

| Topic | Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----------------------|--|--|---|---|---|---|--|--|
| Inva ders | English | Setting description Predictions | Newspapers Diary entries | Letter writing Persuasive language | Playscripts | Writing instructions Recounts | Narrative | Narrative cont. |
| | POR | Beowulf | | | | | | |
| | GPS | Verb prefixes [for example, dis-, de-, mis-, over- and re-] | Use of commas to clarify meaning or avoid ambiguity | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | Parenthesis (using brackets, dashes or commas) | Adverbial phrases of time | Adverbial phrases of place | Adverbial phrases of number |
| | Maths | Statistics – line graphs, tables | Statistics – timetables THEN multiplication and division | Multiplication and division | Multiplication and division | Perimeter/area | Perimeter/area | Perimeter/area and consolidation |
| | Mental starter (arithmetic warm-up) | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure | Factors, mult & div, times tables, add & subtract, measure |
| | Science | Space – the moon | Forces - Balanced and unbalanced | Forces Gravity | Forces Air resistance | Forces Water resistance | Forces Friction | Forces Marvellous mechanisms |
| | Working Scientifically | identifying scientific evidence that has been used to support or refute ideas or arguments. | planning different types of scientific enquiries to answer questions. | taking measurements, using a range of scientific equipment, with increasing accuracy. | taking measurements, using a range of scientific equipment, with increasing accuracy. | taking measurements, using a range of scientific equipment, with increasing accuracy. | recording data and results of increasing complexity using scientific diagrams and labels. | planning different types of scientific enquiries to answer questions. |
| | Topic | History WW1 – Christmas truce/Armistice Day Legacy | Anglo Saxons Label countries and seas and identify the routes of the invaders (Geography) | Anglo Saxons How and why the Angles, Saxons and Jutes invaded/ settled in Britain (History) | What would it have been like to live in an Anglo Saxon village? (fact files) (History) | Making a net for a Saxon house (DT) | Gods and Goddesses/create own God (History/art) | Learn how to play Anglo Saxon game Taefl. Write instructions for the game. (History/Literacy) |

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| | PSHE/RE | | | | | | | RE day |
| | Computing | | | | | | Computing day | |

| Topic/ Theme | Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------------------|--|--|---|--|---|--|---|
| Wild wat ers | English | Letter writing Predictions | Vocabulary collection Descriptive writing | Narrative writing | Non-chronological report Biographies | Diary entry Recount | Newspaper reports Poetry |
| | POR | Lost and found | | | Shackleton | | |
| | GPS | Speech punctuation | Adverbials | Compound sentences | Paragraphs | Adverbials | Verb forms/tenses |
| | Writing at length | Letter writing | Description | Narrative writing | Non-chronological report | Diary entry | Newspaper reports |
| | Maths | Perimeter/area | Perimeter/ Area and Multiplication and division | Multiplication and division | Multiplication and division | Fractions | Fractions |
| | Mental starter (arithmetic warm-up) | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure |
| | Science | Properties of materials | Predict and test properties of materials | Thermal conductors and insulators (understanding/ predicting) | Plan and investigate best thermal insulators | Understand electrical conductors and insulators | Investigating best electrical conductor |
| | Working Scientifically | identifying scientific evidence that has been used to support or refute ideas or arguments. | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | identifying scientific evidence that has been used to support or refute ideas or arguments. | recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |

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| | Topic | WOW day - water-related natural disasters and their impact on the community. Green screen/ news reporting. | - Water cycle - What is a river/ how is it created? | - Features of a river - Processes of a river | - Major rivers of the world - Research one major river | - Cooking day (cook something from the country of a major river e.g. fish dish from Amazon) | - Design and make own bridge - Buy materials for longest, strongest, cheapest bridge |
| | PSHE/RE | RE day – what would Jesus do? | | | | | |
| | Computing | | Computing day - Data handling | | | | |

| Topic/Theme | Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
|--------------------|--|---|---|---|--|---|---|--|--|
| Wild Waters | English | Subordinating conjunctions Poetry | Speech writing Performance | Play Script Performance | Test Week | Residential | TV news reporting | Narrative | |
| | POR | Shackleton's Journey | | | | | | | |
| | GPS | Subordinating conjunctions | Modal verbs | Adverbial phrases | Test Week | Coordinating conjunctions | Compound sentences | Homophones | |
| | Writing at length | Letter writing | Speech writing | Play script | Test Week | Residential | News report script | Narrative account | |
| | Maths | Fractions | Fractions | Fractions | Fractions | Fractions | Decimals and percentages | Decimals and percentages | |
| | Mental starter (arithmetic warm-up) | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | Range each week, e.g. factors, mult & div, times tables, add & subtract, measure | |
| | Science | Understand electrical conductors and insulators | Investigating best electrical conductor | Investigating which materials dissolve | Investigating which materials dissolve | Separating mixtures (e.g. filtering, evaporating) | Irreversible changes | Irreversible changes | |
| | Working Scientifically | identifying scientific evidence that has been used to support or refute ideas or arguments. | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | identifying scientific evidence that has been used to support or refute ideas or arguments. | recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | |

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| | Topic | - Compare data from different rivers (maths) x 2 | - Compare data from different rivers (maths) - Observational drawings of rivers | - Claude Monet (study of the artist/ impressionism) - Claude Monet-style paintings | - Different types of pollution (research) - Writing extended piece of writing about pollution (non-chron report?) | - Exploring different textures to create a soundscape of a river (music) x 2 | ? | ? |
| | PSHE/RE | | | | | | RE day – if God is everywhere, why go to a place of worship? | |
| | Computing | | | | | | | |