



Topic driver: Personal journeys

Subject Read Aloud:	Week 1 Holes	Week 2 Holes	Week 3 Holes	Week 4 Holes	Week 5 Coming to England Floella Benjamin	Week 6 Coming to England Floella Benjamin	Week 7 Coming to England Floella Benjamin
Reading	<p>Poetry By Heart 'If' By Rudyard Kipling</p> <ul style="list-style-type: none"> • Make comparisons within/across books Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views 	<p>Narrative extract: Meat Pie on Masham Road</p> <ul style="list-style-type: none"> • Make comparisons within/across books Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views 	<p>Autobiographical recount: Michael Rosen</p> <ul style="list-style-type: none"> • Make comparisons within/across books Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views 	<p>Sneaky peek week Comprehension practise</p> <ul style="list-style-type: none"> • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning 	<p>Non- fiction: TVs- bad for our health?</p> <ul style="list-style-type: none"> • Make comparisons within/across books Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views 	<p>Sneaky peek week Comprehension practise</p> <ul style="list-style-type: none"> • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning 	<p>Poetry week- I know why the caged bird sings/ Still I rise by Maya Angelou</p> <ul style="list-style-type: none"> • Make comparisons within/across books Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views
Writing	<p>Poetry By Heart 'If' By Rudyard Kipling</p> <p>Use knowledge of morphology &</p>	<p>To write an autobiography</p> <ul style="list-style-type: none"> • Plan writing to suit audience 	<p>To write an autobiography</p> <ul style="list-style-type: none"> • Plan writing to suit audience 	<p>To write an autobiography</p> <ul style="list-style-type: none"> • Plan writing to suit audience 	<p>To write an autobiography</p> <ul style="list-style-type: none"> • Plan writing to suit audience 	<p>To research a chronological report on the Windrush</p> <ul style="list-style-type: none"> • Plan writing to suit audience 	<p>To plan and write a chronological report on the Windrush</p> <ul style="list-style-type: none"> • Plan writing to



	etymology in spelling Develop legible personal handwriting style	& purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	& purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	& purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	& purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	& purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	suit audience & purpose; use models of writing <ul style="list-style-type: none"> Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency
Maths	Number and place value <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above 	Decimals/place value & Addition/Subtraction <ul style="list-style-type: none"> Solve addition & subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Perform mental calculations, including with mixed operations and large numbers. Solve problems involving addition and subtraction Use estimation to check answers to 	Multiplication <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written methods of long multiplication. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Solve problems involving multiplication Use estimation to check answers to 	Algebra <ul style="list-style-type: none"> Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. 	Division <ul style="list-style-type: none"> Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common 	Fractions <ul style="list-style-type: none"> Use common factors to simplify fraction; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of 	Ratio and proportion (including percentages) <ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication & division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of



		calculations and determine the context of a problem, an appropriate degree of accuracy.	calculations and determine the context of a problem, an appropriate degree of accuracy.		<p>multiples and prime numbers.</p> <ul style="list-style-type: none"> ○ Solve problems involving division. ○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy. 	<p>equivalent fractions.</p> <ul style="list-style-type: none"> ○ Multiply simple pairs of proper fractions writing the answer in its simplest form. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ○ Divide proper fractions by whole numbers $\frac{1}{3} \div 2 = \frac{1}{6}$ ○ Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{1}{8}$) ○ Recall and use equivalences between simple fractions, decimals and percentages, including different contexts. 	<p>fractions and multiples.</p> <ul style="list-style-type: none"> ○ Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison. ○ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Science	Light To understand how light works	Light To understand that light appears to travel in straight lines.	Light To explain that objects are seen because they give out or reflect light into the eye.	Light To explain why shadows have the same shape as the objects that cast them.	Light To explain how we see light	Light To make a periscope and explain how it works	Light To understand the terms transparent, translucent and opaque



History					Introduce the British Empire and the Transatlantic slave trade	In depth study of a significant historical figure – John Jellicoe	Research and explore the participation of people of Caribbean descent during and after WW2
Computing		Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration	Computing systems and networks: Communication Understand computer networks including the internet; how they can provide multipleservices, such as the World Wide Web; and the opportunities they offer for communication and collaboration
RE		Art in Christianity To consider a variety of ways people express their faith in religion	Art in Christianity To investigate the religious use of colour	Art in Christianity To create a modern Icon	Art in Christianity To consider the use of music in Christian worship	Art in Christianity To analyse the usefulness of drama to a believer	Art in Christianity To consider what is similar and different between religions about expressing faith
Spanish		Specialist Teacher Unit Nuestro colegio (our school) Unit Nuestro mundo (ourworld)	Specialist Teacher Unit Nuestro colegio (our school) Unit Nuestro mundo (ourworld)	Specialist Teacher Unit En la Cafetería (food and drink and how to order) Unit El parque de atracciones	Specialist Teacher Unit Physical descriptions (describing people and knowing parts of the body)	Specialist Teacher Unit A bordo (basic concepts) Unit ¿Qué noticias hay?(articles and songs about the	Specialist Teacher Unit Pasado y presente (preparing for secondaryschool, past tenses)



				(theme park vocabulary and past tenses)	Unit La ropa (clothing and describing clothes)	world)	
Music		African percussion	African percussion	Recorders Notation reading, composition: classical music appreciation	Recorders Notation reading, composition: classical music appreciation	Recorders Musical theatre	Recorders Musical theatre
Art & Design	Drawing Portraits and self-portraits.	Art and Design skills Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to paint in the style of impressionist painter.	Art and Design skills Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to create zentangle patterns and subsequent prints.	Art and Design skills Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat.	Art and Design skills Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to explore the piece 'Nighthawks' by Edward Hopper		
PSHE	Democracy and brain breaks	Democracy and brain breaks	Democracy and brain breaks	Democracy and brain breaks	Democracy and brain breaks	Democracy and brain breaks	Democracy and brain breaks
PE		Hockey: To practise sending & receiving a ball with a hockey stick. To develop ways of keeping possession of the ball with a hockey stick.	Hockey: To familiarise themselves with dribbling using a hockey stick while moving between objects. To be competent at moving away from a defender while dribbling	Hockey: To show control and awareness while dribbling under pressure. To learn how to play in a competitive hockey type target game.	Hockey: To be competent at passing the ball using a hockey stick from a short distance. To pass effectively to a partner.	Hockey: To be competent at dribbling and passing the ball using your hockey stick from a short distance. To keep the ball away from a defender while passing to others.	Hockey: To be competent at passing from a short distance. To keep the ball away from a defender while passing to others. To work as part of an effective team.