



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	STARGAZERS	PEASANTS, PRINCES & PESTILENCE	PHARAOHS	ALLOTMENT 1	BEAST CREATORS	ALLOTMENT 2
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Visits/ Visitors	Space Centre, Leicester	Eyam Grim Reaper visitor	Clifton Park half day Egyptian workshop	Clifton Park allotment	Austerfield residential & day trip	
Outcome (Express)	Junk modeling with parents	Plague leaflet home	Quiz	Art exhibition	Letters	Farmers' market
Question/s	Is there life on Mars? Why is there life on Earth?	Could I still catch the plague?	Should the pharaohs' tombs have ever been opened?	Where do pineapples grow?	What's got 6 legs, lives underwater and is a carnivore?	How can we make a profit from food?
Rights Respecting School Focus	A right to develop your talents (article 29)	A right to a good standard of living (article 27)	A right to privacy (article 16)	A right to be healthy (article 24)	A right to relax, play and take part in a wide range of cultural and artistic activities (article 31)	
Vocabulary	asteroid, astronaut, astronomer, axis, comet, gravity, lunar, observatory, orbit, planetarium, satellite, telescope	bacteria, banquet, contaminate, infection, knight, medieval, monastery, peasant, pestilence, plague, rodent, squire, symptom	afterlife, amulet, canopic jar, cartouche, curse, embalmer, hieroglyphics, mummification, natron, pharaoh, preserve, scribe, tomb	allotment, anther, bulb, carpel, climate, cloche, compost, filament, fertilizer, germination, propagate, stigma, stamen, style	abdomen, annelid, arachnid, category, consumer, crustacean, ecosystem, gastropod, habitat, identification, larva, myriapod, producer	arable, cutting, greenhouse, harvest, nurture, pastoral, pollen, pollination, produce, seasonal
Reading	Use the features of non-fiction effectively to find information and present key facts across all curriculum areas. Retell a wide range of stories, including myths and legends,	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarise the main ideas drawn from more than one paragraph, identifying key details that	Retrieve, record and present information from non-fiction. Recommend books that they have read to their peers, giving reasons for their choices. Check that the book makes sense to them,	Provide reasoned justifications for their views. Retrieve, record and present information from non-fiction.	Read books that are structured in different ways and read for a range of purposes. Retrieve, record and present information from non-fiction. Identify and discuss themes and conventions in and	Read books that are structured in different ways and read for a range of purposes. Retrieve, record and present information from non-fiction.





	<p>traditional tales, modern fiction, classic literature and literature from their own heritage or from world wide cultures, by listing the main events in a logical sequence and elaborating on them.</p> <p>Comment on the writer's choice of words (e.g. 'furious' shows how angry the character is). Reading Discuss how authors use language, including figurative language.</p> <p>Identify the main purpose of a text, showing awareness of viewpoint with reference to the text.</p>	<p>support the main ideas.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Retrieve, record and present information from non-fiction.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>discussing their understanding and exploring the meaning of words in context.</p>		<p>across a wide range of writing.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Learn a wider range of poetry by heart.</p>	
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<p>Writing</p>	<p>Use vocabulary for effect, with a reasonably wide range.</p> <p>Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.</p> <p>Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending).</p> <p>Proof-read for spelling / punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p> <p>Make choices about how to perform their own</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending).</p> <p>Proof-read for spelling / punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>
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	compositions effectively.			In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.		
SPaG	<ul style="list-style-type: none"> Revise Y3/4 common exception words Revisit noun phrases and expanded noun phrases Contracted forms Suffixes tious / cious Revise past tense of verbs – regular and irregular Main and subordinate clauses 	<ul style="list-style-type: none"> Silent letter words Suffix –ment Correct sentence demarcation Adverbs of possibility and frequency Soft c and hard c words Modal verbs Plurals of nouns Coordinating and subordinating conjunctions Suffix able/ible, ably/ibly 	<ul style="list-style-type: none"> Apostrophes for possession Suffix –ate Suffix –ise Suffix – ify Suffix – en investigate nouns where spelling is same as singular eg fish Complex sentences Commas for clarity Relative clauses with omitted pronouns for effect. Punctuation for parenthesis 	<ul style="list-style-type: none"> Suffix – ity Suffix – ness Suffix – ship Near homophones Identify root words Use a thesaurus Synonyms Progressive and perfect tense verb forms Inverted commas Speech punctuation Modifiers and determiners I before e except after c 	<ul style="list-style-type: none"> Words containing letter string -ough : Adverbials of time and place Words with letter string ‘ere’ Antonyms Reported speech Prepositional phrases Suffixes –ant, -ance, -ancy, -ent, -ence, -ency, –fer, ure Relative pronouns Relative adverbs 	<ul style="list-style-type: none"> Relative clauses Suffixes ial / al, -ful, -ive Hyphenated words Suffixes -less and –ful Prefixes re-, de-. Over-. Commas for clarity



