

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Right of the month</b>	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
<b>Skills Builder</b>	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
<b>DT</b>	<b>Information Technology</b> computer skills <b>Word Processing</b> use a range of software to achieve specific goals	<b>Computer Science</b> recap coding building blocks	<b>Information Technology</b> use search technologies effectively	<b>Computer Science</b> understand and use selection and conditionals in block coding  <b>Textiles:</b> Create Tudor room. Use cross stitch/back stitch for furnishings.	<b>Computer Science</b> understand, use and debug selection and conditionals in block coding  <b>Skills Builder Project</b> Number Crunching (Udderlicious) Food Technology	<b>STEM Project: Engineer Moon Buggy</b>
<b>English</b>	Asha and the Spirit Bird Rama & Sita	Iron Man	The Diver’s Daughter	Midsummer Night’s Dream	Children of the Benin Kingdom	Akimbo and the Lions Echo & Narcissus
	Character description Narrative Play script	Discussion Text Persuasive Letter Non-Chronological Report	Diary entry Narrative	Persuasive speech Biography	Poetry Persuasive speech Play script	Narrative News report Setting description
	Y1, 2, 3+ fronted adverbials, direct speech, standard English, conjunctions for contrast, apostrophe for possessive plural, possessive pronouns					
Oracy, including Skills Builder Step 4 and debating motions e.g. <i>This house believes that all humans should be vegetarian...that Henry VIII should not have been allowed to divorce...single use plastics should be banned.</i>						

Maths	Daily fluency practice of addition, subtraction, multiplication and division facts.					
	Place Value Addition and Subtraction	Addition and Subtraction	Multiplication and division	Multiplication and Division Fractions and Decimals	Fractions and Decimals Measure	Measure Geometry Statistics
Science	Sound	Animals including humans	Materials and States of Matter	Electricity	Living things and their habitats	SRE
History				<b>The Tudors</b> To know how the Tudors came to reign and significant events in the Tudor period. Understand what life was like in Tudor Britain.	Benin study in relation to Geography topic on Africa	

Geography					<b>Africa</b> Know equator and tropics across Africa. Identify countries in Africa and major rivers. Discuss how Africa is changing. Identify similarities and differences with the UK.	
RE	What does it mean to be a Hindu in Britain today? Why are festivals important to Christians and Hindus? Why is Jesus inspiring to some people?		Incidental learning about Protestants and Catholics in terms of Tudor study			
PE	Invasion Games - Tag Rugby Athletics	Orienteering Invasion Games - Hockey	Invasion Games - Football Gymnastics - Bridges	Problem Solving Swimming	Invasion Games - Netball African Dance	Striking and Fielding Games - Cricket African Dance
Art	Sculpture <i>Diwali Lamps using clay</i>  <i>Henri Moore</i>	Collage Rangoli patterns <i>Hinduism</i>  <i>S.H Raza</i>	Portraits <i>Tudors</i>  <i>Hans Holbein</i>	Textiles <i>Tudor Architecture</i>  <i>Lucienne Day</i>	African Art <i>Kenya</i>  <i>Bernard Ndichu Njuguna</i>	Drawing <i>STEM Project: Engineer Moon Buggy</i>
Music	<b>Mamma Mia</b> - Learn to sing and play instrumental parts (using note range G,A,B,C, and rhythm values quavers, crotchets and rests). Explore ABBA's music in depth.	<b>Glockenspiel 2</b> – Using multiple songs explore instrumental technique, reading notation and the language of music (using note range C,D,E,F, G and rhythm values quavers crotchets, minims, semibreves and rests).	<b>Stop!</b> – Composing a rap around the theme of anti-bullying. Exploring the genres of Grime, hiphop, classical, pop and tango.	<b>Lean on Me</b> - Learn to sing and play instrumental parts (using note range G,A,B,C,D and rhythm values quavers, crochets, dotted crotchets and minims). Explore Soul & Gospel genres in depth.	<b>Blackbird</b> - Learn to sing and play instrumental parts (using note range C,D,E,F,G and rhythm values crochets, dotted minims, minims and semibreves). Explore The Beatle's music in depth.	<b>Rehearse, Perform and Share</b> key song from Summer 1 (whole class orchestra) <b>Rewind and Replay</b> - learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

PSHE/RRS	Physical Health and Wellbeing <i>What is important to me?</i>	Identity, society and Equality <i>Democracy</i>	Keeping Safe and Managing Risk <i>Playing safe</i>	Drug, Alcohol and Tobacco Education <i>Making Choices</i>	Relationships and Sex Education (RSE) <i>Growing up and changing</i>	
Latin	Minimus Textbook Chapter 4 – The best days of your life Grammar focus: Recap (Nouns, adjectives, verbs)	Minimus Textbook 4 – The best days of your life Grammar focus: Recap (Nouns, adjectives, verbs)	Minimus Textbook Chapter 5 – Romans and Britons Grammar focus: Adverbs	Minimus Textbook Chapter 5 – Romans and Britons Grammar focus: Adverbs	Minimus Textbook Chapter 6 – Off to town Grammar focus: Consolidation	Minimus Textbook Chapter 6 – Off to town Grammar focus: Consolidation
Computing	<b>Information Technology</b> computer skills <b>Word Processing</b> use a range of software to achieve specific goals	<b>Computer Science</b> recap coding building blocks <b>Information Technology</b> use search technologies effectively	<b>Digital Literacy</b> use technology safely, respectfully and responsibly	<b>Computer Science</b> understand and use selection and conditionals in block coding	<b>Computer Science</b> understand, use and debug selection and conditionals in block coding	Computing Outcome project