

	<u>Autumn 1: Journeys & Hidden Lands</u>							<u>Autumn 2: Battles & Remembrance</u>					
Class Novel The Boy in the Striped Pyjamas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	The Tunnel				From a Railway Carriage			Friend or Foe			Coming Home		
English – Genres	Fantasy Story				Poetry			Instructions News Report			Narrative		
English – Knowledge & Skills	Plan writing choosing an audience and purpose Use what they have read to plan their own texts Develop characters in their writing based on what authors have done in texts that they have read Describe settings and characters and use appropriate vocabulary to create atmosphere Link paragraphs together in story writing Edit their own and their partner’s writing so that it makes sense and meets the purpose Edit vocabulary and grammar to enhance effects and meet success criteria Use the correct verb tenses				Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss the themes the author is conveying Prepare poems and plays to read aloud and to perform Use intonation, tone and volume when reading poems aloud Explain how authors use language to create effect Write their own poem that has an audience and purpose			Recognise the difference between facts and opinions in news reports Use the correct grammar and vocabulary relevant to a news report Know the difference between formal and informal language including subjunctive forms Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night			Plan their own stories choosing an audience and purpose for their writing Plan and develop characters based on what they have seen and read from other stories Choose appropriate vocabulary and grammar when writing stories Describe settings and characters and use appropriate vocabulary to create atmosphere Link paragraphs together in story writing Edit their own and their partner’s writing so that it makes sense and meets the purpose Edit vocabulary and grammar to enhance effects and meet success criteria Use the correct verb tenses		
Science – Unit	Evolution and Inheritance							Light					
Science – Knowledge & Skills	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 							<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 					

	<ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<ul style="list-style-type: none"> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
History – Unit	World War 2	
History- Knowledge & Skills	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create own structured accounts including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about a significant turning point in British History.</p>	
History – Unit	The Mayan Civilisation	
History- Knowledge & Skills	<ul style="list-style-type: none"> Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like; Identify, describe and provide reasons to explain the occupations of modern Maya people; Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning; Understand through explanation the purpose of the ancient Maya city of Chichen Itza; Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away; Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions; Explain the social and religious importance of the Maya ball game pok-a-tok; Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions. 	
ICT – Unit	E Safety	Audacity
ICT – Knowledge & Skills	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
RE – Unit	Islam	Christianity

RE – Knowledge & Skills	To learn to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	To learn to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.
PHSE – Unit	Being in my World	Celebrating Difference
PHSE – Knowledge & Skills	<p>To understand goals for this year, understand fears and worries about the future and know how to express them.</p> <p>To know how to use a jigsaw journal.</p> <p>To feel welcome and valued and know how to make others feel the same.</p> <p>To know that there are universal rights for all children but for many children these rights are not met.</p> <p>To understand own wants and needs and compare these with children in different communities.</p> <p>To understand that actions affect other people locally and globally.</p> <p>To make choices about own behaviour and understand how rewards and consequences feel.</p> <p>To understand how actions can affect others and to empathise with other people's feelings.</p> <p>To understand how an individual's behaviour can affect a group.</p> <p>To be able to contribute to a group and understand how to function best as a whole.</p> <p>To understand how democracy and having a voice can benefit the school and community.</p>	<p>To understand there are different perceptions about what normal means.</p> <p>To empathise with people who are living with disabilities.</p> <p>To understand how a disability could affect someone's life.</p> <p>To be aware of how your attitude can have an affect towards people with disability.</p> <p>To explain some of the ways in which one person or group can have power over another.</p> <p>To know how it can feel to be excluded or treated badly by being different in some way.</p> <p>To know some of the reasons why people use bullying behaviours.</p> <p>To be able to use a range of strategies for managing feelings in bullying situations.</p> <p>To give examples of people with disabilities who lead amazing lives.</p> <p>To appreciate people for who they are.</p> <p>To explain ways in which difference can be a source of conflict and a cause for celebration.</p>
ART- Unit	People in Action	Art Illusions
ART – Knowledge & Skills	<p>To be able to record from first hand observation.</p> <p>To study facial expressions related to movement.</p> <p>To study the techniques of artists when portraying movement.</p> <p>To be able to create a montage to portray movement.</p> <p>To be able to use printing to create movement art.</p> <p>To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art.</p>	<p>To explore how artists create perspective in their work.</p> <p>To be able to use perspective to create realistic interiors.</p> <p>To explore how artists use foreshortening to give perspective.</p> <p>To explore how artists use trompe l'oeil to create illusions.</p> <p>To explore how artists create illusions by playing with perspective.</p> <p>To explore and create optical art.</p>
PE- Unit	Dance	Gymnastics
PE – Knowledge & Skills	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Maths – Unit	Number and Place Value	Number and Calculation	Fractions, Decimals and Percentages
Maths – Knowledge & Skills	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>☑ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions > 1</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{8}{3}$]</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>Use written division methods in cases where the answer has up to two decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>
Further Learning and Cultural Capital Experiences	<p>Leadership Opportunities:</p> <p>Sports Crew</p> <p>Buddies</p> <p>House Captains</p> <p>Selling Poppies for Remembrance</p> <p>Chris Allton Author Visit- English</p> <p>Outdoor Learning Experience Surrey Wildlife - Science</p> <p>Harvest Community Celebrations lead by pupils & St Mary's -RE</p>		<p>Bikeability</p> <p>Milestones Museum</p> <p>Designed Christmas cards- Art</p> <p>Baking – Maths</p> <p>Community Halloween/ Remembrance Christmas Projects – Art & DT</p> <p>Charity Work – Save the Children</p> <p>Anti Bullying Week Activities & Hope Theatre Production</p>

	Charity Work – Children in Need	
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