

	Term 1 (8 weeks) National coal mining museum	Term 2 (7 weeks) Cathedral Singing	Term 3 (6 weeks)	Term 4 (5 weeks) THORNBRIDGE	Term 5 (6 weeks)	Term 6 (+1 trans) Eden Camp
British Values	Local History Victorians: Education Act (Personal Liberty) School Councillor Elections (Rule of Law and Democracy) Class rules (Rule of Law and Democracy) Local Study: Changes and developments in Sheffield's local areas. (Mutual respect, identify and combat discrimination)	Hanukah/Christmas activities, Armistice day, St Andrew's day (Tolerance of faith and cultures, Liberty and Democracy) Anti-Bullying week (mutual respect, Identify and combat discrimination)	Rainforest: Focus on Rainforest Tribes and comparisons to UK. (Mutual Respect)	Rainforest: Sustainability and protecting our environment. (Personal Responsibility) Lent/Easter/St Patrick's Day/ St David's Day (Tolerance of faith and cultures) Literacy: Debates and Arguments (Democracy, Rule of Law) Thornbridge residential: (Personal responsibility)	British History: Sheffield since 1939: WW2. (Democracy, Rule of Law, Liberty, Tolerance, mutual respect) Ramadan – fasting (Tolerance of faith and cultures)	British History: Sheffield since 1939: WW2. (Democracy, Rule of Law, Liberty, Tolerance, mutual respect) Ramadan – fasting (Tolerance of faith and cultures) Sports Day (Mutual Respect)
Literacy	<u>Descriptive writing/VCOP</u> (1 week) <u>Historical fiction</u> (3 weeks) Link – Victorians – Street Child	<u>Classic Fiction (focus on re-tell smaller section of Christmas carol story)</u> (3 weeks) Link – A Christmas Carol - Victorians <u>Classic poetry</u>	<u>Drama</u> (2 weeks) Link – Geog - Rainforest – Jungle Book <u>Persuasion</u> (2-3 weeks)	<u>Arguments and debate</u> (2-3 weeks) Link - Geog - Rainforest <u>Autobiography</u> (2-3 Weeks) Link – PSHE	<u>Recount</u> (3 weeks) Link – Thornbridge Residential <u>Biography</u> (3 weeks) (1 week features and other similar, 1 week	<u>Film narrative</u> (1 week) Link – Narnia – History – Britain since 1930 <u>Fantasy Narrative (focus on writing smaller section of</u>

	<p><u>Non-chronological reports</u> (4 weeks) Link – Local history - Husker pit disaster 1838 Y5WW Oaks pit explosion 1866 Y5JD</p>	<p>(2 weeks) Link – Lewis Carol – The Mad Gardener’s Song <u>Instructions</u> (2 weeks) Link – Victorian Sweet Shop – Peppermint Creams</p>	<p>Link – Geog - Rainforest – Jungle Book <u>Image poetry</u> (2 weeks) Link – Geog - Rainforest</p>	<p>relationships</p>	<p>research Anne Frank, 1 week write) Link – History – WW2 – Anne Frank</p>	<p>own fantasy story) (4 weeks) Link – Narnia – History – Britain since 1930 <u>Poetry:</u> (1 week) Link – repetition/build-up narrative poem - The Key to My Castle Transition week</p>
Grammar	<p>Word classes:</p> <ul style="list-style-type: none"> • Verbs (including modal) • Nouns (all types) • Adjectives (incl. phrases) • Adverbs (incl. phrases) <p>Punctuation:</p> <ul style="list-style-type: none"> • A . , ? ! “ ” ‘ ; ; ... • Parenthesis, incl. () - , 		<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (e.g., –ate; –ise; –ify). • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Using expanded noun phrases to convey complicated information concisely. 		<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (e.g., then, after that, this, firstly) • Linking ideas across paragraphs using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly). • Verb prefixes (e.g., dis–, de–, mis–, over– and re–). • Use of commas to clarify meaning or avoid ambiguity. 	
Maths	<p><u>Number: Place Value</u> <u>Basic place</u> <u>Negative number</u> <u>Roman num</u> (3 weeks) <u>Calculation: Addition</u></p>	<p><u>Calculation: division</u> (3 weeks) <u>Statistics: line graphs, tables and timetables</u> (3 weeks)</p>	<p><u>Fractions</u> (5 weeks) <u>Position and Direction (pre Thornbridge)</u> (1 week)</p>	<p><u>Angles</u> (2 weeks) <u>Shape</u> (2 weeks) <u>Assessment</u></p>	<p><u>Decimals (money carousel week)</u> (3 weeks) <u>Percentages</u> (1 week)</p>	<p><u>Converting Measures</u> (2 weeks) <u>Area, perimeter, volume</u> (2 weeks)</p>

