

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Maths: Place value & Addition & subtraction	Maths: Addition & subtraction & Multiplication & division	Maths: Multiplication & division, Length & perimeter & Fractions	Maths: Fractions & Mass & capacity	Maths: Fractions, Money & Time	Maths: Time, Shape & Statistics
	Spelling: 1. The /ay/ sound spelt ei. 2. The /ay/ sound spelt ey. 3. Homophones and near-homophones 1. 4. Homophones and near-homophones 2. 5. *The /s/ sound spelt c before e, i and y. (Year 2 revision). 6. *Double consonants. 7. Consolidation	Spelling: 1. Suffix -ly. 2. Suffix -ly where the root word ends in y. 3. Adverbs with the suffix -ly where the root word ends in le. 4. Adverbs with the suffix -ly where the root word ends in ic. 5. Adverbs with the suffix -ly exceptions & consolidation. 6. The prefix dis-	Spelling: 1. The prefix mis-. 2. The prefix re-. 3. Adding suffixes beginning with vowel letters to words of more than one syllable. 4. *Split digraph i-e with a short & long vowel sound (Year 1 revision). 5. The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision). 6. Consolidation	Spelling: 1. The /k/ sound spelt ch. 2. The /sh/ sound spelt ch. 3. Words ending with the /g/ & /k/ sound spelt gue and que. 4. The /s/ sound spelt sc 5. The /i/-sound spelt y.	Spelling: 1. *Direction Dimension & Amount. 2. The /u/ sound spelt ou. 3. *Words containing the letter string ough. 4. *Days of the week & seasons. 5. *Months of the Year 6. Consolidation	Spelling: 1. *Time & Place 2. *The vowel digraph ea. 3. *Word family – sol. 4. *Word families – dec, cent, milli & micro. 5. *Conjunctions 6. *Prepositions 7. *Long /ee/ sound spelt y at the end of words.
	Writing: 1. Setting description – The Lion, the Witch and the Wardrobe – Narnia/own land 2. Performance poetry – Walking with my Iguana 3. Biography – famous person/Inspirational person	Writing: 1. Instructions – hot chocolate/Stone Age shelter 2. Persuade – Christmas advert – Nintendo/own toy	Writing: 1. Narrative – The Enormous Crocodile – retell of clever trick/own trick 2. Diary Entry – Ingenious Edie – retell/own invention	Writing: 1. Derby Book Festival – book review 2. Non-chronological report – Spiderwick Chronicles – goblin/own creature	Writing: 1. Narrative – The Magic Finger - transformation retell/own transformation 2. Explanation text – volcanoes/earthquakes	Writing: 1. Magic Box – Poetry 2. Character description Dreamgiver Animation – Dreamgiver/own fictional character
	Grammar/punctuation: <ul style="list-style-type: none"> <li>Nouns, verbs and adjectives (classify)</li> <li>Capital letters/full stops</li> <li>Expanded noun phrases</li> <li>Nouns, verbs and adjectives (classify)</li> <li>Capital letters/full stops</li> <li>Co-ordinating conjunctions (and, but or)</li> </ul>	Grammar/punctuation: <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Adverbs</li> <li>Past tense verbs</li> <li>Paragraphs</li> <li>Full stops/capital letters</li> <li>Exaggerated language (hyperbole)</li> <li>Question/exclamation marks</li> <li>Noun phrases to add detail and description</li> <li>Commas to mark fronted adverbials</li> </ul>	Grammar/punctuation: <ul style="list-style-type: none"> <li>Powerful verbs</li> <li>Prepositions</li> <li>Expanded noun phrases</li> <li>Nouns and pronouns for clarity</li> <li>Adverbials</li> <li>Main and subordinate clauses/commas for clauses</li> <li>Paragraphs</li> <li>Inverted commas</li> <li>Coordinating conjunctions to link ideas</li> <li>Capital letters and full stops to mark sentences</li> <li>Noun phrases to provide detail</li> <li>Inverted commas (Direct speech)</li> </ul>	Grammar/punctuation: <ul style="list-style-type: none"> <li>Coordinating conjunctions</li> <li>Subordinating