

Year 1						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
English Focus and texts	<p><b>Text 1 (3 weeks)</b>  <i>Home is where the heart is by Jonny Lambert</i>            (Stories with familiar settings)</p> <p><b>Text type for pupils to write</b>            Narrative retell</p> <p><b>Purpose for writing</b>            Writing to entertain</p> <p><b>Text 2 (3 weeks)</b>            In every house on every street by Jess Hitchman and Lili La Beleine</p> <p>(Stories with patterned language and clear narrative structures both familiar and from other cultures.)</p> <p><b>Text type for pupils to write</b>            Narrative retell</p> <p><b>Purpose for writing</b>            Writing to entertain</p>	<p><b>Text 1 (3 weeks)</b>            Jack and the Beanstalk</p> <p><b>Text type for pupils to write</b>            Diary entry</p> <p><b>Purpose for writing</b>            To entertain</p> <p><b>Text 2 (3 weeks)</b>            Everyday materials by Ruth Owen</p> <p><b>Text type for pupils to write</b>            Non-chronological report</p> <p><b>Purpose for writing</b>            To inform</p> <p><b>Text 3 (1 week)</b>            Shape poems (Poetry)</p> <p><b>Text type for pupils to write</b>            Shape poem</p> <p><b>Purpose for writing</b>            Writing to entertain</p>	<p><b>Text 1 (3 weeks)</b>            Toys and Games by Sally Hewitt</p> <p>(Non-fiction - An informative and accessible non-fiction text that explores how toys have changed over time)</p> <p><b>Text type for pupils to write</b>            Non-chronological report</p> <p><b>Purpose for writing</b>            Writing to inform</p> <p><b>Text 1 (3 weeks)</b>            Three Little Pigs</p> <p><b>Text type for pupils to write</b>            Narrative Retell</p> <p><b>Purpose for writing</b>            Writing to entertain</p>	<p><b>Text 1 (3 weeks)</b>            Clean up! By Nathan Bryon &amp; Dapo Adeola</p> <p><b>Text type for pupils to write</b>            Informal letter about how it's possible for us to make a difference and care for the planet</p> <p><b>Purpose for writing</b>            Writing to inform</p> <p><b>Text 2 (3 weeks)</b>            Recount – discuss as a phase (could link to seasonal changes in science)</p> <p><b>Text type for pupils to write</b>            Recount</p> <p><b>Purpose for writing</b>            Writing to entertain/inform</p>	<p><b>Text 1 (2 weeks)</b>            Text types to consider: A seed is sleepy by Dianna Aston, Grow: A first guide to plants and how to grow them.</p> <p><b>Text type for pupils to write</b>            Instruction</p> <p><b>Purpose for writing</b>            Writing to inform</p> <p><b>Text 2 (3 weeks)</b>            The Tall Tale of the Giant's Causeway by Finn McCool</p> <p><b>Text type for pupils to write</b>            Diary entry from Katie's POV</p> <p><b>Purpose for writing</b>            Writing to entertain</p>	<p><b>Text 1 (3 weeks)</b>            Little Red Riding Hood</p> <p><b>Text type for pupils to write</b>            Narrative retell</p> <p><b>Purpose for writing</b>            Writing to entertain</p> <p><b>Text 1 (3 weeks)</b>            Wild Weather</p> <p>(Narrative/Fiction)</p> <p><b>Text type for pupils to write</b>            Narrative retell</p> <p><b>Purpose for writing</b>            Writing to entertain</p> <p><b>Text 3 (1 week)</b>            Shape poems (Poetry)</p> <p><b>Text type for pupils to write</b>            Shape poem</p> <p><b>Purpose for writing</b>            Writing to entertain</p>
Science	The Human Body (5 weeks) Seasonal change Autumn (1 week)	Everyday materials (6 weeks) Seasonal change Winter (1 week)	Animals (6 weeks)	Planting A (1 week) Sustainability Caring for the planet (2 weeks) Seasonal change Spring (1 week)	Planting B (1 week) Plants (4 weeks)	Planting (1 week) Planting C (2 weeks) Sustainability Growing and cooking (3 weeks) Seasonal Change Summer (1 week)
History		How am I making history? (5 weeks) How have toys changed? (2 weeks)	How have toys changed? (3 weeks)	1.Ibn Battuta (3 weeks)	1.Wright Brothers (3 weeks)	2.Space Race (2 weeks) 3. Comparison of Ibn Battuta and Neil Armstrong (1 week)
Geography	What is it like here? (4 weeks) Mapping the World Unit 1 (2 weeks)		2. England (3 weeks)	2. Wales and Scotland (3 weeks)	2. Northern Ireland (2 weeks)	1. What is weather like in the UK? (4 weeks)
PSHE	Family and Relationships (4 weeks)	Health and Wellbeing (5 weeks)	Citizenship (2 weeks)	Economic Wellbeing (2 weeks)	Keeping Safe (3 weeks)	
