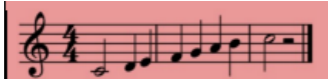


| 2024-25 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|---|--|--|--|--|--|
| Maths | Place value Addition and subtraction | Multiplication and division Fractions | Multiplication and division Fractions | Decimal and percentages Perimeter and area Statistics | Shape Position and direction Decimals | Negative numbers Converting units Volume |
| Mental Maths | Count up and down in thousands Know multiplication tables- apply and extend Recall prime numbers to 19 Identify all multiples and factors including finding all factor pairs | | Add to the next 1 and 10 from a decimal number Use knowledge of factors and multiples in multiplication Add and subtract decimal numbers which are near multiples of 1 or 10, including money | | Double and halve money by partitioning Use doubling and halving as mental division/multiplication | |
| Multiplication tables | Multiplication tables (1-12) Inverse relationships Y5 & Y6: Opportunities to revise underlying skills, use table facts with larger numbers and decimals, explore tables facts through common multiples and factors, prime, square and cube numbers, consolidation through fractions, including decimals and percentages | | | | | |
| English | Postcard- Informal/formal language Place value of grammar Alice in Wonderland- Riddles Shadow of blue-inference dialogue debate | Speeches- persuasion Letter of complaint The Piano Bedtime story book | The National Ice Arena-Recount Orienteering- Instructions The Highwayman (Narrative poetry and figurative features) The dreadful menace- Poetry The Aliens have landed- performance poetry | Poetry- modern and classic: Swing of change (narrative- internal monologue) Daffodils- performance poetry | The Island-discussion Lego story-biography | Reporting-The end of the Mayan The Ridge- narrative Zoomed in setting Mayan City- narrative |
| Reading for pleasure | Friend or Foe Wonder R.J. Palacio | Goodnight Mr Tom Creature Teacher | Arrival Ted Chiang Read me 2 A poem for everyday of the year | This morning I met a whale | There's a girl in the boys' bathroom The Maya Non-fiction book (summaries) | The Meteorite Spoon Philip Ridley The Book of Hope |
| Spelling | Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge Words | Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge words | Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge words | Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge words | Words that are homophones or near homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge words | Words with hyphens Challenge Words Revision words |
| Handwriting | Y5 & Y6 Key vocabulary Common spelling errors Linked with spelling and topic | Y5 & Y6 Key vocabulary Silent Night Peace poem | Y5 & Y6 Key vocabulary Leonardo Da Vinci quotes | Linked to spelling Daffodils | Linked to spelling | Y5 & Y6 Key vocabulary |
| History | What happened in WWII? | | | Slavery- Transatlantic slave trade | Who were the Mayans? | |
| Geography | Rainforests | | Mountains | Map start- map skills Orienteering | Mayans | |
| Science | Forces | | Space | Living things and their habitats | Properties and changes of materials Animals, including humans | |
| Art | Self portrait assessment Rousseau (late 19 th century- post impressionist) (Rainforest) | Lowry (naïve art – mid 20 th century) (WWII) (shading techniques for sketching) | Leonardo da Vinci (Italian renaissance) (bac/mid/foreground & cross hatching) | Wassily Kandinsky (Modern abstract- 19 th century) (abstract art & digital media) Royal Academy of Art Visit- Portraits Clay heads (modelling/sculpting) | A sense of place (viewfinders/landscape, Constable (English landscape painter early 19 th century) Turner (English romantic- early 19 th century) | Art illusions (Perspective, foreshortening, trompe l'oeil, optical art) Artist Escher (graphic artist- mid 19 th century) |

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| Computing | E-Safety | | Computing systems and networks-Search Engines | | Programming 1 & 2 music: scratch | |
| D & T | | Anderson shelter (Cutting/3d model) | | | tiles- Mayans Masks- Mayans | Funky furnishings- cushions |
| Spanish | PHONETICS LESSONS 1-3 CORE VOCABULARY LESSONS (Months of The Year) | EARLY LANGUAGE TEACHING Fruit | INTERMEDIATE LANGUAGE TEACHING Presenting Myself | INTERMEDIATE LANGUAGE TEACHING Family | INTERMEDIATE LANGUAGE TEACHING My Home | INTERMEDIATE LANGUAGE TEACHING Clothes |
| PE | Football Premier Education | Netball Tag Rugby | Fitness | Basketball Dodgeball | Athletics | Tennis Cricket |
| Music (INPSIRE) | <p>Singing Sing a broad range of songs with a sense of ensemble and performance. Sing tunefully and with expression, responding to visual signs and symbols. Perform a range of songs in school assemblies and other school performance opportunities.</p> <p>Listening MMC suggested Y5 core listening pieces: English Folk Song Suite - Vaughan Williams Symphonic Variations On An African Air - ColeridgeTaylor This Little Babe from Ceremony of Carols - Britten Play Dead - Björk Smalltown Boy - Bronski Beat Jin-Go-La-Ba - Babatunde Olatunji Inkanyezi Nezazi - Ladysmith Black Mambazo Introduce extracts of a variety of pieces throughout the year.</p> <p>Composing Improvise over a drone using melodic instruments. Develop a sense of shape using question and answer phrases. Follow this by composing pairs of phrases in C major or A minor, using graphic scores, notation and/or technology.</p> <p>Musicianship / Performance Play melodies following staff notation from do to do:</p>  <p>Introduce a wider range of dynamics: pianissimo (pp), fortissimo (ff), mezzo forte (mf) and mezzo piano (mp)</p> | | <p>Singing Sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus.</p> <p>Listening Compare different pieces of music; think about texture, instrumentation, dynamics, tempo, pitch. Pick out, perform and compare rhythmic patterns from some of the music listened to.</p> <p>Composing Improvise over a simple groove, responding to the beat and developing melodic shape. Experiment with different dynamics.</p> <p>Musicianship / Performance Understand how triads are formed, and how to play them in simple accompaniments to familiar songs. Continue to develop playing by ear, copying phrases and familiar melodies.</p> | | <p>Singing Sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys.</p> <p>Listening Begin to identify whether music is in a major or minor key. Discuss the mood of different pieces; what were they written for and/or about.</p> <p>Composing Work in pairs to compose a short ternary piece (ABA). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use graphic scores, notation or technology to record compositions.</p> <p>Musicianship / Performance Understand the difference between 2/4, 3/4 and 4/4 time signatures. Perform a range of pieces combining different instruments to form mixed ensembles.</p> | |