

Subjects	Autumn Term 1 Deadly 60	Autumn Term 2 Marvellous Mayans	Spring Term 1 World War 2	Spring Term 2 World War 2	Summer Term 1 Almond the Author / Amazing Almond / Nuts about Reading	Summer Term 2 You're Hired
Immersion and Visits.	Immersion: Visitor to School if possible e.g. Zoo Lab TBC.	Immersion: Mexican Banquet	Immersion: World War 2 day	Visit: Evacuee experience at Holdenby House.	Visit / Immersion	Visit: TBC Possible business person / inventor to do a talk Engage: Watch Junior Apprentice and Junior Dragon's Den. Chindogu inventions.
Celebrations and parental engagement				VE Day Celebrations afternoon tea, sing-a-long.		Hosting stalls at the Summer Fayre.
English	Text: The Deadly 60 information books. Focus: Writing to inform - Information text / non-chronological report: Text: Savage Focus: Writing to entertain	Text: <i>The Storm Runner</i> , by JC Cervantes, Focus: Writing to entertain Text: Hero Twin (Mayan creation myth) Focus: Writing to entertain – short story. Text: Travel	Text: Goodnight Mr. Tom Text: The Diary of Anne Frank Focus: Writing to inform - Diaries, letters Focus: Writing to entertain -Short stories with flashbacks (Mourning Dove	Text: Rose Blanche Focus: Writing to instruct – Procedural: How to construct an Anderson Shelter. Focus: Writing to inform - Information text / non-chronological report: The Home Front / Weaponry.	Text: Skellig Focus: Writing to entertain Narrative Text: Selected books written by David Almond	Text: Autobiographies Focus: Writing to Persuade - Product launch speech; adverts; formal letters to sell product, responses to complaints. Q and A forum (speaking and listening).

		brochures: Focus: Writing to persuade (travel Blogs)	stimulus).	Focus: Writing to entertain - Short story from evacuee's perspective. Focus: Writing to persuade - Job applications / letters		Writing to Inform - Explanation text about product. Script for leaver's assembly.
<ul style="list-style-type: none"> • Writing – transcription: Spelling, handwriting and presentation. • Writing – composition: plan writing; draft and write; evaluate and edit. • Writing – vocabulary, grammar and punctuation: develop understanding of grammatical concepts and structures; high level punctuation; the Year 5/6 spelling list. • Reading – word reading: knowledge of root words, prefixes and suffixes. • Reading – comprehension: maintain positive attitudes to reading. Read a wide range of books which include: different genres; different structures; books that have been recommended; literature from other cultures; and poetry. Develop skills such as: inference; summarising; discussing and evaluating texts and author intent, providing reasoned justifications for their views; make comparisons within and across books. 						

Maths	Number and place value Multiplication and division Four operations Measurement (time) Geometry (properties of shapes)	Fractions, decimals and percentages Measurement (volume, capacity and mass) Measurement (length and money): Four operations (measurement context) Statistics	Number and place value Fractions, decimals and percentages Four operations Algebra	Four operations (money context) Measurement (time) Geometry (position and direction) Geometry (properties of shapes) Ratio and proportion	Number and place value Four operations (money context) Algebra Fractions, decimals and percentages Geometry (properties of shapes) Ratio and proportion Statistics:	Geometry (position and direction) Geometry (properties of shapes) Measurement (volume, capacity and mass) Four operations (measurement context) Measurement (length and money)
Science	Evolution and inheritance. <ul style="list-style-type: none"> Describe how the Earth and living things have changed over time; Explain how fossils can be used to find out about the past; Explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents); Explain how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Explain evolution. 	Living things and their habitats. <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences; Describe how living things have been classified; Give reasons for classifying plants and animals a specific way. 	Light: how we see things. <ul style="list-style-type: none"> Explain how light travels; Explain and demonstrate how we see objects; Explain why shadows have the same shape as the object that casts them; Explain how simple optical instruments work. 	Electricity: changing circuits. <ul style="list-style-type: none"> Explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer; Compare and give reasons for why components work and do not work in a circuit Draw circuit diagrams using correct symbols. 	Animals including humans: health & the circulatory system. <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system; Describe the function of the heart, blood vessels and blood; Discuss the impact of diet, exercise, drugs and life style on health; Describe ways in which nutrients and water are transported in animals, including humans. 	
Working scientifically <ul style="list-style-type: none"> Plan different types of scientific enquiry; Control variables in an enquiry; 						

