



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 5	Number- place value. Number- addition and subtraction	Statistics Number- multiplication and division Perimeter and area	Number- multiplication and division Number- fractions	Number- fractions Number- decimals and percentages	Number- decimals Geometry- properties of shape	Geometry- position and direction Measurement- conversion of units Measure- volume
Maths Year 6	Number- place value. Number- addition and subtraction, multiplication and division	Number- fractions Geometry- position and direction	Number- decimals Number- percentages Number-Algebra	Measurement- conversion of units Measurement- perimeter, area and volume Number- ratio	Geometry- properties of shape Problem solving Statistics	Investigations
English Year 5	There's a Boy in the Girl's Bathroom Short! Reading skills and comprehension <u>Spelling Grammar- relative clauses, paragraphs</u> <u>Writing- Recount</u> <u>Diary</u> <u>Informal letters</u>	War Horse My Friend Walter Reading skills and comprehension <u>Spelling, grammar – modal verbs and adverbs</u> <u>Writing- Poetry</u> <u>Non chronological reports</u>	The Island Cosmic Reading skills and comprehension <u>Spelling, grammar- expanded noun phrases and punctuation- parenthesis, reported and direct speech</u> <u>Writing- Narrative and narrative myths</u>	Kensuke's Kingdom Reading skills and comprehension <u>Spelling, grammar- subordination and co-ordination and punctuation- commas to avoid ambiguity</u> <u>Writing- Formal letters of persuasion and complaint, playscripts</u>	Varjak Paw Reading skills and comprehension <u>Spelling, grammar- rhetorical questions and punctuation-colons</u> <u>Writing- Information writing, narrative, poetry</u>	The Long Walk to freedom Reading skills and comprehension <u>Spelling, grammar – secure paragraphs and punctuation</u> <u>Writing- Autobiographies</u> <u>Persuasive writing</u>
English Year 6	Boy in the Tower Reading skills and comprehension <u>Spelling, grammar- formal and informal language and punctuation</u> <u>Writing- Discussion</u> <u>Narrative</u>	Girl of Ink and Stars Reading skills and comprehension <u>Spelling, grammar- main and subordinate clauses, rehetorical question and punctuation- elipsis</u> <u>Writing- Narrative</u> <u>Diary writing</u> <u>Play scripts</u> <u>Formal letter</u>	Earth Story, If, Boy Reading skills and comprehension <u>Spelling, grammar- formal and informal writing and punctuation- colon and semi-colon</u> <u>Biographies</u> <u>Autobiographies</u> <u>Journalistic writing</u>	Skellig, The Water Tower Reading skills and comprehension <u>Spelling, grammar- rhetorical question, expanded noun phrases and punctuation- dash and hypen</u> <u>Writing- Narrative</u> <u>Poetry</u> <u>Informal letter</u>	Journey to Jo'burg Reading skills and comprehension <u>Spelling, grammar- revision of tenses, active and passive- and punctuation of bullet points</u> <u>Writing- Information writing</u> <u>Explanation</u> <u>Persuasion</u>	Drama and production Reading skills and comprehension <u>Spelling, grammar and punctuation- All</u> <u>Writing- Informal letter</u> <u>Play script</u>

Curriculum Theme (Year B of a two year programme)	History Makers	Stargazers	Our Patch	Africa then and now
A memorable experience	Cole Museum visit y5 – Science topic Watching a panantomime	Working with FS children to create a rocket	Visit to Museum of Reading / Abbey Ruins	Residential trip to Rushall Farm
An innovative challenge	Designing a Tudor house	Make a rocket which moves	Design a walking tour of the local area with information diplays	Learning some African Dance from an expert
A book to read	My Friend Walter	Cosmic – Frank Cottrell Boyce	Journey, Quest, Return- by Aaron Becker	'Young Gifted and Black' by Jamia Wilson
Something to investigate	What makes a good monarch?	Is there life beyond Earth?	To what extent is Reading's development a product of its geography?	Find an interesting way to get to Africa and plan a journey to visit 6 different countries within the continent
Parental engagement	Christmas by Candlelight	Invite parents in to see the 'Space Museum'	Take parents on their (green-badge) walking tour	Invite parents in from Africa to sopaek to children
Geography <i>National Curriculum Objectives- to run throughout</i>	-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
Geography <i>National Curriculum Objectives</i> Curriculum stimuli		-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,	Pupils should be taught to: -use fieldwork to observe, measure, record and present the human and physical features in	Pupils should be taught: how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -about human geography, including: types of settlement and land use, economic activity

		<p><i>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p>What main physical features of the world can be seen from space?</p> <p>Which man made features can be seen from space?</p>	<p><i>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p> <p>How could we show our locality as a diagram?</p> <p>What features are natural and which are man-made?</p> <p>Which features make our position unique?</p> <p>How could we promote our locality?</p>	<p><i>including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>How could you describe Africa in terms of its geographical position in the world?</p> <p>Can you design and write a leaflet/ booklet for a tourist visiting a country in Africa?</p> <p>What are the hardships facing the people in Africa?</p> <p>How is the environment being affected by the actions of humans?</p>
<p>History National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history</i></p> <p><i>Pupils should be taught about: -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>How did the Tudor reign change life in Britain?</p> <p>Which changes still affect our lives today?</p> <p>How did the Tudors come to power in Britain?</p> <p>Why did the Tudor reign come to an end?</p>	<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history</i></p> <p>When was the earth formed?</p> <p>When did the first life appear on earth?</p> <p>Can you put all you know about history on a timeline?</p>	<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history</i></p> <p>How has Reading changed over the last thousand years?</p> <p>Can you find out about Saxon foundations?</p> <p>What was significant about the Medieval Abbey?</p>	<p><i>Pupils should be taught about: -a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300</i></p> <p><i>Pupils should be taught about: -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p> <p>Why did the Kingdom of Benin become powerful?</p> <p>What was life like in the Kingdom of Benin?</p> <p>What events contributed to the decline of the Kingdom?</p>

