



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>To write an autobiography</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write an autobiography: Introduction</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write an autobiography: Hopes and dreams</p> <ul style="list-style-type: none"> Plan writing to suit audience & purpose; use models of writing Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency 	<p>To write a biography of Harriet Tubman: Childhood</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes. 	<p>To write a biography of Harriet Tubman: Escapes</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes. 	<p>To write a biography of Harriet Tubman: Escapes</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes. 	<p>To write a biography of Harriet Tubman: Legacy</p> <ul style="list-style-type: none"> To write in a formal style. To use fronted adverbials to describe time, place and manner. To use passive sentences. To use multiclaue sentences. To include a range of punctuation including semi-colons, colons and dashes.
Maths Y6	<p>Number and place value</p> <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. 	<p>Decimals/place value & Addition/Subtraction</p> <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, 	<p>Multiplication</p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a 2digit number using the formal written methods of long multiplication. Perform mental calculations, including with mixed operations and large numbers. 	<p>Algebra</p> <ul style="list-style-type: none"> Use simple formulae Generate and describe linear sequences Express missing number problems algebraically Find pairs of numbers that satisfy an 	<p>Division</p> <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 	<p>Fractions</p> <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 	<p>Ratio and proportion (including percentages)</p> <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



	<ul style="list-style-type: none"> ○ Use negative numbers in context, and calculate intervals across zero. ○ Solve number and practical problems that involve all of the above 	<p>including with mixed operations and large numbers.</p> <ul style="list-style-type: none"> ○ Solve problems involving addition and subtraction ○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy. 	<ul style="list-style-type: none"> ○ Identify common factors, common multiples and prime numbers. ○ Solve problems multiplication ○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy. 	<p>equation with two unknowns.</p> <ul style="list-style-type: none"> ○ Enumerate possibilities of combinations of two variables. 	<p>the context.</p> <ul style="list-style-type: none"> ○ Perform mental calculations, including with mixed operations and large numbers. ○ Identify common factors, common multiples and prime numbers. ○ Solve problems involving division. ○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy. 	<p>number sequences (with fractions)</p> <ul style="list-style-type: none"> ○ Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. ○ 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>shapes where the scale factor is known or can be found.</p> <ul style="list-style-type: none"> ○ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. ○ 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.
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Maths Y5		<p>Reasoning with large whole integers</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M 	<p>Reasoning with large whole integers</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M 	<p>Integer addition and subtraction</p> <ul style="list-style-type: none"> • Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies 	<p>Integer addition and subtraction</p> <ul style="list-style-type: none"> • Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies 	<p>Line graphs and timetables</p> <p>Complete, read and interpret data presented in line graphs</p> <ul style="list-style-type: none"> • Read and interpret timetables including calculating intervals 	<p>Line graphs and timetables</p> <p>Complete, read and interpret data presented in line graphs</p> <ul style="list-style-type: none"> • Read and interpret timetables including calculating intervals
Science	Creekside Discovery Centre Trip	<p>Looking after our environment</p> <ul style="list-style-type: none"> • Describe the difference between climate and weather • Explain the effects of climate change • Explain how planting trees can help to reduce climate change effects 	<p>Looking after our environment</p> <p>Understand what recycling is</p> <ul style="list-style-type: none"> • Understand what happens to waste that is sent to landfill • Suggest ways in which the school can reduce the amount of waste that is sent to landfill 	<p>Looking after our environment</p> <p>Understand where the energy that the UK uses comes from</p> <ul style="list-style-type: none"> • Understand the difference between renewable and non-renewable energy • Suggest ways to reduce the amount of energy used 	<p>Looking after our environment</p> <ul style="list-style-type: none"> • Understand what the industrial revolution was • Observe what happens when combustion takes place • Explain how the industrial revolution played a part in climate change 	<p>Looking after our environment</p> <ul style="list-style-type: none"> • Understand what COP is and what they want to do • Understand what was agreed at the last COP meeting • Suggest ways to make sure that COP targets are met 	<p>Looking after our environment</p> <ul style="list-style-type: none"> • Identify the effects of climate change on animals and habitats • Analyse the data that has been collected • Use data comparisons to predict future trends <p>End of unit assessment</p>
History					Introduce the British Empire and the Transatlantic slave trade	In depth study of a significant historical figure – Harriet Tubman	Research and explore the participation of people of Caribbean descent



