Class	Autumn	Spring	Summer
English	Recovery Curriculum **CLPE - Here We Are** **Letters from the Lighthouse** by Emma Carroll Reciprocal Reading Focus Texts **Fiction** The Fib Albion's Dream Gaby to the rescue An Encounter at sea **Non-Fiction** Tha Giant Panda Bear Swimming the English Channel **Poetry** Grannie	**Holes** by Louis Sachar Reciprocal Reading Focus Texts **Fiction** The Fib The Lost Queen Wild Ride The Lost World **Non-Fiction** The Way of the Dodo Space Tourism **Poetry** Giants	**Clockwork** by Philip Pullman Reciprocal Reading Focus Texts **Fiction** The Fib The Kite Rider The Secret Garden Miss Peregrine's Home for peculiar children **Non-Fiction** Pair of Glasses Mistaken for Art A Letter to The Explorers Club **Poetry** Wind Cat Poems about the Sea
Maths	**Number – Place value** • Read, write, order and compare numbers up to 10,000,000 and	**Number - Decimals** • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.	**Geometry: Properties of Shapes** • Draw 2-D shapes using given dimensions and angles.

	determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above. **Number – Addition, subtraction, multiplication and division** • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. • Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. • Divide numbers up to 4 digits by a 2-digit number using the formal written method of short	• Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. **Number - Percentages** • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Number - Algebra** • Use simple formulae • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables. **Measurement - Converting units** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. • Convert between miles and kilometres. • Measurement – Perimeter, area and volume • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3)	• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Statistics** • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average. **Investigations**

	division, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. **Fractions** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions > 1 • Generate and describe linear number sequences (with fractions)	**Number – Ratio** • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	

	• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 1/4 x 1/2 = 1/8] • Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6] • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8] • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Geometry – Position and direction** • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		
	Classifying critters	**We're Evolving**	**Electrifying**

Science	There are 5 kingdoms of living things which will be explored during this unit. Here children will explore the kingdoms not yet encountered, such as funghi and microbes. **Staying alive** This topic considers life processes that are internal to the body, such as the circulatory system, parts of the digestive system and how they transport fluids around the body. The impact of lifestyles on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.	This looks at how living things produce offspring that are similar in appearance, but identical to themselves, whether they are plants or animals. They should also consider how animals change over time as they adapt to their surroundings and this leads to longer term changes. **Let it shine** This topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions.	This topic looks at the scientific use of symbols for components in a circuit as well as considering the effect in more detail of changing components in a circuit. **We are dinosaur hunters** The children will study, research and present information based on their own questions about dinosaurs. This topic is focused on developing children's scientific enquiry skills.
History	***Who was making history in faraway places in the year 1000?* The Mayans- who was making history in faraway places?** **NC ref:** non-European society that provides contrast to British history		***Aspect or theme since 1066*** **What's in a name?- a local study** **NC Ref**: Local History unit – Seaham

	Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. **Suggestion:** Mayans.		**Focus**: Chronological security, key features of an era, use of primary sources, Lord Byron, Mining, George Elmy disaster
Geography	**Fantastic Forests** Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.		**Destination Sao Paulo** Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.
Art	The **Exploring Set Desig**n resource offers an exciting range of activities including drawing and making, and asks children to consider	The **Still Life Drawing in a Cubist Style Using Carbon Pape**r resource develops ideas about still life and introduces a print making element as a way to enable creative and experimental thinking.	**Conquering SATs Stress with Seats** resource is the perfect way to relax through making and balance intellectual

	what makes a “dramatic” image and how they can create a stage set with drama. The project also helps children explore the links between literature, language and the visual arts. The **Shadow Puppets and Whiteboards** resource builds upon the notion of storytelling and narrative from Autumn 1, and introduces character. Design and create shadow puppets and use the classroom whiteboard as a stage.	The **Exploring Portraits** resource enables an exploration of portraiture from drawing to relief, through an unconventional journey. **The Page to Panel – How to Make Manga** resource takes its inspiration from literature and storytelling and helps pupils develop their ideas about narrative and character into storyboards and Manga style graphic drawings.	thinking with hands on making. **The Fruit Pinch Pots** resource describes how to make a pinch pot / cup inspired by fruit forms. Starts by making drawings from fruit and then develops ideas about form and decoration. With or without a kiln. Continue your exploration of vessel making with the **Wave Bowls** resource. A craft and design based project which starts small and simple and enables pupils to develop exciting organic decorative structures.
DT	**Mechanical systems** **Focus: cams** To understand that mechanical systems have an	**Textiles** **Focus: combining different fabric shapes** A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different	**Structures** **Focus: frame structures** Children will understand how to strengthen, stiffen

