


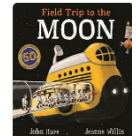
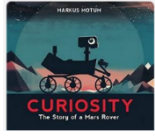




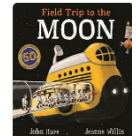
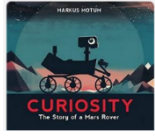








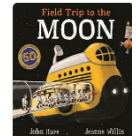
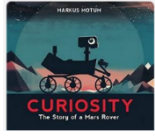





AUTUMN TERM






Writing:	Maths:	Reading:	Science:						
<p>Books we will be studying:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"> <p>Mulan</p>  </td> <td style="width: 33%; text-align: center;"> <p>How the Phoenix got his feathers</p>  </td> <td style="width: 33%; text-align: center;">  <p>Little Freak Video</p> </td> </tr> <tr> <td style="text-align: center;"> <p>Field Trip to Moon</p>  </td> <td style="text-align: center;"> <p>Curiosity</p>  </td> <td style="text-align: center;">  <p>John Lewis Advert</p> </td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retell • Setting description • Character description • Biography • Poetry • Recount -diary entry • Non- chronological report <p>Skills we will be focusing on:</p> <p>Experimenting with a range of punctuation in speech sentences. Understanding how narrative uses a build up to a problem. Using long sentences for description and short sentences for suspense. Developing action through effective vocabulary choices. Understanding and using effective language to create mood/tone/feeling. Using modal verbs. Using language to create emotion. Beginning to use paragraph changes for different purposes. Maintaining purpose across a text. Poetry – rhyming patterns.</p>	<p>Mulan</p> 	<p>How the Phoenix got his feathers</p> 	 <p>Little Freak Video</p>	<p>Field Trip to Moon</p> 	<p>Curiosity</p> 	 <p>John Lewis Advert</p>	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils’ learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Place value up to 1,000,000 (reading and write numbers up to 1 million, powers of 10, partition numbers to 1 million, find 10/100/1000/10,000/100,000/1,000,000, compare and order numbers, round numbers to the nearest 10/100/1000) • Addition and subtraction (add and subtract whole numbers with more than 4 digits, check answers using rounding, use inverse operations, solve multi-step problems, compare calculations and find missing numbers) • Multiplication and division (multiples, common multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiply by 10, 100 & 1000) • Multiplication and division (multiply 4 by 1, 2 by 2 and 3 by 2, solve multiplication and division problems, divide 4 by 1 using short division) • Statistics: <ul style="list-style-type: none"> • Graphs (draw line graphs, read and interpret line graphs and tables, problem solving with tables) 	<p>Books we will be enjoying:</p>    <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (explore the meaning of words in context, confidently using a dictionary, use a thesaurus to find synonyms for a larger variety of words, discuss how the author’s choice of language impacts the reader) • Retrieve (confidently skim and scan, and also use the skill of reading before and after to retrieve information) • Inference (draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, justify inferences with evidence) • Predict (predict what might happen from details stated and implied) • Summarise (summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text) 	 <p>Earth And Space</p> <p>In this physics project, pupils learn about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.</p> <p>Properties and changes of materials (part 1).</p> <p>In this chemistry topic, pupils will learn about the 3 state of matter and how materials can change</p>
<p>Mulan</p> 	<p>How the Phoenix got his feathers</p> 	 <p>Little Freak Video</p>							
<p>Field Trip to Moon</p> 	<p>Curiosity</p> 	 <p>John Lewis Advert</p>							