Art	Drawing - Make your mark (5 weeks)		Sculpture and 3D paper play (5 weeks)			Sculpture and 3D – clay houses (5 weeks)
DT		Structures – baby bear's chair (4 weeks)		Mechanisms - fairground wheel (4 weeks)	Mechanisms - making a moving monster (4 weeks)	
Computing	Technology around us	Creating media – digital painting	Programming A -moving a robot	Data and information grouping data	Creating media – digital writing	Programming B - programming animations
Online Safety	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing, and lifestyle	Privacy and security	Copyright and ownership
PE	Fundamentals FGS Ball skills	Gymnastics FGS Target games	Gymnastics FGS Invasion games	Dance FGS Striking and fielding	Net and wall games FGS Athletics	Dance FGS Sending and receiving
Music	Keeping the pulse: My favourite things (5 weeks)	Christmas performance and singing	Music vocabulary -Under the sea (5 weeks)	Timbre and rhythmic patterns – Fairytales (5 weeks)	Pitch and tempo – Superheroes (5 weeks)	

Year 2						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Text	<p><b>Text 1</b> Home is where the heart is by Jonny Lambert (Stories with familiar settings)</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Discussing and clarifying the meaning of words linking new meanings to known vocabulary.</p> <p><b>Text 2</b> In every house on every street by Jess HITCHMAN and Lili La Beleine  (Stories with patterned language and clear narrative structures both familiar and from other cultures.)</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Predict what might happen on the basis of what has been read so far</p>	<p><b>Text 1 (3 weeks)</b> Jack and the Beanstalk</p> <p><b>Text type for pupils to write</b> Diary entry</p> <p><b>Purpose for writing</b> To entertain</p> <p><b>Reading skills to focus on:</b> Becoming increasingly familiar with retelling a wide range of stories, fairy tales and traditional tales</p> <p><b>Text 2 (3 weeks)</b> Everyday materials by Ruth Owen</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> To inform</p> <p><b>Reading skills to focus on:</b> Being introduced to non-fiction books that are structured in different ways</p> <p><b>Text 3 (1 week)</b> Shape poems (Poetry)</p> <p><b>Text type for pupils to write</b> Shape poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Recognising simple reoccurring literacy language in stories and poetry.</p>	<p><b>Text 1 (3 weeks)</b> Toys and Games by Sally Hewitt</p> <p>(Non-fiction - An informative and accessible non-fiction text that explores how toys have changed over time)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> Discussing their favourite words and phrases</p> <p><b>Text 1 (3 weeks)</b> Three Little Pigs</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Making inferences on what has been said or done</p>	<p><b>Text 1 (3 weeks)</b> Clean up! By Nathan Bryon &amp; Dapo Adeola</p> <p><b>Text type for pupils to write</b> Informal letter about how it's possible for us to make a difference and care for the planet</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> Asking and answering questions</p> <p><b>Text 2 (3 weeks)</b> Recount – discuss as a phase (could link to seasonal changes in science)</p> <p><b>Text type for pupils to write</b> Recount</p> <p><b>Purpose for writing</b> Writing to entertain/inform</p> <p><b>Reading skills to focus on:</b> Discussing the sequence of events in books and how items of information are related</p>	<p><b>Text 1 (2 weeks)</b> Text types to consider: A seed is sleepy by Dianna Aston, Grow: A first guide to plants and how to grow them.</p> <p><b>Text type for pupils to write</b> Instruction</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> Check that the text makes sense to them as they read and correct inaccurate reading</p> <p><b>Text 2 (3 weeks)</b> The Tall Tale of the Giant's Causeway by Finn McCool</p> <p><b>Text type for pupils to write</b> Diary entry from Katie's POV</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Explain and discuss their understanding of books, poems and other material, both those that they have listened to and those they have read for themselves.</p>	<p><b>Text 1 (3 weeks)</b> Little Red Riding Hood</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say.</p> <p><b>Text 1 (3 weeks)</b> Wild Weather  (Narrative/Fiction)</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>Text 3 (1 week)</b> Shape poems (Poetry)</p> <p><b>Text type for pupils to write</b> Shape poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> Continuing to build up a repertoire of poems learnt of by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Science	Animal need for survival (4 weeks) Humans (2 weeks)	Materials (6 weeks) Sustainability Plastic (1 week)	Plants, light and dark (3 weeks) Living things and their habitats (3 weeks)	Living things and their habitats (4 weeks) Plants, light and dark findings (1 week)	Plants, bulbs and seeds (3 weeks) Growing up (2 weeks)	Growing up (3 weeks) Growing up butterfly diary (1 week) Sustainability wildlife (4 weeks)
