

Title		Come and take a journey! A Geographical project investigating rural and urban places at home and abroad!			Lighting up the Universe Space and Light	
Text	CLPE: Macbeth Romeo and Juliet Oliver Twist	CLPE: Goodnight Mr Tom	CLPE text:  Goodnight Mr Tom	CLPE :The Journey by Francesca Sanna	CLPE: Cosmic	7wk
WOW	Three Witches of Macbeth  Victorian School Day	Evacuee Day	Hub Day: Journeys! Map Madness!! Children will investigate maps and the world: continents, capital cities, equator. Focus on the UK, looking at capital cities, counties, rivers etc.	Refugee day. Focus on countries a refugee may travel to.	Space Day Celebration (week 6)	Orienteering Extravaganza!
English	Play scripts, Non Chronological Reports, Creative writing, Classic fiction	Letters, Poetry, Classic Fiction, Persuasive speeches	Narrative: information texts, descriptive writing about places, Newspaper reports  Procedural (Instructions- how to get to ?/ how to read a map)	Argument/Discussion – Social/ Human Rights issues – refugees/ immigration/ fair trade	Myths and Legends Explanation, Journalistic Writing- reporting on First Lunar Landing	Explanation, Non Chronological Report. Poetry
English key writing objs	<p>[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of contexts.</p> <p>[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.</p> <p>[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.</p> <p>[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.</p> <p>[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.</p> <p>[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of contexts.</p> <p>[EXS] [KEY] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ↳ GD objective: Evaluate and edit by independently proposing changes to vocabulary,</p>		<p>Plan their writing by being able to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by being able to independently note and creatively develop initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by being able to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by being able to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.</p> <p>Draft and write by being able to use a range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by being able to more independently use a range of devices to build cohesion within and across paragraphs.</p> <p>[KEY] Evaluate and edit by being able to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by being able to use the correct tense throughout sustained pieces of writing in different styles.</p> <p>[KEY] Plan their writing by being able to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>↳ GD objective: Plan their writing by being able to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Evaluate and edit by being able to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>↳ GD objective: Evaluate and edit by being able to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>		<p>[KEY] Plan their writing by being able to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>↳ GD objective: Plan their writing by being able to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</p> <p>Use a range of devices to build cohesion within and across paragraphs</p>	

	grammar and punctuation to enhance effects and clarify meaning in a range of contexts.					
Maths	White Rose mtp Number: Number and Place Value Number: Addition and Subtraction	White Rose mtp Number: Multiplication and Division Number: Statistics	White Rose mtp Position and direction Number: Decimals Number: Percentages Number: Ratio	White Rose mtp Measurement: Converting Units Number: Prime Numbers Perimeter and Area Measures and Volume Geometry: Angles Geometry: Shapes	White Rose mtp	White Rose mtp
Topic	HISTORY  HISTORY The Tudor Monarchs.  The fall of the Plantagenets and the death of Richard III.  Life in Tudor Britain during the reign of Henry VIII- his obsession with creating a male heir and what followed ...  Tudors- letters from Henry VIII/ Elizabeth I The Monarchy since 1800, including the Victorians. (Her European counterparts) Victorians- classic fiction	HISTORY  WW1 for Remembrance Day. Poetry- Flanders Field Speeches given -PMs and King. Persuasion and Performance. The country has been rallied together by the Monarchy in difficult times. Windsor family and current day Monarchy  WOW: (workshop with History Squad) WW2 Day!   Christmas Block: Write a Queen's Speech	GEOGRAPHY- Locational Revise: Where is Chepstow in UK/ World? Investigate continents and the countries within them, as well as oceans and seas. Research the equator, tropics of cancer and Capricorn and arctic and Antarctic regions  Use maps, atlases, globes and digital/computer mapping to locate countries across the world.  Investigate countries in other parts of the world and their capitals, human and physical geographical features of the countries. Orienteering linked to English instructions.	GEOGRAPHY- Human and Physical  Concentrating on life in countries of far away; their environmental regions, key physical and human characteristics and major cities.  Compare with life in a Chepstow and Tutshill  Similarities and differences social norms- diet/ lifestyles	SCIENCE  Earth and Space: 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	SCIENCE Animals including humans.  Describe the changes as humans develop to old age.
Topic	SCIENCE Year Five: Properties and changes of materials Year Six: Animals including humans	SCIENCE Year Five: Properties and changes of materials Year Six: Evolution and inheritance	SCIENCE Year Five: Living things and habitats Year Six: Evolution and Inheritance	SCIENCE Year Five: Forces Year Six: Living things in their environment.	SCIENCE Year Five: Earth and Space Year Six: Electricity Earth and Space	SCIENCE: Year Five: Animals including humans Year Six: Light Electricity linked to DT
Topic		N/A	HISTORY: AZTECS		GEOGRAPHY How different countries experience different seasons and time zones	
Art	Drawing: Buildings, portraits and landscapes.	N/A	Investigating Art created by Artists from Around the World		Textiles and Painting	Textiles and Painting
DT	N/A	Stiff and Flexible materials- castles	Adventure Maps	Food technology: cooking food from around the world.	Electrical and mechanical components- linked to circuits Food: Making Space treats	
Music	Music Express Our Community. This unit is based on the song 'Jerusalem' and looks at changes	Music Express At the Movies: Explore music from 1920s films to	Music Express Music from other cultures. Investigating traditional music from around the world.		Music Express Solar System: Children will embark on a musical journey through the solar system, exploring how our universe inspired composers. Celebration: Celebration in song for the children to perform.	

