	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Maths (see White Rose Maths Hub for more details)	Number – Place value Number – Addition, Subtraction, Multiplication and Division	Fractions	Number – Decimals Number – Percentages Measurement	Number – Algebra Number – ratio Geometry and Statistics	Geometry – Properties of shapes Geometry – position and direction	Post SATS Project
English	**Pig Heart Boy** Recount on class trip to recycling centre. / Pompeii. Explanation text on how the heart works. Non-chronological report on the effects of alcohol and smoking.	Recount to Gressinghall Biography: Dr Barnardo, Diary / character descriptions using Street Child Historical narrative: Street Child by Bernie Doherty	Discussion - (persuasive writing Letter to Queen Victoria) follow Rising Stars scheme.	Duxford Diary: Living in the Blitz – extracts from Whistling in the Dark (Shirley Hughes) Newspaper / journalistic writing: D-Day Landings / Blitz	Flashback narrative. Non-chronological report on the effects of climate change. Letter to MP petitioning on the effects of global warming	Macbeth Shakespeare – Trip to Globe. Follow Rising Stars scheme of work. Write a modern day version of one of the acts.

| Grammar, Punctuation and Spelling | Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion

 Heading, sub-headings, structural devices

 Subjunctive form and formal /informal writing

 statement/question/command, inverted commas, direct speech, apostrophes for contractions and | Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion

 fronted adverbials Heading, sub-headings, structural devices

 Perfect tense

 Subjunctive

 Formal/ informal including types of speech e.g. 'said' vs | Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion

 fronted adverbials

 expanded noun phrases

 perfect tense Punctuation:

RECAP: statement/question/command, inverted commas, direct speech, apostrophes for contractions and | Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion

 Heading, sub-headings, structural devices

 Subjunctive

 Formal/ informal including types of speech e.g. 'said' vs 'reported' Punctuation:

 Semicolons, colons, dashes

 Active and | Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion

 Heading, sub-headings, structural devices

 Subjunctive

 Expanded noun phrases

RECAP statement/question/command, inverted commas, direct speech, apostrophes for | Grammar: RECAP Year 5/6 grammar as required

Punctuation: Semi-colon, colon, dash

Spelling:

 Synonyms

 Revision

 Strategies

 Words ending ent, -ence, -ency

 Homophones (including commonly misspelt homophones |

	possession Semi-colon, colon, dash Bullet points Active and passive voice Subject and object **Spelling:** Synonyms Curriculum words Strategies -able, -ably, -ible, -ibly Suffixes ending –fer Proof reading in sentences and paragraphs	'reported' Expanded noun phrases Punctuation: Hyphens Semi-colon, colon, dash Active and passive voice Subject and object Spelling: **Spelling:** Synonyms Curriculum words Strategies Homophones 'ce' and 'se' Words that end –cious and -	possession Hyphens Semi-colon, colon, dash **Spelling:** Synonyms -ough HFW Words ending –cial and –tial Proof reading Strategies Generating words from prefixes	passive voice Subject and object **Spelling:** Synonyms Strategies Homophones Proof reading Generating words from prefixes and roots	contractions and possession Semi-colon, colon, dash Active and passive voice Subject and object **Spelling:** Synonyms Strategies Words ending –ant, -ance and –ancy Proofreading Root words and meaning	

		tious [1] SEP				
Science	**Animals including humans** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function[1] SEP Describe the ways in which nutrients and water are transported within animals, including humans.	**Light** To explain that we see things because light travels from light sources to our eyes To recognise that mirrors change the direction of light To know how mirrors can be used to see things that cannot be seen directly Recognise that Newton worked on ideas other than forces. Look at how Newton separated white light into the spectrum To use the idea that light travels in straight lines to	**Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	**Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. [1] SEP	**Scientists and inventors.** Study of the following people: Stephen Hawking Libbie Hyman The DNA Race Alexander Fleming Mary Leakey Steve Jobs

		explain why shadows have the same shape as the objects that cast them	and that adaptation may lead to evolution.			
Geography	**How do volcanoes affect the lives of people?** **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and				**How is climate change affecting the world?** This enquiry gives pupils an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Through the experiences of these individuals and communities, pupils are able to reflect upon how changes to normal and usual weather conditions can have to serious implications for these people. From specific case studies the pupils are	**Is fair trade fair?** This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have

