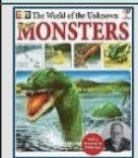


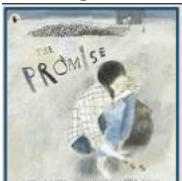
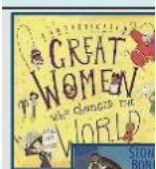


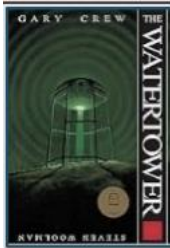
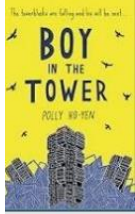


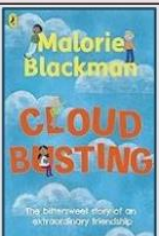





Term	Autumn		Spring		Summer	
	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
RE	The Moses story, focusing on the call and the covenant.	The great kings of the Old Testament. Jesus fulfils promises made to David.	The Beatitudes. The great commandment. Parables about God's law.	Lent. Sacrament of Reconciliation. Sorrowful mysteries of the Rosary.	Confirmation. Pentecost. Gifts of the Holy Spirit.	The covenant with Abraham as foundation.
Catholic Social Teaching <u>ROOTED IN LOVE</u>	Care for Creation The world was made by God, so we take care of God's creation.	Preferential Option for the Poor The 'preferential option' means allowing someone to have the first choice.	Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Dignity of Workers Work is fundamental to the dignity of a person	Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
English	 Writing outcome: Non-chronological report about monsters.  Writing outcome: Descriptive passage to describe settings, character and atmosphere.	 Writing outcome: Poetry  Writing outcome:  Writing outcome: A biography	 Writing outcome: A persuasive letter.  Writing outcome: A non chronological report. 	 Writing outcome: Narrative/suspense.  Writing outcome: Poetry	 Writing outcome: Explanation Text	 Writing outcome: Poetry  Writing outcome: Narrative – descriptive writing.
Spelling Essential Spelling	● Review frequently misspelt words including some	● Review suffixes beginning with vowel letters to words with unstressed syllables	● Explore words with -cial or -tial endings	● Explore words with -cious or -tious endings	● Explore words with silent letters such as b,k, or g	● Explore homophones and near homophones



