



**Subject** **Autumn** **Spring** **Summer**

Assemblies	Values Assemblies, Singing Assemblies & Celebration Assemblies					
<b>Special Events</b>	Macmillan Cut your carbon Black History month School Council elections Recycle Week	Diwali Harvest Time Anti-bullying week Remembrance Children in Need Christmas	Chinese New Year Safer Internet Day Mental Health Week NSPCC Number Day	Autism awareness week World Book Day British Science Week Eid Easter	VE Day No Mow May	Transition World Refugee Day
<b>Trips, theme days, visits, workshops</b>		Y5 Trip to Science Museum				Stubbers
<b>Weeks (190 days)</b>	7 + 3d	6 + 4d	5 + 4d	6	4 + 3d	7 + 2d
<b>Topic</b>	<b>What have we learnt from the Vikings?</b>	<b>Whose unheard History should be on a bank note?</b>	<b>Why does Population Change?</b>	<b>What have we learnt from Early Civilisations?</b>	<b>How does England and Zimbabwe compare?</b>	<b>How does Fair Trade &amp; the Climate crisis link?</b>
<b>Literacy</b>  <i>To cover: outcome 18 weeks - fiction 12 weeks - non-fiction 6 weeks – poetry</i>  <b>Writing Task:</b> <b>Genre: Non-fiction (? weeks)</b> <b>Audience:</b> <b>Purpose:</b> <b>Author’s voice (POV):</b> <b>Subject link:</b>	<b>Beowulf (6 weeks)</b>  <b>Writing Task 1:</b> Write a descriptive narrative <b>Genre: Fiction</b> <b>Audience: yr 5</b> <b>Purpose:</b> to follow author’s style (voice) Create an extra event <b>Author’s voice (POV):</b> Michael Morpurgo (author) <b>Subject Link:</b> history	Facts learnt from Planetarium visit? <b>2 weeks</b> <b>Writing Task 1:</b> 2x page non-chronological report <b>Genre: non-fiction</b> <b>Audience: yr4</b> <b>Purpose:</b> To inform <b>Author’s voice (POV):</b> formal <b>Subject Link:</b> Science  <b>Poetry – 2 weeks</b> <b>Writing Task 2:</b> Poetry <b>Genre: Poetry</b> <b>Audience:</b> younger children <b>Purpose:</b> To observe and use Figurative language. Then perform poetry.	<b>‘The Boy at the Back of the Class’</b> by O.Q Rauf 3 weeks <b>Writing Task 1:</b> Diary <b>Genre: fiction</b> <b>Audience:</b> character of Josie (diaries are personal) <b>Purpose:</b> to talk about her thoughts and feelings re: refugee situation <b>Author’s voice (POV):</b> Josie’s character <b>Subject Link:</b> Geography  <b>2 weeks</b> <b>Writing Task 2:</b> <b>Genre: poetry</b> based the theme of refugees <b>Audience:</b> adults	<b>‘Julius Caesar’</b> Birch edition <b>4 weeks &amp; 4days</b> <b>Writing Task 1:</b> persuasive speech <b>Genre: fiction/drama</b> <b>Audience:</b> People of Rome – historical era. <b>Purpose:</b> To persuasive <b>Author’s voice (POV):</b> Brutus <b>Subject Link:</b> RE (importance of man??) (Explore playscript writing techniques too)	<b>‘Mufaro’s Beautiful Daughters’</b> by J. Steptoe <b>4 weeks &amp; 3days</b> <b>Writing Task 1:</b> write a narrative re-tell? (using GDS TAFs e.g. integrate dialogue, assured and conscious control grammar, vocab) <b>Genre: fiction</b> <b>Audience:</b> Y4 audience <b>Purpose:</b> To use GDS TAFs e.g. integrate dialogue, assured and conscious control grammar, vocab) <b>Author’s voice (POV):</b> Y5 <b>Subject Link:</b>	<b>Fairtrade topic/Climate crisis immersion. Possible visitors into school? (4/5 weeks)</b>  <b>Writing Task 1:</b> Write a letter from Farmers facing climate change issues <b>Genre: non-fiction</b> <b>Audience:</b> Government <b>Purpose:</b> highlight farmers` dilemma/to raise awareness of the problems of farming today linked to the climate crisis and ask Government for help <b>Author’s voice (POV):</b>



