

English

Harry Potter and the Philosopher's Stone
Harry Potter and the Chamber of Secrets by
J. K. Rowling

Treasure Island by Robert Louis Stevenson



Book Reviews
Newspaper articles
Creative writing
Story
Adverts
Interviews
Letters and Emails
Job Applications
Report Writing and Speeches
Non-Fiction Informative Writing
Comprehension Skills
Active and Passive Sentences
Revision

Integrate Dialogue, description, cohesion of text, verb tense, ellipses, adverbials

Maths - Hodder

Revision

Number and Place Value
Addition and Subtraction
Multiplication and division
Fractions, Decimals, Percentages
Ratio and Proportion
Angles, Area and Perimeter
Time, Distance, Weight, Capacity

Algebra

Properties of Shape
Position and direction
Statistics

Science - Engaging Science

Heart and Lungs
Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans.

Pupils study the circulatory system, learning about the basic components that make up blood, how the heart works and how blood circulates round the body. They learn about the lungs and the process of breathing and investigate the effect of exercise on the heart and breathing rates. They learn about the effects of smoking and alcohol.

Classification
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
Give reasons for classifying plants and animals based on specific characteristics.

Pupils build on their knowledge of classification from previous years and look at the classification of invertebrates and microorganisms in more detail and playing games to help them learn about microorganisms and classes of invertebrates.

Geography - Collins

Europe including Russia
United Kingdom
Latitude and Longitude
Northern and Southern Hemisphere
A region of the United Kingdom
Rivers and the water cycle
Natural resources

Maps, atlases, globes and digital/computer mapping
Eight points of compass
Four and six figure grid references
Map symbols and key and the use of Ordnance Survey maps
Fieldwork - observe, measure, record and present

What is a river?
To help pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. The enquiry begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Time is also devoted to exploring rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. They are then introduced to examples of the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.

History - Collins

Geography Focus


Art - Drawing and Textiles

Use a variety of sources material for their work. Work in a sustained and independent way for observation, experience and imagination.
Use a sketchbook to develop ideas.
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
Demonstrate a wide variety of ways to make different marks with dry and wet media.
Identify artists who have worked in a similar way to their own work.
Develop ideas using different or mixed media, using a sketchbook.
Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles.
Extend their work within a specific technique. Use a range of media to create collage.
Experiment with using batik safely.
Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work.
To be expressive and analytical to adapt, extend and justify their work.

Drawing/Textiles - Claude Monet River Thames
The children will consider and discuss some paintings from Monet's River Thames series. They will discover the importance of light and colour to Monet in creating an impression of a scene. The children will paint a version of Monet's work using 4 carefully matched colours. Using their paintings they will then create a river felt or batik picture, adding detail using beads, sewing, sequins etc...

Design and Technology

Art Focus




Rivers

PHSE - Jigsaw

Relationships
Recognising me, getting on and falling out, girlfriends and boyfriends and relationships and technology.
My relationship web, love and loss, power and control and being safe with technology

Changing Me
Self and body image. Puberty for girls/boys.
Conception. Looking ahead and looking ahead to year 6.
My self-image, puberty, girl talk/boy talk, babies - conception to birth, attraction and transition to secondary school.



Religious Education - Shropshire Agreed Syllabus

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

U2.4 Christians and how to live: 'What would Jesus do?'

L2.11 How and why do people mark the significant events of life? ?

Information Technology - Teach Computing

Creating media Photo editing 4.5
Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

Programming B Repetition in games 4.6
This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:
Use running, jumping, throwing and catching in isolation and in combination
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Perform dances using a range of movement patterns
Take part in outdoor and adventurous activity challenges both individually and within a team
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Cricket
Badminton
Swimming
Athletics
Rounders
Tennis

Outdoor Adventurous Activities

Music - Music Express

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory
Use and understand staff and other musical notations
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music.

Keeping Healthy - beat, performing, composition
From body popping and gospel singing to swimming and cycling, the children are taken through their paces and they put together an invigorating performance using new musical techniques.



Moving On - Computers
Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.

FRANCE French

Summer 1: Moi dans le monde/me in the world (P) In this unit children will learn: • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).

Summer 2: A l'école/at school (P) In this unit the children will learn how to: . Repeat and recognise the vocabulary for school subjects. . Say what subjects they like and dislike at school. . Say why they like/dislike certain school subjects. . Tell the time (on the hour) in French. . Say what time they study certain subjects at school.

Land and Water Features