History		How am I making history? (5 weeks) How have toys changed? (2 weeks)	How have toys changed? (3 weeks)	1.Ibn Battuta (3 weeks)	1.Wright Brothers (3 weeks)	2.Space Race (2 weeks) 3. Comparison of Ibn Battuta and Neil Armstrong (1 week)
Geography	What is it like here? (4 weeks) Mapping the World Unit 1 (2 weeks)		2. England (3 weeks)	2. Wales and Scotland (3 weeks)	2. Northern Ireland (2 weeks)	1. What is weather like in the UK? (4 weeks)
PSHE (taught fortnightly)	Family and Relationships (4 weeks)	Health and Wellbeing (5 weeks)	Citizenship (2 weeks)	Economic Wellbeing (2 weeks)	Keeping Safe Me, my body, my health (3 weeks) Life cycles (2 weeks)	
Art	Drawing - Make your mark (5 weeks)		Sculpture and 3D paper play (5 weeks)			Sculpture and 3D – clay houses (5 weeks)
DT		Structures – baby bear's chair (4 weeks)		Mechanisms - fairground wheel (4 weeks)	Mechanisms - making a moving monster (4 weeks)	
Computing	IT around us	Creating media – digital photography	Programming A – robot algorithms	Data and information – pictograms	Creating media - digital music	Programming B – programming quizzes
Online Safety	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership
PE	Fundamentals FGS Ball skills	Gymnastics FGS Target games	Gymnastics FGS Invasion games	Dance FGS Striking and fielding games	Net and wall games FGS Athletics	Dance FGS Sending and receiving

Music	Keeping the pulse: My favourite things (5 weeks)	Christmas performance and singing	Music vocabulary -Under the sea (5 weeks)	Timbre and rhythmic patterns – Fairytales (5 weeks)	Pitch and tempo – Superheroes (5 weeks)	
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Year 3						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Text	<p><b>Text 1 (3 weeks)</b> There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon</p> <p>(Narrative)</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain/inform</p> <p><b>Reading skills to focus on:</b> To ask questions to improve their understanding of a text</p> <p><b>Text 2 (3 weeks)</b> There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon</p> <p>(Non-fiction)</p> <p><b>Text type for pupils to write.</b> Persuasion – Persuade people to save the rainforest.</p> <p><b>Purpose for writing</b> Writing to persuade</p> <p><b>Reading skills to focus on:</b> To retrieve and record information from non-fiction</p>	<p><b>Text 1 (3 weeks)</b> The Farm That Feeds Us: A Year in the Life of an Organic Farm Nancy Castaldo &amp; Ginnie Hsu</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> To inform</p> <p><b>Reading skills to focus on:</b> To use dictionaries to check the meaning of words that they have read</p> <p><b>Text 2 (3 weeks)</b> Martin Luther King, Jr Maria Isabel Sanchez Vegara &amp; Mai Ly Degnanan</p> <p><b>Text type for pupils to write</b> Informal letter</p> <p><b>Purpose for writing</b> To inform</p> <p><b>Reading skills to focus on:</b> To draw inferences such as referring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Text 3 (1 week)</b> Poems to choose from – Clerihews, kenning poem, tetractys, free verse or limericks</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To ask questions to improve their understanding of a text</p>	<p><b>Text 1 (3 weeks)</b> The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs (Non-fiction)</p> <p><b>Text type for pupils to write.</b> Non-chronological report on Mary Anning</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To identify main ideas drawn from more than one paragraph and summarising these</p> <p><b>Text 2 (3 weeks)</b> Ratty's Big Adventure by Lara Hawthorne</p> <p><b>Text type for pupils to write</b> Narrative – setting description.</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify how language, structure, and presentation contribute to meaning. <b>And</b> To discuss words and phrases that capture the reader's interest and imagination-</p>	<p><b>Text 1 (3 weeks)</b> The Stone Age Boy by Satoshi Kitamura (Narrative)</p> <p><b>Text type for pupils to write</b> Diary Entry</p> <p><b>Purpose for writing</b> Writing to entertain/inform.