			<p>between them – especially focusing on how some materials can dissolve to form solutions and how we can recover a substance from a solution. Children will experiment with the processes of filtering and sieving as well as evaporation and condensation to observe and assess different changes taking place.</p>
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Geography:	History:	RE & PSHE:	PE:	
 <p>Biomes</p> <p>Pupils will be locating and identifying the 4 main climate zones and 5 main biomes of the world. They will understand and learn about the key features of each biome, the different flora and fauna that live there and how they have adapted to survive in that environment. Children will also understand the threats that the different biomes are up against and how climate change has affected some of these areas as well.</p>	 <p>Early Islamic Civilisation.</p> <p>Pupils will learn about Early Islamic Civilisation and how the chronology occurs in comparison to other time periods the children have previously learnt about. They will develop an understanding of the Islamic Empire and how the scientific, maths and medicinal achievements have influenced society even until present day. They will also compare life during the Early Islamic Civilisation period to the Dark Ages of Britain and how society was far more advanced.</p>	<p>PSHE:</p> <p>There are 2 topics we will be exploring from the 'Health and Wellbeing' and 'Living In The Wider World' strands this term:</p> <p>What makes a stereotype and what does it mean to challenge them?</p> <ul style="list-style-type: none"> • Recognising & respecting similarities & differences between people • That they are a range of factors that contribute to a person's identity • Stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes – gender – race – disability • Challenging stereotypes <p>What decisions can people make with money?</p> <ul style="list-style-type: none"> • How people make decisions about spending and saving money • How to recognise what makes something 'value for money' • that there are risks associated with money – online purchases – in app purchases • to recognise the risks involved in gambling related activities, and the impact it might have – also online gaming <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Caring for others, animals and the environment • Sharing and being generous • Being loyal and steadfast • Being hopeful and visionary 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Game sense invasion - (Being able to dribble, control and pass a ball in game like situations where there are attackers and defenders. Children will learn how to move between attacking and defending effectively.) • Gymnastics (create longer and more complex sequences, understand the differences between a balance and a counterbalance, compare performances and judge strengths and areas for improvement) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Football (play effectively in a variety of positions and formations, relate a greater number of attacking and defensive tactics, become more skilful when performing movements at speed) • OAA Outdoor Adventurous Activities (explore ways of communicating in a range of challenging activities, navigate and solve problems from memory) 	
Computing:	Music:		Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term: - Systems and searching.</p>	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • Living' on a Prayer • Classroom Jazz 1 		<p>Clay Sculpture</p> <p>Pupils learning will link to our History topic of Islamic Civilisation – the children will explore the key features of Early Islamic art and how</p>	<p>Celebrating culture and seasons</p> <p>Pupils will be learning about culture and seasonality and how this links to the foods eaten in</p>

-Videos and searching.	These units will focus on the use of: <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	symmetry and geometric designs play a key role in the art that is created. Children will then use this knowledge to design and create a clay sculpture that uses key features of Islamic art. They will practice different methods such as: how to add surface texture, how to use the pinch method and coil technique and how to write simple Islamic calligraphy.	different countries. Children will then focus on Greek food in particular for this topic, they will taste test different Greek filled breads, design packaging for their own filled bread and then eventually create their own.
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SPRING TERM




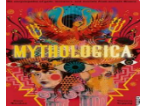







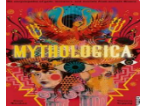









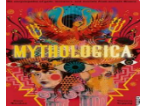




Writing:	Maths:	Reading:	Science:
<p>Books we will be studying:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  The Secret Garden </div> <div style="text-align: center;">  Farming methods </div> <div style="text-align: center;">  Farm Boy </div> <div style="text-align: center;">  Broken </div> </div> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retell • Character description • Instructions • Writing to persuade • Letter • Non-chronological report <p>Skills we will be focusing on:</p> <p>Using different effects of word order within a sentence. Varying sentence structures and length for effect. Varying the lengths of paragraphs for pace / emphasis. Using layout to support the reader. Using dialogue to advance the action. Use short sentences to create suspense. Using effective noun phrases to add detail and to engage the reader. Developing viewpoint throughout a text. Commas used accurately to mark clauses. Use embedded clauses to add detail Use of persuasive language Use of show not tell techniques Use of rhetorical questions.</p>	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <ul style="list-style-type: none"> • Fractions (equivalent fractions, convert between mixed number and improper fractions, compare and order fractions less than and greater than 1, add and subtract fractions with the same denominator, add and subtract fractions within and greater than 1) • Decimals (thousandths as fractions and decimals, compare and order decimals up to 3 decimal places, round to 1 decimal place, equivalent fractions, decimals and percentages) • Percentages (convert fractions with a denominator of 100 to a decimal and percentage, convert simple fractions into percentages and decimals, convert fractions into percentages) 	<p>Books we will be enjoying:</p> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (evaluate the authors use of language, investigate alternative word choices that could be made, begin to look at the use of figurative language) • Retrieve (use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts) • Inference (make inferences about actions, feelings, events or states, use figurative language to infer meaning) • Predict (support predictions with relevant evidence from the text) • Summarise (identifying key details to support the main ideas, make connections between information) 	<div style="text-align: center;">  </div> <p>Changing materials (part 2)</p> <p>In this physics topic, pupils will learn that objects are made from materials. Pupils will investigate the properties of materials and begin to recognise that a material's properties define its use. They will investigate how different materials can be insulators or conductors. Children will also look at the chemical changes materials can go through such as burning, rusting and rotting.</p> <p>Forces - In this unit, pupils investigate a range of different</p>

