boxing up**	Text Structure	Discussion	Non-chronological report	Explanation	Biography – linking to narrative – Carroll, Sachar?	All text types/ mixed text types/ formal and informal	Invented writing covering all non-fiction genres
Use a variety of layouts Range of techniques to involve the reader Balanced coverage	T4W Toolkit	Discussion Text	Information Text	Explanation Text	Recount	Persuasion	Recount
Different techniques to conclude Appropriate formal/informal styles Link ideas across paragraphs: semantic cohesion/ adverbials/ elision	Texts	School Uniform	British Barn Owl	How to Care for a Magical Creature	William Shakespeare	Visit Australia	Historical Recount (link to history topic on explorers)
Poetry	Texts	In Flanders Fields by John McCrae	Owl by Pie Corbett OR Bluebottle by Judith Nichols	City Jungle by Pie Corbett	The Tyger by William Blake	Daffodils by William Wordsworth	If by Rudyard Kipling

Reading

Figurative: symbolic	Resistant: hints/clues	Non-linear: Inconsistent chronology	Complex: Intertwined and plot lines	Archaic: Antiquated forms of expression	Additional must reads	Links to curriculum – extracts/full	Useful for extracts	Diversity/SEMH	Fiction for French	Poetry
Skellig	The Arrival	Holes	Infinite Lives of Maisie Day	Oliver Twist	*The Highwayman *Britfield and the Lost Crown (Summer term linked to London visit)	*The Island (PSHE) *Morgana Mage (STEM) *Fireweed (History *Kensuke's Kingdom (Geog) *Letters from the Lighthouse (History) *Explorers (History) *Ocean Atlas (Geography) *The Humans (History)	*Wonder *The Hobbit *The Explorer *Kings and Queens – Tony Robinson (History) *The chocolate tree *Why were the Maya games so deadly. *Comparing People from the past – Christopher Columbus and Neil Armstrong. *The Polar Bear Explorers	*I Am Not a Label – Cerrie Burnell *Blackdog – Levi Pinfold *A Child's Garden – Michael Foreman *Anna Liza and the Happy Practice – Eoin Colfer	*Goldilocks *Gruffalo *Wild Things	*Windrush Child- John Agard (performance) *The Tyger- William Blake (imagery/ performance) *Charge of the Light Brigade- Alfred *Tennyson (metaphor) *Meeting Midnight- Carol Ann Duffy (personification/ imagery) *Winter- Olivia Kooker (personification) *November Night- Adelaide Crapsey (cinquain) *Snow – Adelaide Crapsey (cinquain)

A continuous focus on a range of reading domains:
Retrieval skills – who, what, where, when
Comprehension skills – compare, predict, infer, explain, find

Mathematics

Investigating Number Systems- Number and Place Value
Pattern Sniffing- Number and Place Value
Solving Calculation Problems- Addition and Subtraction
Exploring Shape-Shape

Generalising Arithmetic- Addition and Subtraction
Investigating Statistics- Statistics
Solving Problems with numbers- Multiplication and Division
Reasoning with fractions- Fractions

Exploring Change- Time / Position and Movement
Reasoning Proportionality- Multiplication and Division
Describing Position- Position and Direction.
Measuring and Estimating- Measurement

