

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Water, water everywhere</b>	<b>People, Poets and Peace</b>	<b>Meet the Greeks</b>	<b>Europeans; countries, capitals and culture.</b>	<b>Anglo Saxons</b>	<b>Coombe Abbey to Coast.</b>
Class novel	The Water Horse Dick King Smith	The War Horse Michael Morpurgo	Short By Kevin Crossly	The Invention of Hugo Cabret by Brian Selznick	The Sterkarm Handshake By Susan Price	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	Mystery Writing- Greek myths- reading and then writing own version. Persuasive text- come to Greece Performance poetry	Non chronological report on a European country. Play scripts- Y4/5 play	Information text- Anglo Saxons and Viking Invasion. Biography- Edward the Confessor Real life story- based in Anglo Saxon times.	<b>The Water Tower by Gary Crewe</b> Journalistic writing- newspaper reports Persuasive writing- details to sell water tower Instructions/explanations - how a dam works Narrative writing- viewpoint from different character.
Maths	<ul style="list-style-type: none"> <li>· Number (place value in whole numbers up to 1000,000)</li> <li>· Written Addition</li> <li>· Written and Mental subtraction</li> <li>· Shape: sort 3D shapes according to their properties; Visualise 3D shapes from 2D drawings</li> <li>· Mental multiplication and division</li> <li>· Fractions</li> <li>· Times Tables</li> </ul>	<ul style="list-style-type: none"> <li>Written and mental Multiplication methods.</li> <li>Written and mental Division methods.</li> <li>Roman numerals</li> <li>Area, perimeter and volume</li> <li>Converting weight</li> <li>Enterprise maths</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Place value and negative numbers</li> <li>Mental addition and subtraction including money.</li> <li>Addition of decimals</li> <li>Coordinates and line graphs</li> <li>Written subtraction with decimals</li> </ul>	<ul style="list-style-type: none"> <li>Mental multiplication and division</li> <li>Fractions and decimals</li> <li>Written division and multiplications</li> <li>Multiplying fractions</li> </ul>	<ul style="list-style-type: none"> <li>Measure</li> <li>Conversions</li> <li>Perimeter, Area and volume</li> <li>Time- digital and analogue</li> <li>Addition, Subtraction, multiplication and Division methods</li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Symmetry</li> <li>Recognise 3d shapes from 2d drawings</li> <li>Reflection</li> <li>Translation</li> <li>Rotation</li> <li>Fractions and decimals</li> </ul>

Science	<b>The Water Cycle</b> <b>Living Things and</b>	<b>Properties and</b> <b>changes of materials</b>	<b>Earth and Space</b> Will be introduced to a	<b>Earth and Space</b> Will be introduced to a	<b>Animals including humans.</b> Draw a timeline to indicate	<b>Forces</b> Explore falling objects
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	<p><b>Habitats</b> 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>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>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>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>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>	<p>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>
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<p>Computing</p>	<p><b>E-Safety and Emailing</b> Children are introduced to the problems of phishing, junk mail, spam and viruses that come through email. They</p>	<p><b>Using and Creating a database.</b> Children will create a simple branching data base. They discuss the difference between spreadsheets and data bases and the need for</p>	<p><b>Communicating ideas- Wiki Pages</b> Children work together to produce a page about Ancient Greece. They discuss the accuracy of information in wikis</p>	<p><b>Recording and editing sound.</b> Children will create a short play based on an agreed story. They record the play, taking it in turns to act as director. They edit</p>	<p><b>Creating a computer game using scratch 2</b> Children sequence, test and refine instructions to control a number of output devices in order to solve a problem. They create interactive animations</p>	<p><b>Programming to control motors.</b> Children will use Lego We do to build and programme a motor to power a water dam/ flood gate.</p>
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	learn how to manage an inbox while emailing each other. They continue to explore keeping safe while using other digital communications. They also learn how to keep themselves safe while using different types of APPS, social media sites and gaming programmes.	accuracy in entering data.	and the e-safety issues involved in writing in wikis.	their recordings adding appropriate sound effects and/or background music. They evaluate the final recording. They compare sound performance with other types of media, looking at fitness for purpose.	using programming (game-making) software.	
History		Life in Britain before and after WW1. King George v How the war began Life in the trenches. Children in WW1 Homelife in WW1 Women in WW1 War poetry	Timelines- Spartans and Anthians- how they lived and fought; The Battle of Marathon; The Legend of Troy; comparing life then and now; artists and athletes; believers and thinkers.		Timelines- Anglo Saxons and Vikings. Viking invasion and resistance by Alfred The Great and Althelstan, first King of England. Further Viking Invasions and Danegeld. Anglo Saxons law and justice. Edward the Confessor and his death in 1066.	History of water Towers. Why they were built and what they were used for. Focussing on the water tower in Bedworth.

