

## Year 5 Termly Topic Overview

	English	Mathematics	RE	PE	PSHE	French
<b>Term 1</b>  <b>The Earth and Beyond</b>	<p><b>Class Text: The Green Book</b>  <b>Writing –</b>  <b>Fiction: The Green Book</b>  <b>Non Fiction: Sue Palmer Modelled text books Usbourne Guide to Space Exploring Space</b>  <b>Poetry: The Hedgehog/The Launch</b>  <b>Handwriting –</b></p> <p>Pupils should be taught to: write legibly, fluently and with increasing speed</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> Find and copy examples of authors choice or grammatical features from instructions. Skim and scan text to retrieve facts and information. Highlight cohesive devices in non-fiction and fiction texts.</p> <p><b>Interpret Focus-</b> Children to make predictions about the new planet using inference skills and evidence from the text.</p> <p><b>Choice Focus -</b> Summarising the main ideas drawn from one paragraph comment on author's choice and how they have communicated ideas to the reader. Make notes and use key themes/phrases/ in own writing.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely Link ideas across paragraphs using: - adverbials of time e.g secondly -tense choices e.g he had seen her</li> <li>- Use devices to build cohesion within a paragraph e.g then, after that, this, firstly</li> </ul> <p><b>Spelling –</b></p> <p>Spell word endings which sound like 'shush' spelt -cious or - tious</p> <p><b>Spoken Language –</b></p> <ul style="list-style-type: none"> <li>- Discussions centered around why Pattie and her family had to leave Earth. Speculate about the 'disaster' that has occurred on planet Earth.</li> <li>- Hot seat characters to infer feelings. Ask relevant questions to build understanding. Would the responses be the same if we asked the same questions to Father/Pattie/Joe</li> </ul>	<p><b>Number Maths:</b>  Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.  Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000.  Recognise and extend number sequences.  Develop recall of the multiplication facts up to 12 x 12.</p> <p><b>Topic Maths:</b>  <b>Geometry – properties of shape</b>  Recognise and describe the properties of 2D and 3D shapes.  Identifying the four different types of angles.  Measure and draw angles using a protractor.  Calculate missing angles from known angle facts.</p>	<p><b>Why do some people believe that God exists?</b></p> <p>Express thoughtful ideas on believing or not believing.</p>	<p><b>OAA</b></p> <p>Team work based activities.</p>	<p><b>What makes up our identity?</b>  That there are a range of factors that contribute to a person's identity</p> <p>How individuality and personal qualities make up someone's identity</p> <p>About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p>	<p><b>On Holiday:</b>  Countries</p> <p>Holiday accommodation</p> <p>Vocabulary associated with the zoo, beach and theme park</p> <p>Using the perfect past tense.</p>

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<b>Term 2</b> <b>Riveting</b> <b>Rivers</b>	<b>Class Text: The Princess Blankets by Carol Anne Duffy</b> <b>Writing -</b> <b>Fiction:</b> To write narrative based on The Princess Blankets <b>Non-fiction:</b> To write a formal letter To use features of an explanation text <b>Handwriting –</b> <ul style="list-style-type: none"> <li>- To write legibly, fluently and with increasing speed</li> <li>- Choosing the writing implement that is best suited for a task</li> </ul> <b>Reading –</b> <b>Retrieval Focus-</b> Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections <b>Interpret focus-</b> Children to summarise the main ideas of the text from more than one paragraph. <b>Choice focus –</b> Consider why the writer has organised the text in the specific format – how does this support the reader’s understanding of the text? <b>Grammar and Punctuation –</b> <ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- Use commas to indicate parenthesis</li> <li>- Use commas to clarify meaning or avoid ambiguity in writing (commas in lists, speech, clauses and phrases)</li> </ul> <b>Spelling –</b> <ul style="list-style-type: none"> <li>- Spell words endings which sound like ‘shil’ spelt –‘cial’ or ‘tial’</li> </ul> <b>Spoken Language –</b> <ul style="list-style-type: none"> <li>- Discussions based around supporting the local council with the river clean up. Finding solutions through conversations.</li> <li>- Science: Working collaboratively to separate a mixture. Speculate and hypothesize how to conduct the experiment without adult input.</li> </ul>	<b>Number maths:</b> <b>Addition and Subtraction</b> -Add and subtract numbers mentally to at least 10,000. Add and subtract whole numbers with more than 4 digits, including formal written methods. -Estimate and use the inverse to check my answers. -Use addition and subtraction to solve multi-step word problems in context. Develop quick recall of the division facts up to 12 x 12. <b>Topic Maths: Measure:</b> <b>Linear and Perimeter</b> -Convert between units of metric length (mm, cm, m and km, kilometre and meter). -Estimate, measure and calculate lengths in mm, cm and m -Measure and calculate the perimeter of rectilinear shapes (in mm, cm and m).  Times tables and related division facts: 2, 4 and 8	<b>What would Jesus do?</b> Investigate and explain the challenges of following Jesus and his teachings about love, forgiveness, justice and generosity.	<b>Dance</b> Creating a series of dance moves. Linking actions together. Travelling from one place to another in a series of sequenced movements.	<b>What decisions do people make with money?</b> How people make decisions about spending and saving money and what influences them How to keep track of money so people know how much they have to spend or save  How people make choices about ways of paying for things they want and need  How to recognise what makes something ‘value for money’ and what this means to them That there are risks associated with money	<b>Eating Out:</b> Asking for items in a shop or restaurant  Asking how much things cost  Some basic weights  How to order for others in a restaurant

