



	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
	<p>Gorilla by Anthony Browne</p> <p><b>Writing outcome</b> Fiction: fantasy story</p>	<p>Leon and the place between by Graham Baker-Smith</p> <p><b>Writing outcome</b> Recount /diary</p>	<p>Escape From Pompeii by Christina Balit</p> <p><b>Writing outcome</b> Fiction: historical narrative from character's point of view</p>	<p>When the Giant stirred by Celia Godkin</p> <p><b>Writing outcome</b> Fiction: adventure story from POV of the boy</p>	<p>Where the Forest Meets the Sea by Jeannie Baker &amp; Jungle Explorer by The Literacy Company</p> <p><b>Writing outcome</b> Information board for a rainforest exhibition</p>	<p>Blue John by Berlie Doherty</p> <p><b>Writing outcome</b> Letters Explanation – about cave formation for 2/3 days</p>
<p> Reading</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>Materials</b> Change of State-Water Cycle</p>	<p><b>Living Things and Their Habitats</b> Classification and Endangered Animals</p>	<p><b>Animals Including Humans</b> Digestive System, Teeth and Food Chains</p>	<p><b>Sound</b> How Sound Travels Pitch and Volume</p>	<p><b>Electricity</b> Simple Circuits and Switches</p>	<p><b>Forest School</b> I Wonder Why</p>
	<p>Water Water Everywhere Sea Scapes</p>		<p>Can I Tell a Story? Narrative Illustration</p>			<p>Shine a Light Functional Design</p>
	<p><b>ONLINE REPUTATION</b> Computing systems and networks – The internet</p>	<p><b>ONLINE BULLYING</b> Creating media – Audio production</p>	<p><b>PRIVACY AND SECURITY</b> Programming A – Repetition in shapes</p>	<p><b>HEALTH, WELL-BEING AND LIFESTYLE</b> Data and information – Data logging</p>	<p><b>ONLINE RELATIONSHIPS</b> Creating media – Photo editing</p>	<p><b>MANAGING ONLINE INFORMATION</b> Programming B – Repetition in games</p>



		Money Holder Link to history Romans		Bridges Link to Geography Earthquake & Tsunamis (structures)	Cooking & Nutrition Seasonal Food Link to history Anglo- Saxons	
	<b>U.K City Study: Birmingham</b>			<b>Knowledge of the Wider World</b>	<b>Earthquakes, Tsunamis and Tornados</b>	
		<b>The Romans</b> now press play	<b>Anglo-Saxon Settlements</b> now press play			<b>The Norman Conquest</b>
	<b>Welcome to the school Super learners</b>	<b>My local area, your local area</b>	<b>Family tree and faces</b>	<b>Celebrating carnival/ body parts</b>	<b>Feeling unwell/ jungle animals</b>	<b>The weather/ ice cream</b>
	<b>Mamma Mia ABBA's music</b>	<b>Glockenspiel Stage 2</b> Playing the glockenspiel. The language of music	<b>Stop!</b> Grime and writing lyrics	<b>RECORDERS – SEE PLAN</b>	<b>Blackbird</b> The Beatles and the development of pop music The Civil Rights Movement.	<b>Reflect, rewind and replay</b> Revision and deciding what to perform. Listen to Western Classical. The language of music.
	<b>Protective Behaviours</b>	<b>Anti-Bullying WK Identity Citizenship</b>	<b>Mental Health WK Emotions</b> PSHE Association	<b>Relationships</b> Families	<b>Drugs Ed</b> Medicines Smoking Alcohol	<b>First Aid</b> Why is First Aid important? Bleeding Spotting Dangers
 <b>Sports Coach</b>	<b>Invasion Games Tag Rugby</b>  Jasmine Unit 1 Personal FUNS 10 Footwork FUNS 1 One Leg	<b>Real Gym</b>  Unit 2 Social FUNS 6 Jumping & landing FUNS 2 Static Balance	<b>Basketball</b>  Unit 3 Cognitive FUNS 5 On a line FUNS 9 Ball Skills	<b>Athletics (sportshall)</b>  Dance	<b>Tennis</b>  3 wks of Real PE Unit 4 Creative FUNS 8 or 7 3 wks of Outdoor Adventure Activities (OAA)	<b>Sports Day Athletics Rounds</b>  Forest School
 <b>R.E</b>	Why do some people think that Jesus an Inspirational Leader?	What do our Christmas Decorations really mean?	Why are some journeys and places special?	Why do some people think that Jesus was an inspirational leader?	What does it mean to be a Sikh?	How do we make moral choices: Do you need to believe in God to be a good person?