		across the text and include this is an answer)	forces, including gravity, friction, air resistance and water resistance. Children learn how forces act on objects and how they affect movement, shape and speed. Through practical, enquiry-based learning, pupils develop an understanding of scientific concepts and improve their Working Scientifically skills.
Geography:	History:	RE & PSHE:	PE:
 <p>Renewable and non- renewable energy.</p> <p>Pupils will learn about the difference between renewable and non-renewable energy and be able to give examples of both. Alongside this they will develop an understanding of how to use six-figure grid references to plot information regarding the locations of different renewable and non-renewable energy forms. They will also develop and understanding as to how climate change is impacted by different forms of energy sources.</p>	<p><i>The Industrial Revolution -</i></p> <p>In this topic, children will learn about the industrial revolution and the impact it had on Britain at the time – specifically in Birmingham. They will use a range of primary and secondary sources to identify the changes that took place at the time, and the different views that people had at the time – specifically those strongly pro-revolution and those strongly against revolution (e.g. Luddites).</p>	<p>PSHE:</p> <p>There are 2 topics we will be exploring this half term from our ‘Health and Wellbeing’ and ‘Relationships’ strands:</p> <p>How can friends communicate safely?</p> <ul style="list-style-type: none"> • About the different types of relationships we have in our lives • How friends and family communicate together, how the internet and social 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Dance (perform different motifs linking to a topic of ‘The Greeks’, refine dances including space, rhythm and expression and work within groups where children can develop a sequence which shows relationships and characters) • Tag Rugby (link a range of skills and use in combination, understand the basics of passing and creating attacking

		<p>media can be used positively</p> <ul style="list-style-type: none"> • How knowing someone face to face differs from online • Recognising risk in relation to friendships • Safe content online, safe sharing, consent • <p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> • How drugs common to everyday life can affect health and wellbeing (smoking/vaping, alcohol, caffeine and medicines) • How laws surrounding the use of drugs exist to protect them • That drugs can become a habit which is difficult to break • Peer pressure and unsafe situations relating to drugs • Asking for help <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Being open, honest and truthful • Being attentive to the sacred as well as the precious • Participating and willing to lead • Being modest and listening to others 	<p>opportunities and being able to work in a team to defend.)</p> <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Dodgeball (The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.) • Health related exercise (The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.)
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Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Introduction to vector graphics • Flat file databases 	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • Make you feel my love • Fresh Prince of Bel Air <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	<p>Painting – Van Gogh -</p> <p>In this topic the children will use the medium of paint with a focus on the artist Vincent Van Gogh. Throughout the lessons, children will have the opportunities to experiment with different textures that can be created through brush strokes, adding substances to paint and combining different colours together. To end the topic children will sketch and then paint their own Van Gogh inspired paintings using the different techniques learnt throughout the topic.</p>	<p>Machines and Mechanisms –</p> <p>In this topic, children will understand how a range of mechanisms can create movement such as pulleys, gears and levers. Children will then design and create their own working mechanism that incorporates a pulley system.</p>



SUMMER TERM

Writing:	Maths:	Reading:	Science:								
<p>Books we will be studying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td> Theseus and the Minotaur</td> <td> Theseus and the Minotaur</td> <td> Theseus and the Minotaur</td> <td> Mythologica</td> </tr> <tr> <td> Medusa Myths & Legends</td> <td> Trojan Horse</td> <td> Usain Bolt</td> <td> History of the first Olympics</td> </tr> </table>	 Theseus and the Minotaur	 Theseus and the Minotaur	 Theseus and the Minotaur	 Mythologica	 Medusa Myths & Legends	 Trojan Horse	 Usain Bolt	 History of the first Olympics	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Geometry:</p> <ul style="list-style-type: none"> • Angles - It explores angles: measuring angles, the 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Understanding (identifying key details to support the main ideas) • Vocabulary (re-write passages using alternative word choices, read around the word and explore its meaning in the 	<p> Human Reproduction And Ageing</p> <p>Pupils will learn about animal life cycles, including the human life</p>
 Theseus and the Minotaur	 Theseus and the Minotaur	 Theseus and the Minotaur	 Mythologica								
 Medusa Myths & Legends	 Trojan Horse	 Usain Bolt	 History of the first Olympics								

