

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3 Guiding Principles</b>	Self Worth		Engagement		Purpose	
<b>8 Conditions of learning</b>	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
<b>Whole School Power Skills</b>	Introduction to Power Skills <b>Destination: South America (Rainforests)</b> How can we communicate clearly our opinions around deforestation and the Amazon rainforests?  <i>Communication: Debate about deforestation and global warming</i>	<b>Creativity</b> <b>Timecop: Ancient Maya</b> How can we organise information to concisely communicate the daily life of an ancient Maya?  <i>Communication &amp; Creativity: Create the exhibit for a living museum</i>	<b>Communication</b> <b>Rocketman: Fly me to the moon!</b> How can we design, develop and refine a rocket which will defy the laws of gravity?  <i>Critical Thinking - Problem Solving: Design and create a water rocket</i>	<b>Collaboration</b> <b>Rocketman: Life on Mars</b> How can we take on specific roles in a group to demonstrate our understanding of the solar system?  <i>Collaboration &amp; Creativity: Create a television programme about space</i>	<b>Critical Thinking</b> <b>Wateraid</b> How can we apply our scientific knowledge to help find solutions to water problems around the world and explain them clearly?  <i>Communication &amp; Critical thinking - Problem Solving: Pitch to a board</i>	<b>Character</b> <b>Timecop: Invaders or Settlers?</b> How can we use evidence to decide whether the Vikings were bloodthirsty invaders or civilised settlers?  <i>Critical Thinking - Problem Solving Debate with a focus on constructing an argument supported by researched information</i>
<b>No Limits Topic, Driving Question &amp; AL Assignment</b>						
<b>Reading Lesson Text</b>	Ocelots non-fiction text Harry Potter and the Philosopher's Stone - JK Rowling A Dangerous Game - Malorie Blackman Macbeth extract (witches scenes) - William Shakespeare  <b>National Curriculum Focus:</b> Identify and discussing themes and conventions in writing Make comparisons within a book (Harry Potter) Prepare plays to read aloud (Macbeth) Discuss words and phrases that captures the reader's interest and imagination  <b>Viper Focus:</b> Retrieve, Infer, Predict  <b>Oracy Focus</b> Presenting playscript - Macbeth extract Poetry Day - Performance to parents Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume	Hero Twins myth In Flanders Fields poem - John McCrae Spinner by - Gwen Dunn Puja information text The Dreamsnatcher - Abi Elphinstone  <b>National Curriculum Focus:</b> Prepare poems to read aloud and to perform (Spinner) Draw inferences such as inferring characters' feelings, thoughts and motives In increasingly complex texts be able to predict Distinguish between statements of fact and opinion n (Puja)  <b>Viper Focus:</b> Vocabulary, Explain, Inference, Predict  <b>Oracy Focus</b> Presenting poem - Spinners, In Flanders Fields Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume	The River - Valerie Bloom When the Sky Falls - Phil Earle War Horse - Michael Morpurgo  <b>National Curriculum Focus:</b> Identify and discussing themes and conventions in writing (When the Sky Falls) Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume (The River) Checking that the text makes sense to me, discussing my understanding, of words and explore the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence  <b>Viper Focus:</b> Vocabulary, Retrieve, Inference, Summarise  <b>Oracy Focus</b> Presenting poem - The River Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume	Tim Peake biography The Lion, the Witch and the Wardrobe - CS Lewis Kensuke's Kingdom - Michael Morpurgo  <b>National Curriculum Focus:</b> Discuss and evaluate how authors use language Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction texts Identify and discussing themes and conventions in writing  <b>Viper Focus:</b> Explain, Inference, Summarise  <b>Oracy Focus</b> Presenting Diaries - Kensuke's Kingdom Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume	Rivers of the World non-fiction text Night Mail poem - WH Auden The Shark Caller - Zillah Bethell  <b>National Curriculum Focus:</b> Prepare poems to read aloud and to perform Asking questions to improve my understanding of complex texts Make comparisons within a book Recommending books that I have read to my peers  <b>Viper Focus:</b> Retrieve, Explain, Summarise  <b>Oracy Focus</b> Presenting poem - Night Mail Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume	Eyewitness Viking - DK The Jungle Book - Rudyard Kipling Beowulf poem snippet and non-fiction summary We Refugees - Benjamin Zephaniah The Wind in the Willows - Kenneth Grahame  <b>National Curriculum Focus:</b> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction texts Prepare poems to read aloud and to perform  <b>Viper Focus:</b> Retrieve, Explain, Summarise  <b>Oracy Focus</b> Presenting poem - Beowulf, We Refugees Guided Reading Lessons: Monday prediction, Tuesdays reading partners and Wednesday intonation, tone and volume