	<p><u>and Subtraction</u> (3 weeks)</p> <p><u>Calculation:</u> <u>Multiplication</u> (2 weeks)</p>	<p><u>Assessment</u> (1 week)</p>		(1 week)	<p><u>Fractions, Decimals and percentages</u> (2 weeks)</p>	<p><u>Prime numbers, square and cubed numbers</u> (1 week)</p> <p><u>Assessment</u> (1 week)</p> <p><u>Transition week</u> (1 week)</p>
<p>Calculation (KIRF)</p>	<p>Revise multiplication and division facts for all times tables up to 12 x 12.</p> <p><i>Ma4/2.3a</i></p>	<p>Know all decimals that total 1 or 10 (to 1 decimal place).</p> <p><i>Ma2/2.2b related</i></p>	<p>Know the doubles and halves of all two-digit numbers.</p> <p><i>Ma2/2.2b related</i></p>	<p>Know doubles and halves of all multiples of 10 to 1,000</p> <p><i>Ma2/2.2b related</i></p>	<p>Know all pairs of factors of numbers up to 100.</p> <p><i>Ma5/2.3a</i></p>	<p>Know square numbers to 12 x 12.</p> <p><i>Ma5/2.3h</i></p>
<p>Science</p>	<p><u>Properties and Changes of Materials</u></p> <p>According to the National Curriculum ,pupils should be taught to:</p> <ul style="list-style-type: none"> know properties of materials, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in 	<p><u>Living things and their Habitats (inc humans and animals)</u></p> <p>According to the National Curriculum, pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age <p><u>Below ARE</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can compare differences in human 	<p><u>Forces</u></p> <p>According to the National Curriculum, pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that 	<p><u>Earth and Space</u></p> <p>According to the National Curriculum, pupils should be taught to:</p> <ul style="list-style-type: none"> 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 		

	<p>the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><u>Below ARE</u></p> <ul style="list-style-type: none"> I can use technical vocabulary to describe the properties of materials. (hard/soft, stiff/flexible, conductor/insulator, transparent/opaque, hard/soft) I can sort materials by their properties. I can explain why certain materials are suitable for certain jobs. <p><u>At ARE</u></p> <ul style="list-style-type: none"> I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p><u>Beyond ARE</u></p> <ul style="list-style-type: none"> I can explain how two liquids can be separated by distillation. I can explain changes of state in terms of the particle model. 	<p>beings.</p> <p><u>At ARE</u></p> <ul style="list-style-type: none"> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. I can describe the changes as humans develop to old age. I understand that all living things have lifecycles. <p><u>Beyond ARE</u></p> <ul style="list-style-type: none"> I can analyse to links between insect pollination and food security. I name the reproductive organs. I understand that the reproductive process begins with cells and that all living things are made from cells. I can compare reproduction in plants with reproduction in animals. I understand the difference between asexual and sexual reproduction. 	<p>some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><u>Below ARE</u></p> <ul style="list-style-type: none"> I can describe the movement in a variety of real life situations. I explain movement using the idea of push and pull. I know that some forces slow things down. <p><u>At ARE</u></p> <ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, 	<p>explain day and night and the apparent movement of the sun across the sky</p> <p><u>At ARE</u></p> <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Beyond ARE</u></p> <ul style="list-style-type: none"> I can define gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other
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			<p>including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Beyond ARE</u></p> <ul style="list-style-type: none"> • I can draw accurate force diagrams of situations I investigate. I can identify when forces are balanced and unbalanced and explain how this relates to the movement of objects. 	<p>planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)</p> <ul style="list-style-type: none"> • I know that our Sun is a star, and there are other stars in our galaxy, and other galaxies • I can explain the seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • I know that the light year as a unit of astronomical distance.
Engineering	<p><u>STEM work with Sheffield University students. (5 weeks)</u></p> <ol style="list-style-type: none"> 1. Bridge building 2. Dinosaurs 3. Space 4. Energy 5. Sustainable futures <p>Each session also looks at a woman in STEM and their achievements.</p>			
Geography	<p>History focus for term.</p>	<p><u>South America (Rainforest)</u></p> <ul style="list-style-type: none"> • 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, 	<p>History focus for term.</p>	

			<p>countries, and major cities.</p> <ul style="list-style-type: none"> 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 the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography: a region in South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 			
History	<p><u>Local History: Victorians</u> <u>(Link to D&T – Sheffield Houses)</u></p> <ul style="list-style-type: none"> Pupils should be taught about an aspect of local history <p>Link to D&T – Sheffield Houses</p> <p>Trip: National Coal mining museum.</p>	Geography focus for term.	<p><u>Extended Chronological Study: Britain Since 1939</u></p> <ul style="list-style-type: none"> Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <p>Proposed Trip: Eden Camp</p>			
MFL	<p><u>food</u> Y4 French lessons 9-12</p>	<p><u>Numbers and Christmas</u> Y4 French lessons 13-16</p>	<p><u>Personal descriptions and dates</u></p> <p>Y4 French lessons 16-19</p>	<p><u>Family</u></p> <p>Y4 French lessons 20-22</p>	<p><u>Clothes</u></p> <p>Y4 French lessons 23 - 25</p>	<p><u>Revision and Assessment</u></p> <p>Y4 French lessons 26 - 30</p>
Music	<ul style="list-style-type: none"> Learn to play an instrument Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and 					