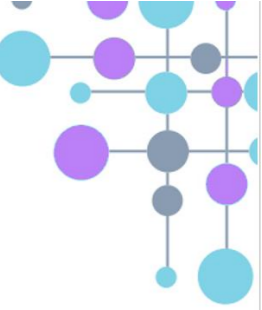|				
	Reasoning with measures- Measurement Discovering Equivalence- Fractions		Visualising Shape- Shape	
Science	Physics- Earth's movement in space: Describe the Earth's movement in the solar system Physics- Light: Relationship between light and eyes Biology- Evolution & Inheritance: Adaptation and evolution Biology- Animals and humans: Circulatory systems		Chemistry - Investigate materials: Reversible and irreversible change Biology- Living things: Characteristics	Biology-Plants: Relate knowledge of plants to studies of evolution and inheritance Physics- Movement & forces: Propulsion. Biology- Animals and humans: Recognise the significance of diet, exercise, drugs and alcohol on humans
Art (People)	Textiles: Tulle art work; folds, pleats, ruffles, stitches, pinning, tacking, heat (Benjamin Shine) Drawing: variety of techniques to show reflections/shadows/ direction of sunlight, also to depict movement, perspective. Use a range of medium (Edgar Degas)		Painting: Evaluate and use technique. Informed choice of medium and techniques to express feeling (Van Gogh self-portrait) Collage: mixed textures, visual/tactile, use of ceramics and Lego (Joseph and sons, Carol Shelkin) Sculpture: combine visual and tactile qualities. Use frame works e.g. wire to provide stability and form (Antony Gormley)	Print: layers of colour/fine detail (e.g. Andy Warhol/Roy Lichtenstein – screen prints) Digital Media: Pop Art photos using filters using apps such as photoshop and paint.net (Andy - Warhol)

Computing / ICT	Online safety- Understand and use 'strong' password to keep personal information safe. Know a 'strong' password comprises a mix of upper and lowercase letters, symbols, and numbers. Know how to change privacy settings to keep information private and safe. Behind every username and profile picture there's a real person with real feelings, and we should treat them that way. Know the difference between a Bystander and an Upstander (Bystander has the power to intervene and report inappropriate behaviour, but doesn't do anything to stop it. Upstanders can help stop bullying and stop negative messages online and by setting a good example), Must know that if feel unsafe online then speak to a trusted adult.	Raspberry Pi Know how to plug in to a monitor and attach a keyboard and mouse. Know Raspberry Pi runs a version of an operating system called Linux (Windows and macOS are other operating systems). Linux allows you to make things happen by typing in commands instead of clicking on menu options. Know that a variety of programming language can be used within Raspberry Pi including Scratch blocks and python. Use LEDS and traffic light simulators can be coded to work using the Raspberry pie by inserting them into the GPIO ports and use Loops and Variables can be used to set up a working traffic light system.	Spreadsheets- Use a spreadsheet with repeating formulae to solve long mathematical problems. Know how spreadsheets are used in business eg plan an event and/ or manage a budget. Know that Cells can be formatted so that inputting data is quicker, e.g. if entering money, cells can be made to always have £ and 2 decimal places.	Film Making- This first stage of film making is Pre Production is the planning stage; may include notes about props, locations or people. Film makers capture much more film than they need to pick the best parts during the editing process. Know how to use a camera including a variety of shots: (close-up, long shots, mid-shots, low-angle shots, wide shot); how to pan and zoom to change the frame of the shot; how to move very slowly and smoothly if you are not using a tripod. Know that in an interview the camera focus is primarily on the interviewee. Know that in Post-production the main tasks are editing and arranging video clips, adding sound and other finishing touches. Import video clips to Windows Movie Maker or another video editing app to edit. Publish the film into a standard video file such as .mp4	Photo Editing- Know there is a range of photo editing apps that have automatic filters that change images quickly. Use software such as photoshop and paint.net to edit and enhance photographs or create artistic pieces. Know how to change a photo by using hue, saturation, crop, fill. More detailed alterations can be made to images by using the magic wand and tolerance tools instead of the fill tool.

Hour of Code- Code The News
Know that JavaScript is a programming language that talks directly to web pages.
Know that; Function in Javascript is anything that has an action associated with it, Functions always have parenthesis at the end, which is
where we 'feed' the function whatever information we want the function to process. Variables hold data such as images and text. Know it is important
to name these variables with things you will understand and are quick to type.

| **Design / technology** | Project 1 (6 hours): Bayeux Tapestry
- Textiles: | | Project 2 (8 hours): Cam toy
- Construction and Mechanics | Project 3 (8 hours+): Jaguar Maths Day (or unit) – build a computer generated car which will 'survive' around a race track
● Computing: write code to control |
| **French** | Goldilocks and the three bears (Boucle d'or et les trois ours)
Names for rooms in the home. | | The Gruffalo (Gruffalo)
Name of body parts. | Where the wild things are (Max et les Maximonstres)
Identify how French differs from English when translated. |