	<ul style="list-style-type: none"> homophones and near homophones Review plurals – adding –s, –es, –ies, –ves Review suffixes beginning with consonant letters to words: –ment, –less, –ful, –ly Review suffixes beginning with vowel letters to words Focus on morphology 	<ul style="list-style-type: none"> Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list Review soft c- words in statutory list Explore words with the /i:/ sound spelt ei after c Review word endings that sound like el 	<ul style="list-style-type: none"> Explore words ending in –cially or –tially Review words from Y34 statutory word list Explore words ending with –able and –ible Explore words ending with –ably and –ibly 	<ul style="list-style-type: none"> Explore words ending in –ent, –ence, –ency Explore words ending in –ant, –ance, –ancy Focus on words with affixes from Y3/4 and Y5/6 statutory word list Review commonly used and frequently misspelt words 	<ul style="list-style-type: none"> Explore words containing the letters ough Focus on words with unstressed vowels from the statutory word list Review use of apostrophe for contraction Review use of apostrophe for possession 	<ul style="list-style-type: none"> Explore use of hyphen to create compound words Focus on morphology and etymology
Guided Reading	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic	Class book- linked to topic
Maths	5LS1 -Place Value and Rounding of Large Numbers 5LS2- Interpret Negative Numbers 5LS3-Place Value of Numbers with up to Three Decimal Places 5LS4 - Multiply and Divide by 10, 100 and 1,000 5LS5 - Properties of Number – Multiples, Factors and Common Factors 5LS6 - Prime and Composite Numbers 5LS7 - Multiply and Divide Mentally 5LS8 -Solve Problems Involving Knowledge of Key Facts	Add and Subtract Using a Range of Strategies 5LS9 – Add and subtract using a range of strategies 5LS10 -Add and Subtract Using Formal Written Methods 5LS11 – Formal Written Method for Multiplication 5LS12 – Formal written method of short division. 5LS13 - Equivalent Fractions	Formal Written Method of Short Division 5LS14 - Compare and Order Fractions 5LS 15 - Adding and Subtracting Fractions 5LS 16 - Problem Solving – All Four Operations 5LS17 Multiply Fractions by Whole Numbers 5LS18 - Fraction Problem Solving	Measure – Converting Units of Measure 5LS 19 – Measures 5LS20 - Area 5LS21 Volume and Capacity 5LS 22 - Percentages 5LS23 - - Problem Solving – Percentages 5LS 24 - 3-D Shapes from 2-D Representations	Formal Methods for Division and Multiplication in Increasingly 5LS 25 -Reflection and Translation, 5LS 26 - Perimeter 5LS 27 - Estimate, Compare, Measure and Draw Angles 5LS 28 - Identify Unknown Angles 5LS29 – Formal methods for division and multiplication. 5LS30 – Strategies for multiplication and division (mental and written) 5LS 31 – Solving problems involving scaling by Simple Fractions and Rates C5LS 32 - Conversion of Imperial and Metric Units of Measure 5LS 33 - Fractions, Decimals and Percentages Problem Solving	Solve Problems involving the Four Operations 5LS34 - Reading Timetables and Calculating with Time 5LS 35 – Solve problems involving the four operations. 5LS 36 - Distinguish between Regular and Irregular Polygons 5LS 37 - Use Properties of Rectangles 5LS 38 - Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph 5LS 39Statistics – Interpreting and Evaluating Information Presented in Charts and Tables 5LS 40 - Roman Numerals
Maths fluency	<ul style="list-style-type: none"> Estimation and number magnitude with larger numbers Rounding – to nearest 10, 100, 1000 with 4-digit numbers and building to rounding to nearest 10, 100, 1000 with any number Secure recall of multiplication and division facts up to 12×12 Find and/or recall factor pairs Efficient strategies for addition and subtraction Properties of shapes with a focus on triangles		<ul style="list-style-type: none"> Multiplication mental strategies Add and subtract fractions Multiply and divide by 10, 100 and 1000 Mental and written multiplication and division strategies Read, write and convert time – Y4 revision Roman Numerals – Y4 revision		<ul style="list-style-type: none"> Understanding decimals as part of our number system Prime numbers and other properties of numbers Calculating missing angles Finding percentages of a number Converting between metric units (and time units) Multiplying proper fractions and mixed numbers	
Science	Materials, Mixtures and separation. Pupils explore different types of mixtures and the different methods that can be used to	Materials, Properties and changes Broadening their experience of the properties of materials, children investigate hardness,	Forces and space: Earth and space Children explore the movement of the celestial bodies in our	Living Things Lifecycles and reproduction Children compare the life cycles of plants, mammals, birds, amphibians and insects. They	Forces and space, unbalanced forces Building on their knowledge of contact and non-contact forces, children explore gravity, friction,	Animals: human timeline Studying human development and changes, children identify key stages and consider what data may help determine if a child is



	separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions	transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	Solar System, including the Earth and other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk.	investigate asexual reproduction in plants and compare sexual and asexual reproduction.	air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans. Making connections: Does the size of an asteroid affect the diameter of its impact crater? Exploring the relationship between the size of model asteroids and the diameter of the impact crater.
<u>Geography</u>		What is it like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.			Would you like to live in the desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.
<u>Learning Outside the classroom</u>	Team building How to make a paper aeroplane. Art Landscape drawings Photography Maths Natural equations	Geography Drawing scaled map of school grounds.	DT Making shelter in forest school Geography Look at changes in our local environment Science Make a sundial	Science Living Things and Their Habitats History Act out a Greek Myth Maths Estimate and measure the area and perimeter of the playground.	Maths Fractions Science Investigating forces and fraction	PE – OAA (Outdoor Adventurous Activities) Learn to orientate and navigate using a map. Fire making
<u>Educational experiences</u>		Fair trade representative	Bikeability Astronomy roadshow – Space dome		Hampton Court Henry VIII workshop Careers Fair	Taster day at JHM Summer production.
<u>History</u>	Were the Vikings raiders, traders or something else? Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological			What did the Greeks do for us? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about	What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public	



	understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.			democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	
Computing	Quizzing Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz. <ul style="list-style-type: none"> Evaluating the features of a good quiz Choosing appropriate question types Making use of feedback and titles Testing and editing quizzes 	Databases Using table-based databases for collecting, presenting, searching and analysing data. <ul style="list-style-type: none"> Understanding records and fields Creating a collaborative database Searching databases Analysing data Concept Maps Using and creating concept maps using 2Connect. <ul style="list-style-type: none"> Creating concept maps Presenting from a concept map Making collaborative concept maps 	Coding Developing coding skills using 2Code. <ul style="list-style-type: none"> Coding efficiently by refining code Simulating a physical system Exploring decomposition and abstraction Using functions and variables 	Spreadsheets Working with data using spreadsheets in the 2Calculate tool. <ul style="list-style-type: none"> Using formulae Exploring measurement conversions Carrying out numerical investigations Creating computational models 	Game Creator Designing and making a 3D maze adventure game using 2DIY3D. <ul style="list-style-type: none"> Exploring the features of a good game Designing and making sprites and the game world Evaluating the playability of games 	Word Processing ⁴ Using industry standard software to create documents. <ul style="list-style-type: none"> Creating documents Using images Entering and editing text Using tables and templates
Taught through all units	Online Safety Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.		Online Safety Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.		Online Safety Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	
Music	Composition notation Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation	Blues Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece	South and West African Children learn 'Shosholozu', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	Composition to represent the festival of colour Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of	Looping and Remixing In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops	Musical Theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.



		with a familiar, repetitive backing.		spring and the triumph over good and evil.		
Art/DT	Mechanical systems Making a pop-up book Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms	Drawing: I need space Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image	Electrical systems Doodler The doodler unit explores series circuits and introduces motors. Children explore how the design cycle can be approached at a different starting point by investigating an existing product which uses a motor to encourage pupils to problem solve and work out how the product has been constructed, ready to develop their own.	Sculpture and 3D: Interactive installation Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art	Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media	Cooking and nutrition Developing a recipe Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple bolognese recipe and adapt it to improve nutritional content
PE Get Set PE	Swimming Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve: <ul style="list-style-type: none"> their swimming strokes, learn personal survival techniques and how to stay safe around water. to keep afloat and propel themselves through the water. to be creative, designing their own personal survival course and creating a synchronised swimming sequence. team games, collaborating and communicating with others. 		Dance <ul style="list-style-type: none"> Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills 	Netball <ul style="list-style-type: none"> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. 	Athletics <ul style="list-style-type: none"> To choose the best pace for a running event To identify good athletic performance To perform a range of jumps To show control at take-off and landing. 	Cricket <ul style="list-style-type: none"> I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.
RSE		Story Sessions: Calming the Storm Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep	Session 1: Body Image Session 2: Funny Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online Session 5: Menstruation	Session 1: Is God Calling you? Session 1: Under pressure Session 2: Do You Want a Piece of Cake? Session 3: Self – Talk	Session 1: Sharing isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted lifestyles Session 5: Making Good Choices Session 6: Giving Assistance	Session 1: The Trinity Session 2: Catholic Social Teaching Session 1: Reaching Out
French Language Angels	Do you have a pet? Unit Objective: To say what pet you have and do not have in French	What is the date? Unit Objective: To be able to say the date in French	The Weather Unit Objective: To be able to describe the weather in French	Habitats Unit Objective: To speak and write about different habitats, plants and animals in French	The Olympics Unit Objective: To be able to describe an Olympian by their sporting title and say what	Clothes Unit Objective: To describe what clothes you are wearing by colour in French.



	<ul style="list-style-type: none">• Know the nouns and indefinite articles for 8 common pets.• Ask somebody if they have a pet and give an answer back.• Say in French what pet we have/do not have and give our pet's name. <p>Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p>	<ul style="list-style-type: none">• Recognise and recall the 12 months of the year in French.• Ask what the date is and say the date in French.• Ask somebody when their birthday is and say when their own birthday is in French.	<ul style="list-style-type: none">• Recognise and recall the 9 weather expressions in French from memory.• Ask what the weather is today and give a reply in French.• Describe the weather in France, in French using a weather map with symbols.	<ul style="list-style-type: none">• Say and write the key elements that animals and plants need to survive.• Name the 5 most common types of habitats.• Name an animal and a plant that live and grow in each type of habitat.	<p>particular sport they play using the verb faire.</p> <ul style="list-style-type: none">• Understand the key facts of the ancient and modern Olympics recounted in French.• Learn 10 nouns and articles for common Olympic sports.• Explore the full present tense conjugation of the high frequency verb FAIRE.• Look at the adjectival changes involved when you describe a male Olympian or female Olympian.	<ul style="list-style-type: none">• Recognise and recall from memory 21 items of clothing.• Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.• Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.
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