Subject Read Aloud:	Week 1 Beowulf, Michael Morpurgo	Week 2 Beowulf, Michael Morpurgo	Week 3 Beowulf, Michael Morpurgo	Week 4 Beowulf, Michael Morpurgo	Week 5 Beowulf, Michael Morpurgo
Reading	**Objectives:** To explore genre, author, context and purpose of a text. To gather language which suggests the historical context. To make impressions of a text based on what has been read. To consider the effect of an author's choice of language.	**Text:** Beowulf **Genre:** Narrative To make a prediction based on evidence from the text. To gather evidence to explore characterisation. **Assessment Week revision and test** **2a:** Give/explain the meaning of words in context. **2b:** Retrieve and record information/identify key details from fiction and non-fiction. **2c:** Summarise main ideas from more than one paragraph. **2d:** Make inferences from the text/explain and justify inferences with evidence from the text **2e:** Predict what might happen from details stated and implied. **2f:** Identify/ explain how info/narrative content is related and contributes to meaning as a whole. **2g:** Identify explain how meaning is enhanced through choice of words and phrases.	**Text:** Beowulf **Genre:** Narrative To summarise key events in chapter 4 of Beowulf To consider how descriptive language contributes to the overall meaning. To explain language choices and the impact this has on the reader. To understand a character's thoughts and feelings through drama.	**Text:** Beowulf **Genre:** Narrative To gather evidence to support characterisation. To make a prediction and back this up with evidence from the text. To explore themes and consider how this connects the story.	**Text:** Beowulf **Genre:** Narrative To read with fluency and expression. To make comparisons between two texts. To form impressions and back this up with evidence from the text.

Writing (History through writing – Vikings)	**Narrative: Beowulf** To act out the story of Beowulf as a story whoosh. To act out the story in groups. To summarise the story.	**Narrative: Beowulf** To describe the setting. To gather descriptive language for Grendel.	**Narrative: Beowulf** To write 'the problem' To add dialogue using action and persuasion.	**Narrative: Beowulf** To plan write and edit a character description of Beowulf.	**Narrative: Beowulf** To plan, write and edit a fight scene.
Maths Y5	**Fractions and percentages** To multiply a fraction by a whole number. To multiply a mixed number by a whole number. To calculate fractions of quantities. To solve problems involving fractions and measure.	**Assessment week:** Arithmetic paper 1 Reasoning paper 2 Reasoning paper 3 **Fractions and percentages** To understand that percentage relates to a number of parts per hundred.	**Fractions and percentages** To write percentages and fractions and decimals. To know fraction equivalents of percentages that are multiples of 10 or 25. To find percentages of a quantity. To solve problems involving fractions and percentages.	**Transformations** To describe and represent the position of a shape following a translation. To describe positions on a 2-D grid as coordinates. To use coordinates to describe a position following a translation. To use coordinates to describe a position following a translation.	**Transformations** To identify, represent and describe a position after reflection. To use coordinates to describe a position after reflection. To reflect a shape across the x-axis or y-axis. To explore reflections and translations/

Science	**Green schools project: ACT stage** To consider how food contributes to climate change.	**Green schools project: ACT stage** To choose a topic to investigate.	**Green schools project: ACT stage** To select a project.	**Green schools project: ACT stage** To plan our project	**Green schools project: ACT stage** To develop our project.
Geography	**Are all settlements the same?** To describe different types of settlements.	**Are all settlements the same?** To identify human and physical features in the local area.	**Are all settlements the same?** To discuss why physical and human features are in particular locations.	**Are all settlements the same?** To describe how land use in the local area has changed.	**Are all settlements the same?** To identify land use in Ne Delhi.
Computing	**Data and information – Branching databases** Yes or no questions	**Creating media – Stop-frame animation** Making groups	**Creating media – Stop-frame animation** Creating a branching databases	**Creating media – Stop-frame animation** Structuring a branching database.	**Creating media – Stop-frame animation**
RE	**Why do we die (part 2)** To explain some Dharmic beliefs about the soul.	**Why do we die (part 2)** To recognise beliefs about samsara and reincarnation in some Dharmic religions.	**Why do we die (part 2)** To recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas.	**Why do we die (part 2)** To describe how certain practices and traditions may help a Sikh person cope with the death of someone.	**Why do we die (part 2)** To express ideas about enlightenment based on Buddhist beliefs.
Spanish	**Spanish Food and Drink** To express likes and dislikes about food.	**Spanish Food and Drink** To ask and answer questions about food preferences.	**Spanish Food and Drink** To listen to spoken language and identify food preferences.	**Spanish Food and Drink** To deduce a person's pizza choice by finding out their food preferences.	**Spanish Food and Drink** To conduct an interview about food preferences.

Music	**Instrumental Recorder Lessons** Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering.	**Instrumental Recorder Lessons** Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering.	**Instrumental Recorder Lessons** Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering. .	**Instrumental Recorder Lessons** Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering.	**Instrumental Recorder Lessons** Unit Aim: To develop children's ability to play known songs on a recorder with correct fingering.
DT	**Cooking and Nutrition** To understand how ingredients are reared and processed.	**Cooking and Nutrition** To make adaptions to design a recipe.	**Cooking and Nutrition** To evaluate nutritional content.	**Cooking and Nutrition** To practice food preparation skills.	**Cooking and Nutrition** To design a product label.
PSHE	**Citizenship** Breaking the law	**Citizenship** Rights and Responsibilities	**Citizenship** Contributing to the community	**Citizenship** Pressure groups	**Citizenship** Parliament
PE	**Athletics** Technique Effort Confidence Rules **Teacher led** Striking & Fielding Softball	**Athletics** Technique Effort Confidence Rules **Teacher led** Striking & Fielding Softball	**Athletics** Technique Effort Confidence Rules **Teacher led** Striking & Fielding Softball	**Athletics** Technique Effort Confidence Rules **Teacher led** Striking & Fielding Softball	**Athletics** Technique Effort Confidence Rules **Teacher led** Striking & Fielding Softball