							during and after WW2
Computing		<p>Computing systems and networks: Communication</p> <p>Lesson 1: Internet addresses</p> <p>To explain the importance of internet addresses</p> <p>I can recognise that data is transferred using agreed methods</p> <p>I can explain that internet devices have addresses</p> <p>I can describe how computers use addresses to access websites</p>	<p>Computing systems and networks: Communication</p> <p>Lesson 2: Data packets</p> <p>To recognise how data is transferred across the internet</p> <p>I can identify and explain the main parts of a data packet</p> <p>I can explain that data is transferred over networks in packets</p> <p>I can explain that all data transferred over the internet is in packets</p>	<p>Computing systems and networks: Communication</p> <p>Lesson 3: Working together</p> <p>To explain how sharing information online can help people to work together</p> <p>I can recognise how to access shared files stored online</p> <p>I can send information over the internet in different ways</p> <p>I can explain that the internet allows different media to be shared</p>	<p>Computing systems and networks: Communication</p> <p>Lesson 4: Shared working</p> <p>To evaluate different ways of working together online</p> <p>I can identify different ways of working together online</p> <p>I can recognise that working together on the internet can be public or private</p> <p>I can explain how the internet enables effective collaboration</p>	<p>Computing systems and networks: Communication</p> <p>Lesson 5: How we communicate</p> <p>To recognise how we communicate using technology</p> <p>I can explain the different ways in which people communicate</p> <p>I can identify that there are a variety of ways to communicate over the internet</p> <p>I can choose methods of communication to suit particular purposes</p>	<p>Computing systems and networks: Communication</p> <p>Lesson 6: Communicating responsibly</p> <p>To evaluate different methods of online communication</p> <p>I can compare different methods of communicating on the internet</p> <p>I can decide when I should and should not share information online</p> <p>I can explain that communication on the internet may not be private</p>
RE		<p>Art in Christianity</p> <p>To consider a variety of ways people express their faith in religion</p>	<p>Art in Christianity</p> <p>To investigate the religious use of colour</p>	<p>Art in Christianity</p> <p>To create a modern icon</p>	<p>Art in Christianity</p> <p>To consider the use of music in Christian worship</p>	<p>Art in Christianity</p> <p>To analyse the usefulness of drama to a believer</p>	<p>Art in Christianity</p> <p>To consider what is similar and different between religions about expressing faith</p>



Spanish		Specialist Teacher The High Street Directions	Specialist Teacher The High Street Directions	Specialist Teacher The High Street Directions	Specialist Teacher The High Street Directions	Specialist Teacher The High Street Directions	Specialist Teacher The High Street Directions
Music		Songwriter Unit Aim: To develop children's ability to compose a song	Songwriter Unit Aim: To develop children's ability to compose a song	Songwriter Unit Aim: To develop children's ability to compose a song	Songwriter Unit Aim: To develop children's ability to compose a song	Songwriter Unit Aim: To develop children's ability to compose a song	Songwriter Unit Aim: To develop children's ability to compose a song
Art & Design	Drawing Portraits and self-portraits.	'Make my voice heard' Lesson 1: Graffiti Artists' Tag Children express their personality, transforming their names into graffiti tags, using block lettering, serifs contrasting colours and shadow	'Make my voice heard' Lesson 2: Kathe Kollwitz After viewing the emotive works of Käthe Kollwitz, children draw their own portraits using a series of lines and experiment with 'halo' and 'chiaroscuro' techniques.	'Make my voice heard' Lesson 3: Guernica 1 – Pablo Picasso Pablo Picasso Having learned about the symbolism used in Picasso's 'Guernica', children plan their own composition based upon this famous piece, using symbols reflective of the First World War and plotting contrasting areas of black and white.	'Make my voice heard' Lesson 4: Guernica 2 – Pablo Picasso Continuing with their 'Guernica' inspired compositions from last lesson, children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.	'Make my voice heard' Lesson 5: Clay Sculpture Children turn their Käthe Kollwitz inspired drawings from Lesson 2 into sculptures fit for the Fourth Plinth in Trafalgar Square, being aware of the message their sculpture portrays through its expression and looking at sculptors such as Mark Wallinger.	
PSHE	Being in my world To identify my goals for this year, understand my fears and worries about the future and know how to express them.	Being in my world To understand that there are universal rights for all children.	Being in my world To understand that my actions affect other people locally and globally.	Being in my world To make choices about my own behaviour because I know how rewards and consequences feel and I understand how these relate to my	Being in my world I understand how an individual's behaviour can impact on a group.	Being in my world I understand how democracy and having a voice impacts on the school community.	Being in my world



				rights and responsibilities.			
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.