	<ul style="list-style-type: none"> • Measure accurately and precisely using a range of equipment; • Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; • Use the outcome of test results to make predictions and set up further comparative, and fair tests; • Report findings from enquiries in a range of ways; • Explain a conclusion from an enquiry; • Explain causal relationships in an enquiry; • Relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory; • Read, spell and pronounce scientific vocabulary accurately. 					
Computing	iMovie Making a Deadly 60 movie. <ul style="list-style-type: none"> • Select, use and combine software on a range of digital devices; • Use a range of technology for a specific project. 	E-safety. Publishing band posters. Use technologies safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Networks: Computer networks. Internet. <ul style="list-style-type: none"> • Discuss the risks of online use of technology; • Identify how to minimize risks. 	Coding (Scratch): designing, creating and evaluation programs.	Coding: designing, creating and evaluation programs.	Using computers: Collecting, analysing, Presenting and evaluating data.
				<ul style="list-style-type: none"> • Design a solution by breaking a problem up; • Recognise that different solutions can exist for the same problem; • Use logical reasoning to detect errors in algorithms; • Use selection in programs; • Work with variables; • Explain how an algorithm works; • Explore 'what if' questions by planning different scenarios for controlled devices. 		
History		Non-European study: The Mayans I am aware that many of the early civilizations gave much to the world. I research to find similarities and differences between two or more periods of history.	World war II. Effect on Peterborough, Britain and the lives of children. <ul style="list-style-type: none"> • Summarise main events from a period of history, explaining the order of events and what happened • I place features of historical events and people from the past societies and periods in a chronological framework. 			
Geography	World Tour of the Deadly 60 Creatures, using maps and OS maps. <ul style="list-style-type: none"> • Use an atlas by using the index to find places. • Use some basic Ordnance Survey map symbols. • Use 6-figure grid references. • Name the largest desert in the world and locate desert regions in an atlas. • 	Comparison of Mayans to Britain as it is now. Describe how some places are similar and dissimilar in relation to their human and physical features.			Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).	Application of jobs around the world. <ul style="list-style-type: none"> • Explain how time zones work and calculate time differences around the world.

D&T		Mayan Architecture <ul style="list-style-type: none"> Consider culture and society in plans and designs; 	Anderson Shelters. <ul style="list-style-type: none"> Follow and refine plans; Work within a budget; Test and evaluate own products; Evaluate own product against clear criteria. 	Poms-Poms and Rag Rug <ul style="list-style-type: none"> Follow and refine plans; Test and evaluate own products. Work within a budget; WW2 cookery <ul style="list-style-type: none"> Explain how products should be stored and give reasons; 		Design and make products for sale, based upon market research. <ul style="list-style-type: none"> Work within a budget; Use market research to inform plans and ideas; Consider culture and society in plans and designs; Justify plans in a convincing way; Evaluate my product against clear criteria. Explain how products should be stored and give reasons;
Art & Design	Henri Rousseau Camouflaged animals Henri Matisse Create a collage of a chosen animal Use a range of e-resources to create art. Overprint to create different patterns.	Mayan Masks using clay Explain why I have used different tools to create art	Blitz pictures. <ul style="list-style-type: none"> Explain why I have chosen specific techniques to create my art. Use feedback to make amendments and improvements to my art. 	Propaganda posters. Explain the style of my work and how a famous artist has influenced it.		
Music		Mayan Music Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times have had on people of that time.	Wartime songs / singers. <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Sing in harmony confidently and accurately; Perform parts from memory; Take the lead in a performance. 	Use & understand basics of staff notation: notating and playing the national anthems of		Write and create a jingle for products. <ul style="list-style-type: none"> Use a variety of different musical devices in my composition; Evaluate how the venue, occasion and purpose affects the way a piece of music is created;

