|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn Term** | **English** | **Maths** | **Science** | **Computing** | **RE** | **PE** | **History or** | **Art & Design** | **PSHE** | **Music** | **MFL** | **Reading** |
| **Geography** | **or DT** |
| First Half Term | Week 1 | Assessments | Place Value |  Electricity and Electrical Appliances | E-safety | How is faith expressed in Hindu communities and traditions? | Multi-skills | Tag rugby | Mapping Skills  | Power Prints ( lessons 2-5)Sculpture 3D mega materials ( lessons 1,2,3,5) | Mental health/well-being, rules, managing feelings, conflict resolution, friendships | Charanga - Mamma Mia - listening, interelated dimensions of music, playing an instrument and singing  | French – Presenting myself | Week1 Non- Fiction- explorer textThe world according to Humphrey |
| Week 2 | Poetry | Networks and the Internet |
| Week 3 | Narrative – Picture book  |
| Week 4 | Persuasive Lettering Writing |
| Week 5 | Explanation text – Point of view  | Addition and Subtraction |
| Week 6 | Character / Setting Description  |
| Week 7 | Explanation text  |
| Second Half Term | Week 1 | Narrative – Setting description  | Measurement – Area  | Sound | Email | What are the deeper meanings of religious festivals? | Dance | Dark Ages – Anglo-Saxons  | DT – Light Boxes  | Anti-bullying (managing risk / developing strategies)LTFC |  -Glockenspiel Stage 2 - instrumental skills, note reading and interrelated dimensions of music | French – The classroom | Week 1: Non- fiction – Anglo SaxonsKrindlekraxWeek 8 – visual text |
| Week 2 | Description of action sequences  | Multiplication and Division |
| Week 3  | Narrative Sequel |
| Week 4 | Information Page  |
| Week 5 | Story resolutions  | ReviewAnd Consolidation |
| Week 6 | Riddle  |
| Week 7 | Poetry – Haikus / Tankas  |
| Week 8 | Winter themed writing  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Spring Term** | **English**  | **Maths** | **Science** | **Computing** | **RE** | **PE** | **History or** | **Art & Design** | **PSHE** | **Music** | **MFL** | **Reading** |
| **Geography** | **or DT** |
| First Half Term | Week 1 | Exploring legends | Multiplication and Division | Changing states of matter | E-Safety | How do festivals and worship show what matters to a Muslim? | Multi-skills | Gymnastics | Vikings and Anglo Saxons | Painting and mixed media-light and dark | Diverse Britain | Charanga - Stop! - writing song lyrics and the interrelated dimensions of music | French – Goldilocks and the three bears | Week 1- Non- Fcition – States of matterArthur and the Golden RopeWeek 6: non-fiction- VikingsWeek 7: poetry |
| Week 2 | Development of characters and setting | Effective Searching |
| Week 3 | Different sentence structures for impact |
| Week 4 |  Planning legend battle scene | Length and Perimeter |
| Week 5 | Instructions  | Presentations(MS Power point. Publisher) |
| Week 6 | Instructions  | Fractions |
| Week 7 | Playscripts |
| Second Half Term | Week 1 | Recount | Animals including humans  | For Christians, what was the impact of Pentecost? | Orienteering | Kwik Cricket | United Kingdom | Moving books | Money, mental health/well-beingDrugs | Charanga - Lean on Me - singing and performing songs and the interrelated dimensions of music | French – Do you have a pet? | Week 1- Non- fiction- DigestionWeek 2 PoetryWeek 3 –non-fictionWeek 4 – visual text |
| Week 2 | Newspaper report/Tv script | Spreadsheets |
| Week 3 | Narrative  |
| Week 4 | Traditional Tales | Decimals |
| Week 5 | Traditional Tales  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summer Term | **English**  | **Maths** | **Science** | **Computing** | **RE** | **PE** | **History or** | **Art & Design** | **PSHE** | **Music** | **MFL** | **Reading** |
| **Geography** | **or DT** |
| First Half Term | Week 1 | Narrative – picture book | Decimals | Animals including Humans | E-safety | Why do some people think that life is like a journey? How do people mark the significant events of life? | Tennis | Athletics | All around the World- place and understanding | Craft and design – fabric of nature | Rights and responsibilities, risks and dangers | Charanga - Blackbird - singing and the interelated dimensions of music  | French – Family | Week 1- non-Fiction- animalsVarjak Paw |
| Week 2 | Atmosphere description  | Living things and their habitats | Coding |
| Week 3 | Discussion text  | Money |
| Week 4 | Narrative poems  |
| Week 5 | Narrative poems  | Time |
| Week 6 | Narrative poems |
| Second Half Term | Week 1 | Character / Setting description  | Consolidation | Living things and their habitats | What is the ‘Trinity’ and why is it important for Christians? (God/Incarnation) | Game Skills | Sports League | Local History - History of Silsoe Village | DT - Kites | Health and wellbeing, achievements, puberty/ transitions, online safety | Charanga – Let’s play the Djembe!Introduction to African Drumming | French – Transition | Varjak Paw |
| Week 2 | Kenning poem & Diary extract | Shape |
| Week 3 | Non-chronological report  | Physical Coding(Microbit) |
| Week 4 | Persuasive writing  | Statistics |
| Week 5 | Persuasive writing | Position and Direction |
| Week 6 | Leavers’ performance |
| Week 7 | Leavers’ performance |