	<ul style="list-style-type: none"> Relative clauses Adverbs of time, manner and place Punctuation for parenthesis Short vowel 'y' words eg gym Long vowel 'y' words eg apply 	<ul style="list-style-type: none"> Suffix –ing and –ed 	<ul style="list-style-type: none"> Prefix in- and im- 			
Maths		Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.				
Science	Describe the movement of the Earth, and other planets, relative to the Sun in the solar	Plan different types of scientific enquiries to answer questions including recognising and controlling	Explain that some changes result in the formation of new materials and that this kind of change is not	Use test results to make predictions to set up further comparative and fair tests.	Demonstrate that dissolving, mixing and changes of state are reversible changes	Describe the changes as humans develop to old age Describe the





	<p>system.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Report and present findings from enquiries,</p>	<p>variables where necessary.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the life process of reproduction in some plants and animals.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>
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	<p>including conclusion s, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials including metals, wood and plastic.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency,</p>					
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	conductivity and response to magnets					
History	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		Carry out a non – European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c. AD 900	
Geog.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features





			<p>key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	and the wider world.		<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p>
Comp.	<p>Y5 Purple Mash 3D Modelling</p> <p>To use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify</p>	<p>Y5 Purple Mash Spreadsheets Plus Coding</p> <p>to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and</p>	<p>Y5 Purple Mash Online Safety Plus Coding</p> <p>How to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring</p>	<p>Y5 Purple Mash Concept Maps</p> <p>How to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]</p>	<p>Y5 Purple Mash Databases</p> <p>How to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information</p>	<p>Y5 Purple Mash Game Creator</p> <p>How to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing,</p>





	<p>patterns and relationships [for example, simulation software, spreadsheet models].</p> <p>To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]</p> <p>To describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published</p>	<p>to identify patterns and relationships [for example, simulation software, spreadsheet models].</p> <p>How to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]</p> <p>To work with a range of information to consider its characteristics and purposes [for example, collecting factual data from the internet and a class survey to compare the findings]</p> <p>Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems</p>	<p>changes in temperature, detecting light levels and turning on a light]</p> <p>To use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships [for example, simulation software, spreadsheet models].</p> <p>To interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</p> <p>investigating and comparing the uses of ICT inside and outside school.</p>	<p>How to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]</p> <p>To describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]</p> <p>To work with others to explore a variety of information sources and ICT tools [for example, searching the internet for information about a different part of the world, designing textile patterns using graphics software, using ICT tools to capture and</p>	<p>from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]</p> <p>To interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</p> <p>How to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate [for example, desktop publishing, multimedia presentations]</p> <p>How to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations,</p>	<p>multimedia presentations]</p> <p>How to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them [for example, monitoring changes in temperature, detecting light levels and turning on a light]</p> <p>How to use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships [for example, simulation software, spreadsheet models].</p> <p>how to share and exchange information in a variety of forms, including e-mail [for</p>
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	newsletter or poster]	and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		change sounds]	musical compositions] Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	example, displays, posters, animations, musical compositions] To describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster] To talk about how they could improve future work.
Art	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Find out about great artists, architects and designers in history.	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint,	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	





				clay).		
DT	<p>Understand and use electrical systems in their products (eg series circuits, switches, bulbs, buzzers and motors)</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Evaluate their ideas and products against their own</p>	<p>Select from and use a wider range or materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages)</p>	<p>Apply their knowledge of computing to program, monitor and control their products</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>





	design criteria and consider the views of others to improve their work.					
Music	Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.				
PE (Live and learn scheme)						
RE (Rotherham scheme of work)	<p><u>Christianity</u></p> <p>Know that the Bible is the Christian's sacred text, and know about some ways it is used.</p> <p>To learn about the work of the Gideons.</p>	<p><u>Christianity</u></p> <p>Know the story of Noah and the Ark from Genesis 6-9</p> <p>Be able to think about key moments in a Bible story and engage with the idea of prayer.</p>	<p><u>Islam</u></p> <p>To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed;</p>	<p><u>Islam</u></p> <p>To learn about the practice of Fasting and the month of Ramadan.</p> <p>To consider questions about self discipline for themselves.</p> <p>To discover the</p>	<p><u>Islam</u></p> <p>To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone.</p> <p>To begin to think about the new mosques in the</p>	<p><u>Islam</u></p> <p>To understand the significance of the Mosque in Islamic community life.</p> <p>To think about the importance of the Adhan to Muslims.</p>





