

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Water, water everywhere	People, Poets and Peace	Meet the Greeks	Space	Vikings	Deserted
Class novel	The Water Horse Dick King Smith	The War Horse Michael Morpurgo	Odyssey - Gillian Cross	Aliens! - short stories	Odd and the Frost Giants - Neil Gaiman	Kensuke's Kingdom By Michael Morpurgo
English genres	Setting descriptions- collecting vocabulary and writing extended sentences. Poetry- power of imagery Information leaflet Persuasive letter Narrative: writing in style of author	Journalistic writing- writing about events from ww1 Biographies- Wilfred Owen War poetry- life in the trenches Discussion letter- from trenches Performance poetry	Mystery Writing- Greek myths- reading and then writing own version. Persuasive text- come to Greece Journalistic writing	Play scripts Sci-fi story Journalistic writing Poems - varied forms	Persuasive writing - Viking homes (changing formatity) Concluding narratives Explanation	The Water Tower by Gary Crewe Journalistic writing- newspaper reports Persuasive writing- details to sell water tower Instructions/explanations - how a dam works Narrative writing- viewpoint from different character Non chronological report on a European country.
Maths	<ul style="list-style-type: none"> · Number (place value in whole numbers up to 1000,000) · Written Addition · Written and Mental subtraction · Shape: sort 3D shapes according to their properties; Visualise 3D shapes from 2D drawings · Mental multiplication and division · Fractions · Times Tables 	<p>Written and mental Multiplication methods.</p> <p>Written and mental Division methods.</p> <p>Roman numerals</p> <p>Area, perimeter and volume</p> <p>Converting weight</p> <p>Enterprise maths</p> <p>Times tables</p> <p>X and ÷ by 10, 100, 1000</p> <p>Counting on and back with negative numbers</p> <p>Prime numbers and prime factors</p>	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees.</p> <p>§ identify:</p> <p>§ angles at a point and one whole angles at a point on a straight line and $\frac{1}{2}$ a turn § other multiples of 90°</p> <p>Position and direction- identify, describe and represent the position of a shape</p>	<p>Mental multiplication and division</p> <p>Fractions and decimals</p> <p>Written division and multiplications</p> <p>Multiplying fractions</p> <p>Writing numbers up to 2000000</p> <p>Solving multi-step and operation word problems</p> <p>Multiplying and dividing by 10,100,1000</p> <p>Ordering fractions</p> <p>Calculating fractions</p>	<p>To solve problems by estimating</p> <p>Reading known and partially known scales</p> <p>Calculating area and perimeter of regular and irregular shapes</p> <p>The four operations with decimals</p> <p>Solving number problems</p> <p>Ordering fractions, decimals and percentages</p> <p>Adding fractions</p>	<p>Angles</p> <p>Symmetry</p> <p>Recognise 3d shapes from 2d drawings</p> <p>Reflection</p> <p>Translation</p> <p>Rotation</p> <p>Fractions and decimals</p>

		<p>Roman Numerals</p> <p><u>Other areas.</u></p> <p>Calculating area and perimeter</p> <p>Converting units of measure</p> <p><u>Investigations.</u></p> <p>Solving multi-step word problems involving all 4 operations.</p> <p>Reasoning investigations involving topics covered in mathematics to improve conclusions written .</p> <p>Proving and finding prime numbers</p>	<p>following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Fractions - Add and subtract fractions with the same denominator and multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p>	<p>of amounts</p> <p>All operations</p> <p><u>Other areas.</u></p> <p>Shape—exploring nets</p> <p>Knowing the properties of 3D shapes.</p> <p><u>Data</u> drawing and analysis line graphs and bar charts</p> <p>Calculating with time</p>	<p>Calculating fractions and percentages of amounts</p>	
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	The Water Cycle	Properties and	Children will learn	Earth and Space	Forces	Animals including
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<p>Science</p>	<p>Living Things and Habitats Study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living organisms, found in and around rivers in the UK. They will find out about the work of naturalists and animal behaviorists such as David Attenborough and Jane Goodall.</p>	<p>changes of materials Build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, such as burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>	<p>about the life cycle of a flowering plant. Starting with germination of a seed and moving on to growth and reproduction and finishing with seed dispersal.</p> <p>Children will propagate plants to find out if they can grow plants from other parts of the plant other than the seed.</p> <p>Children will create detailed diagrams of flowering plants labelled and explained in detail.</p>	<p>Will be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	<p>Explore falling objects and raise questions about the effects of air resistance. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example by observing the effects of a brake on a bicycle wheel. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>	<p>humans. Draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows.</p>