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<b>Term 3</b> <b>Ancient</b> <b>Greeks</b>	<p><b>Class Text:</b> Greek Myths Geraldine McCaughrean/A range of 'real' newspapers, including ones from the local press <b>Additional Class reader:</b> <b>Who let the Gods out</b></p> <p><b>Fiction:</b> To write a descriptive short story (based around a range of myths)</p> <p><b>Non Fiction:</b> To use the features to write a newspaper report.</p> <p><b>Handwriting –</b></p> <ul style="list-style-type: none"> <li>- Focus on problems with writing at speed Look at uneven letter shapes and spacing when writing too quickly – checklist, checking for errors</li> <li>- Practise difficult joins and letter strings so that they can be joined quickly – eg words ending in -ent, -ant</li> </ul> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> Children to find information from the text e.g. Where does Elliot go to school? How old is Elliot? What did Elliot do to get into trouble? What is Mr Boil's job?</p> <p><b>Interpret Focus -</b> Ask the children to look at the front cover. What do you think the book will be about? What things can you see on the front cover? What sort of story will it be? Who might enjoy it? Now read the blurb – where any of your predictions correct? What Greek gods do we already know? Can we see any on the front cover? Who might they be?</p> <p><b>Choice Focus -</b> Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the readers expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Use brackets, dashes or commas to indicate parenthesis</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- Use –ant, -ance and –ancy if there is a related word with the long a phoneme: observant, observance, (observation) expectant (expectation) hesitant, hesitancy (hesitation) tolerant, tolerance (toleration) substance (substantial)</li> <li>- Use –ent, -ence and –ency after a soft c, soft g or qu: innocent, innocence, decent, decency, frequent, frequency, confident, confidence</li> </ul> <p><b>Spoken Language –</b></p> <p>Discussions based on the origins of democracy in ancient Greece. Role play: how would you react if you had attended the first Olympic games? What would you say and how would you act? Links to witness quotes for newspaper reports.</p>	<p><b>Number maths:</b></p> <p><b>Multiplication and division</b></p> <p>-Identify multiples and factors, including finding all factor pairs of a number and common factors of 2 numbers.</p> <p>Recognise prime numbers up to 20.</p> <p>Multiply numbers up to 4 digits by 1 or 2 digit numbers using a formal written method (chunking).</p> <p>Solve multiplication and division multi-step problems in context. Check solutions by applying inverse operations.</p> <p>Use quick recall of division facts up to 12 x 12 to help solve problems.</p> <p><b>Topic Maths:</b></p> <p><b>Statistics</b></p> <p>-Interpret and present discrete data</p> <p>-Interpret and present continuous data</p> <p>-Draw and interpret line and bar graphs.</p> <p>Read and plot coordinates in all four quadrants.</p> <p>Times tables and related division facts: 3,6 and 9.</p>	<p><b>What do religions say to us when life gets hard?</b></p> <p>Explain what different beliefs in judgement/heaven /karma/reincarnation might influence how someone lives.</p>	<p><b>Swimming.</b></p>	<p><b>How can we help in an accident or emergency?</b></p> <p>How to carry out basic first aid and including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>That if someone has experienced a head injury, they should not be moved</p> <p>When it is appropriate to use first aid</p> <p>The importance of remaining calm in an emergency</p> <p>information about what has happened to an adult or the emergency services</p>	<p><b>Hobbies:</b></p> <p>Naming hobbies</p> <p>Talking about types of music and giving opinions</p> <p>Saying what musical instruments they play</p> <p>Talking about different types of films</p>

