

		Autumn		Spring		Summer	
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to: <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Teaching of Word List (Year 5 and Year 6) - p.61, NC English PoS					
	Language Comprehension	Pupils should be taught to: <ul style="list-style-type: none">• maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from understand our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books• learning a wider range of poetry by heart• 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• understand what they read by:<ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• 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• 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• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• 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• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views.					
	Text Types	Texts include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
		Picture Books (Y5/6)	Non-Fiction (Y5/6)	Building Stamina (Y5/6)	Non-Fiction (Y5/6)	Contemporary Fiction (Y5/6)	
	CLPE	The Journey By F. Hanna	Ice Trap: Shackleton's Journey by Meredith Hooper and M. P. Robertson	Skellig By David Almond	Suffragette: The Battle for Equality By David Roberts	Cosmic by Frank Cottrell Boyce	
Maths		Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					
Science		Living Things and their Habitats	Electricity	Light	Earth and Space	Animals including Humans	Evolution and Inheritance
		Working Scientifically taught throughout the year: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none">• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• using test results to make predictions to set up further comparative and fair tests• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing		Data and information – flat file databases	Creating Media – Introduction to vector graphics	Programming A – Selection in physical computing	Data and information – introduction to spreadsheets	Creating media – 3d modelling	Programming B – Selection in quizzes

Online Safety	My Media Choices & Finding My Media Balance	Be a Super Digital Citizen & Is It Cyberbullying?	Keeping Games Fun and Friendly & Digital Friendships	A Creator's Rights and Responsibilities & Reading News Online	Private and Personal Information & You Won't Believe This!	Our Online Tracks & Beyond Gender Stereotypes
Geography	Local area – Upper KS2 (fieldwork opportunity)	United Kingdom (fieldwork opportunity)	Mountains		Volcanoes and Earthquakes	
History	British history 5: What was life like in Tudor England?		What does the Census tell us about our local area? (mining)	What did the Greeks ever do for us?		British history 6: What was the impact of World War II on the people of Britain?
Art		2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome Lubaina Himid, Claire Harrup, Ross H Frew (Newcastle) - sustainable sculptures		Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines Kework Mourad, John Speight (Northumberland paper cutter)		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson
Design Technology	Mechanical Systems Pulleys or gears		Food Celebrating culture and seasonality (including cooking and nutrition requirements KS2)		Electrical Systems More complex switches and circuits (including programming, monitoring and control)	
Music		Fresh Prince of Bel-Air		Dancing in the Street	Music and Me	You've Got a Friend
P.E.	Handball	Gymnastics	Dance Swimming	Gymnastics Volleyball	Orienteering Rounders	Athletics Swimming year 6 only
R.E.	Why should people with a religious faith care about the environment? (Muslim views)		Why do people use rituals today? (Islam)		So what do we now know about Christianity? (Y6 bridging unit)	
RSE/ PSHE	My Happy Mind – Meet your Brain & Celebrate	My Happy Mind – Appreciate	My Happy Mind Relate & Engage	Diverse Britain	Digital Wellbeing	Growing Up
MFL	All about ourselves (y5)	Family and Friends (y5)	Time Travelling (y5)	Getting to know you (y5)	Let's visit a French town (y6)	That's Tasty (y5)
British Values	We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.					



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