conjunctions</li> <li>Pronouns</li> <li>Expanded noun phrases which inform</li> <li>Subordinating conjunctions</li> <li>Commas to separate a list</li> <li>Paragraphs to group related ideas</li> <li>Subheadings to label content</li> <li>Capital letters for proper nouns</li> <li>Bullet point lists</li> </ul>	Grammar/punctuation: <ul style="list-style-type: none"> <li>Coordinating conjunctions to link two main ideas</li> <li>Noun phrases that add detail to description</li> <li>Adverbials</li> <li>Capital letters and full stops to mark sentences</li> <li>Inverted commas (direct speech)</li> <li>Paragraphs to organise ideas</li> <li>Paragraphs to group related ideas</li> <li>Subheadings to label content</li> <li>Commas to separate items un a list</li> <li>Relative clauses to add further detail</li> </ul>	Grammar/punctuation: <ul style="list-style-type: none"> <li>Word classes</li> <li>Expanded noun phrases to add detail and description</li> <li>Similes</li> <li>Planned repetition for emphasis</li> <li>Paragraphs to organise time sequences</li> <li>Fronted adverbs (How and when an event occurs</li> <li>Subordinate clauses to add detail or context</li> <li>Nouns and pronouns for clarity and cohesion</li> </ul>

Reading: 1. Fiction – The Wild Robot 2. Poetry – Revolting Rhymes - Little Red Riding Hood & the Wolf 3. Non-fiction – Fantastically Great Women Who Changed the World – Mary Anning (equality)	Reading: 1. Non-fiction – Live Like a Hunter Gatherer: Discovering the Secrets of the Stone Age – Types of shelter (history) 2. Poetry – 100 Best Poems for Children – Rat it up 3. Fiction – Sherlock Holmes – The Veiled Lodger (classic)	Reading: 1. Fiction – The BFG – feeding time extract 2. Non-fiction – Real-life Mysteries – Scary, hairy creatures 3. Poetry – 100 Best Poems for Children – Adventures of Isabel	Reading: 1. Poetry – The Frog of Droitwich Spa 2. Non-fiction – So You Think You’ve Got It Bad? A Kid’s Life in Ancient Egypt (history) 3. Fiction – The Good Bear	Reading: 1. Fiction – Charlotte’s Web 2. Non-fiction – Earth Shattering Events – Effects of Volcanoes 3. Poetry – 101 Poems for Children - The Lion and Albert (classic)	Reading: 1. Poetry – The Day I Fell Down the Toilet 2. Fiction – A Shakespeare Story - The Tempest (classic) 3. Non-fiction – Respect the Insects – Humble Honey Makers (science)
Science: Rocks	Science: Animals, including humans	Science: Forces & Magnets		Science: Light	Science: Plants
Geography: UK/East Midlands	History: Changes in Britain from the Stone Age	Geography: Mountains, volcanoes & earthquakes	History: A depth study of Ancient Egypt (achievements)	Geography: Europe with a focus on human & physical aspects of Iceland	History: Local Study – Cromford Mill
Art: Stone Age Cave Art		Art: Egyptian Wall Art		Art: Landscapes & Derwent Mills Collage (Tracey Meek)	
DT: Pneumatics: Moving Monsters		DT: Structures: Shaduf		DT: Textiles: Pencil case	
RE: What do different people believe about God?	Music: Glockenspiel 1	RE: Why do people pray?	Music: The Renaissance Period	RE: What can we learn from religions about deciding what is right or wrong?	Music: Three Little Birds
PSHE: Wellbeing – powerful emotions, exercise, healthy & mindful, I am wonderful. Healthy choices – staying safe	PSHE: Healthy choices – road & railway safety, weather & place safety & challenging safely. Healthy relationships – helping families, our bodies.	PSHE: Healthy relationships – do friends want the same? Identity & community – cultures, respect	PSHE: Identity & community – inclusion, care for world. Digital lives - online friendships, feeling unconformable online	PSHE: Digital lives – wellbeing, doing & sharing, trust & perfect online world.	PSHE: Aspiration & money – spending & saving, money & happiness future hopes & dreams.
