

Subject	Autumn 1(8)	Autumn 2(7)	Spring 1(6)	Spring 2(7)	Summer 1(4)	Summer 2(7)
Reading	<p>Holes Once Other Words for Home Malala Yousafzai Nevermoor Malamander</p> <p>Class book: <i>October</i> by Katya Balen</p>	<p>Rosa Parks A Change is Gonna Come Caged Bird Defying Gravity How Did The Industrial Revolution Affect Liverpool? Thomas Edison The Parts Of The Eye</p> <p>Class book: <i>Spellstone</i> by Ross Montgomery</p>	<p><i>Moth: An Evolution Story</i> by Isabel Thomas</p> <p><i>The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs</i> by Kate Winter</p> <p>Charles Darwin Understanding Autistic Spectrum Disorder - Epic Can You See Me? Tyger by William Blake</p> <p>Class book: <i>Tyger</i> by S.F. Said</p>	<p>Northern Lights The Last Spell Breather Treasure Island The Crossover The Dream Snatcher</p> <p>Class book: <i>Zachary Ying and the Dragon Emperor</i> by Xiran Jay Zhao</p>	<p>You Are Awesome Drive by Incubus The Star Spun Web The Bronte Sisters Farther by Grahame Baker-Smith</p> <p>Class book: <i>Pig Heart Boy</i> by Malorie Blackman</p>	<p>Rooftoppers How Burglar Alarms Work The London Eye Mystery The Graveyard Book</p> <p>Class book: <i>Rooftoppers</i> by Katherine Rundell</p>
Writing	<p>Writing linked to the class book: eg. setting description, creating atmosphere through precise vocabulary choices, non-chronological report, diary entry</p>	<p>Writing based on Alma (Video): eg. creating suspense, short story</p> <p>Writing linked to the class book: eg. myth, persuasive writing</p>	<p>Writing linked to the class book and other texts read in class: eg. biography, poetry</p>	<p>Writing based on Ruin (video): setting and character description, chase scene</p> <p>Writing linked to the class book: eg. non-chronological report</p>	<p>Writing linked to the class book: eg. balanced argument, formal and informal letter</p>	<p>Writing linked to the class book: eg. diary entry, short story</p>
SPAG	<p>Basic punctuation – review</p> <p>Word classes – review</p> <p>Noun phrases</p> <p>Relative clauses</p> <p>Modal verbs to express possibility</p> <p>Using adverbs to show possibility</p> <p>Parenthesis</p>	<p>Apostrophes</p> <p>Synonyms and antonyms</p> <p>Subject and object</p> <p>Main and subordinate clause</p> <p>Phrases and clauses</p> <p>Subjunctive</p> <p>Formal and informal language</p>	<p>Active and Passive</p> <p>Punctuation: colons, semi-colons and bullet points in a list</p> <p>Formal and informal language</p>	<p>Hyphens</p> <p>Punctuation: colons, semi-colons and dashes used to separate independent clauses</p>	<p>SATs consolidation and revision</p>	<p>Posters</p> <p>Games</p> <p>Application of skills</p>

