

	Term 1 The Fallen	Term 2 The Fallen	Term 3 On the High Seas	Term 4 On the High Seas	Term 5 Mysterious Mayans	Term 6 Mysterious Mayans
Values	Quality Friendship	Courage Trust	Appreciation Understanding	Honesty Humility	Unity Respect	Responsibility Freedom
Visits/Visitors (Provisional)		Whole School visit to the Pantomime	Grandparents' Event Methodist Church	Trip linked to theme St John's Church Year 6 PGL Residential	Visit to a Mosque	Homework exhibition Year 6 Leaver's Trip Year 5 summer schools to BCA Year 6 visits to secondary schools
Literacy	Narrative – Historical War Horse by Michael Morpurgo Poetry – Free Verse In Flanders Field by Lieutenant-Colonel John McCrae	Recount - Letter The Best Christmas Present in the World by Michael Morpurgo and the Christmas Truce video Narrative – Flashback The Piano	Narrative – Dilemma The Lighthouse video Discussion – Speech Images and video clips of the impact of global warming Instructions - Notice Images and video clips of the impact of global warming	Persuasion – Advert Shackleton's Journey by William Grill Recount - Biography Shackleton's Journey by William Grill Poetry – Visual Sounds and video clips of the oceans and storms	Discussion - Debate Rain Player by David Wisniewski Recount – Commentary/ News Report Rain Player by David Wisniewski	Non-chronological report – Fact File Mayan Civilization by Clare Hibert Narrative – Mystery Videos of Rainforests in Central America
Grammar Focus	Word and vocabulary Adjectives, nouns, verbs, adverbs and determiners Expanded noun phrases Prepositions Sentence Function of sentences Adverbials including the use of the comma after fronted adverbials Main clauses	Word and vocabulary Subject, pronouns and possessive pronouns Sentence Conjunctions - Coordinating and subordinating Subordinate clauses Relative clauses and pronouns Word and vocabulary Plural and possessive –s Punctuation Singular and plural apostrophes for possession Text Paragraphing and cohesive devices	Text Simple past tense Past perfect Punctuation Question marks, exclamation marks, ellipses as a cohesive device Parenthesis – brackets, commas and dashes Sentence Modal verb Active and passive	Text Present progressive Punctuation Commas in a list and for clarity Dashes, colons, semi- colons to separate independent clause Colon to introduce a list Hyphen Speech	Sentence Subjunctive Word and vocabulary Use of I and me Synonyms and antonyms Year 6 revision	Word and vocabulary Standard English Standard English – Formality Punctuation Bullet points Revision of any gaps

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Spelling Focus Curriculum spelling words will be taught through daily literacy lessons	Cious/ tious Endings which sound like 'l'- cial, tial Words ending in - ant, ance, anc, ent, ence, ency Based on children's misconceptions	Words ending in able or ible, -ably or -ibly Words ending in -fer Use of a hyphen I before e, except after c Based on children's misconceptions	-ough Silent letters Homophones Suffix ing, ed Plurals Based on children's misconceptions	Soft vowel sounds and long vowel sounds Apostrophe with plural words Words ending with the 'g' sound e.g.- que, gue Based on children's misconceptions	A sounds - ei, e, eigh, ey -ture and sure -sion, tion and cian Adverbs and adding ly Based on children's misconceptions	Prefixes- un, mis, in and re Homophones Superlatives Plurals Based on children's misconceptions
Maths	Year 4/5 Number and Place Value (1) Addition and subtraction (1) Multiplication and division (1) Year 5/6 Number and Place Value (1) Addition and subtraction (1) Multiplication and division (1)	Year 4/5 Multiplication and division (1) Fractions, decimals and percentages (1) Year 5/6 Multiplication and division (1) Fractions, decimals and percentages (1-3)	Year 4/5 Fractions, decimals and percentages (1) Measures (1) Place Value (2-3) Year 5/6 Fractions, decimals and percentages (1-3) Ratio and proportion (Year 6) (1) Measures (1)	Year 4/5 Geometry (1) Patterns and number (1-2) Year 5/6 Geometry (1) Pattern and number (1-3)	Year 4/5 Addition and subtraction (2) Multiplication and division (2) Fractions, decimals and percentages (2) Year 6 Revision of key concepts	Year 4/5 Measures (2-3) Geometry (2-3) Fractions, decimals and percentages (3) Year 6 Place Value (2-3) Four operations (2-3) Transition to Year 7
Science	<p>Materials Compare and group materials Understand which materials are solids, liquids and gases Explain that some changes result in the formation of new materials Scientist: Ruth Benerito – Wrinkle-free cotton</p> <p>Light Recognise that light appears to travel in straight lines Explain how we can see things and why we have shadows Scientist: Ibn al-Haytham Alhazen – First to explain light reflects from an object and then passes to one's eyes</p>		<p>Living things and their habitats Classify living things and give reasons behind their decisions Note similarities and differences including micro-organisms, plants and animals Scientist: Carl Linnaeus – Classification</p>		<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Scientist: David Attenborough – Naturalist and nature documentary broadcaster</p>	
PSHE	<p>Health and wellbeing What makes up our identity? How can we help in an accident or emergency? How can drugs common to everybody life affect health? How can we keep healthy as we grow?</p>		<p>Relationships How can friends communicate safety? What will change as we become more independent? How do friendships change as we grow?</p>		<p>Living in the wider world What decisions can people make with money? What jobs would we like? How can the media influence people?</p>	