Computing: Systems & Networks E-safety: Self-image & identity & Online relationships		Computing: Creating media – desktop publishing E-safety: Online reputation, Online bullying & Managing online information		Computing: Programming – sequencing sounds E-safety: Health, well-being & lifestyle, Privacy & security & Copyright & ownership	
French: Nursey rhymes	French: Salutations	French: Colours & numbers		French: Lili et nounours	
PE: Basketball & gymnastics	PE: Hockey	PE: Netball & African Dance	PE: Tennis & Communications & tactics	PE: Athletics & Boccia	PE: Athletics & Rounders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	Maths: Place value & Addition & subtraction	Maths: Area & Multiplication & division	Maths: Length & perimeter & Fractions	Maths: Fractions & Decimals	Maths: Decimals & Money	Maths: Time, Shape, Statistics, Position & direction
	Spelling: 1. Prefix in-. 2. Prefix im-. 3. Prefix il- and ir-. 4. Prefix sub- and super-. 5. Prefix inter-. 6. Prefix anti- & auto-. 7. *Adverbs of Manner	Spelling: 1. *Adverbs of Time 2. *Adverbs of Place 3. Nouns ending in -ation. 4. Year 3 & 4 Word List 1. 5. Year 3 & 4 Word List 2. 6. Word ending sounds /zhuh/ spelt -sure.	Spelling: 1. Word ending sounds /cher/ spelt -ture. 2. Words ending /shuhn/ spelt -sion. 3. Words ending /shuhn/ spelt -ssion. 4. Words ending /shuhn/ spelt -tion. 5. Words ending /shuhn/ spelt -cian. 6. Suffix -ous with no change to the root word.	Spelling: 1. Suffix -ous with no root word. 2. Suffix -ous where -our is changed to -or before -ous is added. 3. Suffix -ous where the word ends in -y become i. 4. Suffix -ous where root word ends in e. 5. Suffix -ous – consolidation	Spelling: 1. Possessive apostrophe with plural words. 2. *The suffix -ary. 3. *Words spelt -ar. 4. *Words spelt -er. 5. *Word families – uni, bi, tri & quad. 6. *Word families – pent, hex, oct, & dec.	Spelling: 1. *Word families – acro, acu/accu & aero. 2. *Word families – anni/annu, aqu & Astro. 3. *Word families – bi & bio. 4. *Word families – cert, chrono & circ. 5. *Word families – co & corp. 6. *Word families – demo, dent & dia.
	Writing: 1. Biography – famous person/ inspirational person 2. Performance Poetry – Boneyard Rap 3. Character Description – Iron Man/Space-bat-angel-dragon	Writing: 1. Narrative – Wolves in the Walls – retell/own fear 2. Persuasive Letter – The Great Kapok Tree/Lorax	Writing: 1. Traditional Story – Little Red Riding Hood – traditional tale/twisted tale 2. Narrative – Charlie & the Chocolate Factory – Violet’s experience/new character’s experience	Writing: 1. Explanation text – Digestive system/water cycle 2. Recount – School Week/Mount Cook	Writing: 1. Poetry – My Dad 2. Advert – School event/summer fayre	Writing: 1. Newspaper Report – Divorce of Anne Boleyn/beheading of Anne 2. Narrative - setting description – Land of Roar/own land
	Grammar: <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Third person</li> <li>• Coordinating conjunctions to link ideas</li> <li>• Capital letters for proper nouns</li> <li>• Fronted adverbials</li> <li>• Paragraphs to group ideas</li> <li>• Subheadings to label content</li> <li>• Inverted commas (direct quotes)</li> <li>• Nouns, adjectives and verbs</li> <li>• Expanded noun phrases (detail and description)</li> <li>• Capital letters/full stops</li> <li>• Fronted adverbials to show how or when and event occurred</li> <li>• Co-ordinating conjunctions to link related ideas</li> <li>• Paragraphs to organise time sequence</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Inverted commas (Direct speech)</li> <li>• Expanded noun phrases to add detail and description</li> <li>• Nouns, verbs, adjectives</li> <li>• Subordinating clauses to add detail and context</li> <li>• Nouns, verbs, adjectives</li> <li>• Rhetorical questions to engage the reader</li> <li>• Coordinating conjunctions</li> <li>• Imperative verbs to convey urgency</li> <li>• Adverbials to introduce arguments</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Pronouns (avoid repetition)</li> <li>• Apostrophes (possession)</li> <li>• Commas to mark fronted adverbials</li> <li>• Describe settings, character and plot within narrative</li> <li>• Expanded noun phrases for detail and description</li> <li>• Use paragraphs to organise in time sequence</li> <li>• Fronted adverbials (how and when events occur)</li> <li>• Expanded noun phrases to add detail and description</li> <li>• Use full punctuation for direct speech including punctuation within and before inverted commas</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Headings/Subheadings to label content</li> <li>• Co-ordinating conjunctions to link related ideas</li> <li>• Subordinating conjunctions (cause and effect conjunctions)</li> <li>• Commas to mark fronted adverbials</li> <li>• Relative clauses to add further detail.</li> <li>• Bullet points to list items.</li> <li>• Subordinating conjunctions to join clauses including openers</li> <li>• Adverbials</li> <li>• Apostrophes for contractions</li> <li>• Paragraphs to group related ideas</li> <li>• Commas to separate items in a lists</li> <li>• Present perfect</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Similes</li> <li>• Hyperbole</li> <li>• Superlatives</li> <li>• Apostrophes (contraction/possession)</li> <li>• Use paragraphs</li> <li>• Imperative verbs to convey urgency</li> <li>• Rhetorical questions</li> <li>• Noun phrases to add detail and description (commas to mark relative clauses)</li> <li>• Relative clauses to provide additional enticement</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Relative clauses to add further detail</li> <li>• Expanded noun phrases to inform</li> <li>• Subordinating conjunctions to join clauses</li> <li>• Present perfect to place events in time.</li> <li>• Paragraphs to organise in time sequence</li> <li>• Expanded noun phrases to add detail and description</li> <li>• Use commas after fronted adverbials</li> <li>• Nouns and pronouns for clarity and cohesion.</li> </ul>

Reading: 1. Non-fiction – Young Gifted and Black – Mary Seacole (diversity) 2. Poetry – Words Can Fly 3. Fiction – The Firework Maker’s Daughter	Reading: 1. Fiction – A Shakespeare Story - Othello (classic) 2. Non-fiction – So You Think You’ve Got It Bad? A Kid’s Life in Ancient Greeks (history) – Health & Medicine 3. Poetry – The Roald Dahl Treasury - The Emperor’s New Clothes	Reading: 1. Non-fiction – You Smell! – Stink Bombs (science) 2. Fiction – Matilda – chocolate cake extract 3. Poetry – The Day I Fell Down the Toilet and Other Poems - The Vegetables Strike Back	Reading: 1. Non-fiction – Horrible Geographies: Rivers (geography) 2. Poetry – Gargling with Jelly – Five Nasty Goblins 3. Fiction – Oliver Twist by Marcia Williams (classic)	Reading: 1. Poetry – The Orchard Book of Funny Poems – The Train to Glasgow 2. Non-fiction – Funny Bums, Freaky Beaks: and other incredible creature features – Funny Bums 3. Fiction – The Spiderwick Chronicles – Dragon extract	Reading: 1. Non-fiction – Horrible Histories – Henry VIII & his chopping block (history) 2. Fiction – Dragon Mountain 3. Poetry – My Shadow (classic)
Science: Living things & their habitats	Science: Animals, including humans	Science: States of matter		Science: Electricity	Science: Sound
History: Ancient Greece – Greek life, achievements & influence on the western world	Geography: The Po Valley with comparisons to the East Midlands	History: The Roman Empire & its impact on Britain	Geography: The water cycle & rivers	History: The changing power of British monarchs – Henry VIII, Edward VI & ‘Bloody’ Mary	Geography: School grounds fieldwork
Art: Moving people (inspired by Greek pottery)		Art: Self Portraits – Picasso & Frida Kahlo		Art: Drawn texture & clay sculpture – patterns in nature	
DT: Cooking & nutrition – Greek salad		DT: Pop up card		DT: Electricity – night light	
Music: Glockenspiel	RE: What does it mean to be a Christian in Britain today?	Music: The Baroque Period	RE: Why is Jesus inspiring to some people?	Music: Stop!	RE: Why are festivals important to religious communities?