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<p>Computing</p>	<p>Online Safety Unit</p> <p>Contact</p> <ul style="list-style-type: none"> • Know they are responsible for reporting what upsets them • Understand that some Internet material (eg games) is age related and the implication of ignoring such guidance • Be able to create a profile considering what is safe and not safe to share • Understand the implications of appropriate online behaviour and that bullying is unacceptable <p>Know when to report an incident</p> <p>Produce an advice package for parents to help them understand the PEGI codes and what some of the top 5 games do and how you can stay safe</p>	<p>UKS2 DLOT</p> <p>Computers and Networks</p> <p>To understand that devices can be used to access information from and communicate with other devices if they are connected. Computers and devices maybe connected to others nearby or to vast amounts of other devices around the world</p> <p>To understand the difference between the internet and the World Wide Web</p> <p>Look at the difference between LAN and WAN</p> <p>Help pupils understand how information travels between computers over the internet in data packets</p> <p>Pupils prepare a brief presentation</p>	<p>Programming Y5</p> <p>Use Logo to create shapes and patterns</p> <p>Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Logo software - Purple Mash Logo</p> <p>- J2Code</p> <p>FS Logo</p>	<p>UKS2 Multimedia</p> <p>Creating and using a database</p> <p>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</p> <p>Understand how a simple database can store information in an organised way</p> <p>Be able to create a database</p> <p>Be able to search and interrogate a database</p>	<p>Programming Y5</p> <p>Use HTML Code to Create a Simple Web Page</p> <p>Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Notepad Web Browser Create Simple Web Page docs</p> <p>Playto.io website: (https://learn.playto.io/html-css/lesson/0) http://learn.shayhowe.com/html-css/</p>	<p>UKS2 DH</p> <p>Mobile APP</p> <p>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</p>
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	<p>whilst using them.</p> <p>Explore a fake sm profile</p> <p>Explore bullying scenarios</p>	<p>about how they use devices that are networked</p>				
History	<p>The uses of the river through the history of Coventry - from farmlet to city. The history of the Sherbourne... why and how did it get burried?</p>	<p>Life in Britain before and after WW1. King George V and the European monarchy. How and why the war began. Life in the trenches. Children in WW1 - persuits, toys and lives. Homelife in WW1 - housing, technology, standards of living and food. Women in WW1 - how their roles changed and they develped better rights. War poetry as a historocal source - pros and cons.</p>	<p>Timelines- looknig at how sgnificant events defined the era. Compare and contrast Spartans and Anthians - how they lived and fought. Study the Battle of Marathon- why wasa it fought, who were the parties, how tactics werre so significant. The Legend of Troy- what truth is there? Exploring factural informastion to search for the trutyh to the legend. Comparing life then and now; artists and athletes; believers and thinkers.</p>	<p>Recent history 1950s - now. Look at the space race between Russia and the USA. How did the Cold War progress? What happened? Study Buzz Aldrin - look at his life story and how he trained to be an astronaut. We will compare his training and life story to Tim Peek's. We will study what Tim Peeke achieved when he was in space.</p>	<p>Timelines- Romans, Anglo Saxons, Vikings Normans. Viking invasion and resistance by Alfred The Great and Althelstan, first King of England. Further Viking Invasions and Danegeld.</p> <ul style="list-style-type: none"> · We will learn about their modes of transport. · We will study how raids and invasions were conducted and the reasons for these. · We will see if their bad reputation was deserved. · We will find out what historians have found from recent excavations. · We will find out about their religious 	<p>History of water Towers. Why they were built and what they were used for. Focussing on the water tower in Bedworth.</p>

					<p>beliefs.</p> <ul style="list-style-type: none">· We will learn about their home lives.· We will learn about them as manufacturers and traders	
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Geography	Rivers- sources- different types World Rivers	The British Empire maps The Commonwealth	Modern Greece- researching holiday destinations: weather		Plotting where Anglo Saxon settlements were in Great Britain.	Use maps, atlases and computers to locate countries in Europe and
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	<p>River Study Rivers in England, Local rivers in Coventry - the Smite and the Sherbourne. Children will follow the journey of the River Smite which is a tributary of the River Devon from Coombe Abbey through to the North East coast of Cleethorpes Via the River Trent.</p>	<p>maps WW1 battle grounds</p>	<p>charts; know how land has changed over time; understand geographical differences and similarities from Greece and our country.</p>		<p>Where Viking invasions took place.</p>	<p>their capital cities. Choose a country to focus to study focussing on the culture- fashion, food, music, famous buildings. Countries, seas and oceans around the world. Using latitude and longitude. Using geographical terms to describe landscapes, lands etc.</p>