	Using commas to clarify meaning and avoid ambiguity					
Speaking & Listening	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Team Captain Manifesto	Participate in collaborative conversations, staying on topic and initiating and responding to comments Christmas Carol Concert	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Speak audibly and fluently with an increasing command of Standard English Book Reviews	Select and use appropriate registers for effective communication Gain, maintain and monitor the interest of the listener Debating	Consider and evaluate different viewpoints, attending to and building on the contributions of others. School Production
Mathematics	Number and place value with whole numbers to millions and decimal numbers to beyond three decimal places. Exploring properties of number: square numbers, prime numbers, cube numbers, multiples and factors. Efficient arithmetic methods – addition and subtraction. Applying times table knowledge more widely (e.g. 4×7 , 40×70 , 0.4×7 , $28/4=7$, 4 is a factor of 28, 28 is a multiple of 4). Reasoning skills and problem solving.	Recognising and converting between fractions, decimals and percentages. Position and direction (coordinates). Identifying the properties of 2D and 3D shapes and calculating the size of angles within certain 2d shapes. Efficient arithmetic methods – multiplication and division. Reasoning skills and problem solving.	Carrying out calculations which involve a mixture of the four operations, indices and brackets (order of operation). Ratio and proportion. Efficient arithmetic methods – calculating with fractions, decimals and percentages. Reasoning skills and problem solving.	Using algebra. Using and converting between different units of measurement. Using formula to find the area and perimeter of certain common 2D shapes, and the volume of 3D shapes. Efficient arithmetic methods – calculating with fractions, decimals and percentages. Reasoning skills and problem solving.	Creating and reading different types of graphs, including pie charts. Developing greater depth of understanding in number work. Efficient arithmetic methods - speed and accuracy and making informed choices about suitable methods for different types of calculation. Reasoning skills and problem solving within a greater range of contexts.	Developing deeper understanding in many aspects of the curriculum by applying learning to problems set in a greater range of contexts. Consolidating key learning in preparation for transition to secondary school. Exploring the properties and uses of interesting shapes such as the Mobius strip.
Science	Living things and their habitats	Light	Evolution and Inheritance		Animals, including humans: Circulatory system	Electricity
Computing	<u>Computing systems and networks: Communication and collaboration</u> This unit explores how data is transferred over the internet.	<u>Creating media: Web page creation</u> This unit introduces pupils to the creation of websites for a chosen purpose.	<u>Programming A: Variables in games</u> This unit explores the concept of variables in programming through Scratch.	<u>Data and information: Introduction to spreadsheets</u> This unit introduces spreadsheets, including organising and formatting data.	<u>Creating media: 3D modelling</u> This unit develops pupil knowledge and understanding of using a computer to produce 3D models.	<u>Programming B: Sensing movement</u> In this unit, pupils use the BBC micro:bit to further explore the four programming constructs previously learnt during Key Stage 2.
DT	STEM works Lego Control Workshop	Making stable wooden structure				Using micros - bread

Humanities Hist/Geog	Why is fair trade fair? (Geography)	The true story of the Trojan Horse: historical fact, legend or classical myth? (History)	What is a river? (Geography)	How did a pile of dragon bones help to solve an Ancient Chinese mystery? (History)	Fieldwork (Geography)	Local Study (History)
Art						
RE	Why do Hindus want to be good?		Creation & Science – Conflicting or Complementary?	What do Christians believe Jesus did to 'save' people? Easter	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?
PSHE	Classroom rules, routines and class contract Being my best (Includes keeping healthy, mindset, goal setting and achievements) Keeping Myself safe		Me and My relationships (Includes feelings, emotions, conflict resolution and friendships) Rights and responsibilities (Includes money, living in the wider world & environment) Safer Internet Day	Valuing difference (Includes British Values focus) Media Influence Growing and changing (Includes RSE related issues) New Beginnings: transfer to Secondary School		
PE						
Music	<u>Garage Band ipads</u> <u>Hey Mr Miller</u> <ul style="list-style-type: none"> • Swing music • Syncopation • Swing rhythm • Big band instruments • Scat singing Social & historical context	<u>Garage Band ipads</u> <u>Shadows/Compromising for protest</u> <ul style="list-style-type: none"> • Artists & their influences • Compare musical genres (Country, electronic dance music, rock, classical, soul) • Create music inspired by Ethel Smyth (suffragettes) coda 	<u>Dona noblis pacem</u> <ul style="list-style-type: none"> • Texture (3 parts) • Monophonic • Homophonic • ¾ time • Crotchet, rest, minim, dotted minim dotted crotchet • Sacred music Singing in harmony 	<u>You are everything to me/ Twinkle variations</u> <ul style="list-style-type: none"> • 1970s soul music • Comparing cover versions Variations of songs 	<u>Race/ Exploring identity through song</u> <ul style="list-style-type: none"> • Creating music to accompany a film • Vocal range • Voice change • Technique • Anthems 	<u>Ame Sau Vala Tara Bal</u> <ul style="list-style-type: none"> • Indian Music • Indian instruments • Musical styles compared • Bollywood
MFL	Presenting Myself	My Family	The Date	Do You Have a Pet?	My Home	Clothes

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