	input, process and an output and to understand how cams can be used to produce different types of movement and change the direction of movement. Children must also know and use technical vocabulary relevant to the topic	fabrics. Children to understand that fabrics can be strengthened, stiffened and reinforced where appropriate	and reinforce 3-D frameworks. Children will also know and use technical vocabulary relevant to the topic
Computing	**Computer Science** To follow an algorithm **Digital Literacy** Game on online safety **IT** To improve word processing skills - To create a quiz using hyperlinks	**Computer Science** To create an algorithm **Digital Literacy** Privacy **IT** To improve word processing skills - To use Prezi to create a multi-media presentation	**Computer Science** To program and test a code **Digital Literacy** Cyber bullying **IT** To improve multi media presentation skills – Electronic yearbook
PE	**Invasion Games** Tag Rugby **Dance** Making the grade **Invasion games** Wide Attack **Gymnastics** Group dynamics	**Invasion games** Hockey –calling the shots **Dance** Masquerade **Gymnastics** Assess level 4-5 **Invasion Games** Hockey – Calling the shots	**Net/wall games** Long/thin/short/fat **Strike/Fielding Games** Pairs cricket **Athletics** Distance challenges **Outdoors Activity**

			Beat the Clock/Electric Fence
RE	**Why do people use rituals in their lives?** Demonstrating understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression: Belief, Expressions of Belief: Core and supplementary religions can be used e.g. Judaism **What do the gospels tell us about the birth of Jesus?** Demonstrating understanding of significance of Christmas story, Christian symbols and practices today Belief, Authority, Expressions of Belief	**What is religion? What concepts do religions have in common?** **Why are Good Friday and Easter Day the most important days for Christians?** Demonstrating understanding of crucifixion and resurrection as basis of Christianity and significance for Christians today Belief, Authority, Expressions of Belief	**What do we now know about Christianity?** Exploration through the concepts Demonstrating understanding of what they have learnt about Christianity through the 4 concepts: Belief, Authority, Expressions of Belief, Impact of Belief Statutory Bridging Unit **Signs and Symbols**
	Introductory unit C - Greetings and names	**Les Quatre Amis** - Opinions	**Scene de Plage** - Adjectives

French	- Sur le Pont - Numbers to 10 / 20 - Combien de? - Weather / Francophonie - Classroom Instructions	- Puis, ensuite, finalement - Il y a - Numbers to 100 - Directions - je vais…	- C'est, ce n'est pas - Il y a… - ils/elles + er verbs
Music	**World unite** Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music. **Journeys** The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	**Growth** 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments and create a dance to build into a thrilling street performance. **Roots** A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider man Anansi, who saves the day.	**Class Awards** An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony. **Moving On** Two songs, one looking back, one look forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.
PSHE	Recovery Curriculum – **Beano** **Inside Out** **Mental Health Unit** **Living in the wider world**	**Health and well being** • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. Nutrition -Premier League https://plprimarystars.com/search?q=nutrition&page=1	**Relationships** • To understand personal boundaries; to identify what they are willing to share with their

	• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Link to rights respecting. • To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices • To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to	• To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others **Living in the wider world** • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) Use moneysense resources Savings club	most special people; friends; classmates and others; and that we all have rights to privacy • To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership **Health and well being** • To learn what positively and negatively affects their physical, mental and emotional health • To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • To learn how to manage requests for images of themselves or

	exercise these responsibilities. School charter • To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Link to school parliament **Relationships** • To learn that their actions affect themselves and others • To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation,		others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request Lucinda and Godfrey

	and disability (see 'protected characteristics' in the Equality Act 2010) Link to anti-bullying week		