	<p>musicians</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 					
PSHE/SMSC	New beginnings Citizenship	Good to be me E Safety	Going for goals Keeping Healthy	Relationships E safety	Getting on and Falling out Financial Capability	Changes E safety
PE Indoor	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Perform actions, shapes and balances consistently. • Choose and apply basic composition ideas to the sequences they create and adapt them to new situations. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Perform actions, shapes and balances consistently. • Choose and apply basic composition ideas to the sequences they create and adapt them to new situations. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner, and in a group. • Perform dances expressively. • Use and combine dance principles to create motifs. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner, and in a group. • Perform dances expressively. • Use and combine dance principles to create motifs. 	<p><u>Key skills</u></p> <p>Use jumping, running, throwing and catching in isolation and in combination.</p>	<p><u>Key skills</u></p> <p>Use jumping, running, throwing and catching in isolation and in combination.</p>
PE Outdoor	<p><u>Games – Hockey</u></p> <ul style="list-style-type: none"> • Play competitive games including attacking and defending. • Know and apply the basic strategic and tactical principles of attack and to 	<p><u>Games – Handball</u></p> <ul style="list-style-type: none"> • Play competitive games including attacking and defending. • Know and apply the basic strategic and tactical principles of attack and to adapt them to different situations. 	<p><u>Outdoor/ Adventurous</u></p> <ul style="list-style-type: none"> • Understand how the challenge of outdoor and adventurous learning can help fitness and wellbeing. • Define and refine orienteering and problem solving skills. • Identify the 	<p><u>Outdoor/ Adventurous</u></p> <ul style="list-style-type: none"> • Understand how the challenge of outdoor and adventurous learning can help fitness and wellbeing. • Define and refine orienteering and problem solving skills. • Identify the 	<p><u>Games – Cricket</u></p> <ul style="list-style-type: none"> • Play competitive games. • Develop consistency in skills. • Know and apply the basic strategic and tactical principles of attack. 	<p><u>Games – Rounders</u></p> <ul style="list-style-type: none"> • Play competitive games. • Develop consistency in skills. • Know and apply the basic strategic and tactical principles of attack.

	adapt them to different situations.		importance of a group or team plan.	importance of a group or team plan.		
<p>RE (PPA)</p> <p>See Sheffield Framework</p> <p>Hindu Christianity Muslim</p>	<p>Religion and the individual: What is expected of a person in following a religion or belief? Christians Pupils: <ul style="list-style-type: none"> ▪ learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus’ birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus’ birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); ▪ use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); ▪ discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3). </p>	<p>Beliefs and questions: How do people’s beliefs about God, the world and others have impact on their lives? Muslims and Hindus Pupils: <ul style="list-style-type: none"> □ explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2) □ describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3) □ express their own ideas about religious issues and questions, giving reasons for their thoughts (A3) □ discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1) </p>	<p>Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. Pupils: pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); <ul style="list-style-type: none"> ▪ consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community’s way of life, values and beliefs (B1); ▪ discuss and present thoughtfully their own and others’ views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modeling, photo album descriptions and recounts, Q&A, poetry or art (C1). </p>			

<p>Art and Design</p>	<p>DT focus for these half-terms.</p>			<p><u>Textile and collage</u></p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Explore great artists, architects and designers in history. • Artist: Rousseau <p>(Geography – Rainforest artwork link)</p>	<p><u>Sketching</u></p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Create sketch books to record their observations and use them to review and revisit ideas. <p>(History – Britain since 1930 link)</p>	<p><u>Sculpture/Painting</u></p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • Artist: Giacometti 	
<p>Computing</p>	<p><u>Key Skills / Understanding and sharing data</u> (Unit 0.5/ 3.5)</p>	<p><u>Key Skills / Understanding and sharing data</u> (Unit 0.5/ 3.5)</p>	<p><u>Computational thinking and programming A</u> (Unit 4.5) Codebugs, lighting systems.</p>	<p><u>Computational thinking and programming B</u> (Unit 5.5) Scratch Creating a Rainforest based interactive game</p>	<p><u>Collaborating online</u> (unit 1.5)</p>	<p><u>Communicating: multimedia</u> (unit 2.5) WW2 Radio announcements/ adverts</p>	
<p>Design and Technology (History – Victorians and Sheffield link)</p>	<p><u>Victorian light-up house</u> Developing, planning and communicating ideas.</p> <ul style="list-style-type: none"> • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 			<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Cook a repertoire of savoury dishes. • Become competent in a range of cooking techniques. • Apply the rules for basic food hygiene and other safe practises. 	<p>Art focus for these half-terms.</p>		

	<p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks 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. • Investigate and analyse a range of existing products. <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products. • Understand and use electrical systems in their products 	<ul style="list-style-type: none"> • Weigh and measure accurately. • Understand the source of ingredients. <p>(Geography/ Science – Rainforests fruits link)</p>	
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