



	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> 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>Light</b></p> <p><b>Shadows</b></p>	<p><b>Forces</b></p> <p><b>Friction and Magnets</b></p>	<p><b>Rocks</b></p> <p>now press play</p>	<p><b>Forest School</b></p> <p><b>I wonder why? Linked to ROCKS</b></p>	<p><b>Plants</b></p> <p><b>Reproduction and Healthy Growth</b></p>	<p><b>Animals Including Humans</b></p> <p><b>Health, Nutrition and Movement</b></p>
	<p>Urban Environment</p> <p>Landscape painting</p>			<p>What was Art Nouveau? (78 Derngate)</p> <p>Pattern</p>		<p>Get yer Boots on!</p> <p>Shoe designers</p>
	<p><b>MEDIA</b></p> <p><b>BALANCE AND WELL-BEING</b></p> <p><u>Computing systems and networks - Connecting Computers</u></p>	<p><b>PRIVACY &amp; SECURITY</b></p> <p><u>Creating Media - Stop frame animation</u></p>	<p><b>Internet safety day</b></p> <p><u>Programming A – Sequencing sounds</u></p>	<p><b>DIGITAL FOOTPRINT &amp; IDENTITY</b></p> <p><u>Data and Information – Branching databases</u></p>	<p><b>RELATIONSHIPS &amp; COMMUNICATION</b></p> <p><u>Creating Media – Desktop publishing</u></p>	<p><b>CYBERBULLYING &amp; DIGITAL DRAMA</b></p> <p><u>Programming B – Events and actions in programs</u></p>



		Moving Vehicles Link history – Stone Age	Cooking & Nutrition- Sensational Salads Link to science -Health Nutrition & Movement		Picture Frames Link to Geography unit Holiday destination	
	European Holiday Destinations: Italy			Volcanoes 	What Makes a City? London (map skills)	
		Ancient Greece 	Stone Age- Iron Age 			Local History Study Northampton Shoe Industry
	Getting started	Calendar and celebrations	Animals I like and don't like	Carnival time	Fruits, vegetables and the Hungry Giant story	Going on a picnic, aliens in Spain and a language puzzle
	Ukulele- Learning an instrument.	Glockenspiel Stage 1 Playing the glockenspiel. The language of music	Three Little Birds Reggae and Bob Marley	The Dragon song Singing in two parts	Bringing us together- DISCO music RECORDERS – SEE PLAN	Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical music. The language of music.
	Protective Behaviours	Anti-Bullying WK Belonging to a Group or Community My Community	Mental Health WK Emotions Kirklees	Relationships Sex Education	Consent	First Aid Giving First Aid Burns
 Sports Coach	Invasion Games  Tag Rugby  Jasmine Unit 1 Cognitive FUNS 9 Ball Skills FUNS 12 Reaction / Response	Real Gym  Unit 2 Creative FUNS 2 Seated Balance FUNS 3 Static Balance / floor Work	Netball / Basketball Unit 3 Social FUNS 5 On a line FUNS 7 With a partner	Sportshall Athletics  Forest School	Tennis Unit 4 Physical FUNS 6 FUNS 1  3 wks of Outdoor Adventure Activities (OAA)	Sports Day practise  Rounders Unit 6 Personal FUNS 8 FUNS 11
 R.E	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?