Art	<p>Monet River Thames art work- Children will recreate own version of the art work using light and colour. Sketching artwork and then using water colour paints. They will create colours by mixing to represent images that have observed in the natural and man-made world - based on a visit to Coombe Abbey They will experiment with different colours to create a mood.</p>	<p>Artist study- Georgia o'keefe- Painting poppies focus on dark/shade/tints and tones. Children will use a mix of oil and chalk pastels. I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) I use shading to add interesting effects to my drawings, using different grades of pencil.</p>	<p>Greek Masks/pots- link to Greek myths using pottery technique to create different types of pots and images to tell a story. I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials. I use carvings to a surface to create shapes, texture and pattern.</p>	<p>Creating 3D sculptures based around a modern artist's work. Using chalks to create space phenomena pictures. We will research, design, create , launch and evaluate our own rockets!</p>	<p>Sketching elements of the Bayeux tapestry. I select the most suitable drawing materials for the type of drawing I want to produce. I use shading to add interesting effects to my drawings, using different grades of pencil. I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting.</p>	<p>Batik art Create River art using Batik techniques. I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) Hokasui - the great wave Techniques - inking</p>

Design Technology		Making items to sell during Enterprise week. I use suitable,		Children design, build, test and improve a rocket.	(DT week) Children will recreate elements of Bayeux Tapestry using different	Building water dam/flood gate using material - link with ICT to programme
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		<p>mouldable materials selected for the purpose of my product. My product is fit for purpose and I improve it in response to a user's point of view. I apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes).</p>			<p>textiles and fabric paints.</p> <p>My textile work incorporates the views of intended users' and for the purpose.</p> <p>I use my art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.</p> <p>We will research into what made the longships effective at traversing the globe.</p> <p>We will explore materials and their effectiveness.</p> <p>We will design, evaluate and improve our own longships.</p>	<p>dam/flood gate. I measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision. I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique. I make holes (punch, drill) accurately.</p> <p>Making, tasting and evaluating different European dishes. My food product uses a selection of ingredients to meet an identified need. (e.g.. lunchtime snack, healthy sandwich, low gluten).</p> <p>I work in a safe and hygienic way.</p> <p>My methods of working are precise so that products have a high quality finish.</p>
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<p>R.E.</p>	<p>2.2 What would Jesus do? Outline Jesus' teaching on how his followers should live (A2). □ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). □ Explain the impact Jesus' example and teachings might have on Christians today (B1). □ Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>2.4 If god is everywhere why go to a place of worship? Make connections between how believers feel about places of worship in different traditions (A3). □ Select and describe the most important functions of a place of worship for the community (B3). □ Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). □ Present ideas about the importance of people in a place of worship, rather than the place itself (C1)</p>	<p>2.6 What does it mean to be a muslim in Britain? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). □ Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). □ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). □ Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>2.1 Why do some people think God exists? Talking about God The big questions</p> <ul style="list-style-type: none"> - Existance of god - Benefits / drawbacks of religion - Existance of aliens - Creation stories and theories - Multi-universe theories <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). □ Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). □ Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). □ Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Change and Death This unit is intended to help pupils consider their ideas about death and what comes after. It gives the opportunity to look at what others think and especially to examine the beliefs and understandings of Christians and Buddhists. It helps pupils to come to terms with the idea of the inevitability of death, how people deal with it in bereavement and how they mark the significance of individuals who die. The unit should also present pupils with ample time for reflection.</p>	<p>Caring for the World This unit on an environmental theme begins with exploration of accounts of the origin of the Earth, both scientific and mythical. The pupils should be taught that myths speak of the nature of the world we live in. Include the Judaeo-Christian version where the Earth is essentially good and the origin of evil is discussed, and the Hindu story of the churning of the ocean. Pupils should consider a perfect world and how greed and natural disaster damage it, whilst some people work to solve such problems. Christian teaching about the Earth as God's creation and people's duty to care for it are explored with reference to St. Francis and the 1986 Pilgrimage to Assisi.</p>
