Topic driver: World War II					
Read Aloud:	Week 1 'When Hitler Stole Pink Rabbit' by Judith Kerr	Week 2 'When Hitler Stole Pink Rabbit' by Judith Kerr	Week 3 'When Hitler Stole Pink Rabbit' by Judith Kerr	Week 4 'When Hitler Stole Pink Rabbit' by Judith Kerr	Week 5 'When Hitler Stole Pink Rabbit' by Judith Kerr
Reading	**Sneaky Peek** Text: 'There's no place like home' 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	**Test Modelling** 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.	**MOCK SATs** 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	**Sneaky Peek** Text: 'Festivals' 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	**Test Modelling** 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.

	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.

2h: Make comparisons within the text. | 2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.

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2h: Make comparisons within the text. |
| Writing | **WW2: Newspaper article**

L.O. To plan a newspaper article

L.O. To write a newspaper article | **WW2: Informal letter**

L.O. To plan a persuasive letter using formal language

L.O. To use persuasive language effectively | **WW2: Non-chronological sweets report**

L.O. To plan an introduction to a chronological report

L.O. To write an introduction to a chronological report | **WW2: Rose Blanche narrative**

To plan, write and edit a character description

To plan, write and edit 'action, dialogue description' section of narrative | **WW2: Rose Blanche narrative**

To add a direct address

To plan, write and edit narrative with flashbacks |

Maths	**Number and Four operation**	Reasoning	Assessment Week	Reasoning	Reasoning
	Round any whole umber to required degree of accuracy. Use negative numbers in context, and calculate intervals across zero.	Solve number and practical problems that involve number Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 360), the use of percentages for comparison and ratio and proportion	Review of: • *place value* • *four operations* • *fractions* • *shape* • *area and perimeter* • *percentage* • *ratio and proportion*	Solve problems involving algebra, shape and time	Solve problems involving four operations, geometry and perimeter and area
Science	**Conservation: Looking after our environment** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs	**Conservation: Looking after our environment** Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations	**Conservation: Looking after our environment** Identifying scientific evidence that has been used to support or refute ideas or arguments	**Conservation: Looking after our environment** Using test results to make predictions to set up further comparative and fair tests	**Conservation: Looking after our environment** Assessment

Geography	**Why does population change?**	**Why does population change?**	**Why does population change?**	**Why does population change?**	**Why does population change?**
	How is the global population changing?	What are birth and death rates?	Why do people migrate?	How is climate change impacting the population?	How is population impacting our environment?: data collection
Computing	**Data and information Spreadsheets**	**Data and information Spreadsheets**	**Data and information Spreadsheets**	**Data and information Spreadsheets**	**Data and information Spreadsheets**
	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be used to produce calculated data	To apply formulas to data	To create a spreadsheet to plan an event
RE	**Why is there suffering?**	**Why is there suffering?**	**Why is there suffering?**	**Why is there suffering?**	**Why is there suffering?**
	How do people suffer?	What is free will?	Why do we cause suffering?	Does being good always mean less suffering?	If God is all-powerful, can suffering not be stopped?
Music	**Harmony Unit**	**Harmony Unit**	**Harmony Unit**	**Harmony Unit**	**Harmony Unit**
	To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments	To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments	To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments	To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments	To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments
Design & Technology				**STEAM WEEK** **Cooking and nutrition: Come dine with me**	

				To explain the use of complementary flavours. To research and design a three-course meal. To explain recipe choices. To apply culinary skills and knowledge	
PSHE	**Citizenship** L1 Human rights	**Citizenship** L2 Prejudice and Discrimination	MOCKS SATs week	**Citizenship** L3 Valuing diversity	**Citizenship** L4 National democracy
PE	**Striking & Fielding Softball** To improve your batting skills. To work co-operatively as part of a team. To improve your performance as batter, bowler and fielder. **Athletics Technique Effort Confidence Rules**	**Striking & Fielding Softball** To improve your batting skills. To work co-operatively as part of a team. To improve your performance as batter, bowler and fielder. **Athletics Technique Effort Confidence Rules**	**Striking & Fielding Softball** To improve your batting skills. To work co-operatively as part of a team. To improve your performance as batter, bowler and fielder. **Athletics Technique Effort Confidence Rules**	**Striking & Fielding Softball** To improve your batting skills. To work co-operatively as part of a team. To improve your performance as batter, bowler and fielder. **Athletics Technique Effort Confidence Rules**	**Striking & Fielding Softball** To improve your batting skills. To work co-operatively as part of a team. To improve your performance as batter, bowler and fielder. **Athletics Technique Effort Confidence Rules**