	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Class Texts: Outlaw – Michael Morpurgo The Adventures of Robin Hood – Adrian Mitchell, The Adventures of Robin Hood – Roger Lancelyn Green Themes: Heroes and Villains/Friendship Literary Ideas: Legends/Oral traditions Writing opportunities: - Narrative rewrite - Action scene - Story – Robin Hood quest	Class Texts: The Unforgotten Coat – Frank Cottrell-Boyce Themes: Migrants/Bullying/Friendships Literary Ideas: Other Cultures/Poetic Structure/Voice and Viewpoint Writing opportunities: - Diary entries - Welcome to Portsdown Pack -	Class Texts: Cloud Busting – Malorie Blackman The Highwayman – Alfred Noyes Literary Ideas: Viewpoints/Poetic Structure Themes: Conservation/Change Over Time Writing opportunities: - Narrative - Missing scene - Dialogue - Poetry	Class Texts: The Wolf Wilder – Katherine Rundell Themes: Heroes/Relationships with Nature Literary Ideas: Symbolism/Quests Writing opportunities: - Continued narrative - Speech	Class Texts: Beowulf — Kevin Crossley-Holland Monster Slayer — Brian Patten) Greek Myths (Focus on Medusa and Theseus and The Minotaur) — Anthony Horowitz Greek Myths — The Usborne Collection Themes: Heroes and Villains Literary Ideas: Beating the Monster stories Quests Legends Oral Traditions Writing opportunities: - Setting description - Character description - Greek myth	Class Texts: Floodland - Marcus Sedgewick Varmints – Helen Wood Themes: Conservation/Dystopia Literary Ideas: Symbolism Writing opportunities: - Create narrative for picture book Write missing scene - Formal letter
Maths	Number and place value Addition and subtraction Multiplication and Division Fractions	Fractions Measures – Mass and capacity Geometry – Shape Number – place value	Fractions Subtraction and Addition	Fractions Subtraction and addition mental methods. Measurement Multiplication and division	Multiplication and division Geometry Four operations Addiiton and subtraction	Fractions (%) Multiplication and division Four operations with decimals and measure

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combination of records for any change. - Unifications this change do not impose the term way or at the surfer and consequence in term of control of the con		particular events/ periods.		to focus on Europe (including the location		Historical enquiry	digital/computer mapping to locate
combination of records for any change. - Unifications this change do not impose the term way or at the surfer and consequence in term of control of the con		•Understands that there are usually a		of Russia), concentrating on their		•Can describe and question the origins	countries
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	Comparing Properties (SEN)		with burning and the action of acid on			
Art/DT	Art Topic: Still life Main Focus: Drawing • Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. • Draw for a sustained period of time at an appropriate level. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Reading: Van Gogh book – the chair Cezanne book	Start to generate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD. Begin to use research and develop design, draw up a specification for their designlink with Mathematics and Science. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Understand how mechanical systems such as cams or pulleys or gears create movement and how more complex electrical circuits and components can be used to create functional products. With growing confidence cut and join with accuracy to ensure a good-quality finish to the product Use finishing techniques to strengthen and improve, evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others. Reading:	with burning and the action of acid on bicarbonate of soda. Reading: Awesome matter and materials Solids, Liquids and Gasses Comparing Properties (SEN) DT Topic: Main Focus: Food and Nutrition- Spanish Cuisine Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savory dishes safely and hygienically including, where appropriate, the use of a heat source Begin to understand that different food and drink contain different substances — nutrients, water and fibre — that are needed for health. Reading: Spain book (in folder)	Main Focus: Painting Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Artist study: Turner Reading: Turner text (art folder)	Art Topic: Greek Pots Main Focus: 3D art • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. • Adapt work as and when necessary and explain why. • Confidently carve a simple form. Artist Study: Ancient Greek/Minoan Art Reading: Ancient Greece History in Art M.C Escher Escher text (art folder)	DT Topic: Main focus: sewing • To have a neat finish by using a variety of materials joined together by either the running or overstitch. • Draw and annotate a design • List materials needed • Talk about why they have chosen different aspects of their designs • Children to cut out their shapes for their design • Choosing the stitch of their choice they can start sewing the material on to the front of their cushion. • Use small stitches as they will look better and more appealing.
	Being me in my world: Planning the forthcoming year	Exploring Space pg. 28 Celebrating difference: Cultural differences and how they can	Dreams and Goals Future dreams	Healthy me Smoking, including vaping	Relationships Self-recognition and self-worth	Changing me: Self- and body image
PSHE	Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Reading: Beating stress and anxiety	cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change
		Reading: Cloud busting	Internet Safety Day	Reading: Self esteem and Mental Health	Reading: Beating stress and anxiety	Preparing for transition Reading:

