



**Topic driver: Personal journeys**

| Read Aloud: | Week 1<br>Coming to England<br>Floella Benjamin  | Week 2<br>Coming to England<br>Floella Benjamin  | Week 3<br>Coming to England<br>Floella Benjamin   | Week 4<br>Windrush Child by<br>Benjamin<br>Zephaniah  | Week 5<br>Windrush Child by<br>Benjamin<br>Zephaniah  | Week 6<br>All Aboard the<br>Windrush by Jillian<br>Powell.  | Week 7<br>All Aboard the Windrush<br>by Jillian Powell.  |
|-------------|--|--|---|---|---|---|--|
| Reading     | <p><b>Narrative: 'Coming to England' Floella Benjamin</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within/across books Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> | <p><b>Narrative: 'Coming to England' Floella Benjamin</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within/across books Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> | <p><b>Narrative extract: Meat Pie on Masham Road</b></p> <p><b>Freddie Pilcher</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within/across books Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading,</li> </ul> | <p><b>Sneaky Peek week</b></p> <p><b>Comprehension practise</b></p> <ul style="list-style-type: none"> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> </ul> | <p><b>Poetry week- Windrush Child by Benjamin Zephaniah</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within/across books Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading, providing reasoned</li> </ul> | <p><b>Sneaky peek week</b></p> <p><b>Comprehension practise</b></p> <ul style="list-style-type: none"> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> </ul> | <p><b>Non-Fiction: The Story of the Windrush by K.N. Chimbiri and various texts linked to Science</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within/across books Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> |



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|         |   |  | providing reasoned justifications for views  |  | justifications for views  |   |  |
| Writing | <p><b>Non-Fiction: The Windrush</b></p> <p>To identify features of a chronological report<br/>To research a chronological report on the Windrush</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – a call from the motherland</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – a new opportunity after WWII</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – the voyage</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – the history of the Windrush</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – passengers on board who became famous</p> <ul style="list-style-type: none"> <li>Plan writing to suit audience &amp; purpose; use models of writing</li> <li>Select grammar &amp; vocabulary for effect</li> <li>Use a wide range of cohesive devices</li> <li>Ensure grammatical consistency</li> </ul> | <p><b>Non-Fiction: The Windrush</b></p> <p>To plan and write – a new life and settling in</p> <ul style="list-style-type: none"> <li>Ensure writing suits audience &amp; purpose</li> <li>Edit grammar, punctuation &amp; vocabulary for effect</li> <li>Ensure grammatical consistency</li> </ul> |
| Maths   | <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and</li> </ul>   | <p><b>Decimals/place value &amp; Addition/Subtraction</b></p>  | <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a 2digit</li> </ul>   | <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>Use simple formulae</li> <li>Generate and describe</li> </ul>   | <p><b>Division</b></p> <ul style="list-style-type: none"> <li>Divide numbers up to 4 digits by a 2-digit</li> </ul>   | <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fraction; use</li> </ul>  | <p><b>Ratio and proportion (including percentages)</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the</li> </ul>  |



