	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reading	<ul> <li>Reading</li> </ul>	<ul> <li>Reading</li> </ul>	<ul> <li>Reading</li> </ul>	<ul> <li>Reading</li> </ul>	<ul> <li>Reading</li> </ul>
	Text: Crater Lake by	Text: Now or Never	Text: The Invention	Text: The Boy in the	Text: Grimm Tales	<u>Text: The</u>
	Jennifer Killick	<u>by Bali Rai</u>	of Hugo Cabret by	Tower by Polly Ho-	for Young and Old	Unforgotten Coat by
	Long piece writing	Long piece writing	Brian Selznick	Yen	by Phillip Pullman	Frank Cottrell Boyce
	outcome:	outcome:	Short burst writing	Short burst writing	Short burst writing	Short burst writing
	<ul> <li>Narrative –</li> </ul>	<ul> <li>Diary entry</li> </ul>	outcomes:	outcomes:	outcomes:	outcomes:
	Haunted Classroom		<ul> <li>Journalistic writing</li> </ul>	<ul> <li>Journalistic writing</li> </ul>	<ul> <li>Retelling from a</li> </ul>	• Diary
		Text: The Three	<ul> <li>Flashback</li> </ul>	<ul> <li>Formal letter</li> </ul>	particular viewpoint	<ul> <li>Explanation (sci</li> </ul>
	Text: The Windrush	Little Pigs Guardian	narrative	<ul> <li>Non-chronological</li> </ul>	<ul> <li>Analyses</li> </ul>	experiment)
	Child by Benjamin	<u>Advert</u>	Speech	Report	<ul> <li>Dialogue</li> </ul>	<ul> <li>Dialogue</li> </ul>
	<u>Zephaniah</u>	Short burst writing	<ul> <li>Discussion</li> </ul>	Long piece writing	Long piece writing	<ul> <li>Non-chronological</li> </ul>
	Short burst writing	outcomes:	• Letter	outcome:	outcome:	report
	outcomes:	<ul> <li>News Report</li> </ul>	<ul> <li>Film critique</li> </ul>	Own version	Own version	Long piece writing
	<ul> <li>Thought bubble</li> </ul>	<ul> <li>Persuasive Speech</li> </ul>	Long piece writing	narrative (past and	traditional tale	outcome:
	<ul> <li>Informal letter</li> </ul>	<ul> <li>Interview Script</li> </ul>	outcome:	present tense)		• Own version 'issue
English	narrative	<ul> <li>Debate</li> </ul>	<ul> <li>Biography</li> </ul>		<u>Text: Romeo &amp;</u>	& dilemmas'
C	• Poem	Long piece writing		Text: The Rabbits by	Juliet by William	narrative
	Advice	outcome:	Text: Suffragette:	John Marsden &	<u>Shakespeare</u>	
	Long piece writing	<ul> <li>Discussion Text</li> </ul>	The Battle for	<u>Shaun Tan</u>	Short burst writing	Text: Night Mail by
	outcome:		Equality by David	Short burst writing	outcomes:	<u>W H Auden</u>
	<ul> <li>Persuasive pitch to</li> </ul>		<u>Roberts</u>	outcomes:	<ul> <li>Diary</li> </ul>	Short burst writing
	the local council		Short burst writing	<ul> <li>Postcard</li> </ul>	<ul> <li>Letter</li> </ul>	outcomes:
			outcomes:	<ul> <li>Formal speech</li> </ul>	<ul> <li>Character</li> </ul>	<ul> <li>Summaries</li> </ul>
			Formal letter	<ul> <li>Diary entry</li> </ul>	description	<ul> <li>Analysis</li> </ul>
			Short news report	Long piece writing	<ul> <li>Balanced</li> </ul>	<ul> <li>Performance</li> </ul>
			Long piece writing	outcome:	argument	Long piece writing
			outcome:	Balanced argument	Long piece writing	outcome:
			Persuasive		outcome:	<ul> <li>Poem with similar</li> </ul>
			campaign		<ul> <li>Playscript</li> </ul>	structure

	Place Value	• Fractions, decimals,	•Shape	Measures	Ratio/Proportion	Projects	
Maths	<ul> <li>Addition</li> </ul>	percentages	Measures	- Conversions	<ul> <li>Algebra</li> </ul>		
	<ul> <li>Subtraction</li> </ul>		- Conversions	- Perimeter,			
	<ul> <li>Multiplication</li> </ul>		- Perimeter,	area, volume	REVISION		
	Division		area, volume	Statistics			
			,	•Time	SATS		
Main Theme	WW2		Protests throughout B	British history	Migration to Britain	nc. Windrush	
Title	South America		Migrations		Earth Matters		
Key curriculum	History		History		History		
focus	Geography		Geography		Geography		
	Cause & Consequence	e:	Similarity, difference & significance		Similarity, difference & significance.		
	How was Britain (in particular Enfield) affected		How were the protests in British history similar		What impact has migration had on Britain over		
Guided	Guided by WW2? question/ nurpose In what way does the geography of South		and different?		time?		
purpose			How is migration causing change in the Shetland		What impact do rising temperatures have on		
P P	America affect the lives of people who live		Islands?		the planet?		
	there? Locational knowledge		Human and Physical geography		Human and physical geography		
	Locational knowledge						
Science	Animals including	Living things and	Light	Electricity	Evolution and	Evolution and	
Science	humans	their habitats			inheritance	inheritance	
	Physical Computing	Introducing HTML	Photo editing	Managing Online	3D Modelling		
	Computer Science			Digital Literacy – inc. Information		Digital Literacy – inc. online safety	
Communities	Write, test and debug and the WWW		online safety Digital Literacy – inc.		Use software and recognise the how technology is		
Computing	programs that control physical components.	Recognise how websites are created and shared.	Use software and recognise the impact	online safety	used in the world around us.		
	physical components.	are created and shared.	digital technology has on	Critically evaluate online information.			
			our daily lives.	mormation.			
D&T		Monitoring and		Fairgrounds		Pulleys or gears	
		control		How do gears help to change		How do gears help to change	
		Why do we use computer		the speed or direction of movement of an object?		the speed or direction of movement of an object?	
		control programs to operate		· · · · · · · · · · · · · · · · · · ·			
D&T		products?					
D&T		What are the advantages of		What are the inputs, processes, and outputs for a particular		What are the inputs, processes, and outputs for a particular	
D&T		•		What are the inputs, processes, and outputs for a particular object?		What are the inputs, processes, and outputs for a particular object?	

