


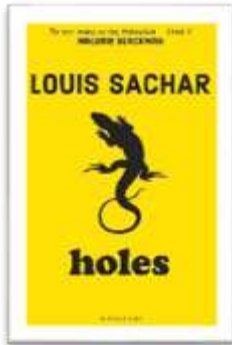
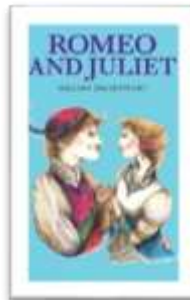




|                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1                                     | Summer 2  |
|------------------|---|--|--|--|--|---|
| <b>Key texts</b> | <p><b>War Horse</b> by Michael Morpurgo</p>  <p><b>World War One Poetry</b></p>  | <p><b>The Last Wild</b> by Piers Torday</p>  <p>Exploration of non-fiction text types</p> | <p><b>Holes</b> by Louis Sachar</p>  <p>Exploration of non-fiction text types</p> | <p><b>Romeo and Juliet</b> by William Shakespeare</p>  <p>Suspense narratives</p> | <p>Exploring a wide range of text types.</p> | <p><b>Fly Me Home</b> by Polly Ho-Yen</p>  |

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|--|--|--|--|---|--|--|
| <p><b>Written outcomes &amp; Extended/main outcome</b></p> | <ul style="list-style-type: none"> <li>• Character description</li> <li>• Diary writing</li> <li>• Flashback recount</li> <li>• motive writing</li> <li>• Remembrance poems</li> </ul>         | <ul style="list-style-type: none"> <li>• Poster</li> <li>• Retellings</li> <li>• Formal report</li> <li>• Character descriptions</li> <li>• Diary entries</li> <li>• Formal letters</li> </ul> | <p><b>Holes:</b></p> <ul style="list-style-type: none"> <li>• Character and setting descriptions</li> <li>• Direct speech punctuation</li> <li>• Extended narrative</li> <li>• Diary writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Diaries</li> <li>• Letters</li> <li>• Narratives</li> <li>• Character descriptions</li> <li>• Balanced argument</li> </ul> | <ul style="list-style-type: none"> <li>• Newspapers, eye-witness reports</li> <li>• Advertisement</li> <li>• One sided and balanced arguments</li> <li>• Explanation texts</li> <li>• Character and setting descriptions</li> <li>• Narrative writing</li> </ul> | <ul style="list-style-type: none"> <li>• Summaries</li> <li>• Analysis and performances</li> </ul> |
| <p><b>Spelling</b></p>                                     | <ul style="list-style-type: none"> <li>• Word-list words</li> <li>• Silent b and silent t</li> <li>• Words ending in ible/able/ibly/ably</li> <li>• Words containing -ent and -ence</li> </ul> | <ul style="list-style-type: none"> <li>• Word-list words</li> <li>• Words containing -ant and -ance</li> <li>• ei words</li> <li>• -tious and -cious,</li> <li>• -tial and -cial</li> </ul>    | <ul style="list-style-type: none"> <li>• Word-list words, words containing -ough</li> <li>• Adding suffixes</li> <li>• sh sounding like ti or ci, si and sci</li> <li>• Silent letters</li> </ul>        | <ul style="list-style-type: none"> <li>• Word-list words</li> <li>• ible/able recap</li> <li>• le/ei recap</li> <li>• Homophones</li> <li>• plural nouns</li> </ul> | <p>Revision of all Key Stage 2 spelling patterns</p>   | <p>Consolidation of spelling</p>   |
| <p><b>Guided Reading</b></p>                               | <p>War Horse by Michael Morpurgo</p>   | <p>The Last Wild</p>   | <p>Holes</p>   | <p>Short stories</p>  | <p>Shorter guided reading practise texts</p>   | <p>Fly Me Home by Polly Ho-Yen</p>   |

|   | <b>Autumn 1</b>  | <b>Autumn 2</b>                           | <b>Spring 1</b>                      | <b>Spring 2</b>   | <b>Summer 1</b>               | <b>Summer 2</b>                                    |
|---|--|---|--------------------------------------|---|-------------------------------|--|
| <b>Maths 'block foci'</b><br> | Place value<br><br>Four operations: addition, subtraction, multiplication and division | Fractions<br><br>Converting between units | Ratio<br><br>Algebra<br><br>Decimals | Fractions, decimals and percentages<br><br>Area, perimeter and volume<br><br>Statistics | Shape, position and direction | Themed projects, consolidation and problem solving |

|                            | <b>Autumn 1</b>  | <b>Autumn 2</b>                                   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>                                     |
|----------------------------|--|---|---|---|--|---|
| <b>Religious Education</b> | Discovery<br>What is the best way for a Muslim to show commitment to God?<br>Mosque Trip TBC | 2b.4 U.C<br>Was Jesus the Messiah?<br>Incarnation | 2b.2 U.C<br>Creation and Science: conflicting or complementary?<br>Creation | 2b.7 U.C<br>What difference does the resurrection make for Christians?<br>Salvation | Discovery<br>Does belief in Akhirah (life after death) help Muslims lead good lives? | Discovery<br>How did Jesus create a 'new covenant'? |
| <b>Science</b>             | The Circulatory System   | Light   | The classification of living things   | Evolution and Inheritance   |  | Electricity   |
| <b>Computing</b>           | Coding: We are cryptographers  |   | We are advertisers  |   | We are Publishers  |   |
| <b>History</b>             | WWI  |   | Ancient Greece  | The Changing Power of the Monarch: Case Studies: John, Anne and Victoria.           |  | Talbot Village<br>A local study                     |
| <b>Geography</b>           |  | Energy, Food and Sustainability                   |   |   |  | Talbot Village<br>A local study                     |
| <b>Art and Design</b>      | World War I Art  |   |   | Street Art  |  | A Sense of Place                                    |

|                          |  |   |   |  |   |  |
|--------------------------|--|---|---|--|---|--|
| <b>Design Technology</b> |  | Bird Houses   | Great British Dishes                                    |  | Fashion and Textiles                        |  |
| <b>Music</b>             | Gospel – spiritual - soul                            | Evolution – from Darwin to dance music                | Songs of protest  | Romeo and Juliet                                 | Utopia / Dystopia                           | Songwriters  |
| <b>P.E. outdoor</b>      | AFCB (Football)                                      | Netball   | OAA   | Kwik Cricket                                     | Athletics                                   | AFCB   |
| <b>P.E. indoor</b>       | Dance  | Fitness   | Leadership  | Indoor Athletics                                 | Gymnastics                                  | Gymnastics   |
| <b>French</b>            | Notre Ecole (Our School)                             | Notre Monde (Our World)                               | Le Passe et le Present (Past and Present)               | Ici et La (Out and About)                        | Monter un Café (Setting Up a Café)          | Quoi de Neuf? (What's in the news?)  |
| <b>PSHE</b>              | Being me in my world                                 | Celebrating difference                                | Dreams and goals  | Healthy me                                       | Relationships                               | Changing me  |
| <b>Trickbox</b>          | Mirror Mirror, Big Voice, Stand As If, Super Stretch | Stand Tall, Magic Circle, Super States, Different Sum | Colour Breathing, Sunny Side, Signal Change, Calm Thumb | Floating Cloud, Big No, Break Through, 123 Magic | Win-Win, Light Bulb, Ask How, Marvellous Me | Free Flow, Big Yes, Brilliant Beliefs, Great Goals                                       |
| <b>Trips/visitors</b>    | Tank Museum Day Trip                                 |   |   |  |   | Field work – Local Area Study<br><br>Brenscombe - Residential<br><br>Christchurch Priory |