



An educational family that comes together and stays together.

Long Term Planning Document for academic year 2022-23

Diamond YR	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Enquiry	Ourselves: How have I changed?	Celebrations: What is a celebration?	Our Planet: Where do we come from?	Spring: How does your garden grow?	Transport: Where will your journey take you?	The seaside: What can we see beside the sea?
Possible avenues:	Physical changes from birth. Teeth, bones	Christmas Diwali Bonfire night	Newton, Derbyshire, UK, the world. Local walk, human and natural habitats.	Planting flowers & veg Healthy food Insects	Trains- old and new Boats Flying carpet	Sea creatures Pirates Seaside past and present Waves and erosion
Concepts	Resilience Friendship Respect Independence Chronology	Respect Diversity Chronology Creativity Self-belief	Community Sustainability Respect Passion	Teamwork Change Sustainability Chronology Empathy	Teamwork Creativity Honesty	Chronology Diversity Respect Change
Enquiry driver	Understanding the World: Past & present (History)	Understanding the World: People and communities (R.E)	Understanding the World: The natural world (Geography)	Understanding the World: The natural world (Science)	Understanding the World: Past and Present (History and Geography)	Understanding the World: People and communities (History and Geography)
Enquiry enhancer	PSED: Managing Self (Science and Jigsaw)	EAD: Being Imaginative and Expressive (Art)	Understanding the World: People, Culture and Communities (RE)	Mathematics: Number (Maths)	Physical Development: Gross Motor Skills (PE)	Understanding the World: The Natural World (Science)
Discrete subjects	Phonics Literacy Maths PSED PE RE Art	Phonics Literacy Maths PSED PE RE Art & Music	Phonics Literacy Maths PSED PE RE Art	Phonics Literacy Maths PSED PE RE Art	Phonics Literacy Maths PSED PE RE Art	Phonics Literacy Maths PSED PE RE Art



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	Music		Music	Music	Music	Music
Core texts for Reading and Writing	Rhymes and Poems	Rhymes and Poems	Rhymes and Poems	Rhymes and Poems	Rhymes and Poems	Rhymes and Poems
	A Squash and a Squeeze	Tiddler	The Gruffalo	Room on the Broom	The Snail and the Whale	The Smartest Giant in Town
	We're Going on a Bear Hunt	Bat Loves the Night (non-fiction)	Story Man (poem)	Dolphin Baby (non-fiction)	Julia Donaldson – Poems to Perform	Lost and Found by Oliver Jeffers
		On Sudden Hill	The Train Ride	Mr Gumpy's Outing	The Koala Who Could	
Experts and experiences		Christmas Pantomime	Local walk	Forest school session (?)		Seaside Trip
Community involvement						
Whole School Events	Harvest	KS1 Christmas Nativity				Ruby Class end of year performance



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Emerald Y1/2	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	History		R.E		Geography	
Enquiry History A1 and 2 RE Sp 1 an 2 Geography Su 1and 2	What makes an explorer significant? What significant things have explorers discovered? (please see History long term plan for more in depth week expectations)		What does it mean to belong to a faith community? (living)	What can we learn from sacred books? (believing)	Where do I live?	What is life like in a city
English – Talk for Writing	Narrative: traditional tale Information text – Wolves Suggested texts: Little Red Riding Hood Knowledge Encyclopaedia – Animal!	Poetry: Fireworks Instructions – How to... Suggested texts: Firework Night By Andrew Collett How to Wash a Woolly Mammoth	Descriptive writing Dragons Narrative Legend Letter writing Suggested texts: <i>George and the Dragon</i>	Narrative Circular narrative with a <i>settings</i> focus <i>OR Stanley's Stick</i> Suggested texts: 'A River' Marc Martin	Narrative Finding narrative Postcard Suggested texts: 'Bog Baby' Jeanne Willis	Information Biography Poetry Selected weather poem from 'Out and About' Suggested texts: 'Little Leaders – Bold Women in Black History' Vashti Harrison <i>Out and About: A First Book of Poems</i> Shirley Hughes
Whole Class Reading texts	If I Were a Hawk (poem) Good Little Wolf The Selfish Giant	Beegu Night Animals (non-fiction) The Storm Whale in Winter by Benji Davies	We're all Wonders by A.J Palacio Butterflies (non-fiction) Little Leader (of your choice)	Elf Road (Pie Corbett) Last Tree in the City by Peter Carnavas Anthony Browne – The Tunnel	The Invisible by Tom Percival Parts of a Plant (non-fiction)	
Rainbow Grammar	Compose a simple statement sentence ■ ■ ■	Compose a simple statement sentence ■ ■ ■	Use direct speech in a sentence. ■ ■ ■ ■	Compose a simple statement sentence ■ ■ ■	Use direct speech in a sentence. ■ ■ ■ ■	Compose a simple statement sentence ■ ■ ■