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|  | <p>compare numbers up to 10,000,000 and determine the value of each digit.</p> <ul style="list-style-type: none"> <li>○ Round any whole number to required degree of accuracy.</li> <li>○ Use negative numbers in context, and calculate intervals across zero.</li> <li>○ Solve number and practical problems that involve all of the above</li> </ul> | <ul style="list-style-type: none"> <li>○ Solve addition &amp; subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>○ Perform mental calculations, including with mixed operations and large numbers.</li> <li>○ Solve problems involving addition and subtraction</li> <li>○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy.</li> </ul> | <p>number using the formal written methods of long multiplication.</p> <ul style="list-style-type: none"> <li>○ Perform mental calculations, including with mixed operations and large numbers.</li> <li>○ Identify common factors, common multiples and prime numbers.</li> <li>○ Solve problems multiplication</li> <li>○ Use estimation to check answers to calculations and determine the context of a problem, an appropriate degree of accuracy.</li> </ul> | <p>linear number sequences</p> <ul style="list-style-type: none"> <li>○ Express missing number problems algebraically</li> <li>○ Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>○ Enumerate possibilities of combinations of two variables.</li> </ul> | <p>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.</p> <ul style="list-style-type: none"> <li>○ Perform mental calculations, including with mixed operations and large numbers.</li> <li>○ Identify common factors, common multiples and prime numbers.</li> <li>○ Solve problems involving division.</li> <li>○ Use estimation to</li> </ul> | <p>common multiples to express fractions in the same denomination.</p> <ul style="list-style-type: none"> <li>○ Compare and order fractions, including fractions &gt;1</li> <li>○ Generate and describe linear number sequences (with fractions)</li> <li>○ Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</li> <li>○ Multiply simple pairs of proper fractions writing the answer in its simplest form. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math></li> <li>○ Divide proper fractions by whole</li> </ul> | <p>relative sizes of two quantities where missing values can be found by using integer multiplication &amp; division facts.</p> <ul style="list-style-type: none"> <li>○ Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>○ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> <li>○ Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360) and the use of percentages for comparison.</li> <li>○ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> |
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|           |  |  |   |   | check answers to calculations and determine the context of a problem, an appropriate degree of accuracy.                | <p>numbers <math>\frac{1}{3} \div 2 = \frac{1}{6}</math></p> <ul style="list-style-type: none"> <li>○ Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{1}{8}</math>)</li> <li>○ Recall and use equivalences between simple fractions, decimals and percentages, including different contexts.</li> </ul> |  |
| Science   | <p><b>Biology: Living things and their habitats</b></p> <p>To explore different habitats</p> | <p><b>Biology: Living things and their habitats</b></p> <p>To research a habitat</p> | <p><b>Biology: Living things and their habitats</b></p> <p>To explore how animals can be classified</p> | <p><b>Biology: Living things and their habitats</b></p> <p>To create a classification key</p> | <p><b>Biology: Living things and their habitats</b></p> <p>To explore adaptations and classification within species</p> | <p><b>Biology: Living things and their habitats</b></p> <p>To explore and classify pond plants</p>   | <p><b>Biology: Living things and their habitats</b></p> <p>Assessment</p>      |
| Computing |  | <p><b>Computing systems and networks – Communication</b></p>                         | <p><b>Computing systems and networks – Communication</b></p>  | <p><b>Computing systems and networks – Communication</b></p>                                  | <p><b>Computing systems and networks – Communication</b></p>  | <p><b>Computing systems and networks – Communication</b></p>   | <p><b>Computing systems and networks – Communication and collaboration</b></p> |



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|         |   | <b>and collaboration</b><br><br>To explain the importance of internet addresses  | <b>and collaboration</b><br><br>To recognise how data is transferred across the internet                        | <b>and collaboration</b><br><br>To explain how sharing information online can help people to work together                          | <b>and collaboration</b><br><br>To evaluate different ways of working together online  | <b>and collaboration</b><br><br>To recognise how we communicate using technology  | To evaluate different methods of online communication   |
| History | <b>Linked to English Windrush</b><br><br>In depth study of a significant historical figure – Benjamin Zephaniah | <b>Linked to English Windrush</b><br><br>In depth study of a significant historical figure – Benjamin Zephaniah            | <b>Linked to English Windrush</b><br><br>Introduce the British Empire and the Transatlantic slave trade         | <b>Linked to English Windrush</b><br><br>Research and explore the participation of people of Caribbean descent during and after WW2 | <b>Linked to English Windrush</b><br><br>Understand bias against certain artefacts from the past.                            | <b>Linked to English Windrush</b><br><br>Recognise and discuss the roles of individuals from the Windrush period, understanding why they migrated and being able to evaluate their achievements to British history and culture. | <b>Linked to English Windrush</b><br><br>Recognise and discuss the roles of individuals from the Windrush period, understanding why they migrated and being able to evaluate their achievements to British history and culture. |
| RE      |   | <b>Why does religion look different around the world?</b><br><br>To identify the similarities and differences between some | <b>Why does religion look different around the world?</b><br><br>To identify why some mitzvot have been adapted | <b>Why does religion look different around the world?</b><br><br>To explain reasons why traditions can                              | <b>Why does religion look different around the world?</b><br><br>To recognise how some religious practices are influenced by | <b>Why does religion look different around the world?</b><br><br>To discuss reasons why someone may choose to cover their hair  |   |



