



	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
	<p>Seal Surfer by Michael Foreman</p> <p><b>Writing outcome</b> Recount: letter in role</p>	<p>Winter's Child by Angela McAllister</p> <p><b>Writing outcome</b> Fiction: fantasy story based on a fable</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p><b>Writing outcome</b> Fiction: write a story set in the Stone Age</p>	<p>Big Blue Whale by Nicola Davies</p> <p><b>Writing outcome</b> Persuasion: leaflet persuading for the protection of the blue whale</p>	<p>Journey by Aaron Becker</p> <p><b>Writing outcome</b> Fiction: adventure story based on Journey using the language of Berlie Doherty</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr</p> <p><b>Writing outcome</b> Persuasion: tourism leaflet for Paris/Egypt</p>
<p> <b>Reading</b></p>	<p>2a give / explain the meaning of words in context <b>(VOCABULARY)</b> <i>Introduction to The Word Collector and the link to vocabulary development.</i></p> <p>2e predict what might happen from details stated and implied <b>(PREDICT)</b></p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(EXPLAIN)</b></p>	<p>2a give / explain the meaning of words in context <b>(VOCABULARY)</b></p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text <b>(INFERENCE)</b></p> <p>2h make comparisons within the text <b>(EXPLAIN)</b></p> <p>2b retrieve and record information / identify key details from fiction and non-fiction <b>(RETRIEVE)</b></p>	<p>2a give / explain the meaning of words in context <b>(VOCABULARY)</b></p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases <b>(EXPLAIN/VOCABULARY)</b></p> <p>2c summarise main ideas from more than one paragraph <b>(SUMMARISE)</b></p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(EXPLAIN)</b></p>	<p>2a give / explain the meaning of words in context <b>(VOCABULARY)</b></p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases <b>(EXPLAIN/VOCABULARY)</b></p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text <b>(INFERENCE)</b></p> <p>2b retrieve and record information / identify key details from fiction and non-fiction <b>(RETRIEVE)</b></p>	<p>2g identify / explain how meaning is enhanced through choice of words and phrases <b>(EXPLAIN/VOCABULARY)</b></p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text <b>(INFERENCE)</b></p> <p>2e predict what might happen from details stated and implied <b>(PREDICT)</b></p>	<p>2a give / explain the meaning of words in context <b>(VOCABULARY)</b></p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases <b>(EXPLAIN/VOCABULARY)</b></p> <p>2h make comparisons within the text <b>(EXPLAIN)</b></p> <p>2c summarise main ideas from more than one paragraph <b>(SUMMARISE)</b></p>
	<p><b>Forces</b> Friction and Magnets</p>	<p><b>Light</b> Shadows</p>	<p><b>Rocks</b> now press play</p>	<p><b>Forest School</b> I wonder why?</p>	<p><b>Plants</b> Reproduction and Healthy Growth</p>	<p><b>Animals Including Humans</b> Health, Nutrition and Movement</p>
	<p>Urban Environment</p> <p>Landscape painting</p>			<p>What was Art Nouveau? (78 Derngate) Pattern</p>		<p>Get yer Boots on!</p> <p>Shoe designers</p>
	<p><b>ONLINE REPUTATION</b> Computing systems and networks - Connecting Computers</p>	<p><b>ONLINE BULLYING</b> Creating Media - Stop frame animation</p>	<p><b>PRIVACY AND SECURITY</b> Programming A – Sequencing sounds</p>	<p><b>HEALTH, WELL-BEING AND LIFESTYLE</b> Data and Information – Branching databases</p>	<p><b>ONLINE RELATIONSHIPS</b> Creating Media – Desktop publishing</p>	<p><b>MANAGING ONLINE INFORMATION</b> Programming B – Events and actions in programs</p>
		<p>Moving Vehicles Link history – Stone Age</p>	<p>Cooking &amp; Nutrition- Sensational Salads Link to science -Health Nutrition &amp; Movement</p>		<p>Picture Frames Link to Geography unit Holiday destination</p>	



	<b>European Holiday Destinations: Italy</b>			<b>Volcanoes</b> 	<b>What Makes a City? London</b> (map skills)	
		<b>Ancient Greece</b> 	<b>Stone Age- Iron Age</b> 			<b>Local History Study</b> Northampton Shoe Industry
	<b>Getting started</b>	<b>Calendar and celebrations</b>	<b>Animals I like and don't like</b>	<b>Carnival time</b>	<b>Fruits, vegetables and the Hungry Giant story</b>	<b>Going on a picnic, aliens in Spain and a language puzzle</b>
	Ukulele- Learning an instrument.	<b>Glockenspiel Stage 1</b> Playing the glockenspiel. The language of music	<b>Three Little Birds</b> Reggae and Bob Marley	<b>The Dragon song</b> Singing in two parts	<b>Bringing us together- DISCO music</b> <b>RECORDERS – SEE PLAN</b>	<b>Reflect, Rewind and Replay</b> Revision and deciding what to perform. Listen to Western Classical music. The language of music.
	<b>Protective Behaviours</b>	<b>Anti-Bullying WK</b> <b>Belonging to a Group or Community</b> <b>My Community</b>	<b>Mental Health WK</b> Emotions Kirklees	<b>Relationships Sex Education</b>	<b>Consent</b>	<b>First Aid</b> Giving First Aid Burns
 <b>Sports Coach</b>	<b>Invasion Games</b>  <b>Tag Rugby</b>  Jasmine Unit 1 Cognitive FUNS 9 Ball Skills FUNS 12 Reaction / Response	<b>Real Gym</b>  Unit 2 Creative FUNS 2 Seated Balance FUNS 3 Static Balance / floor Work	<b>Netball / Basketball</b> Unit 3 Social FUNS 5 On a line FUNS 7 With a partner	<b>Sportshall Athletics</b>  Forest School	<b>Tennis</b> Unit 4 Physical FUNS 6 FUNS 1  3 wks of Outdoor Adventure Activities (OAA)	<b>Sports Day practise</b>  <b>Rounders</b> Unit 6 Personal FUNS 8 FUNS 11
 <b>R.E</b>	What charitable difference do Christians make in the UK?	How is Christmas celebrated around the world?	What do religions teach about fairness?	Why is Jesus important?	What does it mean to be a Hindu?	How do people express their belief and identity?