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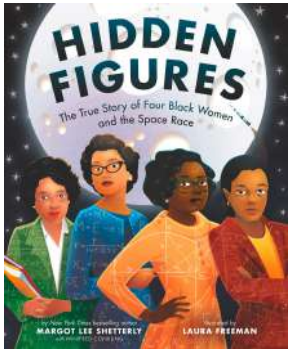
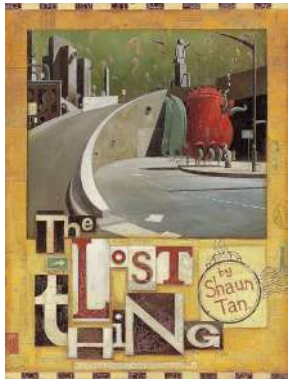
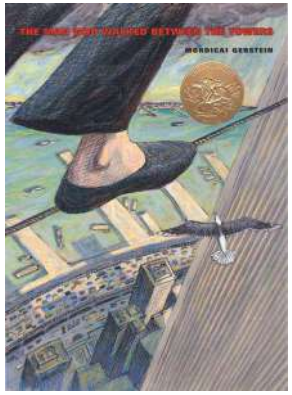
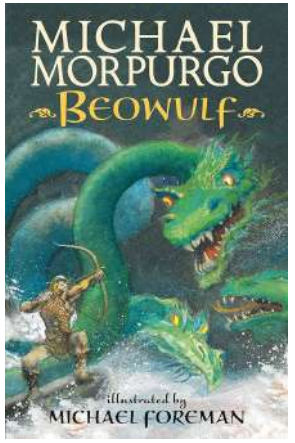
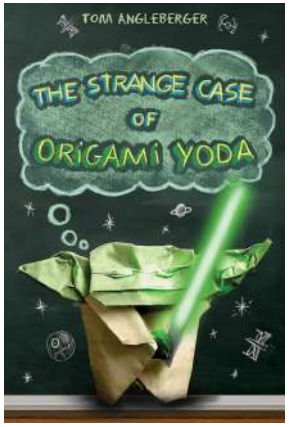
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE					
	 **Text: Hidden Figures (Balance argument)** Relative clauses using relative adverbs (When, Where, Why)	 **Text: Percy Jackson and the Lightning Thief (Own Mythical narrative)** Relative clauses using relative pronouns (Who, Which, That)	 **Text: The Lost Thing (Persuasive text)** Semi-colons for lists Modal verbs	 **Text: The Man Who Walked Between the Towers (Diary entry)** Semi-colons for clauses	 **Text: Beowulf (New challenge)** Parenthesis using brackets.	 **Text: The Strange Case of Origami Yoda (Instructions)** Embedded parenthesis using dashes and commas
Writing **Ed Shed - Weekly SPAG lesson, plus dictation and practice activities**	• Spell some words with silent letters • Recognise and use spellings for homophones and other often-confused words • Use a dictionary to check spelling and meaning • Identify the audience and purpose before writing, and adapt accordingly			• Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses • Convert nouns or adjectives into verbs • Use adverbials of time, place and number for cohesion • Recognise vocabulary and structures that are appropriate for formal use • Use passive verbs to affect the presentation of information		

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	• Select appropriate grammar and vocabulary to change or enhance meaning • Develop setting, atmosphere and character, including through dialogue • Précis longer passages • Use advanced organisational and presentational devices • Use the correct tense consistently throughout a piece of writing • Ensure correct subject and verb agreement • Perform compositions using appropriate intonation, volume and movement • Use a thesaurus • Use expanded noun phrases to convey complicated information concisely	• Use the perfect form of verbs to mark relationships of time and cause • Recognise difference in informal and formal language • Use grammatical connections and adverbials for cohesion • Use ellipsis • Use commas to clarify meaning or avoid ambiguity • Use brackets, dashes and commas to indicate parenthesis • Use hyphens to avoid ambiguity • Use semi-colons, colons and dashes between independent clauses • Use a colon to introduce a list • Punctuate bullet points consistently
Reading **Daily Accelerated Reader / Whole Class Reading**	• Use knowledge of morphology and etymology to read aloud and understand new words • Make comparisons within and across books • Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions • Identify and discuss themes and conventions across a wide range of writing • Discuss understanding of texts, including exploring meaning of words in context • Ask questions to improve understanding of texts • Summarise ideas drawn from more than one paragraphs, identifying key details	• Predict future events from details stated and implied • Identify how language, structure and presentation contribute to meaning • Discuss how authors use language, including figurative language, to affect the reader • Make book recommendations, giving reasons for choices • Participate in discussions about books, building on and challenging ideas • Explain and discuss understanding of reading • Participate in formal presentations and debates about reading • Provide reasoned justifications for views