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<b>Term 4</b> <b><u>Defend and Fortify</u></b>	<p><b>Class Text-</b> Beowulf Michael Morpurgo/Castle Guide book</p> <p><b>Fiction:</b> To write a letter/narrative from the viewpoint of different characters</p> <p><b>Non Fiction:</b> To write a non-chronological, comparative report as a castle guide book</p> <p><b>Handwriting –</b></p> <ul style="list-style-type: none"> <li>- Focus on optional joins to improve speed:</li> <li>- Looping for speed: Look at optional joins from the letters g j y</li> <li>- Speedy joining from b and p: look at optional joins from break letters b and p</li> </ul> <p><b>Reading-</b></p> <p><b>Retrieval Focus</b> - Compare and contrast characters using evidence from the text. Provide quotes as justifications for thoughts and opinions.</p> <p><b>Interpret focus</b> - Draw inferences independently, often justifying with textual evidence; use knowledge based inference to ask and answer questions exploring facts and opinions</p> <p><b>Choice Focus</b> - Discuss and evaluate how authors use language, considering the impact on the reader; begin to understand figurative language e.g. metaphor, personification. Do you think this letter has been structured in a way that is helpful to the reader? Can you see how the author has achieved that?</p> <p><b>Grammar and Punctuation -</b></p> <ul style="list-style-type: none"> <li>- Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> <li>- Convert nouns or adjectives into verbs using suffixes e.g –ate, - ise, - ify</li> <li>- Using dashes to mark boundaries between independent clauses</li> </ul> <p><b>Spelling -</b></p> <ul style="list-style-type: none"> <li>- Spell words ending in –ible/able</li> </ul> <p><b>Spoken Language –</b></p> <ul style="list-style-type: none"> <li>- Re-tell a familiar story from the point of view of another character (Monster); demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener</li> <li>- Experimenting with levers – hypothesizing how to best construct the lever to create the biggest impact.</li> <li>- Discussion – investigate the best location for a castle or fort. Justify choices based on locations chosen</li> </ul>	<p><b>Number maths:</b></p> <p><b>Fractions including decimals</b></p> <p>Identify, name and write equivalent fractions of a given fraction.</p> <p>Represent fractions visually including tenths and hundreds.</p> <p>Recognise mixed number and improper fractions.</p> <p>Use &gt; &lt; = when comparing fractions with the same and different denominators.</p> <p>Add, subtract and multiply fractions, including mixed numbers.</p> <p>Use quick recall of multiplication and division facts up to 12 x 12 in multi-step problems.</p> <p><b>Topic Maths:</b></p> <p><b>Geometry – position and direction</b></p> <p>Reflect shapes, presented in the first quadrant in a vertical, horizontal or 45 degree mirror line. Identify the co-ordinates of the reflected shape.</p> <p>Identify the position of a shape following a translation in the first quadrant. Identify the coordinates of a translated shape.</p>	<p><b>If God is everywhere, why go to a place of worship?</b></p> <p><i>Comment thoughtfully on the value and purpose of places of worship in religious communities.</i></p>	<p><b>Swimming</b></p>	<p><b>How can friends communicate safely?</b></p> <p>About the different types of relationships people have in their lives</p> <p>How friends and family communicate together; how the internet and social media can be used positively</p> <p>How knowing someone online differs from knowing someone face-to-face</p> <p>How to recognise risk in relation to friendships and keeping safe</p>	<p><b>A School Trip:</b></p> <p>The perfect past tense</p> <p>The future tense</p> <p>Some common verbs</p> <p>Vocabulary associated with a trip to a museum and the countryside.</p>

