

Subject	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (5)	Spring 2 (5)	Summer 1 (7)	Summer 2 (7)
Reading	<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> <i>Chromatography – Text</i> <i>Heston's Craziest Recipes – Text</i> <i>Mentoes and Coke – Text</i> <i>Holes – Louis Sachar</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> <i>Kensuke's Kingdom – Michael Morpurgo</i> <i>Lilian Bader – Text</i> <i>Do Not Stand at my Grave and Weep – Mary Elizabeth Frye</i> <i>'Twas the nightbefore Christmas –Clement Clarke Moore</i> <i>A Christmas Carol – Charles Dickens</i> <i>A Girl called Owl – Amy Wilson</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> <i>Beetle Boy – M G Leonard</i> <i>The Hobbit – JRR Tolkien</i> <i>The Wolves in the Walls – Neil Gaiman (2)</i> <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> <i>Street Child – Bertie Doherty</i> <i>Floodland – Marcus Sedgewick</i> <i>William Kamkwamba – Text</i> <i>How do Parachutes Work – Text</i> <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> <i>The Listeners – Walter De La Mere</i> <i>The Storm keeper's Island – Catherine Doyle</i> <i>Cogheart – Peter Bunzl</i> <i>Cosmic – Frank Cottrell-Boyce</i> <i>Millions – Frank Cottrell-Boyce</i> <i>The Wind in the Willows – Kenneth Grahame</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> <i>Mae Jemison – Barghoone</i> <i>The Highway Man – Alfred Noyes</i> <i>Where is the Love Black Eyes Peas</i> <i>Piece by Piece – Kelly Clarkeson</i></p>
Writing	<p>Letter Writing Newspaper Reports Poetry</p> <p><i>I Believe in Unicorns – Michael Morpurgo</i> <i>Giant's Necklace – Michael Morpurgo</i></p>	<p>Character descriptions Setting descriptions Persuasion</p> <p><i>Letters from the Lighthouse – Emma Carroll</i> <i>When the Sky Falls – Phil Earl</i></p>	<p>Explanation Text Character/setting descriptions Myth</p> <p><i>Who Let the Gods Out – Maz Evans</i> <i>The Hero Twins – Mayan Myth OR Maya Myths</i> <i>Twitch – M G Leonard</i></p>	<p>Debate Letter Writing Instructions Blackout Poetry</p> <p><i>The Explorer – Katherine Rundell</i></p>	<p>Narrative Non-Chronological Report</p> <p><i>Brightstorm – Vashti Hardy</i> <i>When the Giant Stirred – Celia Godkin</i></p>	<p>Narrative Instructions</p> <p><i>Cosmic – Frank Cottrell Boyce</i> <i>Willow Pattern – Allan Drummond</i> <i>The Highway Man – Alfred Noyes</i></p>
SPAG	<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>

Speaking & Listening	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. Harvest Poetry for Harvest Festival.	Articulate and justify answers, arguments and opinions. Gain, maintain and monitor the interest of the listener(s). Delivery of War Poetry in community assembly	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates	Articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Articulate and justify answers, arguments and opinions
Mathematics	Number and Place Value Decimals Geometry – Properties of shape	Addition and Subtraction Multiplication and division – Powers of 10 Multiplication and division – Properties of number	Multiplication and division – formal written methods Geometry – Position and direction	Fractions, decimals and percentages. Measurement – length, mass and capacity	Fractions – calculating Measurement – area and volume	Geometry – property of shape – angles Geometry – properties of shape Statistics
Science	Properties of Materials	Changing Materials	Living Things and their Habitats	Forces	Earth and Space	Animals including Humans (covered in RSE)
Computing	Systems and Searching	Video Production	Selection in Physical Computing	Flat-File Databases	Introduction to Vector Graphics	Selection in Quizzes
DT		Food Combining wet and dry ingredients and adapting a traditional recipe		Mechanisms Using pulleys and gears, making and building		Textiles Joining different shapes of fabric
Humanities Hist/Geog	Geography Why are mountains so important?	History Why was winning The Battle of Britain in 1940 so important?	History Why did Ancient Maya change the way they lived?	Geography How is Climate change affecting the world?	Geography How do volcanoes affect the lives of people on Hiemaey?	History Why did Britain once rule the largest empire the world has ever seen?
Art	Painting/Sketching History/Geography - WWII <i>Poppies in the style of Monet</i>		Drawing/Sculpture <i>Mayan Battle Masks</i>		Painting/Collage Science - Solar System <i>Collage in mixed media</i>	
RE	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas 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?
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
PE	Games - Netball Pilates – i-moves	Games – Hockey Gym – Bridges and Balances	Swimming Games - Rugby	Swimming Games - Tennis	Dance – Robin Hood (unit 2) Games - Athletics	Dance – The Highway Man (unit 2) Games - Rounders

MFL	QCA Unit 3a What we are good at	QCA Unit 3b Happy Birthday	QCA Unit 3c Party Games	QCA Unit 3d Come to my Party	QCA Unit 3e Sports Day	QCA Unit 3f We are the Champions
------------	---	--------------------------------------	-----------------------------------	--	----------------------------------	--

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