

| Subject                         | Autumn 1 (7)  | Autumn 2 (7)  | Spring 1 (7)   | Spring 2 (6)   | Summer 1 (5)  | Summer 2 (7)  |
|---------------------------------|---|---|--|--|---|---|
| <b>Reading</b>                  | <p>Recommending books that they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><i>Shakleton's Journey – William Grill(3)</i><br/><i>Chromatography – Text</i><br/><i>Heston's Craziest Recipes – Text</i><br/><i>Mentoes and Coke - Text</i></p> | <p>Making comparisons within and across books. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p><i>Private Peaceful – Michael Morpurgo</i><br/><i>Kensuke's Kingdom – Michael Morpurgo</i><br/><i>Lilian Bader – Text</i><br/><i>Do Not Stand at my Grave and Weep – Mary Elizabeth Frye</i><br/><i>'Twas the nightbefore Christmas –Clement Clarke Moore</i><br/><i>A Christmas Carol – Charles Dickens</i></p> | <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p><i>Wonder – R J Palacio</i><br/><i>Beetle Boy – M G Leonard</i><br/><i>The Hobbit – JRR Tolkien</i><br/><i>The Wolves in the Walls – Neil Gaiman (2)</i><br/><i>The Explorer – Katherine Rundell</i></p> | <p>Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p><i>Kick – Mitch Johnson</i><br/><i>Street Child – Bertie Doherty</i><br/><i>Floodland – Marcus Sedgewick</i><br/><i>William Kamkwamba – Text</i><br/><i>How do Parachutes Work – Text</i><br/><i>How do Solar Panels Work? - Text</i></p> | <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied</p> <p><i>Helen Sharman – text</i><br/><i>The Listeners – Walter De La Mere</i><br/><i>The Storm keeper's Island – Catherine Doyle</i><br/><i>Cogheart – Peter Bunzi</i><br/><i>Cosmic – Frank Cottrell-Boyce</i><br/><i>Millions – Frank Cottrell-Boyce</i></p> | <p>Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><i>Hidden Figures – Margot Lee Shetterly(2)</i><br/><i>Mae Jemison – Barghoone</i><br/><i>The Highway Man – Alfred Noyes</i><br/><i>Where is the Love Black Eyes Peas</i><br/><i>Piece by Piece – Kelly Clarkeson</i></p> |
| <b>Writing</b>                  | <p>Letter Writing<br/>Newspaper Reports<br/>Poetry</p> <p><i>I Believe in Unicorns – Michael Morpurgo</i><br/><i>Giant's Necklace – Michael Morpurgo</i></p>  | <p>Character descriptions<br/>Setting descriptions<br/>Persuasion</p> <p><i>Letters from the Lighthouse – Emma Carroll</i><br/><i>Friend or Foe – Michael Morpurgo</i></p>  | <p>Explanation Text<br/>Character/setting descriptions<br/>Myth</p> <p><i>Who Let the Gods Out – Maz Evans</i><br/><i>The Hero wins – Mayan Myth</i></p>   | <p>Debate<br/>Letter Writing<br/>Instructions</p> <p><i>Etty Steele – Grayson Grave</i></p>  | <p>Narrative<br/>Non-Chronological Report</p> <p><i>Brightstorm – Vashti Hardy</i><br/><i>When the Giant Stirred – Celia Godkin</i></p>   | <p>Narrative<br/>Instructions</p> <p><i>Cosmic – Frank Cottrell Boyce</i><br/><i>The Highway Man – Alfred Noyes</i></p>   |
| <b>SPAG</b>                     | <p>Commas, word class, nouns and formation of nouns using prefixes and suffixes, conjunctions, verbs, adjectives, adverbs, -ough, homophones.</p>   | <p>Prefixes, prepositions, inverted parenthesis, relative pronouns, relative clauses, subordinate clauses, relative clauses, -ious, -cial/-tial.</p>  | <p>Modal verbs, cohesive features, relative pronouns, -able/-ible, -ably/-ibly, homophones.</p>  | <p>Fronted adverbials, prepositions of time and place, dictionary work, passive and active, semi colon, expanded noun phrases, silent letters, -ant/-ent, -ncy/-ency, homophones.</p>  | <p>Synonyms and Antonyms, prepositions, prefixes, nouns and adjectives into verbs, homophones.</p>  | <p>Nouns to verb, adjective to verb, single dashes, possessive apostrophe, adjectives into adverbs.</p>   |
| <b>Speaking &amp; Listening</b> | <p>Speak audibly and fluently with an increasing command of Standard English. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.<br/>Harvest Poetry for Harvest Festival.</p>  | <p>Articulate and justify answers, arguments and opinions. Gain, maintain and monitor the interest of the listener(s).<br/>Delivery of War Poetry in community assembly</p>   | <p>Articulate and justify answers, arguments and opinions</p>  | <p>Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates</p>  | <p>Articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>   | <p>Articulate and justify answers, arguments and opinions</p>   |
| <b>Mathematics</b>              | <p>Number and Place Value<br/>Decimals</p>  | <p>Addition and Subtraction<br/>Multiplication and division – Powers of 10</p>  | <p>Multiplication and division – formal written methods</p>  | <p>Fractions, decimals and percentages.</p>  | <p>Fractions – calculating<br/>Measurement – area and volume</p>  | <p>Geometry – property of shape – angles<br/>Geometry – properties of shape</p>   |

