




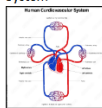





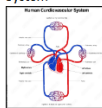





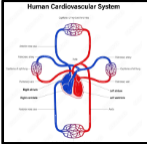





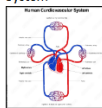








AUTUMN TERM
















WRITING	MATHS	READING	SCIENCE								
<p>Books we will be studying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"> Crime and Punishment  </td> <td style="width: 33%;"> The Explorer  </td> <td style="width: 33%;"> South America  </td> </tr> <tr> <td> A Christmas Carol  </td> <td> Light  </td> <td> The Human Circulatory System  </td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Non-chronological report • Setting Description • Retell • Persuasive letter • Character Description • Letter of complaint • Journalistic Newspaper Article <p>Skills we will be focusing on: Creating language for emotion to engage the reader. Description of settings, character and atmosphere. Using a wide range of linking techniques effectively.</p>	Crime and Punishment 	The Explorer 	South America 	A Christmas Carol 	Light 	The Human Circulatory System 	<p>We follow the Maths No Problem scheme of learning: This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Place value to 10,000,000 (read and write numbers, powers of 10, number line to 10 000 000, compare and order any integers, round any integer, negative numbers) • Four operations (reason from known facts, add and subtract integers, common factors, common multiples, rules for divisibility, primes to 100, square and cube numbers, multiply up to a 4 digit number by a 2 digit number, solve problems with multiplication, short division using factors, introduction to long division, long division with remainders, solve problems with division, solve multi step problems, order of operations, mental calculations and operations) • Fractions (equivalent fractions and simplifying, compare and order, add and subtract simple fractions, add and subtract any two fractions, add mixed numbers, subtract mixed numbers, multiply fractions by integers, multiply fractions by fractions, divide fraction by integer, divide any fraction by any integer, mixed questions with fractions, fraction of an amount, fraction of an amount - find the whole) 	<p>Books we will be enjoying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">  </td> <td style="width: 50%;">  </td> </tr> </table> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (evaluate how the authors' use of language impacts upon the reader) • Retrieve (confidently skim and scan and use the skill of reading before and after to retrieve information) • Inference (discuss how characters change and develop through texts by drawing inferences based on indirect clues) • Predict (predict what might happen from details stated and implied) • Summarise (summarise information from across a text and link information by analysing and evaluating ideas between sections of the text) 			<p>Light</p>  <p>Pupils will learn that light travels in straight lines and that we see objects because they give out or reflect light into our eyes. They will understand that light moves from a source to an object and then into our eyes, allowing us to see. Pupils will also learn that shadows have the same shape as the object that casts them because light travels in straight lines.</p> <p>The Human Circulatory System</p>  <p>Pupils will learn to identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels, and blood. They will also learn to recognise how diet, exercise, drugs, and lifestyle can affect how their bodies function. In addition, pupils will learn how nutrients and water are transported within animals, including humans.</p>
Crime and Punishment 	The Explorer 	South America 									
A Christmas Carol 	Light 	The Human Circulatory System 									
											

<p>Wider punctuation use (colons and semi-colons). Using embedded clauses for relevant detail. Using wider punctuation (apostrophes, commas, brackets) Developing narrator's voice. Maintaining and developing ideas across a text. Accurate verb/tense agreement. Specific language to engage the reader. Effective linking techniques and conclusions. Repetition and the impact of this. Emotive language to influence the reader.</p>	<ul style="list-style-type: none"> • Measurement (convert metric measures, calculate with metric measures, miles and kilometres, imperial measures) 		
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GEOGRAPHY	HISTORY	PSHE/RE	P.E
 <p>South America We will learn about where South America is, its countries, major cities, and amazing physical features like the Amazon Rainforest and River. We will compare Brazil with the UK to see how their human and physical geography are similar or different. We'll also learn how rivers change the land through erosion and explore the rainforest biome, including its climate and unique layers. Finally, we will investigate deforestation and how it affects rivers, wildlife, and the wider environment.</p>	 <p>Crime and Punishment In this unit, pupils will explore how crime, law, and punishment have changed from early historical periods to the modern day. They will investigate the types of crimes committed in different eras, how societies created and enforced laws, and why punishments varied over time. By examining political crimes, sources of evidence, and modern criminal justice, pupils will develop an understanding of how and why crime and punishment evolve. Throughout the unit, they will compare historical systems with those used today, analysing similarities, differences, and the reasons behind significant changes.</p>	<p>PSHE: We will be exploring the 'Health and Wellbeing' strand this term: Children will learn how physical and mental health are connected and how making healthy choices supports their overall wellbeing. They will explore the difference between healthy and unhealthy habits and understand that anyone can experience mental health difficulties. Pupils will be taught how to recognise early signs of physical or mental ill-health and what steps they can take to get help. The unit will also help children understand puberty and how it forms a natural part of growing from childhood into adulthood.</p> <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Living by rules • Being fair and just • Creating unity and harmony • Creating inclusion, identity and belonging 	<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"> • Health Related Exercise (understanding what we mean by a personal best, how aerobic fitness affects our cardiovascular system, how flexibility affects our bodies, how strength affects our bodies and reflect on how our personal best has improved over the unit). • Game Sense Invasion-Netball (attacking skills and principles, defensive skills and principles, work in teams to create tactics to outwit their opponent and create successful attacks, resulting in goals/points being scored. Reacting to losing possession and their role changes). <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Cricket- Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games. • Gymnastics—Creating Sequences (The focus of the learning is to continue to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt throughout KS2. Pupils will work in groups to design and create their own sequences, constructing the sequences in any order and using any movement or balance they choose).