	through time. Children compose and perform music inspired by their local community.	present day movies.				
PE	Year Five: Games: Hockey PE: Dance Year Six: Games: Hockey PE: Gymnastics	Year Five: Games: Invasion Games PE: Gymnastics Year Six: Games: Basket ball PE: Dance	Year Five: Swimming Netball  Year Six: Invasion games. Gymnastics (CPD)	Year Five: Swimming Football/ Rugby skills  Year Six: Football/ Rugby skills	Year Five: Athletics Cricket Year Six: Athletics Rounders/ Cricket	Year Five: Athletics Rounders Year Six: Athletic Outdoor/ Adventurous activities (Symonds Yat)
Computing	Internet Research Multimedia and Word Processing e-safety	Digital media	Programming esafety	Programming	Communication and Collaboration esafety	Data
PSHE	New Beginnings PINK/OTHER: Citizenship and British Values, Family and Friends.	Getting on and falling out PINK/OTHER: Growing Up, Sex and relationships, Kindness and Anti-Bullying	Good to be me! PINK/OTHER: Media influence and Internet Safety	Going for Goals PINK/OTHER: Social Issues, Citizenship and British Values	Relationships: PINK/OTHER: Keeping Safe at home and outside.	Changes PINK/OTHER: Personal responsibility, Financial capability.
RE	Year Five: What does it mean to be a Muslim in Britain today? Year Six: Aspects of Hinduism	Incarnation. Why was Jesus the Messiah? Why do Hindus want to be good?	Year Five: God: What does it mean if God is Holy and Loving? Year Six: Creation and Science: Complementary or conflicting?	Year Five: Why is the Torah so important to Jewish people? Year Six: Salvation: What difference does the resurrection make to Christians?	Year Five: What would Jesus do? Year Six: Kingdom of God: What kind of King is Jesus?	Year Five: Why do some people believe in God and some people not? OR What matters most to Humanists and Christians? Year Six: How does faith help people when life gets hard?
FRENCH	Revision Lessons: Numbers, colours, greetings, parts of the body, French and English streets and directions.	Asking where places are, days of the week, opinions. Christmas theme.	Revision of the days of the week and hobbies, months of the year, sports. Directions and opinions	Revision of food, connectives, eating habits, breakfast.	Revision of days of the days of the week and months, weather, weather phrases.	Where you live, daily life and revision.