

| Year Group | Autumn 1 7 weeks 2 days | Autumn 2 7 weeks | Spring 1 7 weeks | Spring 2 6 weeks | Summer 1 5 weeks | Summer 2 6 weeks 3 days |
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| Theme and Curriculum Focus | Mayans | Africa | Tudors | The UK | Explorers | Greek Gods |
| WOW Experiences/ Hook for English/ Trips | Chocolate | African masks, dancing, celebrations | Day as a Tudor – Clifton Museum | School trip | Create an immersive classroom | Gallery Visit |
| English Novel Study and Final Outcome | Group A: Street Child Narrative – Alternative ending Group B: Butterfly Lion Narrative – Multiple Dilemmas Group C: Into the Forest – Anthony Browne Narrative – alternative endings The Tunnel – Anthony Brown Narrative - writing from a character's point of view = first person. | | Group A: War Horse Narrative - Diary Group B: The Lion, the witch and the Wardrobe Recount - Diary Group C: Sheep Pig - Dick King Smith Non – chronological report | | Group A: Harry Potter and the Philosopher's Stone Report - Newspaper Group B: Who let the Gods out Narrative – Myths & Legends Group C: Roald Dahl – BFG Narrative - alternative plots | |
| Maths Areas Taught – In Line with White Rose Scheme | 1 week science Place value x 3 Addition & Subtraction x 3 | 1 week science Addition & Subtraction x 2 Multiplication & Division x 4 | 1 week science Multiplication & Division x 3 Money x 1 Length /Perimeter x 2 | 1 week science Length & Perimeter x 1 Fractions x 4 | Time x 3 Shape x 2 | 1 week science Mass & Capacity x 3 Consolidation & Catch up x 2 |
| History/ Geography | Mayans | Africa | Tudors | UK Map Skills | Mountains | Ancient Greece – link to Olympics |
| DT/ Art | Food Chocolate | Drawing & Sketching Computing | Textiles Tudor purse | Construction | Painting | 3D sculpture Greek pottery |

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| Science | States of matter | Living things & their habitats | Animals including humans | Forces | | Earth & Space |
| Music | ‘Charanga’ Rotherham Music Service Scheme of Learning: Y5 Curriculum | | | | | |
| | Livin’ on a prayer | | Make you feel my love | | Dancing in the street | |
| PE | Scheme Set by PE lead Teacher – See LTP PE – Taught by Specialist PE Teacher/ PE Lead Teacher | | | | | |
| RE | SACRE – Upper KS2 Scheme of Work - Taught by RE Lead Teacher | | | | | |
| | Muslims: What difference do the Five Pillars of Islam make to Muslim children’s lives? Themes: teaching and authority, worship, pilgrimage and sacred places | | Christian: How and why do Christians try to live by the Bible? Themes: teachings and authority, the journey of life and death | | Muslims: why are there now over 50 mosques in Yorkshire? Themes: teaching and authority, worship, pilgrimage and sacred places | |
| Computing | Eastwood Village SOW – Taught by Computing Lead Teacher | | | | | |
| | Poster design (Microsoft word/publisher) Spreadsheets (excel) Internet searching skills (Google legends) Drawing tools – shape pictures | Poster design (Microsoft word/publisher) Spreadsheets (excel) Internet searching skills (Google legends) Drawing tools – shape pictures | E-safety: Zip it Block it Flag it (Google legends) History of technology Linear on-screen presentation (Power Point) Using numbers in a program (scratch) | E-safety: Zip it Block it Flag it (Google legends) History of technology Linear on-screen presentation (Power Point) Using numbers in a program (scratch) | E-safety: messaging safely, digital footprints, sharing safely and vlogging rules (Google legends) Photo editing (Photo Grid) Impact of technology on society | E-safety: messaging safely, digital footprints, sharing safely and vlogging rules (Google legends) Photo editing (Photo Grid) Impact of technology on society |
| RSE | RSE Local Authority Scheme – Taught by Lead Teacher | | | | | |
| | The caring school and Bullying, pressure and risks | Me and my relationships | Healthy lifestyles | | Growing up – Relationships and responsibilities of puberty | The world of drugs |
| FL | Eastwood Village Languages SOW – Taught by FL Specialist/ Lead Teacher | | | | | |

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| | <p>Theme: Greetings</p> <p>Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> | <p>Theme: Colours</p> <p>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p> | <p>Theme: Numbers</p> <p>Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> | <p>Theme: Food</p> <p>Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p> | <p>Theme: Animals</p> <p>Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.</p> | <p>Theme: All about me</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors</p> |
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