</p> <p><b>Reading skills to focus on:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Text 2 (3 weeks)</b> The History Detective Investigates: Stone Age to Iron Age</p> <p>(Non-fiction)</p> <p><b>Text type for pupils to write.</b> Non-Chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To use dictionaries to check the meaning of words that they have read.</p>	<p><b>Text 1 (3 weeks)</b> I am the seed that grew the tree (Poetry)</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>And</b> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <b>And</b> To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Text 2 (2 weeks)</b> The World of Food by Sandra Lawrence and Violeta Noy OR The Farm that feeds us: A Year in the life of an Organic Farm (Non-fiction)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To retrieve and record information from non-fiction</p>	<p><b>Text 1 (3 weeks)</b> Escape from Pompeii by Christina Balit (Historical stories.)</p> <p><b>Text type for pupils to write</b> Historical story retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify themes and conventions in a wide range of books</p> <p><b>Text 2 (3 weeks)</b> The Journal of Iliona – a young slave by Richard Platt (Historical stories.)</p> <p><b>Text type for pupils to write</b> Informal letter – from the POV Iliona</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To predict what might happen from details stated and implied</p> <p><b>Text 3 (2 weeks)</b> Poem to perform</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</p>
Science	<p>Animals including humans - Skeletons (3 weeks)</p> <p>Animals including human - movement (2 weeks)</p>	<p>Nutrition (4 weeks)</p> <p>Sustainability – food waste (1 week)</p> <p>Rocks (2 weeks)</p>	<p>Rocks (2 weeks)</p> <p>Fossils (2 weeks)</p> <p>Soil (2 weeks)</p>	Light (6 weeks)	Plants A (5 weeks)	<p>Plants A (2 weeks)</p> <p>Forces (2 weeks)</p> <p>Magnets (2 weeks)</p> <p>Plants B (1 week)</p> <p>Sustainability – Biodiversity (1 week)</p>

History		2.How have children's lives changed? (4 weeks) 3. Black History Month – Martin Luther King (1 week)		Stone age ( 3 weeks) Bronze Age ( 2 weeks) Iron Age (1 week)	1.Iron Age (1 week)	2. Roman Empire (3 weeks) 3. Roman Britain (4 weeks)
Geography	1.Mapping unit 4 - Longitude and latitude (2 weeks) 2.Why are rainforests important?(4 weeks)	1.Why are rainforests important? (2 weeks)	1.Weathering ( 2 weeks) 2. Why do people live near volcanoes? (4 weeks)		2.Mapping unit 5 – Continents Europe including Russia (1 week) 3. Where does our food come from (3 weeks)	1. Where does our food come from (1 week)
PSHE	Family and Relationships (5 weeks)	Health and Wellbeing (3 weeks)	Citizenship (3 weeks)	Economic Wellbeing (2 weeks)	Keeping Safe (3 weeks)	
Art		Sculpture and 3D - Abstract shape and space (5 weeks)		Drawing - Growing artists (5 weeks)		Drawing - power prints (5 weeks)
DT	Structures – pavilions (4 weeks)		Mechanical systems – making a slingshot car (4 weeks)		Electrical systems – torches (4 weeks)	
Computing	Computing systems and networks – connecting computers	Creative media – stop frame animation	Programming A - Sequencing sound	Data and information – branching databases	Creative media – desktop publishing	Programming B – events and actions in programmes
Online Safety	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership
PE	Dance FGS Fundamentals	Dance FGS Yoga	Gymnastics FGS OOA	Athletics FGS Ball skills	Golf FGS Football	Tennis FGS Basketball
Music	Instrumental scheme – South Africa (5 weeks)	Developing singing technique – Viking ( 5 weeks)	Instrumental scheme – Caribbean (5 weeks)	Easter performance and singing	Pentatonic melodies and composition – Chinese New Year (5 weeks)	
French	French Greetings (4 weeks)	French Adjectives (4 weeks)	Numbers and age (5 weeks)	In a French Classroom (5 weeks)	French Food Chain (2 weeks)	