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	The moon shone in the sky. Join 2 subjects with a coordinating conjunction The boy and his dog entered the old house. ■ □ △ ■ ■	The moon shone in the sky. Join 2 predicates with a coordinating ■ □ △ ■ ■ The boy trembled but stepped into the hall.	It's dark tonight the boy said.	The moon shone in the sky. Join 2 predicates with a coordinating ■ □ △ ■ ■ The boy trembled but stepped into the hall.	It's dark tonight the boy said.	The moon shone in the sky. Join 2 predicates with a coordinating ■ □ △ ■ ■ The boy trembled but stepped into the hall.
Maths	Follow White Rose weekly planning					

Science	Year 1	Exploring Everyday Materials	Animals including Humans – About Me Seasonal Changes (Autumn)	Uses of Everyday Materials Seasonal Changes (Winter)	Animals including Humans – About Animals Seasonal Changes (Spring)	Plants	Seasonal Changes (Summer)
	Year 2	Plants – Growth and Care (Planting seeds and bulbs outside) Living Things and their Habitats	Uses of Everyday Materials	Plants (Planting any bulbs or seeds for fruits and vegetables, observing any plants that have grown from the seeds/bulbs planted in Autumn 1)		Living Things and their Habitats Around the World	Plants – Harvesting and Cooking (linked to DT)
Computing		Programming (Beebots/ Beebot app)	Video creation – link to English or topic (Shadow Puppets Edu)	Programming (Scratch Junior, Kodable)	Handling data – digital pictograms (Seesaw)		



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PSHE	Being Me in My World (Y1)	Celebrating Difference (Y1)	Dreams and Goals (Y1)	Healthy Me (Y1)	Relationships (Y1)	Changing Me (Split Y1 & Y2)
Music	Hands Feet Heart		I wanna play in a band		Round and Round	
Art	Drawing	Drawing	Painting and mixed media	Painting and mixed media	Sculpture and 3D	Sculpture 3D
DT		Mechanisms – sliders and lever		Structures – Freestanding structures		Food – preparing fruit and vegetables
PE	Real PE – Static balance and coordination gymnastics	Real PE- dynamic balance agility and static balance netball	Real PE- dynamic and static balance dance	Co-ordination and counter balance handball	Co-ordination and agility dance	Ball chasing and footwork athletics I



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Topaz Y2/3	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	History		R.E		Geography	
Enquiry	How did Romans change Britain? please see History long term plan for more in depth week expectations)		Why is Jesus inspiring for some people?	Why do Christians pray?	How do maps help us to learn about different places?	How well do we know our European neighbours?

