



Subject	Autumn 1 Bloodheart	Autumn 2 Frozen Kingdom	Spring 1 A Child's War	Spring 2 SATS Create a country	Summer 1	Summer 2
English	<p>Create My Wild Self</p> <ul style="list-style-type: none"> Narrative Instructional Text <p>Skellig</p> <ul style="list-style-type: none"> Character description Narrative <p>GPS</p> <ul style="list-style-type: none"> Revision of basic punctuation Inverted commas Word types Clause and phrase structure Inverted commas Bullet points and colons for a list Conjunctions for sequence Modal verbs 	<p>The Arctic/Antarctic</p> <ul style="list-style-type: none"> Information text – Siberian Tigers Recount – Captain Scott <p>Lion, The Witch and the Wardrobe</p> <ul style="list-style-type: none"> Narrative Newspaper report <p>GPS</p> <ul style="list-style-type: none"> Modal verbs Sentence length for suspense Conjunctions for cohesion Clause and phrase structure Relative pronouns 	<p>Boy In The Striped Pyjamas</p> <ul style="list-style-type: none"> Auschwitz information text Speech based narrative <p>Anne Frank's Diary</p> <ul style="list-style-type: none"> Diary entry <p>GPS</p> <ul style="list-style-type: none"> Formal/informal language Dashes to separate clauses Inverted commas Third/first person Addition of ideas connectives Parenthesis – hyphens, commas and brackets Adverbial phrases Relative clauses Abstract nouns 	<p>London Residential</p> <ul style="list-style-type: none"> Tour guide to London <p>GPS</p> <ul style="list-style-type: none"> Modal verbs Present and future tense Rhetorical questions Exaggerated language Statistics Making opinions appear as facts 	Holes	End of Year Production
Maths	<p>Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above <p>Number- addition subtraction, multiplication and division</p> <ul style="list-style-type: none"> Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2 	<p>Fractions</p> <ul style="list-style-type: none"> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form <p>Decimals</p>	<p>Percentages</p> <ul style="list-style-type: none"> Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple FDP including in different contexts. <p>Measurement</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. 	<p>Algebra</p> <ul style="list-style-type: none"> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables <p>Ratio</p> <ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. 		



	<p>digit number using the formal written method of long multiplication.</p> <ul style="list-style-type: none"> • Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, 	<ul style="list-style-type: none"> • Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places (dp). • Multiply one digit numbers with up to 2dp by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <ul style="list-style-type: none"> • Divide proper fractions by whole numbers [for example • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction • Recall and use equivalences between simple fractions, 	<ul style="list-style-type: none"> • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. • Convert between miles and kilometres. • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. 	<ul style="list-style-type: none"> • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Geometry and Statistics</p> <ul style="list-style-type: none"> • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average 		
<p>Science</p>	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. • Identify and name the main parts of the human circulatory 	<ul style="list-style-type: none"> • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Reporting and presenting findings from enquiries, including conclusions, causal relationships 	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Describe how living things are classified 	<ul style="list-style-type: none"> • Use recognised symbols when representing a simple circuit in a diagram. • Compare the functions of different components, giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches. • Reporting and presenting findings from enquiries, 	<ul style="list-style-type: none"> • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Recognise that light appears to travel in straight lines. 	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Reporting and presenting findings from enquiries,

	<p>system and describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs. Reporting and presenting 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>and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments. Planning different types of enquiries to answer questions including recognising and controlling variables where necessary. 	<p>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> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. 	<ul style="list-style-type: none"> Reporting and presenting 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>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>
ICT						
Geography	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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, key physical and human characteristics, countries, and major cities.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>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> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		

History	<p>Non-European Study based the Caribbean and the pirate settlements that existed during the 17th and 18th centuries</p> <ul style="list-style-type: none"> • Settlements • Trade • Explorers 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • The race to the Antarctic • Captain Scott 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • How WW2 started • Effect on life in Britain • Auschwitz and the Holocaust 	<p>Local Study</p> <ul style="list-style-type: none"> • WW2 life in Doncaster 	The Aztecs and Mayans	The Aztecs and Mayans
RE	<p>Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief</p> <ul style="list-style-type: none"> • ways in which people describe their spiritual experience • what is meant by belief including study of non-religious beliefs • different ways in which religions use kinds of language to express ideas about, e.g. God, creation, the afterlife • the place of religions and worldviews in the local community • questions such as 'How do we know what is true?' and 'How do we know what is the right thing to do?' 	<p>Learning about Christianity, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.</p> <ul style="list-style-type: none"> • the main beliefs of Christians and some of the different ways in which these are interpreted; • the Bible and other key sources of authority for Christians; • the life and significance of Jesus as a key figure for Christians; • ways that different groups of Christians and individuals express their beliefs in terms of worship, celebrations, festivals, places of worship, poetry and art; • the influence Christianity has on the way individuals live their lives; • the impact of Christianity in the local community and the wider contemporary world. 	<p>Hinduism</p> <ul style="list-style-type: none"> • the main beliefs of the religion or worldview and the diversity of ways in which these are interpreted • the key sources of authority within the religion or worldview • study of the life and significance of a key figure(s) in the religion or worldview • ways that different groups and individuals express their beliefs e.g. in the case of a religion, in terms of worship, celebrations, festivals, places of worship • the influence which the religion or worldview has on the way individuals live their lives • the impact of the religion or worldview in the local community and the wider contemporary world 			
Music	I'll Be There	Classroom Jazz	A New Year Carol	Happy	You've Got a Friend	Reflect, rewind and Replay
SMSC	<ul style="list-style-type: none"> • British values • Halloween • Harvest festival 	<ul style="list-style-type: none"> • Road Safety • Guy Fawkes • Diwali • Remembrance Sunday 	<ul style="list-style-type: none"> • Safe Touch • Chinese New Year • Martin Luther King Day • Dental month 	<ul style="list-style-type: none"> • St Georges Day • Mental Health Week • Earth Day • Mother's Day 	<ul style="list-style-type: none"> • Ramadan and Eid • Mental Health Week ○ NSPCC • Father's day 	

	<ul style="list-style-type: none">• Oct – Black history month, Valentines•	<ul style="list-style-type: none">• Book Week• Thanksgiving	<ul style="list-style-type: none">• Big Talk• St David's Day• St Patrick's Day• Women's History Month		Flag day	
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