



	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
	<p>Queen of the falls by Chris Van Allsburg</p> <p><b>Writing outcome</b> Recount: series of diaries</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p><b>Writing outcome</b> Fiction: traditional tale</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p><b>Writing outcome</b> Fiction: myth Create heroes, villains and monsters Greater Dep</p>	<p>The Darkest Dark</p> <p><b>Writing outcome</b> Recount: biography</p>	<p>The Paperbag Prince by Colin Thompson</p> <p><b>Writing outcome</b> Persuasion/information: Hybrid leaflet</p>	<p>Radiant Child by Javaka Steptoe</p> <p><b>Writing outcome</b> information: text suitable for an art gallery</p>
 Reading	<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 Gravity &amp; Friction Include &amp; Water Resistance</b></p>	<p><b>Living Things and Their Habitats Classification including Micro-organisms</b> <i>Sept 2024: Forest School- I Wonder Why?</i></p>	<p><b>Earth in Space</b></p>	<p><b>Living Things and Their Habitats Reproduction of Plants and Animals</b></p>	<p><b>Materials Separating and Chemical Change</b></p>	<p><b>I Wonder Why Observing, Questioning &amp; Researching</b></p>
	<p>Still life in the old dog yet!</p> <p><b>Still life</b></p>		<p>Bas Relief</p> <p><b>Clay work</b></p>			<p>Masquerade!</p> <p><b>Mask making / theatrical make-up</b></p>
	<p><b>MEDIA BALANCE AND WELL-BEING</b> <u>Computing systems and networks – Systems and searching</u></p>	<p><b>PRIVACY &amp; SECURITY</b> <u>Creating media – Video production</u></p>	<p><b>Internet safety day</b> <u>Programming A – Selection in physical computing</u></p>	<p><b>DIGITAL FOOTPRINT &amp; IDENTITY</b> <u>Data and information – Flat file databases</u></p>	<p><b>RELATIONSHIPS &amp; COMMUNICATION</b> <u>Creating media – Introduction to vector graphics</u></p>	<p><b>CYBERBULLYING &amp; DIGITAL DRAMA</b> <u>Programming B – Selection in quizzes</u></p>



		Birdhouses		Moving Monsters	Cooking & Nutrition Bread	
	Rainforests			Rivers and Mountains	The Americas	
		The Vikings <b>now press play</b>	Ancient Egypt <b>now press play</b>			The Victorians (educational & child reforms) <b>now press play</b>
	My school, my subject	Time in the city	Healthy eating- going to the market	Clothes, colours and fashion shows	Out of this world	At the seaside
	Living on a prayer Rock Anthems	Classroom Jazz 1 Jazz and improvisation.	RECORDERS – SEE PLAN	Fresh Prince of Bel Air Old School Hip Hop	Dancing in the street Motown	<b>Reflect, rewind and replay</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music
	Protective Behaviours	Anti-Bullying WK  Stereotypes Young Citizens Focus on Gender	Mental Health WK Emotions PSHE Association	Relationships Sex Education	Drugs Ed  Legal/Legal Influences/Pressure Drugs/Alcohol the Media	<b>First Aid</b> Keeping Calm Head Injury Broken Bones Choking Unresponsive Safety Stories
	<b>Invasion Games</b> Tag rugby  Real PE Unit 1 Social FUNS 9 Ball Skills FUNS 12 Reaction / Response	<b>Real Gym</b>  Gymnastics  Forest School	<b>Netball / Hockey</b> Unit 2 Social FUNS 5 On a line FUNS 7 With a partner  Unit 6 <b>Health &amp; Fitness</b> Co-ordination sending & Receiving	<b>Sportshall Athletics</b>  Unit 3 Cognitive FUNS 8 FUNS 11  Unit 6 <b>Health &amp; Fitness</b> Agility & Ball Chasing	<b>Tennis</b> Unit 5 Physical FUNS 6 FUNS 1  3 wks of Outdoor Adventure Activities (OAA)	<b>Sports Day practise Rounders</b> Dance
 R.E	How and why do people pray?	What does it mean to be a Muslim?	Why do religious books and teachings matter?	What does it mean to be a Christian?	What do people believe about life?	Can belief change the world?