Year 4						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Text	<p><b>Text 1 (3 weeks)</b> There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon</p> <p>(Narrative)</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain/inform</p> <p><b>Reading skills to focus on:</b> To ask questions to improve their understanding of a text</p> <p><b>Text 2 (3 weeks)</b> There's a Rang-Tan in my Bedroom by James Sellick and Frann Preston-Gannon</p> <p>(Non-fiction)</p> <p><b>Text type for pupils to write.</b> Persuasion – Persuade people to save the rainforest.</p> <p><b>Purpose for writing</b> Writing to persuade</p> <p><b>Reading skills to focus on:</b> To retrieve and record information from non-fiction</p>	<p><b>Text 1 (3 weeks)</b> The Farm That Feeds Us: A Year in the Life of an Organic Farm Nancy Castaldo &amp; Ginnie Hsu</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> To inform</p> <p><b>Reading skills to focus on:</b> To use dictionaries to check the meaning of words that they have read</p> <p><b>Text 2 (3 weeks)</b> Martin Luther King, Jr Maria Isabel Sanchez Vegara &amp; Mai Ly Degnanan</p> <p><b>Text type for pupils to write</b> Informal letter</p> <p><b>Purpose for writing</b> To inform</p> <p><b>Reading skills to focus on:</b> To draw inferences such as referring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Text 3 (1 week)</b> Poems to choose from – Clerihews, kenning poem, tetractys, free verse or limericks</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b></p>	<p><b>Text 1 (3 weeks)</b> The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs (Non-fiction)</p> <p><b>Text type for pupils to write.</b> Non-chronological report on Mary Anning</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To identify main ideas drawn from more than one paragraph and summarising these</p> <p><b>Text 2 (3 weeks)</b> Ratty's Big Adventure by Lara Hawthorne</p> <p><b>Text type for pupils to write</b> Narrative – setting description.</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify how language, structure, and presentation contribute to meaning. <b>And</b> To discuss words and phrases that capture the reader's interest and imagination</p>	<p><b>Text 1 (3 weeks)</b> The Stone Age Boy by Satoshi Kitamura (Narrative)</p> <p><b>Text type for pupils to write</b> Diary Entry</p> <p><b>Purpose for writing</b> Writing to entertain/inform.</p> <p><b>Reading skills to focus on:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Text 2 (3 weeks)</b> The History Detective Investigates: Stone Age to Iron Age</p> <p>(Non-fiction)</p> <p><b>Text type for pupils to write.</b> Non-Chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To use dictionaries to check the meaning of words that they have read.</p>	<p><b>Text 1 (3 weeks)</b> I am the seed that grew the tree (Poetry)</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <b>And</b> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <b>And</b> To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Text 2 (2 weeks)</b> The World of Food by Sandra Lawrence and Violeta Noy OR The Farm that feeds us: A Year in the life of an Organic Farm (Non-fiction)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To retrieve and record information from non-fiction</p>	<p><b>Text 1 (3 weeks)</b> Escape from Pompeii by Christina Balit (Historical stories.)</p> <p><b>Text type for pupils to write</b> Historical story retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify themes and conventions in a wide range of books</p> <p><b>Text 2 (3 weeks)</b> The Journal of Iliona – a young slave by Richard Platt (Historical stories.)</p> <p><b>Text type for pupils to write</b> Informal letter – from the POV Iliona</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To predict what might happen from details stated and implied</p> <p><b>Text 3 (2 weeks)</b> Poem to perform</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</p>

		To ask questions to improve their understanding of a text				
<b>Science</b>	Animals including humans - Skeletons (3 weeks) Animals including human - movement (2 weeks)	Nutrition (4 weeks) Sustainability - food waste (1 week) Rocks (2 weeks)	Rocks (2 weeks) Fossils (2 weeks) Soil (2 weeks)	Light (6 weeks)	Plants A (5 weeks)	Plants A (2 weeks) Forces (2 weeks) Magnets (2 weeks) Plants B (1 week) Sustainability - Biodiversity (1 week)
<b>History</b>		2.How have children's lives changed? (4 weeks) 3. Black History Month - Martin Luther King (1 week)		Stone age ( 3 weeks) Bronze Age ( 2 weeks) Iron Age (1 week)	1.Iron Age (1 week)	2. Roman Empire (3 weeks) 3. Roman Britain (4 weeks)
<b>Geography</b>	1.Mapping unit 4 - Longitude and latitude (2 weeks) 2.Why are rainforests important? (4 weeks)	1.Why are rainforests important? (2 weeks)	1.Weathering ( 2 weeks) 2. Why do people live near volcanoes? (4 weeks)		2.Mapping unit 5 - Continents Europe including Russia (2 weeks) 3. Where does our food come from (2 weeks)	1. Where does our food come from (1 week)
<b>PSHE (taught fortnightly)</b>	Family and Relationships (5 weeks)	Health and Wellbeing (3 weeks)	Citizenship (3 weeks)	Economic Wellbeing (2 weeks)	Keeping Safe Life Cycles (2 weeks) Me, My body, my health (3 weeks)	