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|              |   | Abrahamic religions   |   | vary within a religion  | both culture and scripture  |  |   |
| Spanish      |   | <b>Describing family and friends in Spanish</b><br><br>To ask and answer questions about family members.                          | <b>Describing family and friends in Spanish</b><br><br>To describe the relationship between family members                        | <b>Describing family and friends in Spanish</b><br><br>To identify the third person singular form of some common verbs            | <b>Describing family and friends in Spanish</b><br><br>To describe what someone like to do.   | <b>Describing family and friends in Spanish</b><br><br>To write a short descriptive text about a person              | <b>Describing family and friends in Spanish</b><br><br>To identify key information in descriptive sentences   |
| Music        |   | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.   | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.   | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.   | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.   | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.  | <b>Songwriter Unit:</b><br>To develop children's ability to compose a song.   |
| Art & Design | Drawing Portraits and self-portraits.                           | <b>Drawing: Make my voice heard</b><br><br>To explore expressive drawing techniques   | <b>Drawing: Make my voice heard</b><br><br>To consider how symbolism in art can convey meaning                                    | <b>Drawing: Make my voice heard</b><br><br>To apply understanding of the drawing technique chiaroscuro                            | <b>Drawing: Make my voice heard</b><br><br>To evaluate the context and intention of street art  | <b>Drawing: Make my voice heard</b><br><br>To apply an understanding of impact and effect to create a powerful image | <b>Drawing: Make my voice heard</b><br><br>To apply an understanding of impact and effect to create a powerful image  |
| PSHE         | <b>L1: Class Charter, expectations and brain break reminder</b> | <b>L2 Mind up: Getting Focused</b><br>Lesson 1: How our Brain Works<br>Lesson 2: Mindful Awareness<br>Lesson 3: Focused Awareness | <b>L3 Mind up: Getting Focused</b><br>Lesson 1: How our Brain Works<br>Lesson 2: Mindful Awareness<br>Lesson 3: Focused Awareness | <b>L4 Mind up: Getting Focused</b><br>Lesson 1: How our Brain Works<br>Lesson 2: Mindful Awareness<br>Lesson 3: Focused Awareness | <b>L5: Zones of regulation</b><br>Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. | <b>L6: Kapow Introduction Lesson</b><br>-Setting ground rules for PSHE lessons.                                      | <b>L7 and L8 X2 Empathy Lessons</b><br>- To understand how to respond empathetically in complex social situations.<br><br>To apply empathy to real-life school or community situations. |



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|    |  |   |   |   | Create zones of regulation posters.  |  |   |
| PE |  | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>To practise sending &amp; receiving a ball with a hockey stick. To develop ways of keeping possession of the ball with a hockey stick.</p> | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>To familiarise themselves with dribbling using a hockey stick while moving between objects. To be competent at moving away from a defender while dribbling</p> | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>To show control and awareness while dribbling under pressure. To learn how to play in a competitive hockey type target game.</p> | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>To be competent at passing the ball using a hockey stick from a short distance. To pass effectively to a partner.</p> | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>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.</p> | <p><b>OAA Problem Solving</b><br/>Problem solving<br/>Tactics<br/>Rules<br/>Physical ability</p> <p><b>Invasion Games Hockey:</b><br/><br/>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.</p> |