English – Talk for Writing	Narrative Picture Story Recount Diary	Narrative Traditional Tale with a Twist Poetry Kennings	Narrative Myths and Legends Information Report Mythical Beasts	Poetry Environment Biography - little leader	Narrative Lost narrative Recount Letter	Narrative Island adventure Non-chronological report to link with Geography enquiry
Suggested texts	<i>Flood by Alvaro F.Villa</i>	<i>The True Story of The Three Little Pigs</i> by Jon Scieszka OR <i>How to Catch a Monster</i> by Bethan Woolvin Pie Corbett – Kennings	<i>Theseus and the Minotaur</i>	<i>Poems of Our Earth</i> <i>Little Leaders</i> - A 'Little Leader' of your choice	<i>Into the Forest</i> Anthony Browne	<i>Kensuke's Kingdom</i> Michael Morpurgo
Rainbow Grammar	Join 2 main clauses with a coordinating conjunction cc ■ ■ ■ ■ The clouds covered the moon so the night turned black.	Join 2 main clauses with a coordinating conjunction ■ ■ ■ ■ The clouds covered the moon so the night turned black. Begin a sentence with a	Punctuate direct speech with inverted commas (speech marks) ■ ■ ■ ■ "The dark tonight" the boy said. Use 'how' and 'what' to	Begin a sentence with a fronted adverbial ■ ■ ■ ■ That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky.	Punctuate direct speech with inverted commas (speech marks) ■ ■ ■ ■ "The dark tonight" the boy said. Use an adverbial clause after a main clause ■ ■ ■ ■	Start a sentence with an adverbial clause ■ ■ ■ ■ When the boy pushed it, the gate creaked.



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	Compose a simple command Look out for ghosts. Use the following question words to compose a question how what when where which who whose why Use 'how' and 'what' to compose an exclamation <i>What a spooky house this is!</i> <i>How dark it is in here!</i>	fronted adverbial ■ ■ ■ ■ That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky.	compose an exclamation <i>What a spooky house this is!</i> <i>How dark it is in here!</i>	Use the following question words to compose a question how what when where which who whose why Use 'how' and 'what' to compose an exclamation <i>What a spooky house this is!</i> <i>How dark it is in here!</i>	The gate creaked when the boy pushed it. Use 'how' and 'what' to compose an exclamation <i>What a spooky house this is!</i> <i>How dark it is in here!</i>	
Rainbow grammar Y3	Join 3 predicates with a comma and a coordinating ■ ■ ▲ ■ ▲ ■ ■ The boy fumbled through his bag, found the old key and pushed it into the lock. Separate a fronted adverbial with a comma That night, the moon shone.	Separate a fronted adverbial with a comma That night, the moon shone. Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction Separate an adverbial clause	Begin a sentence with a linking adverb ■ ■ ■ ■ Soon the sky was as black as pitch. Punctuate direct speech with inverted commas (speech marks) ■ ■ ■ ■ "It's dark tonight" the boy said.	Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma ■ ■ ■ ■ Like a ghost, the moon drifted across the sky. Separate an adverbial clause with a comma when it starts a sentence	Use an -ing non-finite clause after a main clause, separating with a comma ■ ■ ■ ■ The moon shone with a deathly glow, casting a sickly light over the world. Join 3 predicates with a comma	Start a sentence with an -ing non-finite clause, separating with a comma ■ ■ ■ ■ Casting a sickly light over the world, the moon shone with a deathly glow. Begin a sentence with a simile (a



