|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Ancient Egypt** | | | **Shakespeare** | **Vikings** | | **Water** | |
| **English** | **Text: Secrets of a Sun king by Emma Carroll**  Newspaper Reports  Information leaflets  Adventure stories (Ancient Egypt).Poetry (Ozymandias; Shelly, WW1 remembrance poems). | **Text: Egyptian Cinderella**  Diary writing,  Myths and legends  Settings and character description, biographies, | | **Text: Macbeth**  Biographies,  Newspaper report, letter writing, playscripts,  ghost stories. persuasive writing. | | **Text: The Viking Longship – non-fiction**  Information leaflets, Adventure stories  Poetry | **Text: The Great Stink**  Non-chronological reports  Letter/diary writing, formal writing, informal writing. | **Text: Queen Victoria’s Bathing Machine**  narrative writing  historical fiction, recount writing, discussion writing |
| **Reading** | Inference, fluency, sequencing, dictionary and thesaurus work, prediction, origins of English, Shakespeare’s English, vocabulary, performance. | | | | | | | |
| **FBV** | Respect and Tolerance | |  | Democracy/individual liberty | | Rule of Law |  |  |
| **Spelling** | The suffixes –cious and –tious  The suffixes –cial and tial | The suffixes –ant, -ance/-ancy, -ent, -ence/-ency  The suffixes – able,-ible, -ably and –ibly. | | Adding suffixes to words ending in –fer  Use of the hyphen after prefixes  The ee sound spelt ei after c. | | Ough  Words with silent letters | Homophones and near homophones | Word list |
| **P & G** | Expanded noun phrases  Changing nouns or adjectives into verbs  Verb prefixes  Formal and informal language  Adverbs and modal verbs showing possibility | | | Relative clauses  Linking words in a paragraph  Adverbials  Revision of possession, paragraphs, and plurals. | | Using commas for clearer meaning  Hyphens  Brackets, dashes, and commas | Boundaries between clauses  Colons to introduce lists  Punctuating bulleted lists | |
| **Maths** | Number and place value  Rounding  Addition and Subtraction | Multiplication and Division  Multiply/divide by 10,100,100  Word problems | | Multiples, factors and Prime numbers  Fractions  Decimals  Roman numerals to 1000 | | Percentages  Properties of Shape – 2D and 3D  Area and Perimeter | Negative Numbers  Properties of Angles  Reflection  Translation  Converting measure | Position and direction  Statistics  Review of all Y5 work |
| **Science** | Forces | Living things and their habitats | | Animals including humans | | Properties and changes of materials | Earth and Space | |
| **Geography** |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | Name and locate counties and cities in UK  Geographical regions of the UK.  Topographical features, geographical regions and human and physical characteristics, land use patterns and understand how it has changed over time.  Compare Oslo to York.  Types of settlement and land-use-trade links etc | | | Local history and geography study to include rivers, water cycle | |
| **History** | **Ancient Egypt:** Timeline and chronology.  Ancient Egyptian culture and civilization, architecture farming, government, religion and decline. | | | The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | |  | |
| **Music** | Improvise and compose music for a range of purposes.  Develop an understanding of the history of music by Mozart.  Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. | | | | | | | |
| **Art** | Self portraits - make necessary improvements.  Recreate aspects of Ancient Egyptian Art such as: Portraits and animals (link to history topic). |  | | Painting with poster paints Viking longboats/Anglo-Saxon houses- sketch, design and create sculptures with a range of materials. | |  | Great designers in history (bridges). |  |
| **DT** | Design, make and evaluate a shaduf – strengthening and adapting where required. Draw up a specification for their design. Use results of investigations, information sources, including ICT when developing design ideas  Communicate their ideas through detailed labelled drawings.  Include a mechanical system. | | | Viking Long boat  Anglo Saxon food-understanding a healthy diet and food preparation. | | | Earthshot-clean water/pollution | |
| **PE** | Games Activities | Gymnastic Activities | | Dance Activities | | Outdoor Activities | Games Activities | Summer Sports |
| **Special Events** | Black History Week  Art Day | Winter School Play | | E-Safety Day | | Poetry competition |  | Sports Day  Y6 Play |
| **Computing** | COMPUTING SYSTEMS AND NETWORKS - Sharing information and Online safety. | DATA AND INFORMATION  Flat-file databases  Online safety | | PROGRAMMING A  Selection in physical computing | | PROGRAMMING B  Chatbot selection | CREATING MEDIA  Vector drawing  Online safety | CREATING MEDIA  Video Editing |
| **Languages** | Begin to write in sentences, using familiar vocabulary, phrases and basic language structures.  Appreciate songs, poems and rhymes in Loshon Hakodesh | | | Build up a good knowledge of vocabulary in Loshon Hakodesh and can understand new words that are introduced into familiar written material. | | | Understand basic grammar and how this differs from English.  Begin to use a dictionary to help understand unknown words. | |
| **PSHE** | Communication  Collaboration  Compromise  Care  Shared responsibilities | Achieving and learning  Positive attitude  Future focus  Equal opportunities  Compliments and gratitude | | Planning and preparing a range of healthy meals  Keeping safe in the sun  How does sleep affect me?  Good dental health | | Dealing with feelings  Confidence  Resilience  Assertiveness | Road safety  Personal Safety  Technology safety | Rights and responsibilities  Supporting others (Charity)  Democracy |
| **Trips** |  | British Museum | |  | | Shakespeare walk |  | The ragged school |