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<b>Term 5</b>  <b>Crime and Punishment</b>	<p><b>Class Text: The Highway Man by Alfred Noyes</b>  <b>Fiction: Write a range of letters to convey character's feelings using inference skills.</b>  <b>Non Fiction: Write a report, such as, newspaper, a script for a televised news report</b>  <b>Poetry: To write a verse of the narrative poem from Bess's viewpoint</b></p> <p><b>Handwriting-</b></p> <ul style="list-style-type: none"> <li>- Focus on slanting for speed Explain how writing with a slant can help with speed and fluency</li> <li>- Copying from Reading challenge poems and book extract</li> </ul> <p><b>Reading-</b>  <b>Retrieve Focus –</b> Retrieve information based on comprehension of new vocabulary explored in the Highwayman text. Children can: discuss their understanding and explore the meaning of words in context; Ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text.  <b>Interpret Focus -</b> Children to make predictions about character's feelings/motives using inference skills and evidence from the text. Make comparisons within and across texts, referring to both reference points, discuss and explore the precise meaning of words and phrases in context Make predictions from implied details, both before and after events.</p> <p><b>Choice Focus-</b>  Provide opportunities for word play, why has the author chosen specific words over others? Discuss imagery and how language changes over time Summarising the author's main ideas drawn from one paragraph</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Understand verb prefixes e.g. dis- , de-, mis-, over- and re-</li> <li>- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. Learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- Spell words containing the letter string –ough</li> <li>- Revision of Year 5/6 Spelling list and spelling patterns from terms 1-4</li> </ul> <p><b>Spoken Language –</b></p> <ul style="list-style-type: none"> <li>- History: Argue for or against the Roman/Anglo-Saxon/Victorian/Tudor approach to crime and punishment. Was this a fair system?</li> <li>- Is Dick Turpin a heinous criminal? Debate and discuss. Use research from history lessons to justify opinions.</li> </ul>	<p><b>Number maths:</b>  <b>Number and place value – decimals</b>  Understand the value of tenths and hundredths.  Compare numbers with up to 2 decimal places.  Round decimals to the nearest whole number (1 dp).  -Divide 1 and 2 digit numbers by 10 and 100.  -Calculate percentages.</p> <p><b>Topic Maths:</b>  <b>Capacity and Volume</b>  Convert between different units of measure.  Understand and use equivalences between metric units and common imperial units.  Estimate volume.  Use all four operations to solve problems involving measure.</p>	<p><b>Is it better to express your religion in art or charity?</b></p> <p><i>Outline how and why some humanists criticise spending on religious buildings or art.</i></p>	<p><b>Tag Rugby</b></p> <p>Passing, throwing and catching</p>	<p><b>How can drugs common to everyday life affect health?</b></p> <p>How drugs common to everyday life can affect health and wellbeing  That some drugs are legal and other drugs are illegal  How laws surrounding the use of drugs exist to protect them and others  Why people choose to use or not use different drugs  How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p>	<p><b>Seasons:</b></p> <p>The names of seasons.</p> <p>Talking about seasonal activities.</p> <p>Saying the date and when their birthday is.</p> <p>Naming craft materials.</p> <p>Following craft instructions</p>