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		with a comma when it starts a sentence ■ ■ ■ ■ When the boy pushed it, the gate creaked.		■ ■ ■ ■ When the boy pushed it, the gate creaked.	and a coordinating ■ ■ △ ■ △ ■ ■ The boy fumbled through his bag, found the old key and pushed it into the lock.	'how' adverbial phrase), separating with a comma ■ ■ ■ ■ Like a ghost, the moon drifted across the sky.
Whole Class Reading texts	My Shadow poem – R.L. Stevenson	Lest We Forget – War poem	Wisp by Zana Fraillon	Tuesday (wordless)	Hadrian's Wall non-fiction	The Murky Land of Smo (poem) from 'The Emperor's Watchmaker', pg. 41
	The Secret Sky Garden	The Castle (fiction)	Zelda Claw (T4W model text)	All About the Romans – non-fiction	Anthony Browne – Gorilla	Julian is a Mermaid by Jessica Love
	Giraffes (non-fiction)	Little Leader (of your choice)		The Proudest Blue by Ibtihaj Muhammad		
Maths		Follow White Rose weekly planning				
Science	Y2	Plants – Growth and Care (Planting seeds and bulbs outside) Living Things and their Habitats	Uses of Everyday Materials	Plants (Planting any bulbs or seeds for fruits and vegetables, observing any plants that have grown from the seeds/bulbs planted in Autumn 1) Animals including Humans – Diet and Health		Living Things and their Habitats Around the World
				Animals including Humans - Growth		Plants – Harvesting and Cooking (linked to DT)
	Y3	Animals including Humans	Rocks	Forces and Magnets	Exploring the World of Plants	Plant Life Cycles
All year		Plants (gathering evidence of life cycles)				
Computing		Video Creation – Voiceover film (iMovie)	Presentation – Interactive comics (Book Creator, Keynote)	Programming – Animations (Scratch Junior, Hopscotch)	Handling data – Interactive story graphs (Seesaw)	AR and VR – Creating 360 images (Keynote, Halo AR)
						Computer networks – network explorers



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PSHE	Being in my world (Y2)	Celebrating Differences (Y2)	Dreams and goals (Y2)	Healthy Me (Y2)	Relationships (Y2)	Changing me (Split Y2 & Y3)
Music	Let your spirit Fly		Zootime		Bringing us together	
Art	Drawing	Drawing	Craft and design	Craft and design	Sculpture	Sculpture
DT		Textiles – templates and joining techniques		Mechanisms – wheels and axles		Food - preparing fruit and vegetables

PE	Real PE – Static balance and coordination	Real PE- dynamic balance agility and static balance	Real PE- dynamic and static balance	Co-ordination and counter balance	Co-ordination and agility	Ball Chasing and Floorwork
	gymnastics	dance	netball	basketball	cricket	dance
French	Core unit 1 and classroom language	Core unit 2	Core unit 3	Animals	Food	At School
Whole School Events	Harvest	KS1 Christmas Nativity				Ruby Class end of year performance



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Amethyst Y3/4	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	History		R.E		Geography	
Enquiry	What are the benefits of a settler's lifestyle as opposed to a nomad's lifestyle? (Focus Stone age to Iron age)		What can we learn from religions about deciding what is right and wrong?	If god is everywhere why go to a place of worship? How do places of worship compare?	How do we use different waterways in the United Kingdom?	Where is India?
English – Talk for Writing	Poetry Autumn Narrative Finding narrative	Narrative Picture story Diary entry – recount (descriptive writing of underwater creatures – invent own)	Narrative Traditional Tale Poetry – topsy turvy Proverb poem	Adventure narrative Information report linked with RE enquiry	Narrative Fantasy narrative Non-fiction – holiday brochure (link with enquiry)	Biography Non-chronological report Earthquakes
Suggested texts	<i>Autumn is Here</i> (JC) Star in the Jar by Hay Sam (JC)	<i>Flotsam</i>	<i>The Magic Paintbrush</i> by Julia Donaldson (JC) Or <i>The Princess and the Pea</i> By Lauren Child (JC) 'Prevorbs' Pie Corbett	Brightstorm Vashti Hardy	<i>The Zoo</i> - Anthony Browne	Little Leaders
Rainbow Grammar Y3	Join 3 predicates with a comma and a coordinating ■ ■ ■ ■ ■ The boy fumbled through his bag, found the old key and pushed it into the lock.	Separate a fronted adverbial with a comma That night, the moon shone. Understand an adverbial clause as a type of subordinate	Begin a sentence with a linking adverb ■ ■ ■ ■ Soon the sky was as black as pitch. Punctuate direct speech	Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma ■ ■ ■ ■ Like a ghost, the moon drifted across the sky.	Use an -ing non-finite clause after a main clause , separating with a comma ■ ■ ■ ■ The moon shone with a deathly glow, casting a sickly light over the	Start a sentence with an -ing non-finite clause , separating with a comma ■ ■ ■ ■ Casting a sickly light over the world, the moon shone with a