PSHE: Wellbeing – sleep, emotional toolkit, healthy food, wonderful life & mistakes	PSHE: Healthy choices – wellbeing, germs, natural places. Healthy Relationships – True selves, communicate needs	PSHE: Healthy relationships – losing a loved one, influence, negative influence.	PSHE: My body and me – puberty. Identity & community – Equality Act, challenging stereotypes, achieving potential	PSHE: Identity & community – Values, British Values, communities. Digital lives - internet	PSHE: Digital lives – social media, Is the internet fair? Fake news, what is real? Aspiration & money – keeping money safe, job aspirations
Computing: Systems & networks – The internet E-safety: Self-image & identity & Online relationships		Computing: Creating media – photo editing E-safety: Online reputation, Online bullying & Managing online information		Computing: Programming – repetition in shapes E-safety: Managing online information, Health, well-being & lifestyle, Privacy & security & Copyright & ownership	
French: I’m learning French		French: Date		French: Animals	
PE: Basketball & gymnastics	PE: Hockey	PE: Netball & Disco dance	PE: Tennis & Boccia	PE: Athletics & Challenging cooperation	PE: Athletics & Rounders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Maths: Place value, Addition & subtraction, & Multiplication & division	Maths: Multiplication & division, Decimals & Fractions	Maths: Fractions & Multiplication & division	Maths: Multiplication & division, Decimals & percentages & Perimeter & area	Maths: Perimeter & Area, Statistics & Shape	Maths: Shape, Position & direction, Negative numbers, Converting units & Volume
	Spelling: 1. Words with endings that sound like /shuhs/ spelt with -cious. 2. Words with endings that sound like /shuhs/ spelt with -tious or -ious. 3. *The sound /i/ spelt y (revision from year 3 & 4). 4. *Words that start with 'con-'. 5. *Words ending /shuhn/ spelt -tion. (Year 4 revision). 6. *The /l/ or /əl/ sound spelt -le at the end of words. (Year 3 revision). 7. Silent letters	Spelling: 1. Adjectives ending in -ant into nouns ending in -ance/-ation. 2. Adjectives ending in -ent into nouns ending in -ence/-ency. 3. Words ending in -able. 4. Words ending in -able & -eable. 5. Words ending in -ible. 6. Words that end in -ibly.	Spelling: 1. *Words spelt ie. 2. Words with a long /ee/ sound spelt ie or ei after c (and the exceptions). 3. Words where c makes an /s/ sound before i, e and y. 4. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. 5. *Words ending -ment. 6. *Words ending -ity.	Spelling: 1. Adding suffixes beginning with vowel letters to words ending in -fer. 2. Words with endings which sound like /shuhl/ after a vowel spelt -cial. 3. Words with endings which sound like /shuhl/ after a consonant spelt -tial. 4. *Words beginning acc-. 5. *Words beginning occ-.	Spelling: 1.*Words ending in -ant 2. *Words containing the letter string ough. 3. *Words ending in -ate. 4. *Words ending in -ture (inc year 4 content). 5. *Words ending in -age. 6. *Words ending in -ary.	Spelling: 1. *Suffix -ly (inc year 3 content). 2. *Prefix -inter. 3. *Double consonant. 4. *Year 5 & 6 Word List 1. 5. *Year 5 & 6 Word List 2. 6. Homophones
	Writing: 1. Biography - famous person/ inspirational person 2. Performance Poetry – Please Mrs Butler 3. Speech – Malala UN speech/school MP speech	Writing: 1. Narrative – Lost Happy Endings – retell/own setting & villain 2. Narrative – Octopodi – perspectives – orange octopus/pink octopus	Writing: 1. Non-chronological report – Space – ISS/Life as an astronaut on the ISS 2. Balanced argument – banning plastic/lego	Writing: 1. Poetry – Potty Pets 2. Narrative – The Island – newcomer’s perspective/islanders’ perspective	Writing: 1. Persuasive Letter – Holes – improve working conditions/Camp Green Lake closure 2. Newspaper report – Three Little Pigs/Hansel & Gretel	Writing: 1. Suspense narrative – Prince Otto’s hunting trip/Figure’s revenge 2. Non-chronological report – Plague (Eyam)/Covid