			Reading: Internet Safety		Self esteem and Mental Health	Self esteem and Mental Health
	RE Topic:Theme: Prayer and worship	RE Topic: Theme: Christmas	RE Topic: Hindu beliefs	RE Topic:Theme: Easter	RE Topic:	RE Topic:Theme: Beliefs and practices
	Key question: What is the best way for a Hindu to show commitment to God?	Concept: incarnation	Concept: incarnation	Concept: Salvation	·Theme: Beliefs and moral values	Key question: What is the best way for a Christian to show commitment to God?
RE	Religion: Hinduism	Key question: Is the Christmas story true? Extracts and recounts of the story	Key question: How can Brahman be everywhere and in everything?	Key question: How significant is it for Christians to believe God intended Jesus to die?	Key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Religion: Christianity
	Reading: Hinduism and other eastern Religions	Religion: Christianity Reading: Children's bible	Religion: Hinduism Reading: Hinduism and other eastern Religions	Religion: Christianity Reading: Children's bible	Religion: Hinduism	Reading: Children's bible
		2 versions of the Christmas story (in wallet)			Reading: Hinduism and other eastern Religions	
	PE Topic: Dance	PE Topic: Invasion Games	PE Topic: Fitness tests	PE Topic: OAA and Team Building	PE Topic: Net and Wall	PE Topic: Athletics
PE	Accurately copy and repeat set choreography in different styles and show good timing Confidently perform using appropriate dynamics to represent and idea Use counts accurately when working with choreography and support others Use lifts and inversions with greater success in set choreography	Use dribbling to change direction of play under pressure Dribble with feet under increased pressure Use a variety of throws under pressure Use a variety of kicking techniques under pressure Catch and intercept using one and two hands in games Receive a ball using different parts of the foot under pressure with control Use variety of ways to lose an opponent Create and use space for self and others Understand why we use tactics	Creating personal bests and logging scores.	Use clear communication when working in a group and taking on different roles Begin to lead others, providing clear instructions Plan and apply strategies with others to more complex challenges Orientate a map confidently using it to navigate around a course Explain why a particular strategy worked and after methods to improve	Use forehand, back hand and overhead shots increasingly well in games they play Hit the ball with purpose, varying speed, height and direction Show good backswing, follow through and feet positioning	Jasvelin Shot Put Running techniques Jumping techniques
Computing	 Unit: Online Saftey Understand how apps request permission to access data and functions on a device. Recognise that not all passwords are created equally. More complex passwords are harder to crack because of the exponentially increasing variations. I can give examples of the online (or offline) 	Unit: Video Production Theme: Information Technology I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. I can select an appropriate online or offline tool to create and share ideas.	Unit: Selection in Physical Computing Theme: Computer Science I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. I can refine a procedure using repeat commands to improve a program. I can understand and use variables within my programming. I can use input to alter and affect my variables. I can confidently use sequence, selection and repetition within	Unit: Flat File databases Theme: Information Technology I can use a spreadsheet and database to collect and record data. I can choose an appropriate tool to help me collect data. I can present data in an appropriate way. I can search a database using different operators to refine my search. I can talk about mistakes in data and suggest how it could be checked.	Unit: Vector Drawings Theme: Information Technology I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. I can select an appropriate online or offline tool to create and share ideas.	Unit: Systems and searching Theme: Digital Literacy I can explain that computers can be connected together to form systems. I can recognise the role of computer systems in our lives. I can recognise how information is transferred over the internet. I can explain how sharing information online lets people in different places work together. I can contribute to a shared project online.

communities to which I belong. Can identify activities when using technology that could negatively impact on sleep Can offer simple strategies to manage technology before bedtime I can describe what is meant by harm. I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. Composition notation (Theme: Ancient Egypt)	I can review and improve my own work and support others to improve their work. Blues	my algorithms and programming. I can design, build and program physical systems using inputs, process and outputs. I can use logical reasoning to detect and debug mistakes in a program. I use logical thinking, imagination and creativity to extend a program.	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)
- Sing in time and in tune with other people and the backing track. - Remember the lyrics to a song. - Identify the structure of a piece of music and match this to non-standard notation. - Improvise their own piece of music. - Play a melody with reasonable accuracy. - Perform with confidence and in time with others. - Compose and play a melody using stave notation. - Contribute meaningfully to the group performance and composition. - Use hieroglyphic notation to show the structure of their piece.	 Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation. 		 Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place. 	- Sing using the correct pronunciation and with increasing confidence. - Play a chord with two notes, remaining in time. - Maintain their part in a performance with accuracy Play the more complicated rhythms in time and with rests Create an eight beat break and play this in the correct place.