Theme/Topic	Autumn	Spring	Summer
Literacy	**Reading** reads aloud with appropriate volume and expression to make meaning clear to the audience reads an increasingly wide range of books selects books based on reading experiences and knowledge of books distinguishes between fact and opinion in non-fiction reading explains the effect and impact of author viewpoint discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) begins to make comparisons across and between books begins to show the influence of reading in writing builds up a repertoire of poems that are known by heart prepares poems and plays to read aloud **VGP** uses modal verbs and adverbs to indicate degrees of possibility uses brackets, dashes and commas to indicate <u>parenthesis</u> uses commas to clarify meaning or avoid <u>ambiguity</u> chooses vocabulary to complement purpose **Writing Process** identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own uses devices to build <u>cohesion</u> within and across paragraphs shows a growing awareness of how authors develop character and setting, including through the use of dialogue begins to précis longer passages makes effective changes when editing own and others' work **Spelling** spells some words from the National Curriculum word list for Years 5 and 6 uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary words ending in –able and –ible words ending in –ably and –ibly **Handwriting** knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms		

Numeracy	**Number/Calculation**
	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
	round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
	solve number problems and practical problems that involve all of the above
	read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
	add and subtract numbers mentally with increasingly large numbers e.g 12 462 – 2300 = 10 162
	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	(Vary the context and complexity of questions)
	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
	know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
	establish whether a number up to 100 is prime and recall prime numbers up to 19
	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
	multiply and divide numbers mentally drawing upon known facts
	divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
	solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
	solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
	Geometry & Measures
	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *with unknown lengths*
	calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

solve problems involving converting between units of time

use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling (for all of the above).

identify 3-D shapes, including cubes and other cuboids, from 2-D representations *(greater range of examples)*

know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

draw given angles, and measure them in degrees (°)

identify:

angles at a point and one whole turn (total 360°)

angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)

other multiples of 90°

use the properties of rectangles to deduce related facts and find missing lengths and angles – *use angle sum facts*

distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Data

solve comparison, sum and difference problems using information presented in a line graph

complete, read and interpret information in tables, including timetables.

Begin to decide which representations of data are most appropriate and why

Fractions

compare and order fractions whose denominators are all multiples of the same number

identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements

> 1 as a mixed number [for example, $\frac{2}{5}$ + $\frac{4}{5}$ = $\frac{6}{5}$ = $1\frac{1}{5}$]

add and subtract fractions with the same denominator and denominators that are multiples of the same number

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]

recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

round decimals with two decimal places to the nearest whole number and to one decimal place

read, write, order and compare numbers with up to three decimal places

solve problems involving number up to three decimal places

recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a

		denominator of a multiple of 10 or 25.		
History	Henry VIII and the Tudors What were the historical complications of Henry VIII break from the Catholic Church?			Who were the Mayans?
Geography	Why is the North east such a cool place to live?		What's so special about the USA?	Geography and Numbers
Science	**Out of this World** Earth and Space **Material World** Properties and changes of materials		**Circle of Life** Living things and their habitats **Lets get moving** Forces	**Growing up and Growing old** Animals, including humans **Super scientists**
ICT	**E- Safety** Sharing experiences and opinions **We are game developers** Developing an interactive game		**We are cryptographers** Cracking codes **We are web developers** Creating a web page about cyber saftey	**We are architects** Creating a virtual space **We are artists** Fusing geometry and art
Art	**Andy Warhol** To study and discuss the main points of the life of Andy Warhol and to analyse and appreciate his work, through practice of similar techniques and styles. To use line, colour, printing and repeated images to portray everyday objects and		**What is Special about the USA?** The children will use sketch books to develop skills needed to produce iconic images of the USA. They will improve their mastery of composition and drawing and painting skills. They will see the importance of the appropriate use of	**The Arts and Crafts of the Mayans** Through study of pictures of artefacts of the Mayans, the children will use a range of skills and techniques to build upon these ideas and create pieces of their own. They should improve mastery of composition, drawing, application of

		portraits.	colour in their images of New York and America.	colour, and three dimensional work, while producing a range of pieces.
DT		**Musical Instruments** The children will be designing and making their own musical instruments combining a range of techniques such as sewing and using a hot glue gun.	**Healthy Pizza** The children will be designing and making their own healthy pizzas	**Moving toys** The chn will be designing and making their own moving toy.
P.E.		**Invasion Games** Grid Rugby **Netball** **Gymnastics** Acrobatic Gym **SAQ**	**Dance** Indian delight **Gymnastics** Assess level 3-4 **Strike/field** Cricket	**Net/Wall games** Tennis **Outdoors** Where am I? **Athletics** Take aim **Strike/field** Rounders
Music		**Our Community** Looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present. **Solar System** Musical journey through the solar system, exploring how the universe inspired a number of composers. The children learn a song and compose pieces linked to space.	**Life Cycles** Exploring the life cycle with music by a number of composers. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. **Keeping Healthy** From body popping and gospel singing the children are put through their paces to put together a performance using new musical techniques.	**At the movies** Expoloring music from the 1920s animated movies to present day. Children learn techniques for creating soundtracks and film scores, and they compose their own movie music. **Celebration** A lively celebration in song for the children to perform.
French		Introductory Unit A Portraits Planets		

PSHE	New beginnings Getting on and falling out / Say no to bullying (E-Safety)	Keeping healthy / keeping active Drugs education / Relationships	Respect for property SRE / Changes
RE	**What do Sikhs believe and how are these beliefs expressed?** Demonstrating understanding of beliefs and practices within Sikhism and how beliefs make a difference to individual and communal life **What are the themes of Christmas?** Exploring the themes of Love, Hope, Joy and peace and understanding how these play a part at Christmas.	**What do we know about the bible and why is it important to Christians?** Knowing that there are two parts to the bible and exploring certain passages and their meaning for Christians. **Why is the last supper so important to Christians?** Understand the events of holy week and exploring why the last supper remains so important today.	**What can we learn about Christian faith by studying the lives of Northern Saints?** Demonstrating understanding of the significance of northern saints then and now. **Why should people from a religious faith care about the environment?** Exploring how beliefs impact on a person's morals and actions.

Yellow = covered by HLTA in PPA