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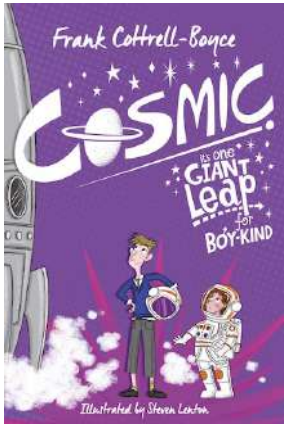
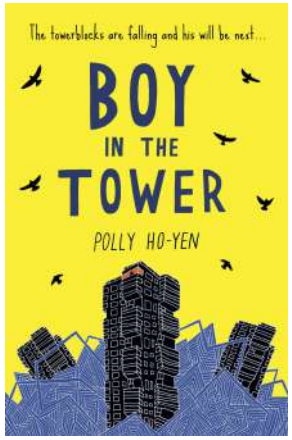
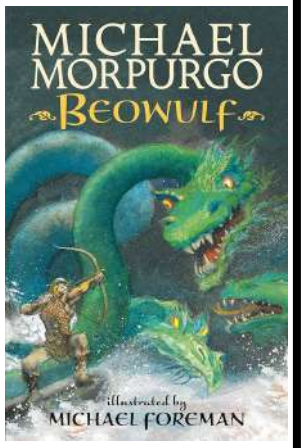
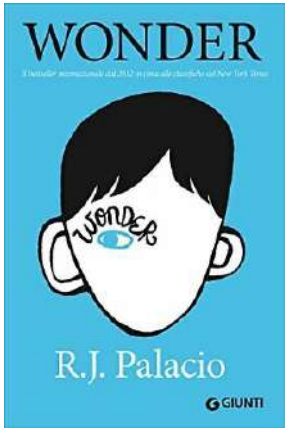
Whole class texts						
Maths **White Rose/Ed shed**	**Place Value** Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 **Addition /Subtraction** Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing number	**Multiplication/Division** Multiples, Common multiples, Factors, Common factors, Prime numbers, Square numbers, Cube numbers, Multiply by 10, 100 and 1,000 **Fractions** Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions Add and subtract fractions Add and subtract mixed fractions	**Multiplication/Division** Multiply a small digit by a large digit Short division Efficient division **Fractions** Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract – breaking the whole Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers	**Decimals/percentages** Decimals up to 2 d.p. Decimals as fractions Understand thousandths Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P. **Perimeter/Area** Measure perimeter Perimeter of rectangles Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes **Statistics** Interpret charts Line graphs Read and interpret tables timetables	**Shape** Identify angles Compare and order angles Measure angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Triangles Quadrilaterals Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes **Position and Geometry** Describe position Draw on a grid Position in the first quadrant Translation with coordinates Lines of symmetry Complete a symmetric figure Reflection with coordinates **Decimals** Adding decimals within Subtracting decimals Adding and subtracting wholes and	**Negative numbers** Negative numbers Add and subtract negative numbers **Converting units** Kilometres Kilograms and kilometres Millimetres and millilitres Metric units Imperial units Converting units of time Timetables **Volume** What is volume? Compare volume Estimate volume Estimate capacity