Grammar: <ul style="list-style-type: none"> <li>• Parenthesis (commas)</li> <li>• Relative clauses to add further detail</li> <li>• Modal verbs</li> <li>• Pronouns to avoid repetition</li> <li>• Use paragraphs to organise themes</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Personal pronouns</li> <li>• Hyperbole</li> <li>• Imperative and modal verbs (convey urgency)</li> <li>• Adverbials to convey certainty</li> <li>• Subjunctive form</li> <li>• Semi colons for structured repetition</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Dialogue (inverted commas)</li> <li>• Similes/Metaphors</li> <li>• Personification</li> <li>• Dialogue (direct speech)</li> <li>• Pronouns to avoid repetition</li> <li>• Coordinating conjunctions</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Subordinating conjunctions in varied positions</li> <li>• Relative clauses (further detail)</li> <li>• Passive voice to remain formal</li> <li>• Headings/subheadings</li> <li>• Paragraphs to organise themes</li> <li>• Brackets/dashes to explain technical vocab</li> <li>• Fronted adverbials to provide cohesion</li> <li>• Parenthesis (brackets)</li> <li>• Modal verbs to convey degrees of probability</li> <li>• Commas to mark relative clauses</li> <li>• Use paragraphs to structure arguments</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Planned repetition for emphasis</li> <li>• Hyperbole</li> <li>• Expanded noun phrases that describe</li> <li>• Paragraphs to organise ideas</li> <li>• Draw on what I have read as a model for own writing</li> <li>• Coordination conjunctions</li> <li>• Subordinating conjunctions</li> <li>• Commas to mark clauses (subordinate)</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Imperative/modal verbs to convey urgency</li> <li>• Short sentences for emphasis</li> <li>• Subordinating conjunctions</li> <li>• Fronted adverbials</li> <li>• ? and ! for rhetorical and exclamatory sentences</li> <li>• Semi colons for structured repetition</li> <li>• Modal verbs to convey probability</li> <li>• Relative clauses to provide supporting detail</li> <li>• Expanded noun phrase to report detail</li> <li>• Brackets /dashes for parenthesis</li> <li>• Passive voice to maintain formal tone</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Paragraphs to organise in time sequence</li> <li>• Use a range of tenses to indicate changes in timing</li> <li>• Relative clauses to add detail or context</li> <li>• Use colons to add detail in a new clause</li> <li>• Subordinating clauses (varied positions)</li> <li>• Relative clauses (extra detail)</li> <li>• Passive voice (detachment)</li> <li>• Semi-colons to punctuate complex lists</li> </ul>	

Reading: 1. Non-fiction – Little People Big Dreams Treasury – Rosa Parks (diversity) 2. Poetry – 100 Best Poems for Children – Macavity: The Mystery Cat 3. Fiction – The Dancing Bear	Reading: 1. Fiction – The Witches – Formula 86 Delayed Action Mouse-Maker 2. Non-fiction – Everest – Introduction & Why climb Everest? 3. Poetry – Overheard in a Tower Block – The Watchers	Reading: 1. Non-fiction – Planetarium – The Solar System (science) 2. Fiction – William Shakespeare – Richard III (Marcia Williams) – P7 – 11 (classic) 3. Poetry – Funky Chickens – Going Lotto (diversity)	Reading: 1. Poetry – 101 Poems for Children - Horrible Song 2. Fiction – Black Beauty (classic) 3. Non-fiction – The Humans - The People of the Indus Valley (history)	Reading: 1. Fiction – The Hounds the Baskerville 2. Non-fiction – Ancient Egypt (Kay’s Marvellous Medicine) 3. Poetry – Disgusting Poems - Storm Warning	Reading: 1. Fiction – A Monster Calls 2. Non-fiction – Text TBC 3. Poetry – Night Mail (classic poetry)
Science: Forces	Science: Earth & space	Science: Properties & changes to materials		Science: Living things & their habitats	Science: Animals, including humans
Geography: South America – Brazil	History: Mayans (A non-European society that contrasts with British history)	Geography: North America	History: Britain’s settlement by the Anglo-Saxons & Scots	Geography: Greater London	History: Eyam & the Plague
Art: Still Life – Van Gogh, Kusuma & Cezanne		Art: Islamic patterns		Art: Religious architecture – Michaelangelo & Gaudi	
DT: Textiles – book sleeve		DT: Cams – moving toy		DT: CAD – micro:bit monster	
RE: Why do some people believe that God exists?	Music: The Fresh Prince of Bel-Air	RE: What does it mean to be a Muslim in Britain today?	Music: The Classical Period	RE: Is it better to express your beliefs in arts & architecture or in charity & generosity?	Music: Jazz 1
PSHE: Wellbeing – mental health, special me & sharing. Healthy choices - smoking & vaping	PSHE: Healthy choices – addiction, fire safety, emergencies, adventures Healthy relationships – healthy friendships	PSHE: Healthy relationships – fixing friendships. My body & me – puberty, menstruation,	PSHE: My body & me - hygiene Identity & community – our needs, equality, listening, true selves.	PSHE: Identity & community – amazing ally, social model of disability, value. Digital lives – red flags	PSHE: Digital lives – sharing online, comparing on social media, use of data, influence & power, group chats, thriving online. Aspiration & money – choosing when to buy, helping communities.
