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| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Spelling** | Year 4: /aw/ spelt augh and au, prefixes in-. im- and il-, homophones, /shuh/ spelt sion.  Year 5: /shuhs/ spelt -cious, -tious and -ious, short /i/ spelt y, long /i/ spelt y, homophones.  Year 6: ambitious synonyms, words ending -ce, -cy, -se, -sy, -ance, -ancy, -ent, -ence, -ency, hyphens, compound adjectives. | Year 4: /shuhn/ spelt sion, ssion, tion and cian, /o/, /oo/ and /or/ spelt ough, challenge words.  Year 5: silent letters, modal verbs, words ending -ment, adverbs of possibility and frequency, challenge words.  Year 6: words ending -able and -ably, word families, prefixes micro- and mini-. | Year 4: Homophones, suffix -ation, prefixes sub- and super-, plural possessive apostrophes.  Year 5: suffixes -ity, -ness and -ship, homophones.  Year 6: suffix -fer, long /e/ spelt ie or ei, word families, challenge words. | Year 4: /s/ spelt sc, soft c spelt ce and ci, word families, challenge words.  Year 5: /or/ spelt or and au, suffixes -ate, -ise, -ify and -en.  Year 6: words ending /shuhl/, soft c spelt /ce/, word families, challenge words. | Year 4: prefixes inter-, anti-, auto-, ex- and non-, words ending -ar and -er.  Year 5: words containing ‘ough’, adverbials of time and place, /ear/ spelt ere, challenge words.  Year 6: word families, nouns and verbs, ou and ow spelt /o/, words ending -ible and -ibly. | Year 4: suffix -ous, adverbials of frequency, possibility and manner.  Year 5: unstressed vowels in polysyllabic words, prefixes de-, re- and over-, suffixes -ful, -ive and -al.  Year 6: synonyms and antonyms. |
| **Guided Reading** | Year 4: Characters’ points of view  Exploring Journalistic Writing  Year 5: Understanding playscripts  Looking at advertisements  Year 6: Looking at biographies  Building tension | Year 4: Looking at similes and metaphors  Understanding information writing  Year 5: Exploring characters’ feelings  Following instructions  Year 6: The rules of argument  Exploring issues in poetry | Year 4: Characters’ feelings and actions  Interpreting explanation texts  Year 5: Looking at media reports  Telling stories through poetry  Year 6: Understanding formal writing  Themes and techniques | Year 4: Reading persuasive texts  How settings create atmosphere  Year 5: Stories from around the world  Persuasive language  Year 6: Viewpoints in journalistic writing  Exploring atmosphere and tension | Year 4: Exploring stage playscripts  Year 5: Reading older novels  Year 6: Looking at personification | Year 4: Looking at settings  Year 5: The roles of heroes and heroines  Year 6: Tales from personal experience |
| **English** | The Promise: reading week  One Thousand and One Arabian Nights:  - Persuasive letter  - Recount  - Character description | One Thousand and One Arabian Nights:  - Narrative  - Instructions  Purple book piece |  |  |  |  |
| **LTE** | Why?  The Island  Last Stop | Feathers  Window  Survivors | Who  Hole  Knight | Snowmen  Staircase  Home | Visitor  Maker  Tree | Conquerors  Rabbits  Bear |
| **SPaG** | Expanded noun phrases  Pronouns and nouns  Determiners  Paragraphs  Fronted adverbials | Verb inflections  Inverted commas  Apostrophes  Preposition phrases  Plural and possessive s | Cohesion within paragraphs  Prefixes  Commas for meaning  Adverbials  Modal verbs | Suffixes  Commas for parenthesis  Relative clauses  Dashes  Brackets | Semi-colons, colons, dashes  Formal vs informal writing  Cohesion across paragraphs  Hyphens | Passive  Synonyms and antonyms  Formal vs informal speech  Layout devices |
| **Maths** |  |  |  |  |  |  |
| **PE** | Outdoor adventure |  |  |  |  |  |
| **Computing** | Using the internet  Research and communication  Webpage design |  | Presentation skills  Radio station |  | Painting  Computer art  Animation  3D Modelling |  |
| **Spanish** |  | Introductions  Common phrases  Travel |  | Restaurant  Family  Shopping |  | School  People  Greetings |
| **Music** | Structure and news braodcasts |  |  |  |  |  |
| **DT** |  | Islamic food  Design House of Wisdom |  |  |  |  |
| **History** | Early Islamic civilization:  - Baghdad  - House of Wisdom  - Discoveries  (Setting description) | Early Islamic civilization:  - Caliphs  - Art  - Trade and power  (Newspaper) |  |  | Local history study:  - Aspects of history reflected in locality  - Period pre or post 1066 |  |
| **Geography** |  |  | Map work:  - Maps, atlases and globes  - Digital mapping  - Locating countries  - Describe features | Compass work:  - Eight points  - 4 and 6 figure grid references  - Symbols and keys  - UK and wider world |  | Fieldwork:  - Observe, measure and record  - Features in local area  - Maps, plans and graphs |
| **Art** | Drawing: Jeffrey the Maggot, linear drawings, exploration of marks, landscape, colour and contour, and lace drawings.  Painting: surfaces, brush strokes, Georgia O’Keefe, developing images, JMW Turner and responses. |  | Printmaking: African prints, monoprints, press print block, collographs and monoprints  Collage: Matisse ‘The dance’, Francis Bacon – distorted portraits, Andy Warhol – popular and multiple images. |  | Textiles: Monoprinting on fabric, dip dye surfaces, developing designs and Michael Brennand-Wood.  3D: Shoes from brown tape, coiled clay pot and fabric forming. |  |
| **RE** |  |  |  |  |  |  |
| **PSHE** | Health and wellbeing |  | Relationships |  | Living in the wider world |  |
| **RSE** |  | Year 4: my feelings, my body, my relationships, my beliefs, my rights and responsibilities, and asking for help. |  | Year 5: my feelings, my body, my relationships, my beliefs, my rights and responsibilities, and asking for help. |  | Year 6: my feelings, my body, my relationships, my beliefs, my rights and responsibilities, and asking for help. |
| **Science** | Animals including humans:  - Digestive system functions  - Types of teeth  - Food chains  (Non-chronological report) | Animals including humans:  - Circulatory system parts and functions  - Impact of diet, exercise, drugs and lifestyle  - Nutrients  (Explanation leaflet) | Animals including humans:  - Changes in humans to old age | Living things and their habitats:  - Grouping in various ways  - Classification keys  - Changing environments | Living things and their habitats:  - Differences in life cycles  - Reproduction in plants and animals | Living things and their habitats:  - Common characteristics  - Classification reasons |