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<b>Term 6</b>  <b><u>Codebreakers</u></b>	<p><b>Class Text:</b> Stormbreaker by Anthony Horowitz</p> <p><b>Writing -</b></p> <p><b>Fiction:</b> Write suspense/thriller narrative spy story</p> <p><b>Non-fiction:</b> Write a set of engaging instructions</p> <p>Use persuasive language to market a product</p> <p><b>Handwriting –</b></p> <ul style="list-style-type: none"> <li>- To write legibly, fluently and with increasing speed</li> <li>- Choosing the writing implement that is best suited for a task</li> </ul> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> Use retrieval activities to recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story.</p> <p><b>Interpret focus-</b> Make comparisons within and across texts, referring to both reference points, discuss and explore the precise meaning of words and phrases in context Make predictions from implied details, both before and after events.</p> <p><b>Choice focus –</b> Consider the author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. Discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding quotations from a whole text.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Use a colon to introduce a list</li> <li>- Use bullet points to organise information</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- Teach chn that some 'silent' letters used to be sounded many years ago, e.g. knight doubt, island, lamb, solemn, thistle</li> <li>- Focus on key rules and patterns with certain letters and position in words: wr, st, kn, mb, mn, gn, etc</li> </ul> <p><b>Spoken Language –</b></p> <p>Asking questions to find out more about Ian Rider. Children to question more about his life. Justify opinions using quotes from the text. Debate: Is Ian Rider a suspicious character? Should Mr Blunt be trusted.</p>	<p><b>Number maths:</b></p> <p><b>Calculation</b></p> <p>Written calculations for division – chunking.</p> <p>Grid method multiplication.</p> <p>Expanded column method addition and subtraction.</p> <p>Mental calculations.</p> <p>Solving two step problems.</p> <p><b>Topic Maths:</b></p> <p><b>Measure – Time</b></p> <p>Read, write and convert between analogue and digital clocks.</p> <p>Solve problems converting between seconds, minutes, hours, days, months and years.</p> <p>Times tables and related division facts: All.</p>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p><i>Comment thoughtfully on the value and purpose of religious practices and rituals in a muslims daily life.</i></p>	<p><b>Rounders and Cricket</b></p> <p>Throwing, catching, fielding, batting, tactic</p>	<p><b>What jobs would we like?</b></p> <p>That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>That some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>That there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>How people choose a career/job and what influences their decision, including skills, interests and pay</p> <ul style="list-style-type: none"> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> </ul>	<p><b>The Environment:</b></p> <p>Saying what the weather is like</p> <p>Naming garden creatures</p> <p>Talking about garden activities</p> <p>Talking about recycling</p>

<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>D &amp; T</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
<b>Term 1</b> <b><u>Earth and Space</u></b>	<b><u>Earth and space</u></b>  Describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth  Describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	<b><u>Digital Literacy</u></b>  Online Safety  Reporting issues  Digital advertising  Technology in the modern world			<b>Marbling and charcoal lunar landscapes –</b>  Improve their mastery of art and design techniques, including painting and sculpture with a range of materials (for example, clay, paint) Learn about great artists, architects and designers in history.		Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Including observing – - Phrasing -Accurate pitching -Appropriate style. Sing – -Three-part rounds -Partner songs -Songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. <b>MUSIC EXAMPLES</b> Danny Boy High Low Chickalo ‘Take on me’ chorus (three part round.) Ladysmith Black Mambazo - Nkanyezi Nezazi	Harvest Festival – Pupils will prepare a presentation for the service.  School Council elections will take place.  Black History Month	Star gazing event.

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<b>Term 2</b> <b>Rivers</b>	<p><b><u>Properties and changes of materials</u></b></p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><b><u>Working Scientifically</u></b></p>	<p><b><u>Digital Literacy</u></b></p> <p>Online Safety</p> <p>Reporting issues</p> <p>Cyberbullying</p> <p>Copyright and plagiarism</p>		<p><b><u>Rivers - The Water Cycle</u></b></p> <p>Fieldwork Study - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Pupil will learn key topographical features with a focus on rivers and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><b><u>Water colours</u></b></p> <p><b><u>Light reflections</u></b></p> <p><b><u>Dover Rivers</u></b></p> <p>Improve their mastery of art and design techniques, including painting and sculpture with a range of materials (for example, clay, paint) Learn about great artists, architects and designers in history.</p>		<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Pupils to create music to accompany a silent film or to set a scene in a play or book.</p> <p><b>MUSIC EXAMPLES</b></p> <p>Mozart – Andante in E Flat Major (ternary example)</p> <p>Twinkle, twinkle little star (ternary example)</p>	<p><b><u>Christmas</u></b></p> <p>Pupils take part in various activities to celebrate Christmas including producing items to sell at the Christmas Fair and cards to take home.</p>	<p><b><u>Trip</u></b></p> <p>Kearsney Abbey – Visit the River Dour field work.</p>