<b>Writing Purpose</b>	To Entertain <b>To Entertain</b> Revising sentence types Including conversation and dialogue writing  <b>Grammar Focus</b> Simple sentences Multi clause (compound sentences) including coordinating conjunctions Multi clause (complex sentences) including subordinating conjunctions Use of inverted commas and other punctuation to indicate direct speech  <b>Oracy Focus</b> Reading our writing aloud Retelling and sharing parts of the story with one another. Reading and sharing writing to our partner through the editing process	To Entertain <b>To Entertain</b> Setting descriptions 3rd person short stories Diary entries  <b>Grammar Focus</b> Expanded Noun Phrases including identifying and selecting determiners Fronted Adverbials including using adverbials of time to link ideas across paragraphs Tense Consistency / Apostrophes for contraction  <b>Oracy Focus</b> Reading our writing aloud Retelling and sharing parts of the story with one another. Discussing and building setting descriptions Role play Reading and sharing writing to our partner through the editing process	To Inform <b>To Inform</b> Facilities Explanations  <b>Grammar Focus</b> Commas to clarify meaning, enable pauses in sentences or avoid ambiguity Begin to use punctuation for parenthesis: brackets, commas, dashes.  <b>Oracy Focus</b> Reading our writing aloud Practising explanations aloud to each other Reading and sharing writing to our partner through the editing process	To Persuade <b>To Persuade</b> Adverts Arguments Formal Letters  <b>Grammar Focus</b> Using semi-colons to mark boundaries between clauses Indicate degrees of possibility using adverbs e.g. perhaps, surely, and modal verbs e.g. might, should, must. Choose vocabulary and grammar to suit formal and informal writing, with guidance.  <b>Oracy Focus</b> Reading our writing aloud Performing adverts Debating practice and development Reading and sharing writing to our partner through the editing process	To Entertain <b>To Inform</b> Character descriptions 1st person short stories  <b>Grammar Focus</b> Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Integrating dialogue to advance the action  <b>Oracy Focus</b> Reading our writing aloud Retelling and sharing parts of a life story with one another. Discussing and building character descriptions Role play Reading and sharing writing to our partner through the editing process	To Inform <b>To Inform</b> Product reviews Biography Newspapers  <b>Grammar Focus</b> Colons / Colons to introduce a list Apostrophes for possession Passive Verbs to affect the presentation of a sentence  <b>Oracy Focus</b> Reading our writing aloud Retelling and sharing parts of a life story with one another. Role play Reading and sharing writing to our partner through the editing process
<b>English</b>						
<b>Oracy</b>	<b>Debate:</b> Deforestation is necessary to maintain the lifestyle of the current population of the world. It can't and shouldn't be stopped.	Discussion: What did the discovery of Chichen Itza teach historians about the Ancient Maya? <b>Debate:</b> Which God do you think was most important to the Maya? Presenting: Creating and communicating information learnt about the Mayans as a living museum to a different year group or parents.	Explaining our designs and justifying the design decisions we have made	Presenting television programmes, recorded in front of green screens	Presenting pitches to the board for their solution to a water problem <b>Debate:</b> Children from Year 5 upwards should be able to use their mobile phones in class to support their learning.	<b>Debate:</b> Were Vikings civilised settlers or bloodthirsty invaders?
<b>Spelling</b>	Topic Words Homophones 1 ing / ed / double consonants Unstressed vowels in polysyllabic words i as y ou + ough Year 5/6 spelling list 3	Topic Words ch as 'k' of 'sh' sc and ci ei, eigh, ey gue, que Prefixes dis- and mis- Prefixes in- and im-	words beginning with <ab> words beginning with <com> and <con> multi-syllable words ending with <i> words ending with <ice> and <ise> in which /ie/ is spelled /i/ words ending with <ette> words ending with <ty>	adjectives ending with <ant> and <ent> nouns ending with <ant> and <ent> words ending with <ically> words ending with <ual> words ending with <ually> words ending with <able> and <ible>	words ending with <ary>, <ery> and <ory> words ending with <eous> and <ious> words with <meter> and <metr> words with <mal> words ending with <ject> words with <man> words with <fin>	words with <trans> words with <form> words with <graph> words with <port> words with <scrib> and <scrip> words with <vis>
<b>Maths</b>	Place Value Addition and Subtraction Problem Solving	Statistics Short and Long Multiplication Measuring Length and Finding Perimeter	Short Division, remainders & problems Equivalent fractions, comparing, ordering, converting decimals, fractions & percentages	Adding, subtracting & multiplying fractions Working with decimals Reading scales and converting between units of measure, plus intro to ratio.	Angle measuring and calculating Properties of 2D and 3D shapes Coordinates, translation	Revision of issues from the year Introductions to algebra, percentages and long division
<b>Science (weekly)</b>	Living things and their habitats	Changes of Materials (Separating mixtures & dissolving)	Forces <b>Oracy Focus</b> Explaining our designs and justifying the design decisions we have made	Earth and Space <b>Oracy Focus</b> Presenting television programmes, recorded in front of green screens	Properties of Materials (insulators, conductors etc) and revision of changes	Animals incl. Humans (also taught through RSE)
<b>History</b>		Ancient Maya <b>Oracy Focus</b> Discussion: What did the discovery of Chichen Itza teach historians about the Ancient Maya? <b>Debate:</b> Which God do you think was most important to the Maya? Presenting: Creating and communicating information learnt about the Mayans as a living museum to a different year group or parents.		Local History - Smuggling in Poole		Anglo Saxons & Vikings in Britain up to 1066 <b>Oracy Focus</b> <b>Debate:</b> Were Vikings civilised settlers or bloodthirsty invaders?