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	Separate a fronted adverbial with a comma That night, the moon shone.	clause that starts with a subordinating conjunction Separate an adverbial clause with a comma when it starts a sentence ■ ■ ■ ■ ■ When the boy pushed it, the gate creaked.	with inverted commas (speech marks) ■ ■ ■ ■ ■ "It's dark tonight" the boy said.	Separate an adverbial clause with a comma when it starts a sentence ■ ■ ■ ■ ■ When the boy pushed it, the gate creaked.	world. Join 3 predicates with a comma and a coordinating conjunction ■ ■ ■ ■ ■ The boy fumbled through his bag, found the old key and pushed it into the lock.	deathly glow. Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma ■ ■ ■ ■ ■ Like a ghost, the moon drifted across the sky.
Rainbow Grammar Y4	Join 3 main clauses with a comma and a coordinating conjunction ■ ■ ■ ■ ■ The boy's knees knocked, his skin prickled and his heart pounded in his chest. Begin a sentence with 2 fronted adverbials ■ ■ ■ ■ ■ Slowly but surely, the	Join 3 main clauses with a comma and a coordinating conjunction ■ ■ ■ ■ ■ The boy's knees knocked, his skin prickled and his heart pounded in his chest. Use a parenthetic -ing non-finite clause, separating it with commas ■ ■ ■ ■ ■	Begin a sentence with a linking adverb, separating with a comma. ■ ■ ■ ■ ■ The moon shone. However, the sky was as black as pitch. When at the start of a sentence, capitalise direct speech and close with a comma, ■ ■ ■ ■ ■	Begin a sentence with a linking adverb, separating with a comma. ■ ■ ■ ■ ■ The moon shone. However, the sky was as black as pitch. Use a parenthetic -ing non-finite clause, separating it with commas ■ ■ ■ ■ ■ The moon, casting a	Describe a noun phrase with an appositive, separating with commas ■ ■ ■ ■ ■ A spider, a huge hairy-legged beast, sat in the centre of a vast web. ■ ■ ■ ■ ■ The boy pushed the gate, a heavy mass of twisted iron. Begin a sentence with 2	When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark. ■ ■ ■ ■ ■ "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried. Describe a noun phrase



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	boy made his way through the haunted house.	The moon, casting a sickly light over the world, shone with a deathly glow.	question mark or exclamation mark. ■ ■ ■ ■ "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.	sickly light over the world, shone with a deathly glow.	fronted adverbials ■ ■ ■ ■ ■ Slowly but surely, the boy made his way through the haunted house.	with an appositive, separating with commas ■ ■ ■ ■ A spider, a huge hairy-legged beast, sat in the centre of a vast web.
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Whole Class Reading texts	The Mermaid's Lagoon – Extract from Peter Pan	Stone Age Boy (adapted version)	Mr Badger – Wind in the Willows extract	Varmints by Helen Ward and Marc Craste	I Wandered Lonely as a Cloud – William Wordsworth (LS+)	Varjak Paw or The Iron Man (chapter book)
	The Great Fire of London (non-fiction)	In Flanders Fields by John McCrae	Chocolate (non-fiction)	Journey (wordless)	Little Leader (of your choice) Ray Mears - Survival Guide	Happy Land

Maths		Follow White Rose weekly planning					
Science	Y3	Animals including Humans	Rocks	Forces and Magnets	Exploring the World of Plants	Plant Life Cycles	lights
	To be taught throughout the year	Plants (gathering evidence of life cycles)					
	Y4	Electricity	States of Matter	Sound	Animals including Humans – Food and	Living Things and their Habitats – Nature and	Classifying Living Things in their Environment