	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>D &amp; T</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
<b>Term 3</b>  <b>Ancient Greeks</b>	<u>Properties and changes of materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  <b>Working Scientifically</b>	<u>Information Technology</u>  Online safety  Organising online files  PowerPoint presentations  Digital art	<u>Ancient Greece</u>  A study of Greek life and achievements and their influence on the western world.	<u>Place Knowledge</u>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. How is England different to Greece? Compare the Geographical features of England to Greece.		<u>Cooking and Nutrition</u>  Using ingredients inspired by Ancient Greece children make a traditional Greek savoury dish and evaluate. Greek Flat-bread sale to staff/children/de sign/market/eval uate Greek chef	Further understand the differences between – -semibreves -minims -crotchets and crotchet rests -paired quavers - semiquavers. Read and perform pitch notation within an octave (e.g. C). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand the differences between 2/4, 3/4 and 4/4 time signatures.  <b>MUSIC EXAMPLES</b> Smalltown boy – Bronski Beat	<u>Hook Day: Greek Day</u> – Pupils dress up as a Greek and spend the day learning about life in Ancient Greece.	<u>Ancient games</u>  A chance to play ancient games with children from across the Academy schools.  Visit from Greek chef or to a Greek restaurant.

<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>D &amp; T</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
<b>Term 4</b>  <u>Fortify and defend</u>	<b>Forces</b> Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.  <b>Working Scientifically</b>	<b>Information Technology</b>  Online safety  Musical compositions	<b>Local History Study – Fortifications</b> An in-depth study into an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Looking at fortifications in the local area. Studying local defences which include Dover castle, Martello Towers and Western Heights.			Design and make a siege tower Children use a wider range of tools and equipment to perform practical tasks, accurately. Select from a wide range of materials and components, including construction materials, according to their functional properties.	Use chords to compose music to evoke a specific atmosphere, mood or environment. Understand how triads are formed, play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (Danny Boy Twinkle, Twinkle little star) <b>MUSIC EXAMPLES</b> La Mer by Debussy The River Flows In You by Yiruma both evoke images of water. Bjork – Play Dead	Book Week  Easter activities	Visit to Dover Castle.  Martello Towers  Western Heights

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<b>Term 5</b> <b>Crime and Punishment</b>	<b>Living Things in their Habitats</b>  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals Animals, including humans – Describe the changes as humans develop to old age	<b>Computer Science</b>  Online safety  Transferring information  Controlling physical systems (Micro:Bit)	<b>Changes in Social History –</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present in the 20th Century.		Pupils will create a piece of art in response to the illustrations in the Highwayman story.  Art in RE - Geometric art in mosques. To learn about great artists, architects and designers in history		Play melodies on tuned percussion, or keyboards and follow staff notation written on one stave and using notes within the Middle C range. With greater independence gained each lesson through smaller group performance. Perform a range of repertoire pieces and Arrangements.  Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <b>MUSIC EXAMPLES</b> Yellow Submarine by The Beatles. Examples of music played by chosen tuned instrument.	<u>Hook day</u> Evidence of highwayman crimes – crime day.  <u>Outdoor learning</u> Links to maths – capacity and volume.	Police officer to visit and discuss law in the present day and the role of the police force in communities.

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<b><u>Term 6 Codebreakers</u></b>	<b><u>Forces</u></b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces  <b><u>Working Scientifically</u></b>	<b><u>Computer Science</u></b> Online safety Scratch: repeated loops and variables Debugging programs		<b><u>Locational Knowledge</u></b> Looking at Spies from around the world. Where do different people come from? Locate the world's countries, using maps to focus on Europe (including the location of Russia) North America and South America concentrating on environmental regions, key physical and human characteristics, countries, and major cities.		<b><u>Design and Construction</u></b> Spy Gadget Designing and building a spy gadget to help a spy in the field. Looking at spy gadgets from the past and selecting useful features from that and incorporating them into a more modern design.	Improve freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improve over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Capture and record creative ideas using - graphic symbols -rhythm notation -time signatures -staff notation technology. <b><u>MUSIC EXAMPLES</u></b> Vaughan Williams – English Folk Song Suite	<b><u>Code breaking Day</u></b> – Children to start the term cracking codes and taking part in an escape room challenge.  <b><u>Spy Day</u></b> – A day of learning about spies, selling our gadgets to our spymaster.	<b><u>Spymaster</u></b> Challenge the children to build a spy gadget and then visit on Spy Day to judge the chosen best gadgets.

