

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
Reading 2 shared 2 fluency 1 comprehension	Reading fluency – HIAS Fluency project Inferences – characters feelings and motives Summarise – Looking at key historical events Comprehension – Looking in the text for clues/retrieving information Themes and conventions – comparing different versions of the texts			Greek myths Literal retrieval Text structure and organisation Using features of non-fiction texts to find information	
Writing Class Reader: Various Greek Myths (Daedalus and Icarus)	1st Person Narrative (3 weeks) -use first-person narration from the chosen character (Daedalus or Icarus). -maintain a consistent viewpoint/tense throughout. -organise writing into coherent paragraphs that follow the sequence of events. -use expanded noun phrases to add detail. (include figurative language (similes, metaphors, personification) to enhance imagery. -use precise, ambitious vocabulary to create setting and mood. -write dialogue that reveals character traits -read my writing and make corrections and improvements			Greek God Fact File (2 weeks) LO: to plan our writing. LO: to write a text and apply the skills we have been learning. LO: to evaluate, edit and improve our writing LO: to appropriately sequence ideas LO: to use topic specific tier-2 vocabulary LO: to use organisational features of a non-fiction text LO: to use fronted adverbials with correct punctuation LO: to write with cohesion within a paragraph (linked sentences)	
SPaG	-homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	-parenthesis to add information within a sentence: -brackets -commas-dash	-plurals and apostrophes of possession	-subject and verb agreement when using different verb tense (eg: we were talking, I wrote a letter)	-use modal verbs and adverbs to indicate degrees of possibility
Maths Arithmetic	Measure -to read scales -to estimate mass		Fractions and Geometry -recognise tenths and hundredths		Addition, Subtraction and Fractions -add and subtract mentally

	-to convert between different units -to solve word problems in context	-recognise and use 1000ths -recognising equivalent fractions -representing percentages -recognise and estimate angles -use a protractor to measure angles	-choose efficient methods when calculating -solve addition and subtraction problems in context -add and subtract fractions -solve measure problems		
Science – Evolution (rocks and fossils)	-to understand geological time	-to investigate the evidence for evolution	-to investigate fossils -to investigate the classification of living things		
PDL/Jigsaw/6 Strands Healthy Me No Outsiders	Jigsaw -I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. -I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Safeguarding -understanding which foods are safe to eat and which are not.	Jigsaw -I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	NO OUTSIDERS Book- How to mend a broken wing	Jigsaw -I understand how the media, social media and celebrity culture promotes certain body types -I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	Online Safety I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
Computing Micro:Bit Programming	Clip blocks together and predict what will happen. Make connections with previous	Create their own images to make the animation and recognise the difference	Recognise blocks they've used previously, identifying inputs and outputs used and make	Choose appropriate blocks to complete the program and attempt the	Break a program down into smaller steps, suggesting appropriate blocks and match the

	programming interfaces they've used, e.g. Scratch.	between 'on start' and 'forever'.	predictions about how variables work	challenges independently.	algorithm to the program
RE – Concept: Sacrifice	Communicate What does sacrifice mean to me?	Apply How does sacrifice make us feel?	Inquire In what sense was Jesus's death a sacrifice?	Contextualise How do Christians show sacrifice? How do Christians remember Jesus' death?	Evaluate Is communion a good way for Christians to remember Jesus' sacrifice? What good cause would we be prepared to make a sacrifice for?
History The Ancient Greeks What is the legacy of the ancient Greek civilisation?	To explain where and when the ancient Greeks lived.	To identify ancient Greek beliefs by exploring their gods and goddesses.	Describe the daily life, culture, and achievements of the Ancient Greeks.	Investigate the origins, purpose, and traditions of the Ancient Olympic Games.	Show my understanding of the legacy of a historical period
Art Sculpture – Greek bust	Artist Study LO: Discuss and explore the art work of Greek sculptors	LO: To practise mark making using different pressure and different pencil techniques. LO: To explore ways of drawing faces	LO: To mould shapes and face features using pinching, pulling and smoothing techniques	LO: Plan and design my Greek bust	LO: To combine different techniques to create final piece

			LO: To join clay using scratch and slip and smoothing		
PE	Hockey -moving with the ball -dribbling -stopping the ball -rules/play a game		Bikeability Team games and circuits		
MFL French	To recognise, read and respond to directional language.	To read and give directions in French	To identify features of countries in the French-speaking world.	To ask and answer questions about different countries in the French-speaking world	
Music Feel Good Friday Not always on a Friday!	The 12-Bar Blues: We introduce the Year 5 & 6s to the 12-Bar Blues and how this style of music originated	The 12-Bar Blues: The children will learn about the 12-bar pattern that has given the Blues its name.	The 12-Bar Blues: We learn all about the Blues scale.	The 12-Bar Blues: Introducing the Walking Bassline.	The 12-Bar Blues: We build our own Blues pattern by combining everything we have learned about the 12-Bar Blues progression, the blues scale and improvisation.