Computing: Systems & networks – systems & searching E-safety: Self-image & identity & Online relationships		Computing: Creating media – video production E-safety: Online reputation, Online bullying & Managing online information		Computing: Programming – selection in physical computing E-safety: Managing online information, Health, wellbeing & lifestyle, Privacy & security & Copyright & ownership	
French: Presenting myself		French: Do you have a pet?		French: Little Red Riding Hood	
PE: Basketball & gymnastics	PE: Joy of Moving	PE: Netball & line dancing/hand jive	PE: Tennis & swimming	PE: Athletics & swimming	PE: Cricket & swimming (top up)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	Maths: Place value, Addition, subtraction, multiplication & division	Maths: Fractions, Converting units & Ratio	Maths: Algebra, Decimals, Fractions, decimals & percentages	Maths: Area, perimeter & volume, Statistics & Shape	Maths: Shape, Position & direction & Revision	Maths: Themed projects, consolidation & problem solving
	Spelling: 1. *Synonyms 1. 2. *Synonyms 2. 3. *Antonyms. 4. *Word families – com & contra. 5. *Word families – equ, ex & extra. 6. *Word families – gen, geo & graph. 7. Consolidation	Spelling: 1. *Word families – labor & liber. 2. *Word families - loc & log. 3. *Word families – maxi & mini. 4. *Word families – mid & mal. 5. *Word families – mono & du. 6. *Word families – nat & mort.	Spelling: Identifying & addressing gaps.	Spelling: Identifying & addressing gaps.	Spelling: 1. *Word families – non & neg. 2. *Word families – nov & numer. 3. *Word families – omni & para. 4. *Word families – per & pre. 5. *Word families – post & pro. 6. *Word families – re & reg.	Spelling: 1. *Word families – rupt & trans. 2. *Word families – sect & super. 3. *Word families – tele & terr. 4. *Word families – scribe/scrip. 5. *Word families – ver & verb. 6. *Word families – aud, vid & vac.
	Writing: 1. <b>Biography - famous person/ inspirational person</b> 2. Performance poetry – Gran, Can You Rap? 3. Campaign (speech, poster & slogan) – School Prime Minister/global or community issue	Writing: 1. <b>Narrative – Setting description - Darwin’s Dragons – storm/island</b> 2. <b>Non chronological report (Pseudo non-fiction - dragons) – Marine Iguana/own mythical creature</b>	Writing: 1. <b>Suspense Narrative – Alma/own suspense story</b> 2. <b>Narrative – The Highway Man – poem to narrative/Bess’s perspective</b>	Writing: 1. <b>Newspaper Article – When the Sky Falls - The Blitz/animal escape</b> 2. <b>Persuasive Letter – The Day the Crayons Quit – Crayon to Duncan/piece of equipment to class</b>	Writing: 1. <b>Narrative – Internal monologue – Ruin – abandoned city/drone chase</b> 2. <b>Character description – Northern Lights</b>	Writing: 1. <b>Poetry – Parents Revenge poem</b> 2. <b>Program – theatre show/Y6 production</b>
	Grammar: <ul style="list-style-type: none"> <li>• Subordinate Conjunctions</li> <li>• Relative Clauses (brackets, dashes, commas)</li> <li>• Paragraphs</li> <li>• Headings/subheadings</li> <li>• Use of 2<sup>nd</sup> person</li> <li>• Hyperbole</li> <li>• Imperative/model verbs (urgency)</li> <li>• Subjunctive form</li> <li>• Colons/semi-colons to list arguments</li> <li>• Brackets/dashes (parenthesis)</li> <li>• Semi-colons (structured repetition)</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Description – Character + Setting</li> <li>• Co-ordinating Conjunctions</li> <li>• Literary language, characterisation and structure</li> <li>• Paragraphs</li> <li>• Subheadings</li> <li>• Write in the correct register</li> <li>• Colons to introduce a bullet point list</li> <li>• Commas to create a list</li> <li>• Organising paragraphs around a theme</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Personification</li> <li>• Adverbials</li> <li>• Creating an atmosphere describing the setting and character</li> <li>• Pronouns (avoiding repetition)</li> <li>• Rhetorical questions</li> <li>• Describe settings and characters</li> <li>• Dialogue to advance action</li> <li>• Emotions, actions and character thoughts through dialogue</li> <li>• Inverted commas</li> <li>• Semi colons</li> <li>• Use a range of tenses to indicate timing</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Subordinating clauses in varied positions</li> <li>• integrate dialogue (non narrative) to advance the action</li> <li>• inverted commas</li> <li>• passive voice to remain formal</li> <li>• Relative clauses to add extra detail</li> <li>• Expanded noun phrases to inform</li> <li>• Imperative and model verbs</li> <li>• Adverbials</li> <li>• Short sentences for effect</li> <li>• Question marks