<p>Geography</p>	<p>Rivers- sources- different types World Rivers River Study Rivers in England, Local rivers in Coventry - the Smite and the Sherbourne.</p>	<p>The British Empire maps The Commonwealth maps WW1 battle grounds</p>	<p>Modern Greece- researching holiday destinations: weather charts; know how land has changed over time; understand geographical differences and similarities from Greece and our</p>	<p>Use maps, atlases and computers to locate countries in Europe and their capital cities. Choose a country to focus to study focussing on the culture- fashion, food, music, famous buildings.</p>	<p>Plotting where Anglo Saxon settlements were in Great Britain. Where Viking invasions took place.</p>	<p>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>
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Art	<p><b>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.</b></p> <p>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</p> <p>They will experiment with different colours to create a mood.</p>	<p><b>Artist study- Georgia o'keefe- Painting poppies focus on dark/shade/tints and tones. Children will use a mix of oil and chalk pastels.</b></p> <p>I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</p> <p>I use shading to add interesting effects to my drawings, using different grades of pencil.</p>	<p><b>Greek Masks/pots- link to Greek myths using pottery technique to create different types of pots and images to tell a story.</b></p> <p>I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.</p> <p>I use carvings to a surface to create shapes, texture and pattern.</p>		<p><b>Sketching elements of the Bayeux tapestry.</b></p> <p>I select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>I use shading to add interesting effects to my drawings, using different grades of pencil.</p> <p>I have a sound understanding of how to use the techniques of sewing (cross stitch &amp; backstitch) appliqué, embroidery, plaiting, finger knitting.</p>	<p><b>Batik art</b></p> <p><b>Create River art using Batik techniques.</b></p> <p>I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</p>

<p>Design Technology</p>		<p><b>Making items to sell during Enterprise week.</b>  I use suitable, 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><b>Making, tasting and evaluating different European dishes.</b>  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><b>Children will recreate elements of Bayeux Tapestry using different textiles and fabric paints.</b>  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><b>Building water dam/flood gate using material - link with ICT to programme dam/flood gate.</b>  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>
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						My methods of working are precise so that products have a high quality finish.
R.E.	<p><b>Caring for the World</b> 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>	<p><b>Words of Wisdom</b> In this unit, pupils will consider the sources of guidance they use in their own lives and how they value these. They will investigate the importance of sacred text and its significance to believers. They will try to see why the Bible is special to Christians and the Qur'an to Muslims, by discovering the messages within the texts and the effect they have on people's lives. They will consider what effect the following of a sacred source of guidance might have on their own lives.</p>	<p><b>Talking about God</b> This unit is designed to give pupils the opportunity to reflect upon the idea of God. It begins by considering the many kinds of relationships which exist between people, including the possibility of God. It goes on to consider the qualities which people find admirable and to relate these to names which may be given. There is an opportunity to research the symbolic names given to God by Christians and the 99 Beautiful Names of Allah, and what these might tell about God. Finally, pupils own views are sought and they have the opportunity to respond to the idea of God in words or through the arts.</p>	<p><b>Talking about God</b> This unit is designed to give pupils the opportunity to reflect upon the idea of God. It begins by considering the many kinds of relationships which exist between people, including the possibility of God. It goes on to consider the qualities which people find admirable and to relate these to names which may be given. There is an opportunity to research the symbolic names given to God by Christians and the 99 Beautiful Names of Allah, and what these might tell about God. Finally, pupils own views are sought and they have the opportunity to respond to the idea of God in words or through the arts.</p>	<p><b>Keeping the rules</b> Pupils begin by exploring whether or not there is a need for rules and in what circumstances, relating this to personal experience and to their knowledge of the world around them. They consider the sources of such rules and the authority behind them. The laws by which Christians try to live and the Buddhist precepts and paramitas are examined as a source of guidance for living. Pupils consider how these would affect the life choices of someone following these traditions. They look also at their understanding of the outcome of failure. Finally pupils are asked to reflect upon what rules they would consider to offer guidance which would be universally helpful.</p>	<p><b>Change and Death</b> 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.E.	<b>Cross Country</b> Children will choose	<b>Gymnastics</b> I make complex	<b>Dance</b> I am creative and	<b>Hockey</b> I use a variety of	<b>Tennis</b> I use forehand and	<b>Rounders</b> 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><b>Tag Rugby</b> 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><b>Basketball</b> 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><b>Outdoor Sports</b> 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><b>Football</b> 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><b>Cricket</b> 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><b>Athletics</b> 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><b>Recorders Singtastic</b> 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><b>Recorders Singtastic</b> 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><b>Recorders Songs for Y4/5 play</b> 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><b>Songs for Y4/5 play</b> 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><b>Recorders</b> 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><b>Recorders</b> 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						
PSHE.	<p><b>Protective behaviours Working Together- Self Awareness (Unit 5B Cambridge scheme of work)</b> Children will continue to have opportunities to further understand their actions and skills, and how these can be interpreted by others.</p>	<p><b>Working Together- Communication and Participation (Unit 5A Cambridge scheme of work)</b> Children learn how to build upon their knowledge of listening skills and use these to acknowledge the views of others. They will</p>	<p><b>Friendship and difference- My relationships (Unit 5C Cambridge scheme of work)</b> Children will look at qualities that they value in people they know including role models. They will identify why</p>	<p><b>Friendship and difference- Valuing Difference (Unit 5D Cambridge scheme of work)</b> Children will be asked to consider the ways they experience respect and how they can show respect to others and protect</p>	<p><b>Growing and Changing- How my body works and changes. (Unit 5L Cambridge scheme of work)</b> Children will discuss the physical and emotional changes our bodies go through.</p>	<p><b>Citizenship 1 Rules and Rights (Unit 5E Cambridge scheme of work)</b> 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	African schools	KS2 Easter play Red Nose Day	Wider Opportunities concert - violins Swimming gala	Summer fair Sports day
Themed weeks	Film week		Art week			Olympics- Going for Gold