<p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retell • Non-chronological report • Journalistic writing – newspaper report • Persuasive Writing – Informal Letter • Biography <p>Skills we will be focusing on:</p> <p>Using metaphors and personification. Varying use of tense within a text. Generating a range of words for precision to create specific interest. Using a range of words and phrases to link texts. Making subtle links for cohesion. Using different narrative techniques to engage and entertain the reader. Using effective noun phrases to add detail and to engage the reader. Effectively developing and sustaining ideas across a text. Using language to create emotion and for a clear purpose. Using a range of techniques to engage a reader. Use figurative language to create atmosphere.</p>	<p>investigation of angles on a line/point and drawing angles, before moving onto using angles as a descriptor for common shapes. The pupils will also solve problems involving angles and investigate angles inside regular polygons.</p> <ul style="list-style-type: none"> • Position and direction (read and plot coordinates, problem solving with coordinates, translate shapes and points, symmetry, reflection) • Measurement (converting units, convert units of measure, imperial units of measure, calculate using timetables, 	<p>broader context of a section or paragraph)</p> <ul style="list-style-type: none"> • Retrieve (retrieve, record and present information from non-fiction texts, ask my own questions and follow a line of enquiry) • Inference (give one or two pieces of evidence to support the point they are making, begin to draw evidence from more than one place across a text) • Predict (confirm and modify predictions as they read on) • Summarise (discuss the themes or conventions from a chapter or text, identify themes across a wide range of writing) 	<p>cycle and gestation periods. They will explore human growth and development to old age, including the changes experienced during puberty. Children will also learn about the effects that different choices make on the human body – such as smoking.</p> <p>Living things and Their Habitats -</p> <p>In this Biology unit, pupils develop a deeper understanding of how living things reproduce, grow, and complete life cycles. Children investigate sexual and asexual reproduction in plants,</p>
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	<p>problem solving, compare volume)</p> <ul style="list-style-type: none"> • Roman numerals - (Identifying, reading and writing roman numerals to 1000 and applying knowledge of roman numerals to real-life scenarios). <p>Pupils will also review and revise previously taught topics.</p>		<p>compare the life cycles of a variety of animal groups, and explore how seed dispersal ensures species survival.</p>
<p>Geography:</p>	<p>History:</p>	<p>RE & PSHE:</p>	<p>PE:</p>

<p>The British Empire- In this topic children will develop an understanding of the concept of the British Empire and locate a range of countries that were a part of it. They will use atlases and maps to be able to understand the spread of the British Empire and what has geographically changed over time. They will also develop an understanding of the physical geography of different British colonies (e.g., mountains, rivers, climate) and identify human features (such as major cities, ports, and cultural landmarks.).</p>	<p>Victorian Britain</p> <p>Pupils will be learning about developments and changes during the Victorian period. There will be a focus on the British Empire and how Britain controlled so much of trade at the time; children will also develop an understanding of the impact that Queen Victoria had on the British Empire and the power she exercised over other countries. Children will finish the topic assessing the impact that Victorian Britain had on a range of people in society both nationally and internationally (with a focus on the independence of people particularly in India).</p>	<p>PSHE</p> <p>There are 2 topics we will be exploring this half term from our 'Health and Wellbeing' and 'Living in the Wider World' strands:</p> <ul style="list-style-type: none"> • How will we grow and change? <ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support <p>What jobs would we like?</p> <ul style="list-style-type: none"> • Exploring a broad range of jobs • That some jobs are paid and others voluntary • Different ways into jobs and careers (college, apprenticeships) • About the skills, attributes, qualifications, and training needed for different jobs • Challenging stereotypes about the types of jobs people can do • How we might choose a career when we are older <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Remembering temperate, self-disciplined and seeking contentment • Being accountable and living with integrity • Being thankful 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Badminton - (The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve). • Athletics (The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Swimming - (During the summer term pupils will be taking part in swimming lessons provided by Aspire Education. The pupils will learn to swim confidently, competently and proficiently. They will learn to use a range of strokes such as front crawl, backstroke and breaststroke. They will perform safe self-rescue in different water based situations.)
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		<ul style="list-style-type: none"> • Being imaginative and exploratory 	
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • <i>Selection in physical computing</i> • <i>Selection in quizzes</i> 	<p>Pupils will be completing two Charanga music units this half term:</p> <ul style="list-style-type: none"> • <i>Dancing in the Street</i> • <i>Reflect, Rewind, Replay</i> <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	 <p>Drawing – Surrealism.</p> <p>This topic explores the style of surrealism and how it compares to realism. Children will have the opportunity to ‘immerse themselves’ into surrealism by experimenting ways to combine living and non-living objects and how different sketch techniques can be used to create patterns and textures. By the end of the topic children will draw a realism vs surrealism portrait of someone who inspires them.</p>	 <p>Structures</p> <p>Pupils will be learning about how architectural style and technology has developed over time and how buildings are reinforced through strengthening. Children will then use this knowledge to design a structure, and use tools accurately and safely to create their design.</p>