<td style="background:green"></td>	negative impact of these changes on the ways of life of the people of Hiemaey;				encouraged to look at the concept of global warming, what is contributing to it on a global scale and to generalise about climate change in the longer term.	and are prepared to pay to obtain. Pupils will appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China..
History		Why did Britain once rule the largest empire the world has ever seen? Pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its		Why was winning the Battle of Britain in 1940 so important? Pupils will examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed. It also		The story of the Trojan Horse: historical fact, legend or classical myth? Pupils will explore the causes and consequences of this 10-year war and in particular to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse, which has been passed down through the generations. Did the

<td style="background:red;"></td>		peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world's land area and its population.		supports pupils to identify and reach a judgment about the relative importance of the factors that contributed to the United Kingdom winning what has become known as the Battle of Britain.		Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what until then had been an impregnable fortress? And without checking inside it first! As the enquiry unfolds, the pupils are supported to interrogate and reflect upon the nature of the evidence (written, visual depictions and archaeological) that exists to corroborate the story.
PE	Dance⌷SEP⌷ develop flexibility, strength, technique, control and -perform dances using a range of movement	Tag rugby⌷SEP⌷ develop flexibility, strength, technique, control and balance -use running, jumping, throwing and	Hockey⌷SEP⌷ develop flexibility, strength, technique, control and -use running, jumping, in isolation and in	Hockey⌷SEP⌷ develop flexibility, strength, technique, control and -use running, jumping, in isolation and in	Athletics⌷SEP⌷ compare their performances with previous ones and demonstrate improvement to⌷SEP⌷achieve their	Athletics⌷SEP⌷ compare their performances with previous ones and demonstrate improvement to achieve their

	patterns⬚ develop flexibility, strength, technique, control and balance	catching in isolation and in combination⬚play competitive games, modified where appropriate and apply basic⬚principles suitable for attacking and defending Gym⬚develop flexibility, strength, technique, control and balance	combination⬚play competitive games, modified where and apply basic⬚principles suitable for attacking and defending.	combination⬚play competitive games, modified where and apply basic⬚principles suitable for attacking and defending.	personal best⬚ develop flexibility, strength, technique, control and balance. Cricket⬚ develop flexibility, strength, technique, control and -use running, jumping, throwing and catching in isolation and in combination⬚play competitive games, modified where appropriate	personal best. -develop flexibility, strength, technique, control and balance. Cricket⬚ develop flexibility, strength, technique, control and -use running, jumping, throwing and catching in isolation and in combination⬚play competitive games, modified where appropriate
Computing	**We are game developers** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical	**We are cryptographers** • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and	**We are model controllers (linked to DT)** • design, write and debug programs that accomplish specific goals, including controlling or	**We are web developers** ⬚ Understand computer networks including the internet; how they can provide multiple services, such as	**We are bloggers** • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the	**We are architects** • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in

systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given	programs. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of way	simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and	the world wide web; & the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems & content that accomplish given goals, including collecting,	opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

	goals.		contact.	analysing, evaluating and presenting data and information. ☐ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	concerns about content and contact. • Be discerning in evaluating digital content.	
French	☐ listen attentively to spoken language and show understanding by joining in and responding ☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ☐ develop accurate	☐ describe people, places, things and actions orally and in writing ☐ understand basic grammar ☐ how to apply these, for instance, to build sentences; and how these differ from or are similar to English ☐ speak in sentences, using familiar vocabulary,	☐ broaden their vocabulary and develop their ability to understand new words ☐ present ideas and information orally to a range of audiences ☐ write phrases from memory, and adapt these to create new sentences, to express ideas clearly	☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ☐ broaden their vocabulary and develop their ability to understand new words ☐ explore the patterns and sounds of	☐ describe people, places, things and actions orally and in writing ☐ understand basic grammar ☐ how to apply these, for instance, to build sentences; and how these differ from or are similar to English ☐ read carefully and show understanding of words, phrases and	☐ listen attentively to spoken language and show understanding by joining in and responding ☐ present ideas and information orally to a range of audiences ☐ develop accurate pronunciation and intonation ☐ describe people, places, things and actions orally and

		pronunciation and intonation [SEP] □ read carefully and show understanding of words, phrases and simple writing [SEP]	phrases and basic language structures [SEP] □ Appreciate stories, songs, poems & rhymes in the language. [SEP]	□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words [SEP]	language through songs and rhymes and link the spelling, sound and meaning of words [SEP]	simple writing [SEP]	in writing [SEP]
Grey filled boxes indicate that a subject is not being taught explicitly during that half term							