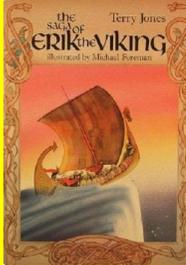




Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Invaders</b>		<b>Misty Mountain, Winding River</b>		<b>Rivers, seas and mountains</b>	
<b>English</b>	<p><b>The Saga of Erik the Viking- Terry Jones</b></p> 		<p><b>King of the Cloud Forests – Michael Morpurgo</b></p> 		<p><b>Secrets of a Sun King – Emma Carroll</b></p> 	
<b>Spellings</b>	<ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Adding -ed, -ing, -er and -est</li> <li>• Prefixes (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• Words ending in -able and -ible</li> <li>• Words containing the letter-string ough</li> <li>• Words with 'silent' letters</li> <li>• Homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Adding -s, -es and -ies to words (plurals of nouns and the third-person singular of verbs)</li> <li>• Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• Words ending with -gue and -que</li> <li>• Words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>• The /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y common exception words</li> <li>• Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• The suffix -ly</li> <li>• Words with the /k/ sound spelt ch and with</li> </ul>	<ul style="list-style-type: none"> <li>• The suffixes -ment, -ness, -ful, -less and -ly</li> <li>• Common exception words prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• The suffix -ly with root words ending 'le' or 'ic'</li> <li>• Words with the /i:/ sound spelt ei after c (and other ie/ei words)</li> <li>• Homophones and other words that are often confused</li> </ul>	<ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• Words with the /s/ sound spelt sc</li> <li>• Words with the /ei/ sound spelt ei, eigh, or ey</li> </ul>	<ul style="list-style-type: none"> <li>• Common exception words</li> <li>• The /i/ sound spelt y other than at the end of words</li> <li>• The /ʌ/ sound spelt ou</li> <li>• Prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</li> <li>• The suffix -ation</li> <li>• Homophones and other words that are often confused</li> </ul>



			<p>the /f/ sound spelt ch</p> <ul style="list-style-type: none"> <li>• Words ending in -able and -ible</li> <li>• Homophones and other words that are often confused</li> </ul>		<p>Homophones and other words that are often confused</p>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear</li> </ul>	<ul style="list-style-type: none"> <li>• Revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets</li> </ul>	<ul style="list-style-type: none"> <li>• Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash</li> </ul>	<ul style="list-style-type: none"> <li>• Use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Secure understanding of the four sentence functions</li> <li>• Review common, proper and collective nouns; discuss abstract nouns</li> <li>• Secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts</li> <li>• Model relative clauses in which the relative pronoun refers back to the noun</li> <li>• Identify modal verbs in</li> </ul>	<ul style="list-style-type: none"> <li>• Secure understanding of the four sentence functions</li> <li>• Identify and use pronouns to avoid repetition</li> <li>• Compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases</li> <li>• Collect a bank of relative pronouns</li> <li>• Edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time</li> <li>• Identify statements when reading cross curricular texts</li> <li>• Identify adverbials both within and at the front of</li> </ul>	<ul style="list-style-type: none"> <li>• Model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial; apply fronted adverbials to own writing</li> <li>• Identify statements when reading cross curricular texts</li> <li>• Identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of</li> </ul>	<ul style="list-style-type: none"> <li>• Use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner</li> <li>• Identify commands and questions from more abstract possibilities; write a variety of sentence types when writing dialogue</li> <li>• Provide sentences which require</li> </ul>	<ul style="list-style-type: none"> <li>• Identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective</li> <li>• Identify commands and questions from more abstract possibilities; write a variety of sentence types when writing dialogue</li> <li>• Write formal and informal sentences, selecting</li> </ul>



	sentences; discuss their degree of possibility or certainty		sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts <ul style="list-style-type: none"> <li>Identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; identify 1<sup>st</sup> or 3<sup>rd</sup> person in shared or guided reading, and discuss tenses used</li> </ul>	a fronted adverbial; collect sets of time connectives from texts <ul style="list-style-type: none"> <li>Experiment with writing from 1<sup>st</sup> person point of view in the present tense</li> </ul>	most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately <ul style="list-style-type: none"> <li>Maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms</li> </ul>	conjunctions and cohesive devices to suit level of formality <ul style="list-style-type: none"> <li>Increasingly control a variety of verb forms in spoken and written contexts</li> </ul>
Mathematics	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition, subtraction, multiplication and division</li> </ul> <p><b>Statistics</b></p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Perimeter and area</li> </ul>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Decimals and percentages</li> </ul>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Decimals</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shape</li> <li>Position and direction</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Converting units</li> <li>Volume</li> </ul>	
Science	<ul style="list-style-type: none"> <li>Digestive System</li> <li>Sound</li> </ul>		<ul style="list-style-type: none"> <li>States of Matter</li> <li>Grouping and Classifying</li> </ul>		<ul style="list-style-type: none"> <li>Electrical Circuits and Conductors</li> </ul>	



Computing	Coding	Spreadsheets	Online Safety	3D Modelling	Game Creator	Concept Maps
PE	Invasion Games Health Related Fitness	Sports Hall Athletics Invasion Games • Hockey	Gymnastics Multi skills	Net and wall games • Tennis Invasion games • Netball	Athletics Striking and Fielding • Rounders • Cricket	
RE	 Buddhism Kathina	 Sikhism Vaisakhi	 Judaism Shabbat	 Christianity Holy Week and Easter	 Islam Eid ul-Adha	 Hinduism Janmashtami
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Health me	Relationships	Changing me
Art and DT	<ul style="list-style-type: none"> <li>• Contrast and Complement</li> <li>• Fresh Food, Good Food</li> <li>• Warp and Weft</li> </ul>		<ul style="list-style-type: none"> <li>• Vista</li> <li>• Functional and Fancy Fabrics</li> <li>• Animal</li> </ul>		<ul style="list-style-type: none"> <li>• Tomb Builders</li> <li>• Statues, Statuettes and Figurines</li> <li>• Islamic Art</li> </ul>	
Music	<ul style="list-style-type: none"> <li>• Mama Mia (Year 4)</li> <li>• Livin' on a Prayer (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Glockenspiel Stage 2 (Year 4)</li> <li>• Classroom Jazz 1 (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Stop (Year 4)</li> <li>• Make you Feel my Love (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Lean on me (Year 4)</li> <li>• The fresh prince of Bel-Air (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Blackbird (Year 4)</li> <li>• Dancing in the street (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect, Rewind and Replay</li> </ul>
French	<b>All about me</b> <ul style="list-style-type: none"> <li>• Introductory conversation</li> <li>• Talking about myself</li> <li>• Hobbies</li> </ul>	<b>Family</b> <ul style="list-style-type: none"> <li>• Family members</li> <li>• My house</li> </ul>	<b>Colours</b> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Days of the week</li> <li>• Months of the year/birthdays</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>• Different food</li> <li>• Restaurant ordering</li> <li>• Directions</li> </ul>	<b>Seasons</b> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Weather</li> <li>• Events in different seasons</li> <li>• Hobbies in different seasons</li> <li>• UK weather</li> </ul>	<b>Exploring</b> <ul style="list-style-type: none"> <li>• Town</li> <li>• Transport/directions</li> </ul>