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					Digestion	the Environment	
Computing		Animation – character interviews (Chatterkid)	Programming – Quizzes (Scratch laptops, Hopscotch)	Video Creation - video report (Doink Greenscreen)	Sound – Four Chord remix (Garage band)	Programming (Crumble – sparkles and sensor)	Computer networks – understanding the internet
PSHE		Being me in my world (Y4)	Celebrating difference (Y4)	Dream and goals (Y4)	Healthy me (Y4)	Relationships (Y4)	Changing Me (Split Y3 & Y4)
Music		Mamma Mia		Three Little Bird		Dragon Song	
Art		Drawing	drawing	Mixed media and painting	Mixed media and painting	Craft and design	Craft and design
DT		Textiles – 2D shape to 3D product			Food – healthy and varied diet	Structures – shell structures	
PE		Real PE – Static balance and coordination Dance	Real PE- dynamic balance agility and static balance gymnastics	Real PE- dynamic and static balance Tagrugby	Co-ordination and agility basketball	Co-ordination and counter balance dance	Ball chasing and footwork athletics
French		Core Unit 1 + Phonics Unit	Core Unit 2	Core Unit 3	Playtime	My Home	My Town



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Ruby Y5/6	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	History		R.E		Geography	
Enquiry	How has crime and punishment changed over the last 1000 years and is it still fit for purpose today?		Why do some people believe God exists?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What would it be like to live in South America?	What do we know about our local area?
English Talk for Writing	Poetry Dual narrative Letter – persuasion	Diary entry Biography	Narrative Horror Information report	Poetry Narrative poem Character description	(Shakespeare) play Character description Newspaper report	Persuasive speech Narrative Setting narrative
Suggested Texts	Word Play Poetry – Pie Corbett <i>Hansel and Gretel</i> Neil Gaiman	<i>Henry's Freedom Box</i> by Ellen Levine <i>Little Leaders</i>	<i>A Monster Calls</i> by Patrick Ness <i>Reflection</i>	<i>Miraculous Moth (JC) / The Highwayman</i> <i>Describing Gollum</i> (Talk for Writing)	<i>Hamlet</i> William Shakespeare	Environment – Greta Thunberg (JC) <i>FArTHER</i> by Grahame Baker-Smith
Rainbow Grammar Y5	Coordinate using 2 different coordinating conjunctions ■ ■ ■ ■ ■ <i>Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards.</i>	Join 2 main clauses with a semi ■ ■ ■ ■ ■ <i>Strange slithering noises made his skin crawl; something was inside the walls.</i>	Zoom out using 3 'when' or 'where' fronted ■ ■ ■ ■ ■ <i>In an abandoned house, upon a lonely hill, at the edge of a deserted street, something</i>	Coordinate 2 appositives , separating with comma ■ ■ ■ ■ ■ <i>The old house, a place of untold terrors and a source of great evil, stood at the edge of the village.</i>	Coordinate 2 -ing non-finite clauses ■ ■ ■ ■ ■ <i>The boy crept through the room, sweeping his torch around the room and chasing away the shadows.</i>	Insert a reporting clause into longer speech . ■ ■ ■ ■ ■ <i>"Should I go in?" the boy asked. "It doesn't look very safe to me."</i>