Animals	Messages in Art	Symbolism
Albrecht Durer, A	Barbara Jones-Hogu, Oh	Frida Kahlo, Self-Portrait
Art Greyhound, 1500 How can we use line to create a detailed animal form like Albrecht Durer? How can we use different grades of pencils to create tone? How can we create a sense of movement in our drawings?	Freedom, 1971 How has Barbara Jones-Hogu used art to spread a message? How can we use lino prints and collographs to create pattern and form? Can you use colour to create emotions in your art?	with Thorn Necklace and Hummingbird, 1940 How has Frida Kahlo used symbolism in her art? How can we use line and shape to create likeness in our self- portraits? Can you mix and apply colours to represent objects you have drawn from observation?

Music	Songs of WW2 Performance How do we sing a melody with expression? How do we sing a harmony with accuracy?	Fingal's Cave Listening, Composition How do we use musical vocabulary to describe music? Why are pitch, texture and dynamics important in musical compositions?	Clapping Music Performance and Composition What are Kodaly's advanced rhythms? How can we use advanced rhythms in composition?	Film Music Composition What are the key compositional ingredients of film music? Why is music important in films?	Theme & Variations Listening and Performance What is a theme and variation in music? Why is it important to perform rhythms accurately?	Songwriter Performance and Composition What are the structural features of a song? How do we write an effective melody?
P.E.	PPA – Tag Rugby Tennis	PPA – Tag Rugby Football	PPA – Hockey Gymnastics	PPA – Hockey Cricket	PPA – Athletics Outdoor Adventurous Activities	PPA – Athletics Outdoor Adventurous Activities
R.E.	Judaism Focus on Rosh Hashanah and Yom Kippur. Children will make connections in Judaism between repenting and being forgiven.	Hinduism Focus on the Hindu community and the Mandir. Children will make connections between the themes of the Hindu narratives about the gods and the parallel experiences for humans trying to live a good life.	Islam Focus on Hajj & Eid-Ul Adha. Through these events, children will learn about the qualities that Muslims try to develop in their own lives.	<b>Christianity</b> Focus on Holy Week and the Pentecost. Children will look at why and how Christians celebrate Easter and the impact this has on their lives.	<b>Special Books</b> Children will make connections between the sacred texts of the main 5 religions. They will describe how religious books are important to a believer.	Buddhism Focus on the Buddhist community. Children will learn about the qualities and practices that the Buddhists aspire to through the teachings and stories of Buddha.
P.S.H.E.	Relationships Children will be discussing relationships within friends and families, recognising safe relationships, and also valuing respect for themselves and others. Discussion of global topical issues.		Living in the Wider W This topic will be investigat Belonging to a con Media literacy an Money and Work	ted under three headings: mmunity d digital resilience	<ul> <li>Health and Well-being</li> <li>The three areas that will be covered will be: <ul> <li>Physical and Mental Health</li> <li>Growing and Changing</li> <li>Keeping Safe</li> </ul> </li> </ul>	

			Discussion of global t	opical issues.	Within this block, children will be taught SRE throug the syllabus taken from the Christopher Winter Project. <b>Discussion of global topical issues.</b>	
	Revisiting me	Time in the city	Investigating sports.	At the funfair	Café culture	Performance
	Telling the time			Favourite things		Transition to KS3
SPANISH	Everyday Life Children will: Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases. Say and write a sequence of daily routine sentences. Ask and answer some question about own daily routine.	Children will: Understand brief descriptions of items in a house. Use a sequence of simple sentences with nouns and adjectives to describe a house. Ask and answer where something is, using prepositions of place.	Children will: Say and write nouns for sport. Identify cognates and semi- cognates. Express a like/dislike of a sport. Identify and attempt to use parts of the present tense of jugar. Give an opinion. Say and write a description of a sport.	Traditions Children will: Understand information about a theme park. Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things. Write a simple statement about favourite things.	Children will: Understand a target language menu. Ask for 3 drinks politely. Ask pol 3 snacks politely. Ask politely for a typical target language breakfast item. Participate in short café roleplays.	Language Puzzle Children will: Understand a simple short sketch. Develop and adapt a simple short sketch and add new language. Remember a short sketch. Participate in a sketch. Use a word reference tool and comprehension strategies to access unfamiliar language. Compile over time and write a sequence of short texts to describe themselves and the things they like.
	<ul> <li>Harvest Festival</li> </ul>					<ul> <li>Production</li> </ul>
Events	• Talk from					<ul> <li>Graduation</li> </ul>
	Holocaust survivor					• Disco
	• BHM					<ul> <li>School Journey</li> </ul>