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			Calculate fractions of a quantity Fraction of an amount Using fractions as operators		decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000	
Science	**Life Cycles** Life cycles – plants and animals. Reproductive processes. Famous naturalists. **Maria Merian (1647-1717)** German-born naturalist and scientific illustrator - life cycle of butterflies **David Attenborough** (Naturalist and Nature Documentary Broadcaster) **James Brodie of Brodie** (Reproduction of Plants by Spores)	**Earth and Beyond** Movement of the Earth and the planets. Movement of the Moon. Night and day. **Claudius Ptolemy and Nicolaus Copernicus** (Heliocentric vs Geocentric Universe) **Neil Armstrong** (First man on the Moon) **Helen Sharman** (First British astronaut) **Tim Peake** (First British ESA astronaut)	**Properties and changes in materials** Separating Mixtures Types of change Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances **Spencer Silver, Arthur Fry and Alan Amron** (Post-It Notes) **Ruth Benerito** (Wrinkle-Free Cotton)		**Animals, including humans** Changes as humans develop from birth to old age.	**Forces** Gravity Friction Forces and motion of mechanical devices **Galileo Galilei** (Gravity and Acceleration) **Isaac Newton** (Gravitation) **Archimedes of Syracuse** (Levers)
Working Scientifically	Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not. Set up a fair test when needed e.g. which surfaces create most friction? Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby. Know what the variables are in a given enquiry and isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials. Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass. Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons) Record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs. Make predictions based on information gleaned from investigations. Create new investigations which take account of what has been learned previously. Present information related to scientific enquiries in a range of ways including using IT. Use diagrams, as and when necessary, to support writing Be evaluative when explaining findings from scientific enquiry					

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	Be clear about what has been found out from recent enquiry and relate this to other enquiries, where appropriate. Explain clearly why something has happened and it's possible impact on other things. Be able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys. Keep an on-going record of new scientific words. Relate causal relationships when, for example, studying life cycles. Frequently carry out research when investigating a scientific principle or theory.		
History	**World War II** Children will: ● Learn how World War 2 changed the lives of people around the world forever. ● Investigate timelines, learn when and why World War II began and find out about the key individuals and countries involved (including Turing and Churchill). ● Explore evacuation; learn what it was like to live with food rationing, WW2 recipes, and explore the contribution made by women to the war effort. ● Find out about the Battle of Britain and look more closely at Birmingham and surrounding areas during the war and significant events such as the blitz.	**Vikings** Children will: ● Sequence events according to their significance for groups of people and identify groups that invaded Britain. ● Investigate the Vikings and the Viking culture and find more about how they came to Britain. ● Evaluate the impact of Viking achievements. ● Explore Norse beliefs, raids and trading as well as some important people in history such as Alfred the Great, Athelstan and Constantine, Aetherlred and King Canute. ● Find out about Jorvik and Lindisfarne. ● Discover how the Vikings defeated the Anglo-Saxons (LKS2 learning) and how and where they settled in Britain. ● Learn about Viking clothing, jewellery and money.	**Ancient Maya** Children will: ● Discover what life must have been like for the Maya people. ● Investigate the Maya world and how they lived within the rainforests of South America. ● Learn about the city states; daily life: including buildings, trade and farming as well as the Maya beliefs, priests, temples and sacrifices. ● Understanding more about Maya culture. ● Explore Maya writing, maths, art and how they viewed the stars. ● Reflect back on other history knowledge such as the Aztecs, Ancient Egyptians, Anglo-Saxons and Vikings and compare the cultures and civilisations using their similarities and differences.
Geography	**World War II - Europe** Children will: ● Identify the countries of the Allies and the Axis on a world map, concentrating on their environmental regions, key physical and human characteristics and major cities (Europe and Russia), incl. the importance of industrial areas and ports. ● Use 4 and 6-figure grid references to locate places in a map. ● Plan a journey using 8 compass points and	**Vikings – Europe and America** Children will: ● Compare historic and modern maps of Britain and understand where the Vikings came from and why they invaded Britain. ● Identify Northern Europe and Viking trade routes and explain why trade routes were important to the Vikings. ● Explore human and physical features of Northern Europe. ● Carry out a case study on a modern	**South America** Children will: ● Locate South America and identify the countries. ● Find out about the climate and biomes in South America and compare those to the UK. ● Find out about the human geography of South America. ● Find out about a country within South America, including trade and industry, and compare that to our local area.

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	4-figure grid references. • Use lines of longitude and latitude to find locations on a world map.		Scandinavian country and compare it to a region in the UK. • Discover the impacts of Viking raids and settlements on local communities in Britain.		• Investigate the decline of the Maya cities and explore whether this was man-made or a natural disaster. • Learn about climate change, deforestation and the rainforests (linking to Yr3/4 learning).	
Art/DT (Kapow) https://www.kapowprimary.com/	**Art - Drawing: Depth, Emotion and Movement** Exploring how drawing can express emotion, movement and depth, children take inspiration from artists Charlie Mackesy and Elizabeth Catlett. They use expressive lines and marks to convey feeling and energy, develop shading techniques to show depth and form, and investigate composition through drawing and printmaking. This leads to a final piece that combines personal ideas with artist influence.	**DT - Mechanisms: Pop Up Cards** Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	**Art - Painting: Portraits** Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	**DT - Cooking and Nutrition: Developing a recipe** Research and modify a traditional bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from.	**Art - Craft and Design: Architecture** Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	**DT - Structures: Bridges** After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.
Music (Kapow) https://www.kapowprimary.com/	**Composition notation (Theme: Ancient Egypt)**	**Blues** Children are introduced to this famous genre of	**South and West Africa**	**Composition to represent the festival**	**Looping and remixing** In this engaging topic, children learn about	**Musical theatre** Children are introduced to musical theatre,