COMPUTNG	MUSIC	ART AND DESIGN	DESIGN AND TECHNOLOGY
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Communication collaboration • Web page creation 	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • <i>Happy</i> • <i>Classroom Jazz 2</i> <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing 	 <p>Painting-Eric Kennington</p> <p>In this unit, children will learn to explore artwork thoughtfully by discussing an artist's use of colour, tone, and different materials, and considering the messages behind the work. They will experiment with a range of drawing and painting techniques, including blending, shading, etching, colour washes, and using charcoal to create mood. Pupils will practise observing proportion and detail to make their artwork more realistic and will develop their own artistic style by refining techniques and choosing materials that best enhance their ideas.</p>	 <p>Textiles</p> <p>Pupils will Choose textiles appropriate to the user and intended use. Design, plan and decorate a fabric piece. Communicate design ideas through computer aided design. Use their own patterns and templates. They will use a range of techniques to join materials, e.g. over sewing, back stitch and/or blanket stitch. Learn to join textiles using art skills such as stitching, embroidering and plaiting to make a durable and desirable product. Finally, they will produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. The product will be one that is strong and fit for purpose.</p>

SPRING

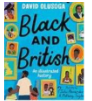


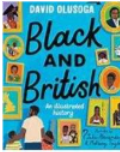

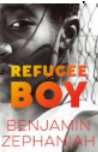

WRITING	MATHS	READING	SCIENCE				
<p>Books we will be studying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"> Letters From the Lighthouse</td> <td style="width: 50%;"> A Winter Walk</td> </tr> <tr> <td style="width: 50%;"> Alma</td> <td style="width: 50%;"> The Birmingham Blitz</td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Diary • Short story • Imagery and poetry • Journalistic writing— newspaper report <p>Skills we will be focusing on: Adverbials used in various places within a sentence. Wide range of conjunctions are used to extend sentences. Using split speech accurately. Language choices create imagery through use of repetition and alliteration. Language for precision. Introductions used effectively for engagement and direction. Links consistently made across a text.</p>	 Letters From the Lighthouse	 A Winter Walk	 Alma	 The Birmingham Blitz	<p>We follow the Maths No Problem scheme of learning: This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> • Ratio (language and symbol, use ratio, scale drawing, scale factor, similar shapes and ratio problems) • Algebra (find a rule, form expressions, substitutions, formulae, form equations, solve 1 and 2 step equations, find pairs of values, solve problems with 2 unknowns) • Decimals (place value within 1, place value with integers and decimals, round decimals, add and subtract decimals, multiply and divide by 10, 100 and 1000, multiply and divide decimals by integers) • Fractions, decimals and percentages (fraction, decimal and fraction equivalents, fractions as division, fractions to percentages, order fractions, decimals and percentages, percentages of an amount, 1 step and multi-step problem solving, percentages with missing values) 	<p>Books we will be reading:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (find examples of figurative language and how this impacts the reader and contributes to meaning or mood, discuss how presentation and structure contribute to meaning) • Retrieve (use evidence from across whole chapters or texts and read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts) • Inference (make inferences about events, feelings, states backing these up with evidence and infer characters' feelings, thoughts and motives) • Predict (support predictions by using relevant evidence from the text) • Summarise (summarise the main ideas drawn from more than one paragraph and identifying key details to support the main ideas) 	<p>Living Things</p>  <p>Pupils will learn how living things are classified by comparing their observable characteristics. They will explore the differences between vertebrates and invertebrates, identify animals within key sub-groups, and use criteria and dichotomous keys to classify plants. They will also investigate micro-organisms by studying their structure and functions using scientific diagrams. Finally, children will plan and carry out an enquiry into mould growth, identifying variables, making observations, and explaining how different conditions affect mould development.</p> <p>Evolution and Inheritance</p>  <p>Pupils will learn about how living things on Earth have changed over time and how fossils provide evidence for this. They will learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.</p>
 Letters From the Lighthouse	 A Winter Walk						
 Alma	 The Birmingham Blitz						