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	Zoom in using 3 'when' or 'where' fronted adverbials ■ ▲ ■ ▲ ■ ■ ■ ■ In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves.	Describe a noun phrase with a relative clause, separ ■ ■ ■ ■ , commas Rats, whose eyes flashed in the light, skittered away into the dark. Begin a sentence with 2 adverbial clauses ■ ▲ ■ ■ ■ ■ As clouds gathered overhead, as the moon faded from view, darkness stole across the land.	stirred. Begin a sentence with 2 adverbial clauses ■ ▲ ■ ■ ■ ■ As clouds gathered overhead, as the moon faded from view, darkness stole across the land. When at the end of a sentence, capitalise direct speech, separate from the sentence with a comma, and close with a full stop, question mark or exclamation mark ■ ■ ■ ■ The boy said, "It's dark tonight." The boy asked, "Should I go in?" The boy cried, "A ghost!"	Use a parenthetic adverbial clause, separating with commas ■ ■ ■ ■ The old door, as it was pushed open, squealed upon rusty hinges. Begin a non-finite clause, with a noun or noun phrase ■ ■ ■ ■ His heart pounding in his chest, the boy stepped into the house.	Coordinate 2 relative clauses ■ ■ ▲ ■ ■ ■ The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.	
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Rainbow grammar Y6	Coordinate 4 predicates in a double see-saw pattern  Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled him with dread and despair. Coordinate 3 appositives,  with commas The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house.	Use an -ed non-finite clause, separating with commas  Smothered by a thick layer of dust, furniture was scattered about the room. Use the subjunctive mood with the subordinating conjunctions: if and as if  If he were brave for just longer, the boy could defeat this evil.	Begin a sentence with 3 adverbial clauses  Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door. Use indirect (reported)  The boy said that he was terrified throughout his adventure. Omit a relative pronoun (who, that or which) at the start of an essential relative clause The door that the boy pushed open creaked upon rusty hinges.	Use a linking adverb after a semi colon  The boy knew he should flee this place; instead, he inched through the darkness. Combine an appositive  re clause Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness. Distinguish between essential (not separated by commas) and non-essential (separated by commas)  ive The rats that scabbled about on the table gnawed at rotting food. The rats, which scabbled about on	Coordinate 3 -ing non-finite clauses  The boy crept through the room, sweeping his torch around the room, shining it into dark corners and chasing away the shadows. Coordinate 3 relative clauses  The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.	Coordinate 4 non-finite clauses in a double see-saw pattern  The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners. Combine an appositive with a cause  The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below.
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				the table, gnawed at rotting food.		
Talk for Reading texts	Boy Hunted A Healthy Heart / Heart Parts – non-fiction	Great Expectations extract – The Grey Man in the Graveyard Dulce Et Decorum Est (Wilfred Owen)	Survivors – Yossi Ghinsberg <i>The Adventurer who went over a waterfall (Bolivia, 1981)</i> (longer read)	The Clockwork Man with extract from Frankenstein The Arrival (wordless book) Moth – Narrative poem	The Explorer – Catherine Rundell (take a chapter) Werewolves Little Leader (of your choice)	Blackberry Blue by Jamila Javin (longer read) The Highwayman narrative based on the poem
Maths	Follow White Rose weekly planning					
Science Y5	Properties of Materials	Studying Living Things	Forces	Earth and Space	Changes of Materials	Animals including Humans -The Human Life Cycle
Science Y6	Electricity	Living things and their Habitats	Animals including Humans – Blood and Transportation	Animals including Humans – The Heart and Health	Evolution and Inheritance	Light
Computing	Animation – 3D Animated character – (Halo AR, Plotagon)	Programming – (Scratch laptops, Hopscotch)	Handling data (MS Excel)	AR & VR – Interactive VR experience (Thinglink)	Programming – (Crumble – Micro servo)	Computer networks - HTML
PSHE	Being me in my world (Y6)	Celebrating Difference (Y6)	Dream and goals (Y6)	Healthy me (Y6)	Relationships (Y6)	Changing Me (split Y5 & Y6)
Music	Living on a Prayer		Classroom Jazz 1		Focus on Singing and performing skills Dragon Song	



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Art	Drawing	Drawing	Painting and mixed media	Painting and mixed media	Craft and design	Craft and design.
DT		Textiles combining different fabric shapes		Mechanical systems – pulleys and gears		Food – celebrating culture and seasonality
PE	Real PE – Static balance and coordination Tennis swimming	Real PE- dynamic balance agility and static balance Dance swimming	Real PE- dynamic and static balance Tag rugby swimming	Co-ordination and agility Gymnastics swimming	Co-ordination and counter balance Cricket swimming	Ball chasing and footwork Danish longball swimming
French	Recap Core Unit 1, 2 and 3 + Phonics Unit		On Holiday	Eating out	Hobbies	Grammar Unit