

	<p>figurative language, considering the impact on the reader; distinguish between statements of fact and opinion; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views</p>						
	<p>Writing</p>	<p>Year 4 Diary entry, Recount, Story writing, Character/Setting descriptions Poetry Post card</p>	<p>Year 4 Newspaper Article, Fact File, Letter writing (informal), Poetry Story writing</p>	<p>Year 4 Story writing Fact File Newspaper Article Poetry</p>	<p>Year 4 Story writing, Diary Entry, Non-Chronological Report</p>	<p>Year 4 Letter writing – persuasive (formal) Story writing Adverts – persuasive Debate – persuasive</p>	<p>Year 4 Poetry Non-Chronological Report Story writing</p>

		Year 5 Diary entry, Recount, Story writing, Character/Setting descriptions Poetry Post card	Year 5 Newspaper Article, Fact File, Letter writing (informal), Poetry Story writing	Year 5 Story writing Fact File Newspaper Article Poetry	Year 5 Story writing, Diary Entry, Non- Chronological Report	Year 5 Letter writing – persuasive (formal) Story writing Adverts – persuasive Debate – persuasive	Year 5 Poetry Non- Chronological Report Story writing
	Grammar	Year 4 Adjectives and adverbs Expanded noun phrases Capital letters and full stops, questions marks and exclamation marks! Range of nouns or pronouns	Year 4 Organise and demarcate paragraphs, Direct speech and punctuation. Co-ordinating and subordinating conjunctions, Wide and varied range of sentence openers followed by a comma, Wide range of meaningful verbs to build the action.	Year 4 Possessive apostrophes for singular and plural possession. Use the correct form of a or an, Use conjunctions, adverbs and prepositions to express time and cause. Modal verbs (could, should, would)	Year 4 Use the present perfect form of verbs. Range of simple (no conjunctions) compound (co- ordinating conjunctions) and complex sentences (subordinating conjunctions). Modal verbs (could, should, would)	Year 4 Direct speech and punctuation. Co-ordinating and subordinating conjunctions, Full range of punctuation. Wide and varied range of sentence openers followed by a comma Modal verbs (could, should, would)	Year 4 Adjectives and adverbs Expanded noun phrases Wide range of meaningful verbs to build the action.
		Year 5 Full range of punctuation. Expanded noun phrases Fronted adverbials followed by a comma,	Year 5 Organise and demarcate paragraphs linked to show changes of time, scene, action or person.	Year 5 Relative clauses Punctuation () - , to indicate parenthesis. Modal Verbs and adverbs to indicate degrees of possibility.	Year 5 Use the present perfect form of verbs. Range of simple (no conjunctions) compound (co- ordinating	Year 5 Range of full punctuation. Relative clauses Punctuation () - , to indicate parenthesis. Modal Verbs and adverbs to indicate	Year 5 Expanded noun phrases Wide range of figurative language (simile, metaphor, alliteration, personification,

Maths	Fluency Reasoning Problem Solving	Number: Place Value, Number: Addition and Subtraction	Number: Addition and Subtraction. Number: Multiplication and Division. Measurement: Length, Area and Perimeter	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals (incl Percentages Y5)	Number: Decimals (incl money Y4). Measurement: Time. Statistics. Geometry: Properties of Shape.	Geometry: Properties of Shape. Geometry: Position and Direction. Converting Units and Volume. Consolidation.
	Number facts	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense
Understanding of the World	Science	Coverage: Animals including Humans. Teeth, digestion and food chains. Key Skills: Sequence, describe, identify, classify.	Coverage: States of Matter. Solids, liquids and gases. Properties and Changes of materials. Key skills: Compare and group, observe, identify, investigate, demonstrate, explain, give reasons.	Coverage: Electricity Forces Key skills: Identify, Construct, Recognise, Explain	Coverage: Sound Earth and Space Key skills: Describe and explain, identify, recognise, find patterns.	Coverage: Living Things in Their Habitats Key skills: Describe, recognise, explore.	Coverage: Animals Including Humans Key skills: Describe the changes.
	Geography	Coverage: Using Maps and Describing Maps (UK & World) Key Skills: Use the eight points of a compass, four and six-figure grid references, symbols and key	Coverage: Mountains Key Skills: To learn about the different environmental regions, topographical features, key physical and human	Coverage: Rivers Key Skills: To describe and understand key aspects of physical geography. To use and understand key geographical,	Coverage: Europe Key Skills: Describe and understand key aspects of: human geography, including types of settlement and land use,	Coverage: North America Key Skills: To learn about the different environmental regions, topographical features, key physical and human	Coverage: South America Key Skills: Describe and understand key aspects of: human geography, including types of settlement and land use,