	Names for items of furniture. Developing understanding of regular verb endings. An awareness of irregular verb endings.		Improved knowledge of the French masculine and feminine nouns. Developing understanding of conjugation of high-frequency verbs.		Write simple phrases and sentences. Understand the masculine and feminine in French. Speak and write in grammatically correct French format.
Geography	**Our place in the world**- develop contextual knowledge of the location of globally significant places- both terrestrial and marine. Use Grid references. Field Work- Recycling as a local issue linked to plastic (Garbage patch)		**Biomes**- Understand the significance of the geographic zones of the world- Climate zones, biomes. How are they being damaged/protected		**The local area**- change over time **Islands?** - describe and understand key aspects of Physical and Human geography its links with globalisation. Compare the difference between maps, globes and satellite images on distortion of countries. Population density
History	A study of a theme in British history beyond 1066: Conflict (Battle of Hastings/War of the Roses/ WWII)		Explorers A non-European Society that contrasts with British history – Mayan Civilisation		A study of a theme in British history beyond 1066: Law & order/democracy/London
Music (Films) **Instrument: Ukuleles (Ukulele Magic)**	A focus on: • The Pink Panther theme song • James Bond theme • Ghostbusters: • The Holiday – Video Store Scene • When I'm cleaning windows: Understand time signatures in order to perform accurately. Play and perform as a solo or in an ensemble with accuracy and control. Understand the basics of a stave. To compose, transcribe and perform rhythms.		A focus on: ● Harry Potter Theme music- ● The Pink Panther theme song- ● James Bond theme - ● Tom Jones – Thunderball - ● Adele – Skyfall - ● Pitch Perfect – Just the way you are: ● Shrek: I'm a believer- Sing and perform expressively and in tune, including singing in harmony. Sing and perform with controlled breathing and skilful playing. Combine a variety of musical devices including melody, rhythm and chords to create songs with verses and a chorus. Understand the pentatonic scale. Understand clefs, time signatures and incidentals.		A focus on: ● Perform expressively and in tune, including performing in harmony. Perform with skill. Combine a variety of musical devices including melody, rhythm and chords to perform songs with verses and a chorus. Understand clefs, time signatures and incidentals.
Physical Education	Invasion Games High 5's Netball	Gymnastics Improve vaulting	Dance Plan to perform with high energy or slow grace	Net/Wall Games Rounders	Striking and Fielding Games Matball	Athletics Triple jump
Religious Education		1. How do Sikhs show commitment?	2. What do Christians believe about Jesus' death and resurrection?	3. How does growing up bring responsibilities?		4. How do Jews remember the Kings and Prophets in worship and life?
PSHE / Jigsaw	**Being Me in my world** My year ahead – expressing future fears/worries Global citizenship – universal rights for children Global citizenship – effect of actions locally and globally Behaviour choices – impact of consequences and reward My contribution to a healthy class environment Being a good role model to others	**Celebrating Difference** Perceptions of normality Understanding disability Power struggles Understanding bullying- why bully? Removing disability as a barrier Difference as a source of conflict and a source of celebration - empathy	**Dreams and Goals** Personal learning goals, in and out of school Success criteria My dream for the world Making a difference in the world Empathy with suffering or difficult situations Motivations for helping others Recognising achievements - compliments	**Healthy Me** Impact of food on the body: mood, comfort and energy Drugs – types of drugs, uses and effects on body – County lines/gang culture Alcohol – responsible drinking Emergency aid – CPR/wounds Emotional and mental health - attitudes Managing stress - triggers and consequences	**Relationships** Most significant people in my life Love and loss – feelings when we lose someone Love and loss - grief Power and control Technology safety - taking responsibility for safety and wellbeing Technology safety – using tech positively and safely for communication Real Love Rocks – age appropriate CSE	**Changing Me** My self-image – self-esteem Girl talk – chance to talk Boy talk - chance talk Conception to birth (Science and life cycles) Physical attraction – changing relationships/respect and consent Transition
Visits and Visitors	Artis Britain at War – WWII				London - Residential	Bradley Woods