			Which industries were important to Reading in the past and in recent times?	
Science National Curriculum Objectives Curriculum stimuli	<i>Pupils should be taught to:</i> -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -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. How did Charles Darwin decide to classify some animals? What did he discover? How have his discoveries affected how we think about evolution and inheritance today? What characteristics can we inherit from our parents? How did humans evolve?	<i>Pupils should be taught to</i> -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object How do we measure night/ day/ months years?	<i>Pupils should be taught to:</i> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram. How can you make a bulb burn more brightly in a circuit? What symbols would we use to show how a circuit is set up? Can you find other ways to change the function	<i>Pupils should be taught to:</i> -identify and name the main parts of the human circulatory system, and describe 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. Can you name the organs of the body? What are their functions? What do we need to do to ensure we stay healthy? Can you name some of the bones in the skeleton?

		<p>How does the moon affect us?</p> <p>What would it be like to live on the moon?</p> <p>Why is the sun so important to us?</p> <p>What do you know about the other planets in our solar system?</p>	<p>or effectiveness of a component in a circuit?</p>	
<p>Art National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught about: -great artists, architects and designers in history and-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</i></p> <p>Can you replicate a Tudor portrait?</p> <p>Why were Tudor portraits so similar?</p> <p>What can we learn about Tudor life from looking at portraits and pictures</p>	<p><i>Pupils should be taught to:-improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</i></p> <p>How could 'the big bang' be represented in art?</p>	<p><i>Pupils should be taught to:-improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</i></p>	<p><i>Pupils should be taught about: -great artists, architects and designers in history and-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</i></p> <p>What do African tribes wear to show that they belong to a particular tribe?</p> <p>What materials and colours do they use?</p> <p>What patterns are commonly used?</p> <p>Can you design and make you own African style mask?</p>
<p>DT National Curriculum Objectives- to run throughout</p>	<p>Design <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Make <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>			

	<p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>					
DT Curriculum stimuli			Can you design and make your own model solar system suitable for a museum?			Can you use a range of techniques to design and make an African mask?
PE National Curriculum Objectives- to run throughout	<p>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.</p> <p>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
PE National Curriculum Objectives Curriculum stimuli	<p>Pupils should be taught about develop flexibility, strength, technique, control and balance and play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>The above will be learnt through: Gymnastics and Tennis</p>	<p>Pupils should be taught to perform dances using a range of movement patterns and play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>The above will be learnt through: Hockey and Dance</p>	<p>Pupils should be taught about develop flexibility, strength, technique, control and balance and should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>The above will be learnt through: Tag Rugby and Gymnastics</p>	<p>Pupils should be taught to perform dances using a range of movement patterns and to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>The above will be learnt through: Dance and Netball</p>	<p>Pupils should be taught about: -use running, jumping, throwing and catching in isolation. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>The above will be learnt through: Athletics and Football</p>	<p>Pupils should be taught about: -use running, jumping, throwing and catching in isolation and in combination - perform dances using a range of movement patterns</p> <p>The above will be learnt through: Striking Field Games and Dance</p>

RE Taught using Discovery RE	What is the best way for a Muslim to show their commitment to God? Islam	How significant is it that Mary was Jesus's mother? Christianity	What is the best way for a Hindu to show their commitment to God? Christianity	Is Christianity still a strong religion 2000 years after Jesus was born on Earth? Christianity	Are Sikh stories important today?	Does belief in Akhirah (life after death) help Muslims lead a good life? Islam
Computing National Curriculum Objectives Curriculum stimuli	<i>Pupils should be taught to:</i> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact					
PSHME and British Values	Respect and Tolerance	Keeping safe, fit and healthy	The Law: morals, choices, democracy and rights	Living and Growing	Thinking of others	Ready for the Future
Music National Curriculum Objectives- to run throughout	<i>Pupils should be taught to:</i> tossing 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 instrument 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 tradition and from great composers and musicians -develop and understanding of the history of music.					
Music Curriculum stimuli	The above will be learnt through Charanga: Year 5: Don't Stop Believin' Year 6:	The above will be learnt through Charanga: Year 5: Bells Ring Out Year 6:	The above will be learnt through Charanga: Year 5: Classroom Jazz 1 Year 6	The above will be learnt through Charanga: Year 5: Benjamin Britten – a tragic story	The above will be learnt through Charanga: Year 5: Stop! Year 6:	The above will be learnt through Charanga: Year 5 & 6 Reflect, Rewind & Replay

	Livin' On A Prayer	Benjamin Britten – a New Year Carol	Classroom Jazz 2	Year 6 Fresh Prince of Bel Air	Make you Feel My Love	
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