		(including the use of OS maps); Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	characteristics, countries, and major cities of the places mentioned above.	human and physical, terminology or features and the aspects behind them.	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	characteristics, countries, and major cities of the places mentioned above.	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	History	<p>Coverage: Stone Age to Bronze Age</p> <p>Key Skills: To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p>	<p>Coverage: Bronze Age to Iron Age</p> <p>Key Skills: To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p>	<p>Coverage: Roman Empire/Romans around the World</p> <p>Key Skills: To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>	<p>Coverage: Roman Britain</p> <p>Key Skills: To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p>Coverage: Anglo-Saxons</p> <p>Key Skills: To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p>Coverage: Vikings</p> <p>Key Skills: To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>

	Religious Education	Understanding Christianity: Creation	Understanding Christianity: Incarnation	Islam – 5 Pillars of Islam	Understanding Christianity: Gospel	Islam - Prayer	Hinduism – What is it like to be a Hindu?
	Modern Foreign Language	n/a	French	n/a	French	n/a	French
	Computing & Technology	Coding	Online Safety; Spreadsheets	Spreadsheets Databases	Game Creator	3D Modelling	Concept Maps
	Design & Technology	n/a	Mechanical Systems Levers and linkages	n/a	Electrical Systems Simple circuits and switches	n/a	Food Healthy and varied diet
Wellbeing	Physical Education	Netball Football	Football Gymnastics	Netball Gymnastics	Net and wall	Swimming Rounders/Athletics	Swimming Rounders/ Athletics
	Jigsaw Personal, Social & Emotional Development (PSHE) Spiritual, Moral, Culture and Society Development (SMSC) British Values Sex, Relationships Education (SRE)	New beginnings Develop self-knowledge and self-esteem Respect other religions Being Me in My World – Class team & school citizen, rights & responsibilities, democracy, decision-making, having a voice, motivations.	New beginnings Develop self-knowledge and self-esteem Respect other religions Celebrating Difference – Challenging assumptions, appearances, accepting, problem-solving, uniqueness, first impressions.	New beginnings Develop self-knowledge and self-esteem Respect other religions Dreams & Goals – Hopes & dreams, overcoming disappointment, achieving goals, working in a group, resilience & attitude.	New beginnings Develop self-knowledge and self-esteem Respect other religions Healthy Me – Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength.	New beginnings Develop self-knowledge and self-esteem Respect other religions Relationships – Jealousy, love and loss, memories of loved ones, getting on & falling out, girlfriends & boyfriends, showing appreciation.	New beginnings Develop self-knowledge and self-esteem Respect other religions My MoneySense – Natwest How are payments changing? How can I pay for things? How can I use a bank account? Enterprise: Raising money for charity

							<p>What are the links between jobs and money? How do I plan a simple budget? How can I keep my money safe? What affects my choices about money? How does money affect my feelings?</p>
	Welly Wednesdays		Promoting well-being through connecting with nature.		Promoting well-being and art through connecting with nature.		Promoting well-being and art through connecting with nature.
Expressive Arts & Design	Music	Guitars with Mr Walters.	n/a	Guitars with Mr. Walters	n/a	Guitars with Mr. Walters	n/a
	Drama	Drama will be included in English and topic lessons, using a range of techniques.					
	Art & Design	Drawing Large	Decorative Clay Coil Pots	Galaxy Painting	Rules and Resolutions	Flowers in a Glass Vase by Jan Davidsz de Heem	Simple Animation: Making a Flick Book