for rhetorical questions</li> <li>• Semi-colons for structured repetition</li> <li>• Exercise conscious control over level of formality</li> <li>• Use paragraphs to structure arguments</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Subordinate clauses</li> <li>• Relative clauses</li> <li>• Semi colon to join related clauses</li> <li>• Describe setting, character and atmosphere</li> <li>• Adverbials to create cohesion</li> <li>• Colons to add further detail in a new clause</li> <li>• Paragraphs to organise in time sequence</li> <li>• Dashes to emphasise additional information</li> <li>• Semi colons to join related clauses</li> <li>• Colons to add detail in a new clause</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>• Colloquial/slang informality</li> <li>• Contracted forms (apostrophes)</li> <li>• Use of the subjunctive form</li> <li>• Short sentences for effect</li> <li>• Planned repetition for emphasis</li> <li>• Headings/subheadings</li> <li>• Technical vocabulary</li> <li>• Passive voice</li> <li>• Colons to introduce lists or sections</li> <li>• Glossary/brackets/dashes to explain technical vocab</li> <li>• Semi colons to punctuate complex lists.</li> </ul>

Reading: 1. Non-fiction – Alastair Humphreys' Great Adventurers – Ranulph Fiennes & The Arctic Ocean (graphic novel) 2. Poetry – Spill the Beans - Deep dark strange and nasty secrets in the staffroom 3. Fiction – Albion's Dream (SATs)	Reading: 1. Fiction – The Storm Keeper's Island 2. Non-fiction – Dragonology: The Complete Book of Dragons 3. Poetry – Grannie (SATs)	Reading: 1. Fiction – The Graveyard Book by Neil Gaiman – p2 – 5 (transition) 2. Poetry – The Highway Man (whole text) 3. Non-fiction – Kay's Anatomy – Blood (science)	Reading: 1. Non-fiction – Air Raids (history) 2. Fiction – When the Sky Falls - chapter 1 (history) 3. Poetry – Talking Turkeys – Royal Tea (diversity)	Reading: 1. Fiction – Great Expectations (classic) 2. Poetry – The Final Year – The concrete cracks and crumbles 3. Non-fiction – World Atlas – South America	Reading: 1. Poetry – Colonel Fazackerley Butterworth-Toast (classic) 2. Fiction – The Tales of Beedle the Bard by J.K Rowling - The Tale of the Three Brothers 3. Non-fiction – Text TBC
Science: Living things & their habitats	Science: Evolution & inheritance	Science: Animals, including humans		Science: Light	Science: Electricity
History: The achievements of the earliest civilisations: Ancient Egypt, Ancient Sumer, The Indus Valley & in-depth study of the Shang Dynasty	Geography: New York State with comparisons to Greater London	History: The Viking & Anglo-Saxon struggle for the kingdom	Geography: Arctic & Antarctic Circle	History: A significant turning point in British history – the Battle of Britain	Geography: Allestree fieldwork
Art: Sculpture – Mod Roc Animals – Nick Mackman		Art: Abstract art – Picasso, Gwetai & Tolliver		Art: Mixed media – Battle of Britain/Paul Nash	
DT: Structures – Bird Hide		DT: Cooking & nutrition – empanadas		DT: Gears & pulleys – moving vehicles	
Music: Happy	RE: If God is everywhere, why go to a place of worship?	Music: The Romantic Period	RE: Green religion? What do religious & non-religious worldviews teach about caring for the Earth?	Music: Jazz 2	RE: What do religions say to us when life gets hard?
PSHE: Wellbeing – change, healthy life. Healthy choices – alcohol, drugs, vaccines	PSHE: Healthy choices – first aid. Healthy relationships – romantic relationships, staying together, personal boundaries, respect	PSHE: My body & me – emotions during puberty, body changes, female & male changes, appearance pressure.	PSHE: My body & me - how babies are made. Identity & community – unconscious bias, heritage, belonging, expressing identity, gender identity	PSHE: Identity & community – healthy communities. Digital lives – Power & friendship online, discrimination online, motivation & manipulation online, echo chambers	PSHE: Digital lives – online fakes, dangers of misinformation. Aspiration & money – dreams, skills, protecting money
Computing: Systems & networks – communication & collaboration E-safety: Self-image & identity & Online relationships		Computing: Creating media – webpage creation E-safety: Online reputation, Online bullying & Managing online information		Computing: Programming – variables in games E-safety: Managing online information, Health, well-being & lifestyle, & Privacy and security	
French: Family		French: Goldilocks		French: French salon	
PE: Basketball, swimming (top up) & gymnastics	PE: Hockey & swimming (top up)	PE: Netball & Bollywood dance	PE: Tennis & orienteering	PE: Athletics & circuits	PE: Athletics & cricket