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		<p><b>Author`s voice (POV):</b> own poetic voice <b>Subject Link:</b> Science</p> <p><b>Writing Task 3: Journal-2 weeks</b> Day/week in the life of an astronaut <b>Genre: non-fiction</b> <b>Audience:</b> 10-11 yr olds <b>Purpose:</b> To provide an insight into the life of an astronaut <b>Author`s voice (POV):</b> ISS Astronaut <b>Subject Link:</b> science</p> <p>Variety of Space non-fiction books and texts. Space poetry Online Journals <a href="#">NASA - Expedition 18 Mission Logs: Sandra Magnus</a> <b>Assessment week</b></p>	<p><b>Purpose:</b> use poetry to express feelings of being a refugee <b>Author`s voice (POV):</b> self as a poet <b>Subject Link:</b> Geography</p>			<p><b>Subject Link –</b> Geography, Art/DT</p> <p><b>Writing Task 2: 2 weeks</b> Climate crisis themed poetry <i>New sept24</i> <b>Genre: Poetry</b> <b>Audience:</b> Everyone <b>Purpose:</b> Explore getting the message across re: climate crisis <b>Author`s voice (POV):</b> own <b>Subject Link:</b> Geography</p>
<b>Maths</b>	<p>Decimal Fractions Place value Money</p> <p>Roman numerals to 1000 Written years in Roman numerals</p>	<p>Negative numbers</p> <p>Short multiplication and short division</p>	<p>Area and scaling</p> <p>Calculating with decimal fractions</p>	<p>Calculating with decimals</p> <p>Factors, multiples and primes</p>	<p>Fractions</p>	<p>Converting units</p> <p>Angles</p> <p>Properties of shape</p> <p>Position and direction</p>
<b>Science</b>	<p>Forces</p>	<p>Space: Earth and beyond</p>	<p>Types of Change: Solids, Liquids and Gases</p>	<p>Properties of Materials:</p>	<p>Properties of Materials: Separating Mixtures</p>	<p>Living Things and their Habitats</p>



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				Conduction and Insulation		
<b>Computing</b>	Computing systems and networks – Sharing information	Creating media – Video editing	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Vector drawing	Programming B – Selection in quizzes
<b>History/Geography</b>	History Were the Vikings raiders, traders or settlers?	History Unheard Histories (Based on Kapow) British People of colour. Who should go on the British bank note?	Geography Why does population change?	History Early Islamic Civilisation	Geography England and Zimbabwe	Geography Fair Trade & Climate crisis
<b>Music</b>	Charanga model music curriculum  Unit 1 – Melody and Harmony in Music	Charanga model music curriculum  Unit 2 – Sing and Play in Different Styles  Christmas songs	Charanga model music curriculum  Unit 3 – Composing and Chords	Charanga model music curriculum  Unit 4 – Enjoying Musical Styles	Production songs	Charanga model music curriculum.  Unit 6 – Battle of the Bands!
<b>Art/DT</b>	Study Norse/Celtic Art 3D model Jinx framed Viking ships (link with science)  Sketching Water colour	<b>I need space</b>  understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes	Refugee comparison artwork. (Mixed Media) Artwork inspired by the refugee experience. Focus on themes such as home, journey or hope	<b>Sculpture and 3D</b> Islamic art focus on geometric patterns and sculpture. Children explore both aesthetics and cultural elements of Islamic designs. Use clay and other materials to create three dimensional sculptures inspired by Islamic art.	Traditional Zimbabwean masks. Children explore the cultural importance of masks and create their own masks inspired by traditional designs learning about shape, pattern and symbolism used in African art	Create packaging and fairtrade bar.
<b>PSHE</b>	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me



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<b>RE</b>	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	Why are Muhammad and the Qur'an important to Muslims?	How do Christians try to follow Jesus's example?	Should all creatures be treated equally? (Animal Lawsuit) or Thankfulness unit	What do religions believe about God?
<b>French</b>	Rigolo 1 - Recap previous knowledge	Rigolo 2 Unit 1	Rigolo 2 Unit 2	Rigolo 2 Unit 3	Rigolo 2 Unit 4	Rigolo 2 Unit 5&6
<b>PE</b>	Swimming  Tag Rugby Hockey	Swimming  Sports Leaders	Football  Dodgeball	Dance  Golf Inclusion Games/OAA	Cricket  Golf Inclusion Games/OAA	Gymnastics  Tennis