<p>A range of devices are used to support cohesion. Use of direct and reported speech. Use of figurative language.</p>	<ul style="list-style-type: none"> • Measurement (shapes with same area, area and perimeter, area of a triangle, area of a parallelogram, volume) • Statistics (calculate and interpret the mean as an average, interpret and construct pie charts and line graphs, problem solve using pie charts and line graphs, solve problems involving the calculation and comparison of percentages) 		
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GEOGRAPHY	HISTORY	RE/PSHE	P.E
<p><i>The Commonwealth</i></p>  <p>Pupils will learn about the significance of the Commonwealth, why its member countries are important, and where they are located on a map. They will develop their map skills by using latitude and longitude to locate places and by understanding how time zones work. Pupils will also explore key environmental issues affecting Commonwealth countries, including climate change, sustainability, and water conservation. They will examine the causes and impacts of these issues in specific countries and learn about the steps being taken to protect natural resources and manage limited water supplies.</p>	<p><i>Britain At War</i></p>  <p>In this unit, we will learn about the important events that led to World War Two and what happened during it. We'll explore why the war started, why the Holocaust was such a significant and tragic event, and how people and countries, including the British Empire, played a role. We'll use different sources to find reliable information, spot bias and propaganda, and use evidence to answer historical questions. By the end, we'll be able to explain key events clearly using historical vocabulary and understand why these events still matter today.</p>	<p>PSHE: We will be exploring the '<i>Living in the Wider World</i>' strand this term: Children will learn how the media can influence the way people think, feel and behave, both online and offline. They will explore how media and digital experiences can affect wellbeing, and learn to recognise fake news, stereotypes and discrimination, including those linked to gender, race, disability and sexuality. Pupils will also be taught what is safe to share online, the importance of consent when sharing images, and how to identify suspicious or unsafe content. Finally, they will learn how online information is selected, ranked and targeted, and how this can be used to influence individuals and groups.</p> <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Remembering roots • Being courageous and confident • Responding to suffering • Being merciful and forgiving 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topic will be: Tag Rugby- Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p>Leadership– The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.</p> <p>In the second half term, our topics will be: Carnival- The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p>Running- The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p>

COMPUTING	MUSIC	ART AND DESIGN	DESIGN AND TECHNOLOGY
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • <i>Variables in games</i> • <i>Spreadsheets</i> 	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • <i>A New Year Carol</i> • <i>You've Got a Friend</i> <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	<p>Clothing</p>  <p>In this unit, children will explore traditional clothing and patterns from different cultures and use these ideas to inspire their own artwork. They will study an artist's work, experimenting with techniques such as rich rubbings, printing on different materials, and using colour and texture creatively. Pupils will learn to sketch detailed designs, build up colour through printing methods—including lino printing—and create a final piece, such as a printed T-shirt-. They will then present their finished work and reflect on what went well and what they could improve.</p>	<p>Control and Monitoring-Alarm systems</p>  <p>In this unit, children will investigate how different alarm and warning systems work by exploring sensors, circuits and simple programming. They will learn how the Micro Bit's accelerometer detects movement and use this knowledge to design and code their own functioning product. Pupils will create a structure based on their own design criteria, build a prototype using accurate measuring and construction skills, and connect their programmed circuit securely. Finally, they will test and evaluate their product, identifying what works well and what could be improved.</p>