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P.E.	Cross Country Children will choose	Gymnastics I make complex	Dance I am creative and	Hockey I use a variety of	Tennis I use forehand and	Rounders I can strike a bowled
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	<p>the best pace for running. They will compare and comment on the skills, techniques and ideas used in their work and in others'. They will use this to improve their performances.</p> <p>Tag Rugby They will use a variety of techniques to pass. They work with as a team or alone to gain possession of the ball. They will learn to choose the most appropriate tactics in a game.</p>	<p>sequences that include changes in direction, level and speed. I combine actions, shapes and balances in my gymnastic performance. My movements are clear, accurate and consistent. I prepare and perform to an audience.</p> <p>Basketball I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball.</p>	<p>imaginative in composing my own dances. I perform expressively. My movements are controlled and express emotion or feeling.</p> <p>Outdoor Sports I use maps and diagrams to orientate myself. I can adapt my actions to changing situations (e.g. weather). With others', I plan careful responses to challenges or problems.</p>	<p>techniques to pass. I work with my team or alone to gain possession of the ball. I choose the most appropriate tactics in a game.</p> <p>Football I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball. I choose the most appropriate tactics in a game.</p>	<p>backhand when playing racquet games. I choose the most appropriate tactics in a game.</p> <p>Cricket I can strike a bowled ball. I field well. I choose the most appropriate tactics in a game.</p>	<p>ball. I field well. I choose the most appropriate tactics in a game.</p> <p>Athletics I choose the best pace for running. I am controlled in take off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well.</p>
Music	<p>Recorders Singtastic They will learn to: sing in tune, breathe well, pronounce words, change pitch and show control. They will hold their part in a round. They will sing from memory with confidence.</p>	<p>Songs of WW1 I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.</p>	<p>Songs about Troy - BBC site I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.</p>	<p>Songs I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.</p>	<p>Recorders I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.</p>	<p>Singing and recorders I sing in tune. I breathe well and pronounce words, change pitch and show control in my singing. I hold my part in a round. I sing from memory with confidence. I play the more complex instrumental parts (e.g. recorder with control). I know and use standard musical notation to both perform and record my music.</p>

French	Describing people	Giving directions and holiday vocabulary	Earth, sun, moon and the solar system	Describing people and animals	Phonetic alphabet, colours and adverbs	Ordering food, shopping and money
PSHE.	<p>Protective behaviours Working Together-Self Awareness (Unit 5B Cambridge scheme of work)</p> <p>Children will continue to have opportunities to further understand their actions and skills, and how these can be interpreted by others.</p>	<p>Working Together-Communication and Participation (Unit 5A Cambridge scheme of work)</p> <p>Children learn how to build upon their knowledge of listening skills and use these to acknowledge the views of others. They will</p>	<p>Friendship and difference-My relationships (Unit 5C Cambridge scheme of work)</p> <p>Children will look at qualities that they value in people they know including role models. They will identify why</p>	<p>Friendship and difference-Valuing Difference (Unit 5D Cambridge scheme of work)</p> <p>Children will be asked to consider the ways they experience respect and how they can show respect to others and protect</p>	<p>Growing and Changing-How my body works and changes. (Unit 5L Cambridge scheme of work)</p> <p>Children will discuss the physical and emotional changes our bodies go through.</p>	<p>Citizenship 1 Rules and Rights (Unit 5E Cambridge scheme of work)</p> <p>Children will consider the rules, rights and responsibilities that affect them beyond school, home and the wider society.</p>

	They will consider personal decision making and goal setting	consider the importance and compromise.	friendships can break down and will develop strategies for resolving conflict with others.	their human rights.		
SMSC.	E-safety School councilors Behaviour charts	Anti-bullying Carol service Christmas production		KS2 Easter play Red Nose Day	Wider Opportunities concert - violins Swimming gala	Summer fair Sports day
Themed weeks	Film week	Poetry Slam	Art week			Olympics- Going for Gold