<b>Art</b>		Sculpture and 3D - Abstract shape and space (5 weeks)		Drawing - Growing artists (5 weeks)		Drawing - power prints (5 weeks)
<b>DT</b>	Structures - pavilions (4 weeks)		Mechanical systems - making a slingshot car (4 weeks)		Electrical systems - torches (4 weeks)	
<b>Computing</b>	Computing systems and networks - the Internet	Creative media - audio production	Programming A - repetition in shapes	Data and information - Data logging	Creative media - photo editing	Programming B - repetition in games
<b>Online Safety</b>	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing, and lifestyle	Privacy and security	Copyright and ownership
<b>PE</b>						
<b>Music</b>	Instrumental scheme - South Africa (5 weeks)	Developing singing technique - Viking (5 weeks)	Instrumental scheme - Caribbean (5 weeks)	Easter performance and singing	Pentatonic melodies and composition - Chinese New Year (5 weeks)	
<b>French</b>	French Greetings (5 weeks)	French Adjectives (5 weeks)	Numbers and age (5 weeks)	In a French Classroom (5 weeks)	French Food Chain (2 weeks)	

Year 5						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Text	<p><b>Text 1 (3 weeks linked to science)</b> Eyewitness: Force and Motion (Non-fiction)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p><b>Text 2 (3 weeks linked to geography)</b> Secrets of the Mountain Libby Walden &amp; Richard Jones</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To draw inferences on characters' feelings, thoughts and motives form their actions, and justifying inferences with evidence</p>	<p><b>Text 1 (3 weeks)</b> Hidden Figures: The True Story of Four Black Women and the Space Race</p> <p><b>Text type for pupils to write</b> Autobiography</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To ask questions to improve their understanding</p> <p><b>Text 2</b> The history detective investigates Early Islamic Civilisation. (Information text.)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To read books that are structured in different ways and read for a range of purposes</p> <p><b>Text 3 (1 week)</b> Poems to choose from – Senryu poems, Renga, Free verse, Ottava Rime</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b>Text 1 (3 weeks linked to support science global warming)</b> Changing World: Cold data for a warming planet by David Gibson</p> <p><b>Text type for pupils to write</b> Balanced argument</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To retrieve, record and present information from non-fiction And To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><b>Text 2 (3 weeks linked to materials)</b> Ada's Violin: The Story of the Recycled Orchestra of Paraguay Susan Hood &amp; Sally Wern Comport</p> <p><b>Text type for pupils to write</b> Narrative</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify and discuss themes and conventions in and across a wide range of writing</p>	<p><b>Text 1 (3 weeks linked to geography)</b> Kensuke's Kingdom by Michael Morpurgo (Narrative/Fiction)</p> <p><b>Text type for pupils to write</b> Formal letter to headteacher asking Michael to be excused from school.</p> <p><b>Purpose for writing</b> Writing to persuade/inform</p> <p><b>Reading skills to focus on:</b> Provide reasoned justifications for their views.</p> <p><b>Text 2 (3 weeks linked to geography)</b> Kensuke's Kingdom by Michael Morpurgo (Narrative/Fiction)</p> <p><b>Text type for pupils to write</b> News report</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To distinguish between statements of fact and opinion</p>	<p><b>Text 1 (2 weeks linked to Victorians)</b> The Highway Man by Alfred Noyes (Poetry)</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p> <p><b>Text 2 (3 weeks linked to WW2)</b> Rose Blanche by Ian McEwan and Roberto Innocenti</p> <p><b>Text type for pupils to write</b> Narrative – from different POV</p> <p><b>Purpose for writing</b></p> <p><b>Reading skills to focus on:</b> To identify how language, structure contribute to meaning And To predict what might happen from details stated and implied</p>	<p><b>Text 1 (3 weeks linked to science sustainability)</b> Our Planet: The One Place We All Call Home by Matt Whyman and Richard Jones</p> <p><b>Text type for pupils to write</b> Balanced argument</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To make comparisons within and across books</p> <p><b>Text 2 (3 weeks linked to geography energy)</b> Everything Sustainable Energy by National Geographic Kids</p> <p><b>Text type for pupils to write</b></p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To recommend books that they have read to their peers, giving reasons for their choices (Doesn't have to link to text)</p> <p><b>Text 3 (2 weeks)</b> Poem to perform</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To ask and answer questions to improve their understanding (ask each person about their poem performance)</p>