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RE	Lincolnshire Advisory Service Additional Unit 2 Expressing belief through the arts Explore diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies. This should be explored through at least two religions; one must be a religion other than Christianity, Hinduism and Islam. Look at Judaism.		Christianity Being human: How does faith and belief affect the way people live their lives? In what ways does the Bible teach Christians to treat others? How is this expressed in practice? Life journey, rites of passage: How do people mark important events in life? How do Christians show they belong? What are the symbols or actions that are an expression of belonging?		Islam Being human: How does faith and belief affect the way people live their lives? What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslims beliefs expressed in practice? Life journey, rites of passage: How do people mark important events in life? How do Muslims show they belong?	
Computing	iJam L2 Use sequence, selection and repetition; variable and various forms of input and output	iProgram L2 Design, write and debug programs; solve problems; logical reasoning for algorithms	iDesign L1 Select, use and combine software	iAnimate L1 Solve problems; use sequence, selection and repetition; use search technologies effectively; select	iBroadcast L1 Understand computer networks; select, use and combine software	iFilm L1 Understand computer networks
E-safety	Self-image and identity Online relationships	Online reputation	Online bullying	Health, well-being and lifestyles	Managing online information	Privacy and security Copyright and ownership
Geography	Interpret a range of geographical information Map skills including use of compass and 6 figure grid reference Investigate locations and places Locate the worlds countries focusing on Russia Name and locate countries and cities in the UK. Geographical regions and some topographical features Identify position and significance of latitude, longitude, Arctic and Antarctic Circle		Interpret a range of geographical information Map skills including use of compass and 6 figure grid reference Investigate locations and places Understand geographical similarities and differences through a study of a region of UK with a region within another European Country Understand physical and human processes Describe and understand key aspects of human geography Communication geographically Create maps of locations identifying patterns including of Russia		Interpret a range of geographical information Map skills including use of compass and 6 figure grid reference Experience fieldwork Use different types of fieldwork sampling in the local area Record the results in a range of ways	



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History	<p>To study an aspect or theme in British history beyond 1066 WWI and WWII</p> <p>To carry out a depth study of an aspect of the local history or how a locality has changed over time (beyond 1066) WWII and city of Lincoln</p>		<p>Study a theme in British History that extends pupils' chronological knowledge beyond 1066 Explorer Ernest Shackleton</p> <p>Travel and exploration and society From 1000 – Leif Eriksson to 1969 – Neil Armstrong</p>		<p>To study one contrasting non-European society Mayan civilisation and compare it to the Anglo-Saxon era</p>	
PE	<p>Real PE Agility and Coordination</p> <p>Fundamental Sports Skills (FSS) Invasion Games</p> <p>Year 6 Cycling</p>	<p>Real PE Creative Balance</p> <p>Fundamental Sports Skills (FSS) Net/Wall Games</p> <p>Year 5 Cycling</p>	<p>Real PE Social Balance</p> <p>Creative Movement</p> <p>Year 5 Cycling</p>	<p>Real PE Physical Agility and Balance</p> <p>Outdoor and Adventurous (OAA) Orienteering</p> <p>Year 4 Cycling</p>	<p>Real PE Health and Fitness Balance and Coordination</p> <p>Athletics Field and Track</p> <p>Year 4 Cycling Bike ability Year 5 and Year 6</p>	<p>Real PE Personal Agility and Coordination</p> <p>Fundamental Sports Skills (FSS) Field events Striking and fielding</p> <p>Branston Summer School and Athletics Festival</p>
Art and Design	<p>Drawing Mary Cassatt</p>	<p>Printing Edward Bawden</p>	<p>Painting Henri Matisse</p>	<p>Textiles/Collage Molly Williams Ben Giles</p>	<p>3D Form Elisabeth Frink</p>	<p>Pattern Joan Miro William Morris</p>
Design and Technology	Design, make and evaluate a light for an Anderson Shelter		Design, make and evaluate a game that could be played on board a ship		Design, make and evaluate a hat for a specific purpose and criteria	
Music	<p>Listen and appraise Modern - Jack Johnson</p>		<p>Play and perform Classical - Louis Lortie</p>		<p>Composition and improvisation Modern - Taylor Swift</p>	



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Food Education	<p>TastEd Food Safety and Hygiene</p> <p>Cooking Bubble and squeak</p>	<p>TastEd Food Poverty (Link to rationing)</p> <p>Cooking Eggless sponge cake</p>	<p>TastEd Explore Free Range/ Organic Production</p> <p>Cooking Fantastic fish Pie</p>	<p>TastEd Animal Welfare</p> <p>Cooking Lemon and herb coley goujons</p>	<p>TastEd Fairtrade</p> <p>Cooking Pozole and maya corn tortillas</p>	<p>TastEd Fairtrade Where food comes from – Food Origins</p> <p>Cooking Cocoa and courgette cookies</p>
Reading Spine Class Reads	<p>Classroom routines Justifying opinions Occupations Playing games</p>		<p>Bastille Day Types of house Furniture Holidays More adjectives As-tu? sur, sous</p>		<p>Recap vocabulary & structures from previous years Experience common aspects of French culture, e.g. cafes Explore French culture: art, religion (predominantly Catholic) Find out about key French values (equivalent to British Values) – how are they similar/different to those of the UK?</p>	
Class Reads	<p>Blackthorn – Wonder by R.J. Palacio Acer - War Horse by Michael Morpurgo Hemlock – Moondial by Helen Cresswell</p>		<p>Blackthorn – Holes by Louis Sachar Acer - The Boy at the Back of the Class by Onjali Q. Raúf Hemlock - The Amazing Story of Adolphus Tips by Michael Morpurgo</p>		<p>Blackthorn - A Pinch of Magic by Michelle Harrison Acer – Skellig by David Almond Hemlock - The Train to Impossible Places by P.G. Bell</p>	