			<p>GB.</p> <p>Explore history of music. Compare and contrast composers.</p> <p>Composer Eric Coates Dam Busters theme tune compared with Royal Britannia, Land of Hope and Glory etc.</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time.</p>			
PE/Games	<p>Cross Country and different exercises to keep fit.</p> <ul style="list-style-type: none"> Demonstrate stamina. 	<p>Gymnastics in the hall using the apparatus and putting together a sequence in a group.</p> <ul style="list-style-type: none"> Combine own work with that of others; Formulate sequences to specific timings. 	<p>Netball and Basketball in different types of games.</p> <ul style="list-style-type: none"> Play to agreed rules; Explain rules to others; Umpire; Make a team and communicate a plan; Lead others in a game situation. 	<p>OAA to build on skills learnt from last year using new pieces of equipment to problem solve.</p> <ul style="list-style-type: none"> Plan a route and series of clues for someone else; Plan with others, taking account of safety and danger. 	<p>Rounders and Cricket working as a team.</p> <ul style="list-style-type: none"> Play to agreed rules; Explain rules to others; Umpire; Make a team and communicate a plan; Lead others in a game situation. 	<p>Swimming catch up.</p> <p>Athletics to prepare for Sports Day.</p> <ul style="list-style-type: none"> Demonstrate stamina.
RE	<p>Sikhism</p> <ul style="list-style-type: none"> Explore Sikh belief about God, expressed in the Mool Mantarr. How do Sikhs meditate and serve in Gurdwaras and in their own homes? What happens in Sikh celebrations and ceremonies in the Gurdwarra? Why is Seva (selfless service) such an important aspect of human life? 		<p>Judaism</p> <ul style="list-style-type: none"> Know that there are different groups of Jewish people and compare and contrast traditional and progressive Judaism. Understand the basic difference between a traditional and progressive Synagogue. Know some differences between the ways traditional and progressive Jews celebrate Shabbat. Develop a deeper understanding of the Jewish scriptures and their teachings. Know the Jewish calendar, develop knowledge of key festivals/dates. 		<p>Humanism</p> <ul style="list-style-type: none"> How do Humanists decide what to believe? What are Humanist views on happiness? What do Humanist celebrations tell us about what Humanists value? What do Humanists value in life? Why don't Humanists believe in a god or gods? How do Humanists believe we can lead a morally good life? 	
Religious celebrations	<p>Harvest</p> <p>Yom Kippur / Sukkot - Jewish</p>	<p>Christmas</p> <p>Diwali – Hindu</p> <p>Hanukkah - Jewish</p>	<p>Shrove Tues/Ash Wed</p> <p>Lent</p>	<p>Easter</p> <p>Holi - Hindu</p> <p>Vaisakhi - Sikh</p>	<p>Vesak – Buddhist</p> <p>Ramadan - Muslim</p>	<p>Eid-Al-Fitr - Muslim</p>

<p>SMSC/PSHE</p>	<p>Going for goals.</p> <ul style="list-style-type: none"> Identify effective learning skills; Set a goal and plan to meet this; Take responsibility for learning and behaviour; Explore longer-term future, dreams and aspirations and make a long-term plan. Realise the importance in resilience in overcoming obstacles in order to reach a goal. Consider how to make 'wise choices'. <p>Rights, rules and responsibilities.</p>	<p>Getting on and falling out.</p> <ul style="list-style-type: none"> Know that relationships differ and what type of behavior is appropriate; Recognise when judgement is being made and make an effort to overcome this; Understand a situation from another person's perspective; Identify features of a good leader; Listen to others in a group, even if I have differing opinions; Know what happens when we feel anger and how to manage this; Know our responsibility for the choices we make; Use skills to resolve conflict. <p>British Values.</p>	<p>Personal safety.</p> <ul style="list-style-type: none"> Show an awareness of dangers; Know what I need to do to keep myself safe in a range of contexts; Understand why it is important to stay safe; Know my role in the safety of others. 	<p>Good to be me.</p> <ul style="list-style-type: none"> Accept myself for who and what I am; Explain the difference between feeling proud and boasting; Understand why I might make mistakes and the role feelings play in these; Identify when I am feeling overwhelmed and have strategies to calm down; Know I need to stop and think before acting; Stand up for what I think after listening to others and know that it is ok for others to think differently; Make a judgement about whether to take a risk. 	<p>Say no to bullying.</p> <ul style="list-style-type: none"> Explain the difference between direct and indirect types of bullying; Explain some of the ways in which people can have power over another; Know some of the reasons why people use bullying behaviours; Know ways to encourage others who show bullying behaviours to make better choices. 	<p>Sex and relationships education.</p> <p>New beginnings.</p> <ul style="list-style-type: none"> Understand how it feels to start something new and why; Develop strategies to cope with uncomfortable feelings and to calm myself when necessary; Help others to feel valued and welcomed; Work well in a group and explain what helps the group to work well together; Understand my rights and responsibilities in school.
<p>MFL (French)</p>	<p>Coverage for the year</p> <ul style="list-style-type: none"> I hold a simple conversation with at least 4 exchanges I use my knowledge of grammar to speak correctly I understand a short story or factual text and note the main points (reading) I use the context to work out unfamiliar words. I write a paragraph of 4 to 5 sentences in French. I substitute words and phrases. 					
<p>Outdoor Learning</p>	<p>Bug Hunt</p> <p>Science – Bird beak investigation</p>	<p>Use the solar dome and transform into a Mayan Temple.</p> <p>Science – make a habitat (Bug Hotel)</p>	<p>Dig for Victory – plant vegetables in a patch</p> <p>Create an Anderson Shelter</p> <p>Science – Shadow exploration</p>	<p>Reading challenge – find the most obscure place to read.</p>	<p>Stalls outside</p>	