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|                                 | Geometry – Properties of shape  | Multiplication and division – Properties of number  | Geometry – Position and direction                                    | Measurement – length, mass and capacity                        |  | Statistics  |
| <b>Science</b>                  | Properties of Materials   | Changing Materials  | The Heart and Circulation  | Forces   | The Solar System   |   |
| <b>Computing</b>                | E-Safety  | Internet Research   | 3D Modelling   | Scratch  | Controlling Devices  | Radio Channel   |
| <b>DT</b>                       |   | Food<br>Combining wet and dry ingredients and adapting a traditional recipe                           |  | Mechanisms<br>Using pulleys and gears, making and building     |  | Textiles<br>Joining different shapes of fabric  |
| <b>Humanities<br/>Hist/Geog</b> | <b>Geography</b><br>Why are mountains so important?   | <b>History</b><br>Why was winning The Battle of Britain in 1940 so important?                         | <b>History</b><br>Why did Ancient Maya change the way they lived?    | <b>Geography</b><br>How is Climate change affecting the world? | <b>Geography</b><br>How do volcanoes affect the lives of people on Hiemaey?        | <b>History</b><br>Why did Britain once rule the largest empire the world has ever seen? |
| <b>Art</b>                      | <b>Painting/Sketching</b><br>History/Geography - WWII<br><i>Poppies in the style of Monet</i> |   | <b>Drawing/Sculpture</b><br><i>Mayan Battle Masks</i>                |  | <b>Painting/Collage</b><br>Science - Solar System<br><i>Collage in mixed media</i> |   |
| <b>RE</b>                       | U2.8 What does it mean to be a Muslim in Britain today?                                       | U2.3 Why do Christians believe Jesus was the Messiah?<br><br><b>Christmas</b> Celebration and meaning | U2.1 What does it mean if Christians believe God is holy and loving? | U2.9 Why is the Torah so important to Jewish people?           | U2.4 How do Christians decide how to live? 'What would Jesus do?'                  | U2.11 Why do some people believe in God and some people not?                            |
| <b>PSHE</b>                     | <b>Me and My Relationships</b>  | <b>Valuing Difference</b>   | <b>Keeping Myself Safe</b>   | <b>Rights and Responsibilities</b>                             | <b>Being my Best</b>   | <b>Growing and Changing</b>   |
| <b>PE</b>                       | <b>Games – OAA week</b><br>South Cerney<br>Netball<br><b>Pilates – i-moves</b>                | <b>Games – Hockey</b><br><b>Gym – Bridges and Balances</b>  | <b>Swimming</b><br><br><b>Games - Rugby</b>                          | <b>Swimming</b><br><br><b>Games - Tennis</b>                   | <b>Dance – Robin Hood (unit 2)</b><br><b>Games - Athletics</b>                     | <b>Dance – The Highway Man (unit 2)</b><br><b>Games - Rounders</b>                      |
| <b>MFL</b>                      | <b>QCA Unit 3a</b><br>What we are good at   | <b>QCA Unit 3b</b><br>Happy Birthday  | <b>QCA Unit 3c</b><br>Party Games                                    | <b>QCA Unit 3d</b><br>Come to my Party                         | <b>QCA Unit 3e</b><br>Sports Day   | <b>QCA Unit 3f</b><br>We are the Champions  |

Please note that the curriculum progression documents outline the coverage within each area of the curriculum.