Science	Forces ( 6 weeks)	Space (6 weeks)	Sustainability - Global warming (2 weeks) Properties of materials (4 weeks)	Animals including humans (5 weeks) Life cycles (1 week)	Life cycles (2 weeks) Reproduction A (3 weeks)	Sustainability – plastic pollution (1 week) Reversible and irreversible changes (4 weeks) Reproduction B (2 weeks)
History		1.Black History month – Windrush (2 weeks) 2.Islamic civilization (5 weeks)	1. Islamic civilization (4 weeks)	2. Victorians - local study (2 weeks)	1. Victorians - local study (2 weeks) 2. WW2 (3 weeks)	3. WW2 National picture within Britain (2 weeks)
Geography	1.Mapping unit 6 - using map feature (2 weeks) 2. What is life like in the Alps (4 weeks)		2. Mapping unit 7 - 4 figure grid references (2 weeks)	1. Would you like to live in a desert? (4 weeks)		1.Mapping unit 8 – North America (2 weeks) 2.Where does our energy come from? (4 weeks)
PSHE (taught fortnightly)	Family and relationships (6 weeks)	Health and Wellbeing (4 weeks)	Citizenship (2 weeks)	Economic wellbeing (1 week)	Keeping Safe (4 weeks) Life Cycles (2 weeks) Me, My body, my health (3 weeks)	
Art		Drawing – I need space (5 weeks)	Painting and mixed media – portraits (5 weeks)		Digital world – navigating the world (4 weeks)	Drawing - make my voice heard (5 weeks)
DT	Textiles – waistcoats (4 weeks)			Structures – playgrounds (4 weeks)		
Computing	Computing systems and networks – systems and searching	Creative media – video production	Programming A – selection and physical computing	Data and information – Flat-file database	Creative media – introduction to vector graphs	Programming B – selection in quizzes
Online Safety	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership
PE	Dance FGS	Dance FGS	Gymnastics FGS	Athletics FGS	Volleyball FGS	Tennis FGS

	Fitness	Yoga	Basketball	Football	Rounders	Cricket
<b>Music</b>	Composition and notation – Ancient Egypt (5 weeks)	Blues (5 weeks)	South and West Africa (5 weeks)	Composition - Representing the festival of colour (5 weeks)	Leaver's performance and singing	
<b>French</b>	French Monster pets (5 weeks)	Shopping ( 5 weeks)	Verbs in French ( 5 weeks)		Meet my French family (5 weeks)	

Year 6						
Year A 24/25	Advent 1 6 weeks (1 week and 2 days Mission)	Advent 2 7 weeks	Lent 1 6 weeks	Lent 2 6 weeks	Pentecost 1 5 weeks	Pentecost 2 8 weeks
Text	<p><b>Text 1 (3 weeks linked to science)</b> Eyewitness: Force and Motion (Non-fiction)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p><b>Text 2 (3 weeks linked to geography)</b> Secrets of the Mountain Libby Walden &amp; Richard Jones</p> <p><b>Text type for pupils to write</b> Narrative retell</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To draw inferences on characters' feelings, thoughts and motives form their actions, and justifying inferences with evidence</p>	<p><b>Text 1 (3 weeks)</b> Hidden Figures: The True Story of Four Black Women and the Space Race</p> <p><b>Text type for pupils to write</b> Autobiography</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To ask questions to improve their understanding</p> <p><b>Text 2</b> The history detective investigates Early Islamic Civilisation. (Information text.)</p> <p><b>Text type for pupils to write</b> Non-chronological report</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To read books that are structured in different ways and read for a range of purposes</p> <p><b>Text 3 (1 week)</b> Poems to choose from – Senryu poems, Renga, Free verse, Ottava Rime</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b>Text 1 (3 weeks linked to support science global warming)</b> Changing World: Cold data for a warming planet by David Gibson</p> <p><b>Text type for pupils to write</b> Balanced argument</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To retrieve, record and present information from non-fiction And To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><b>Text 2 (3 weeks linked to materials)</b> Ada's Violin: The Story of the Recycled Orchestra of Paraguay Susan Hood &amp; Sally Wern Comport</p> <p><b>Text type for pupils to write</b> Narrative</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To identify and discuss themes and conventions in and across a wide range of writing</p>	<p><b>Text 1 (3 weeks linked to geography)</b> Kensuke's Kingdom by Michael Morpurgo (Narrative/Fiction)</p> <p><b>Text type for pupils to write</b> Formal letter to headteacher asking Michael to be excused from school.