	<p>Consider the idea that a text can change lives, can be inspiring or can guide a person.</p> <p>Know the creation story of Adam and Eve from Genesis 2-3</p> <p>Ask and answer questions about the story and their own experiences of keeping or breaking rules.</p>	<p>Use the methods of Philosophy for Children to explore questions arising from the story.</p> <p>Ask and answer questions from their own experiences about safety and danger, in the light of the Noah story.</p> <p>Know the story of Jacob from Genesis 28 and 32</p> <p>Know the story of Joseph from Genesis 37 and 39 - 46</p>	<p>To understand Muslim belief and teaching about Allah.</p> <p>To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave</p> <p>To learn about Salah and its importance</p> <p>To think about the feelings that go with submission and with prayer</p> <p>To learn about the practice and impact of Zakah.</p> <p>To think about generosity, fairness and equality in the light of the practices of Zakah</p>	<p>significance of Hajj, and the impact it has on Muslims who go to Makkah</p> <p>To find out how the Hajj feels to believers</p> <p>To think about how, who, where, when, why and what if questions to do with the Hajj</p>	<p>region, and why they have grown up.</p> <p>To become familiar some things that pupils may encounter at the mosque which indicate its use and importance, linking to their understanding of worship and sacred space.</p>	<p>To evaluate different points of view about questions facing British Muslim communities .</p> <p>To know that there are many mosques in our local community.</p> <p>To know that there are many other religious buildings too.</p> <p>To explain reasons why these mosques exist and matter, and why their numbers have grown.</p>
<p>PSHCE and SEAL</p>	<p><u>The Caring School</u></p> <p>To learn how to make positive choices.</p> <p>Know that choices have consequences.</p>	<p><u>Me and my relationships – Focus on Memories</u></p> <p>To know how to put feelings into words</p> <p>To be confident enough to share</p>	<p><u>Lifestyles and Cultures</u></p> <p>To know and understand themselves and to value, appreciate and be proud of themselves</p>	<p><u>Political Literacy and Citizenship</u></p> <p>To consider why conflicts happen, to be aware of emotions involved, to know and</p>	<p><u>The consequences of inequality</u></p> <p>To consider rights and responsibilities and associated attitudes</p> <p>To recognise the basic</p>	<p><u>Growing up – Relationships and responsibilities of puberty</u></p> <p>To begin to understand the</p>





	<p>Have respect for ourselves and others. Form positive relationships. Recognize ways in which we can promote a caring, trusting environment See ourselves as valued and valuable members of the school community.</p> <p><u>Bullying. Pressure & Risks</u> To know that it is their right not to be hurt and to live without fear. Understand the thoughts and feelings of bullies and those being bullied. Know that sometimes there will be difficulties but they can get through them. Recognize people</p>	<p>feelings To show respect for other people’s feelings To know what is meant by love To understand the emotions involved in the breakup of a relationship To try to keep relationships as positive as possible</p>	<p>To value themselves as individuals and understand what it feels like to be valued To value other people and respect differences To understand what is meant by a healthy lifestyle and to question their own and others’ healthy lifestyles To understand the importance of self-image</p> <p>Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences.</p>	<p>practice ways of dealing with conflict To research, discuss and debate topical issues, problems and events To recognise the role of voluntary, community and pressure groups Explore how the media presents information</p>	<p>need for clean water To recognise that global inequalities exist To know about fair trade</p>	<p>physical and emotional changes which occur at puberty To recognise that puberty happens to everyone</p> <p><u>The world of drugs</u> To extend awareness of alcohol and other drugs To offer a more realistic view of what addiction can mean To look at risk assessment linked to personality</p>
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	<p>they can trust to help and support them. Know right from wrong. Assess the risks of a given situation and to know the risks according to the time and place.</p>					
<p>MFL (scheme)</p>	<p>La1 Listen attentively to spoken language and show understanding by joining in and responding La5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases La6 Present ideas and information orally to a range of audiences La4 – Speak in sentences, using familiar vocabulary, phrases and basic language structures La12 - Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>La1 Listen attentively to spoken language and show understanding by joining in and responding La5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases La6 Present ideas and information orally to a range of audiences La9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>La1 Listen attentively to spoken language and show understanding by joining in and responding La5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases La6 Present ideas and information orally to a range of audiences La3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help La7 - Read carefully and show understanding of words, phrases and simple writing La10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>			

Note: Highlighted objectives are MUST DO ones.