<b>Geography</b>	South America: Brazil (Amazon Rainforest) <b>Oracy Focus</b> <b>Debate:</b> Deforestation is necessary to maintain the lifestyle of the current population of the world. It can't and shouldn't be stopped.		Geography: Fieldwork		Rivers and the water cycle <b>Oracy Focus</b> Presenting pitches to the board for their solution to a water problem	
<b>Religious Education</b>	Revisit and Revise: Year 3 curriculum Exploring religious festivals: Diwali	Christian Practices	Revisit and Revise: Year 4 curriculum Exploring religious festivals: Epiphany	Sikh Practices	Revisit and Revise: Year 5 curriculum Exploring religious festivals: Passover	Sanatana Dharma (Hindu) Practices
<b>Computing</b>	Coding with microbit (2)		Online Safety (3) Create a digital presentation (2)		Create a Google forms questionnaire	
<b>Music</b>	Creating music in a digital world.		Ukulele development - (Ho Hey - The Lumineers)		Ukulele performance - (Walk the Moon - Shut up and Dance)	
<b>Art</b>	Paint - Tint, shade and tone Chiaroscuro artists - Still life Structures - Stationery box		Pencil - Proportional drawing (faces) Frida Kahlo - Self-portraits Pulley systems		Collage - Variety of materials to deliver a message Hannah Hoch - Photo and text montage Textiles - Bag	
<b>DT</b>	KNEX: Building and testing a car to complete a set criteria		TinkerCAD and 3D printing -		Incorporating electrical circuits -	
<b>STEM (Creator Space)</b>	Throwing and Catching Invasion games Gymnastics		Dodging and Running games Gymnastics		Athletics and Outdoor Adventurous Activities Dance	
<b>PE</b>	Kicking and Dribbling Invasion games Gymnastics		Net and wall games Gymnastics		Striking and Fielding Games Dance	
<b>MFL</b>	Family Spanish towns & locations		Numbers to 50 Spanish musicians		Food & Drink Native speaker?	
<b>PSHE</b>	Celebrating difference Respectful relationships Caring friendships		Dreams and goals Families and people who care for me		Healthy me Relationships	
<b>RSE</b>	Being safe		Online safety		Respectful relationships	
<b>SMSC</b>	<b>Moral</b> Debating the positive and negative impacts of deforestation on our world and what we believe is the right thing to do in Geography. By exploring what is right and wrong and to work out what we need to do in our School and local community to make sure everyone thrives in PSHE and in our class charters. Belonging week, creating class culture within our 4 behaviour values, leadership voting	<b>Cultural</b> Remembrance Day, Anti-Bullying week, Children in Need, Carol singing, Music performances, Christmas celebrations. Exploring the meaning of culture and how this builds a civilisation eg. Pok-ta-Pok in History.	<b>Cultural</b> Exploring the development of scientific theories in both Europe and the UK	<b>Spirituality</b> By exploring the historical relationship between science and religious belief in Science. Visiting the planetarium opens up questions about the size of the universe and how it might have been formed in Science. Exploring Sikhi in RE.	<b>Moral</b> When learning about water problems around the world, reflecting on our moral obligation to help others who are less fortunate	<b>Social</b> Considering questions about social structure in the past eg. Danelaw in History. Links with the wider community, Sports Afternoon, Music busk
<b>Safeguarding in the curriculum</b>	Staff who can help me Rights and Responsibilities Democracy - having a voice and participating	Types of bullying and managing them How to tackle peer pressure Firework safety Anti-bullying week	Online safety	Dangerous substances and age restrictions Smoking and alcohol Anti-social behaviour Relationships with food Keeping healthy inc. healthy eating Fire safety	Understanding consent Understanding age restrictions (games and apps) Online safety (CEOP)	Puberty and Feelings Conception Self image Body image Coping with change
<b>Trips, Visits and Enrichment</b> <b>Employability focus: Gatsby 2 &amp; 4</b> <b>(Linking curriculum learning to careers)</b> <b>Employability: Gatsby 5</b> <b>(Encounters with employers/employees)</b>	Poetry Day in support of a charity Gatsby 5 - Online author visit and Q and A Gatsby 2 & 4 - Visit to Marwell Zoo, study of tropical environments Gatsby 5 - Debating deforestation and writing to local MPs Orienteering session	Living Museum creation and delivery Gatsby 2 & 4 - Visit Local church Christmas Carol Performance	Gatsby 2&4 - Design cycle (rockets) Gatsby 5 - AFC Bourmouth visit, healthy schools Author Visit - Maz Evans	Gatsby 2 & 4 - Planetarium visit, exploring careers involved in STEM Gatsby 5 - Fire Safety Visit Cultural Day World Book Day Road Safety Workshops	Gatsby 2 & 4 - Wessex Water visit Bikeability Careers afternoon RNLI	Viking experience at school World Music Day Sports Day