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	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	**of colour (Theme: Holi festival)** Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	how dance music is created, focusing particularly on the use of loops.	learning how singing, acting and dancing can be combined to give an overall performance.
Computing KAPOW	**Online safety: Year 5** Learning about potential online dangers and safety. **Computing systems and networks: Search engines** Research skills and finding accurate information	**Programming 1: Music** Applying programming skills to create sounds and melodies leading to a battle of the bands performance.	**Data handling: Mars Rover 1** Identifying some of the types of data that the Mars Rover collects and explaining how the Mars Rover transmits the data back to Earth. Children will read binary numbers, and understand binary addition as well as identifying input, processing and output on the Mars Rovers.	**Programming 2: Micro:bit** Clipping blocks together in a program and predicting what will happen while making connections with previously used programming interfaces. Children create animations, recognise inputs/outputs, choose appropriate blocks, and break programs down into smaller steps.	**Creating media: Stop motion animation** Storyboarding ideas, taking photographs and editing to create a video animation.	**Skills showcase: Mars Rover 2** Learning about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications while beginning to use 3D design tools.
PSHE / RSE Entrust Staffordshire	**Me and My school** Recognise their worth as individuals, see their	**Me and My Relationships**	**Me and My safety**	**Happy and Healthy Me**	**Me and other People**	**Me in the world**

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	mistakes, make amends and set personal goals. Feel positive about themselves: e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take Participate: e.g. in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting	Explore the emotional and physical changes that occur during puberty. To know why menstruation happens. To recognise and challenge gender stereotyping. To understand the impact of the media on forming attitudes. To know the importance of keeping clean during puberty.	Recognise different risks in different situations decide how to behave responsibly Recognise when/ how to ask for help. Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. Recognise people who are responsible for helping them stay healthy and safe and ways they can help these people.	Understand what makes a healthy lifestyle What positively and negatively affects their physical, mental and emotional health (including the media) To research, discuss and debate topical issues, problems and events.	Reflect on spiritual, moral, social, cultural issues, understand other people's experiences using imagination Appreciate range of national, regional, religious, ethnic identities in the UK	Know what democracy is and the basic institutions that support it locally and nationally Know why and how rules and laws are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules Look after money and realise that future wants and needs may be met through saving
PE (PE Hub)	**Handball** Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.	**Gymnastics** Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.	**Dance** Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression.	**Badminton** Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.	**OAA** Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.	**Athletics** Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.

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RE Entrust Staffordshire	**Sacred writing Hinduism** **Explore** a variety of forms of literature found in sacred books and **investigate** a range of religious teachings.	**Peace** **Explore** the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and **make suggestions** as to the intended meaning they might have for believers.	**Religious Diversity Happiness** **Explore** the diversity of a range of religious traditions and identify and **reflect** on similarities and differences	**Easter Suffering and hardship** **Investigate and reflect upon** a range of religious responses to suffering, hardship and death	**Wise Words** **Explore** the origins of sacred writings and **consider** their importance for believers today	**Values and Beliefs** **Investigate** the life of a person who has been inspired by their faith and **make links** between belief and action
French (ATLP)	**Les sports et Les loisirs** Can I ask and answer questions about sports and hobbies? Can I correctly pronounce the French words for sports? Can I give justified opinions about sports in French? Which sports are played in France? Can I ask and answer questions about sports and hobbies in French?		La famille Can I ask and answer questions about my family in French spontaneously? Can I say how many people are in my family? Can I say who is in my family? Can I give extra information about the people in my family? Can I say what I like to do with my family in French?		Je vous présente mon ami Can I apply French pronunciation rules correctly? Can I introduce a friend or family member using il or elle? Can I describe my friend or family member's personality? Can I describe my friend or family member's personality?	