</p> <p><b>Purpose for writing</b> Writing to persuade/inform</p> <p><b>Reading skills to focus on:</b> Provide reasoned justifications for their views.</p> <p><b>Text 2 (3 weeks linked to geography)</b> Kensuke's Kingdom by Michael Morpurgo (Narrative/Fiction)</p> <p><b>Text type for pupils to write</b> News report</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To distinguish between statements of fact and opinion</p>	<p><b>Text 1 (2 weeks linked to Victorians)</b> The Highway Man by Alfred Noyes (Poetry)</p> <p><b>Text type for pupils to write</b> Poetry</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p><b>Text 2 (3 weeks linked to WW2)</b> Rose Blanche by Ian McEwan and Roberto Innocenti</p> <p><b>Text type for pupils to write</b> Narrative – from different POV</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To identify how language, structure contribute to meaning And To predict what might happen from details stated and implied</p>	<p><b>Text 1 (3 weeks linked to science sustainability)</b> Our Planet: The One Place We All Call Home by Matt Whyman and Richard Jones</p> <p><b>Text type for pupils to write</b> Balanced argument</p> <p><b>Purpose for writing</b> Writing to discuss</p> <p><b>Reading skills to focus on:</b> To make comparisons within and across books</p> <p><b>Text 2 (3 weeks linked to geography energy)</b> Everything Sustainable Energy by National Geographic Kids</p> <p><b>Text type for pupils to write</b> Writing to inform</p> <p><b>Purpose for writing</b> Writing to inform</p> <p><b>Reading skills to focus on:</b> To recommend books that they have read to their peers, giving reasons for their choices (Doesn't have to link to text)</p> <p><b>Text 3 (2 weeks)</b> Poem to perform</p> <p><b>Text type for pupils to write</b> Poem</p> <p><b>Purpose for writing</b> Writing to entertain</p> <p><b>Reading skills to focus on:</b> To ask and answer questions to improve their understanding (ask each person about their poem performance)</p>
Science	Forces ( 6 weeks)	Space (6 weeks)	Sustainability - Global warming (2 weeks) Properties of materials (4 weeks)	Animals including humans (5 weeks) Life cycles (1 week)	Life cycles (2 weeks) Reproduction A (3 weeks)	Reversible and irreversible changes (4 weeks) Sustainability – plastic pollution (1 week) Reproduction B (2 weeks)
History		1.Black History month – Windrush (2 weeks) 2.Islamic civilization (5 weeks)	1. Islamic civilization (4 weeks)	2. Victorians - local study (2 weeks)	1. Victorians - local study (2 weeks) 2. WW2 (3 weeks)	3. WW2 National picture within Britain (2 weeks)
Geography	1.Mapping unit 6 - using map feature (2 weeks) 2. What is life like in the Alps (4 weeks)		2. Mapping unit 7 - 4 figure grid references (2 weeks)	1. Would you like to live in a desert? (4 weeks)		1.Mapping unit 8 – North America (2 weeks) 2.Where does our energy come from? (4 weeks)
PSHE (taught fortnightly)	Family and relationships (6 weeks)	Health and Wellbeing (4 weeks)	Citizenship (2 weeks)	Economic wellbeing (1 week)	Keeping Safe ( Life Cycles (4 weeks) Me, My body, my health (3 weeks)	
Art		Drawing – I need space (5 weeks)	Painting and mixed media – portraits (5 weeks)		Digital world – navigating the world (4 weeks)	Drawing - make my voice heard (5 weeks)
DT	Textiles – waistcoats (4 weeks)			Structures – playgrounds (4 weeks)		
Computing	Computing systems and networks – communication and collaboration	Creative media – webpage creation	Programming A – variables in games	Data and information – introduction to spreadsheets	Creative media – 3D modelling	Programming B – sensing
Online Safety	1.Self-image and identity 2.Online Relationships	1. Online Reputation 2. Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership



<b>PE</b>	Tag Rugby FGS OOA	Tennis FGS Yoga	Gymnastics FGS Hockey	Dance FGS Fitness	Dance FGS Athletics	Badminton FGS Dodgeball
<b>Music</b>	Composition and notation – Ancient Egypt (5 weeks)	Blues (5 weeks)		South and West Africa (5 weeks)		Composition - Representing the festival of colour (5 weeks)
<b>French</b>	French Monster pets (5 weeks)	Shopping (5 weeks)	Verbs in French (5 weeks)		Meet my French family (5 weeks)	