SUMMER

WRITING	MATHS	READING	SCIENCE
<p>Books we will be studying:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Black and British History </div> <div style="text-align: center;">  Windrush Child </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Refugee Boy </div> </div> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Alternative Fairytale Ending • Autobiography • Persuasive Argument • Flashback <p>Skills we will be focusing on:</p> <p>Narrator's voice for thoughts / feelings / intentions.</p> <p>Punctuation for effect.</p> <p>Wide range of sentence structures (including parenthesis).</p> <p>Using of appropriate and purposeful layout (precision, purpose and audience).</p> <p>Introduce, link and conclude texts effectively.</p> <p>Using language to support formality.</p> <p>Using the full range of devices to create text cohesion.</p> <p>Punctuation to clarify meaning.</p> <p>Sentence structure and combinations for a range of effects.</p> <p>Convincing language choices.</p> <p>Formal language</p>	<p>We follow the Maths No Problem scheme of learning:</p> <p>Geometry:</p> <p>Shape (measure and classify angles, vertically opposite angles, angles in a triangle, missing angles, angles in quadrilaterals, angles in polygons, circles, parts of circles)</p> <p>Position and direction (first quadrant, read and plot points in four quadrants, translations, reflections)</p> <p>Investigations (using all known facts and consolidation)</p> <p>Children will also continue revise and revisit previously taught topics.</p>	<p>Books we will be enjoying:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Black and British History </div> <div style="text-align: center;">  Windrush Child </div> <div style="text-align: center;">  Refugee Boy </div> </div> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph) • Retrieve (retrieve, record and present information from a wide variety of non-fiction texts and ask my own questions and follow a line of enquiry) • Inference (giving more than one piece of evidence to support each inference made and draw evidence from different places across the text) • Predict (confirm and modify predictions in light of new Information) • Summarise (make comparisons across different books and summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs) 	<p><i>Electrical Circuits and Components</i></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Pupils will learn about electrical circuits, their components, and how they function. They will explore how the voltage of cells affects a circuit's output and record circuits using standard symbols. Children will also learn about programmable devices, sensors, and monitoring systems, and they will bring these skills together to design and create their own programmable home devices.</p>

GEOGRAPHY	HISTORY	R.E/PSHE	P.E
<p>Migration</p>  <p>Pupils will compare the topography and society of different regions, exploring how physical features affect the lives of citizens. They will learn about natural disasters, why they occur in some areas but not others, and the impact they have on populations. Pupils will investigate the distribution of natural resources and how these influence human geography, as well as identify Ecopower- locations and understand why they are placed where they are. Finally, they will explore the reasons behind migration, where people migrating to the UK come from, and how migration has shaped Birmingham over time.</p>	<p>Migration</p>  <p>In this unit, we will learn how and why changes happened in the past by looking at the different causes and the effects they created. We'll explore what people believed at the time, how society influenced their actions, and why these ideas mattered. We will look closely at different sources to see how reliable and useful they are, thinking about their strengths and weaknesses. We'll also ask and answer big historical questions about change, cause, similarity, significance, and difference. By the end of the unit, we will be able to find our own evidence, use it well, and explain the life and impact of important people from history.</p>	<p>PSHE: The topics we will be exploring the 'Relationships' strand this term: Children will learn about the changes that come with growing up and becoming more independent. They will explore how friendships and relationships develop over time, the different types of relationships people may have, and the new responsibilities that come with increased independence. Pupils will also learn how to recognise healthy and unhealthy relationships, including risks linked to peer pressure, gang involvement, knife crime and county lines. The unit will help children understand how to manage change, especially when moving to secondary school, and where they can go for support, information and advice as they grow and face new challenges.</p> <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Expressing joy • Appreciating beauty • Curious and valuing knowledge • Being reflective and self-critical 	<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 - Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games <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.

COMPUTING	MUSIC	ART AND DESIGN	DESIGN AND TECHNOLOGY
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • 3D modelling • Sensing 	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • Music And Me • Reflect, Rewind, Replay <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	<p>Wire Sculpture</p>  <p>In this unit, children will learn how artists use wire to create sculptures and will explore the properties of wire by shaping simple forms. They will build their own strong wire armatures, adding layers to create volume and turning their ideas into 3D sculptures. Pupils will experiment with different wire techniques to add texture and detail, and they will learn about the differences between abstract and figurative art as they plan their final piece. At the end of the unit, children will refine their sculpture and reflect on their work, thinking about what went well and how they could improve.</p>	<p>Adapting a Recipe</p>  <p>In this unit, we will learn how different chefs influence healthy eating and compare the ingredients they use. We'll explore where food comes from, when it grows, and how nutritious it is. We will practise scaling recipes up and down, adapting dishes to change their taste or make them healthier.</p>