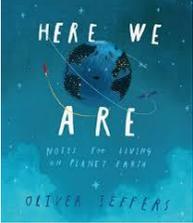
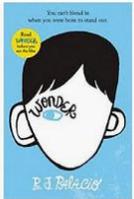




	Autumn I (6.2 weeks)	Autumn II (8 weeks)
RE	<p>5.1 Creation</p> <ul style="list-style-type: none"> • Reflect on important questions and responses about creation • Know about the story of Creation and reflect on the importance • Know about the story of the Fall and think about how it helps us understand suffering in the world • Understand that God calls us to care for creation and be aware of our responsibilities • Know about some of God’s great helpers and reflect on what we can learn from them • Be aware of God’s great gifts to us and reflect on the importance of our own gifts 	<p>5.2 God’s Covenants</p> <ul style="list-style-type: none"> * Understand the meaning of covenant and reflect on God’s covenant with Noah * Know about the covenant God made with Abraham and reflect on Abraham’s trust in God * Understand that God guides and challenges his people and be aware of our need to grow in faith and trust in God * Know that God made a covenant with Moses and be aware this covenant is also made with us * Know that God sent prophets to remind His people of His covenant and reflect on the prophet’s message for us <p>Know that God makes a New Covenant with us and reflect on our part in it</p>
Maths	<p>Place Value (3.5 weeks)</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals up to 1,000 (M) and recognise years written in Roman Numerals <p>Addition and Subtraction (2.5 weeks)</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition & subtraction) • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<p>Statistics (2 weeks)</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables including timetables <p>Multiplication & Division (3 weeks)</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts • Multiply and divide whole numbers by 10, 100 and 1000 • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Recognise and use square numbers and cube numbers and the notation for squared and cubed • Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 <p>Perimeter & Area (3 weeks)</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in cm and m • Calculate and compare the area of rectangles (including squares), and including using standard units estimate the area of irregular shapes

<p>English</p>	 <p>Class Book: Here We Are by Oliver Jeffers</p> <p>Writing Types: informal letter, poetry</p> <p>Visual literacy: Trail Blazing in Space</p> <p>Writing Types: diary entry, newspaper</p> <p>Composition:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for their own 	 <p>Class Novel: Beowulf by Michael Morpurgo</p> <p>Writing Types: historical narrative, setting/ character descriptions</p> <p>Composition:</p> <ul style="list-style-type: none"> Plan writing by noting and developing initial ideas, drawing on reading where necessary Plan writing considering how authors have developed characters and settings in what the class have read Write a historical narrative, describing setting and character Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
<p>Reading</p>	 <p>Class novel: The Explorer by Katerine Rundell</p> <ul style="list-style-type: none"> To maintain positive attitudes to reading and understanding of what they read by making comparisons within a book. <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> Vocabulary: discussing and exploring the meaning of words in context Infer: understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, begin to justify inferences with evidence Predict: predict what might happen from details stated and implied Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve: retrieve key information from a text Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	 <p>Class Novel: Wonder by R.J. Palacio</p> <ul style="list-style-type: none"> To maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> Vocabulary: discussing and exploring the meaning of words in context Infer: understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, begin to justify inferences with evidence Predict: predict what might happen from details stated and implied Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve: retrieve key information from a text Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Grammar	Ready to Write (3) <ul style="list-style-type: none"> Pronouns Expanding Noun Phrases Fronted Adverbials Plural and Possessive Direct and Indirect Speech Relative Pronouns (3) <ul style="list-style-type: none"> Recognising Relative Pronouns Recognising Relative Clauses Using Relative Clauses Omitting Relative Pronouns 	Modal Verbs (2) <ul style="list-style-type: none"> Recognising modal verbs Using modal verbs Adverbs (3) <ul style="list-style-type: none"> Recognising adverbs Using adverbs Recognising adverbs to indicate degrees of possibility Using adverbs to indicate degrees of possibility.
Spelling	<ul style="list-style-type: none"> Words ending in ‘-ious.’ Words ending in ‘-cious.’ Ending ‘-cial’ and ‘-tial.’ (3 weeks) Challenge words Words ending in ‘-ant.’ ‘-ant.’ 	<ul style="list-style-type: none"> Words ending in ‘-ance.’ ‘-ance’ Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. Words ending in ‘-able’ and ‘-ible.’ Words ending in ‘-ably’ and ‘-ibly.’ Challenge Words Words ending in ‘-able.’
PSHCE	Covid-19 recovery <ul style="list-style-type: none"> Coming together again Belonging and feeling safe at school Reconnecting with friends Coronavirus facts and how to keep safe and well Managing fears and worries Being positive and looking forward Gratitude and appreciation Loss and bereavement 	Being Me in My World <ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual’s behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this
Geography/ History	The United Kingdom <ul style="list-style-type: none"> Identify and describe key geographical features of the UK. Identify and locate the counties of the UK. Locate and identify towns and cities in the UK. Find out about the hills and mountains of the UK. Find out about the seas and coasts of the UK. Identify and explore the major rivers of the UK. 	Vikings Vs Anglo Saxons <ul style="list-style-type: none"> Explore what Britain was like before the first Viking invasions. Find out about the Viking invasion of Britain. Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. Find out why King Alfred was dubbed ‘Alfred the Great’. Explore what life was like for Vikings living in Britain. Find out how and when England became unified country. Find out about the end of the Anglo-Saxon and Viking Era in Britain.
Design Technology/	Great British Dishes <ul style="list-style-type: none"> Learn about and make some national English savoury dishes. Know about and make some traditional English sweet dishes. Learn about and make some national Scottish dishes. 	Viking Art <ul style="list-style-type: none"> Explore Viking art and identify its key characteristics and features. Be able to draw Viking patterns. Be able to create a piece of Viking animal artwork.

Art	<ul style="list-style-type: none"> Learn about and make some national Welsh Dishes Learn about the influences of and similarities between cuisines from other countries. Know how to plan and shop for a meal. 	<ul style="list-style-type: none"> Be able to accurately sketch a Viking dragon head. Be able to draw a portrait of a Viking warrior. Be able to create a piece of Viking jewellery.
Computing	Sounds	
Science Main scientific enquiry strand	Earth and Space <ul style="list-style-type: none"> Tell you about how the planets in our solar system move in relation to the Sun. Tell you about how the Moon moves relative to the Earth. Tell you the shape of the Moon, Sun and Earth. Explain how day turns into night. Research using secondary sources <ul style="list-style-type: none"> Tell you about other experiments that have been done to support or disprove ideas. 	Forces <ul style="list-style-type: none"> Explain why objects fall to Earth. Tell you about the effects of air resistance, water resistance and friction. Tell you how mechanisms allow a smaller force to have a greater effect. Pattern Seeking Comparative & Fair Testing <ul style="list-style-type: none"> Plan different kinds of fair experiments Tell you how I control variables in my experiments Tell you why it's important to take repeated measurements Record data using tables Present my findings in a written report with an introduction, results and conclusion
Music	Choir	
MFL	Recap: Colours, numbers. Introduce: Places, locations, names of buildings.	
PE	Dance <ul style="list-style-type: none"> Learn and perform sequences associated with different styles of dance, music and culture, including Samba, Jive and Charleston. Learn structured movement patterns and to create and perform short dance sequences Develop knowledge and technique around different dance styles Appreciate and participate in different dance styles 	Gymnastics <ul style="list-style-type: none"> Perform a range of jumps and leaps To perform a straddle forward roll and a backward roll to straddle correctly Perform a straddle on vault correctly Perform a lunge into cartwheel correctly To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot Work in a small group to create and perform a gymnastics sequence with a theme