



An educational family that comes together and stays together.

Long Term Planning Document for academic year 2023-2024

Diamond YR	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Enquiry	We are Super!: 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)



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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	Draw me a star On Sudden Hill The Tiger	The Nativity The Jolly Christmas Postman The Runaway Iceberg	Rumble in the Jungle Little Red Hen Curious Caterpillar	Oliver's Vegetables Jack and the Beanstalk Planting Seeds (non-fiction)	The Train Journey The Marmalade Jam Transport (non-fiction)	Going on a Bear Hunt The Seaside (non-fiction) The Storm Whale
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
Enquiry	How have our homes changed and why?	Great fire of London	Who is a Christian and what do they believe?	What makes places sacred?	What is the weather like in the UK?	Why are UK farms important? What do our local farms do?
Curriculum driver	History		R.E		Geography	
English – Talk for Writing	Alan’s Big Scary Teeth <i>Y1 Character description / Y2 retelling a story</i> <i>Non-chron report about alligators</i>	Toby and the Great Fire of London – <i>recount – diary entry</i> When I am by myself – <i>Poetry</i>	Grandad’s Island <i>Narrative with a focus on setting description</i> <i>Letter writing - recount</i>	Elephant, Petr Horacek <i>instructions</i> Rapunzel – traditional <i>story narrative</i>	Midnight feast – poetry Seasons – Hannah Pang <i>Information text</i> Meerkat Mail – <i>narrative/ letter writing</i>	Farm fact posters – <i>information</i> Biography – Florence Nightingale
Whole Class Reading texts	Poetry – The Monster under your bed Hansel and Gretel <i>(Bethan Woolvin) fiction</i>	The Great Fire of London – an illustrated history Look Up by Nathan Bryon (CLPE) fiction * The Ant and the Grasshopper (RWI) fiction	Elephant, Petr Horacek Foxes - fiction	Sound of Music poem Voices in the park – <i>Anthony Browne</i>	One Tiny Turtle (non-fiction) Nicola Davies Dogs don’t do ballet, Anna Kemp	Farm Animals (LS) <i>Non-fiction /</i> Emergency on the farm fiction (either or both)
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 1	Animals including Humans – About Me Seasonal Changes (Autumn)	Exploring Everyday Materials 2 Seasonal Changes (Winter)	Animals including Humans – About Animals Seasonal Changes (Spring)	Plants	Plants Seasonal Changes (Summer)
	Year 2	Living things and their habitats	Uses of Everyday Materials	Animals including Humans – Growth	Animals including Humans - Lifecycles	Living Things and their Habitats – Habitats Around the World	Plants
Computing		Technology around us - Y1f	Robot algorithms – Y2 (beebots)	Digital Writing – Y1 - Word	Data and information – pictograms Y2 - j2e	Programming animations – Y1 – Scratch Jnr	Digital Music – Y2 Chrome music lab



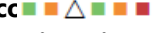
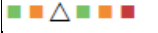
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PSHE	Being Me in My World (Y2)	Celebrating Difference (Y2)	Dreams and Goals (Y2)	Healthy Me (Y2)	Relationships (Y2)	Changing Me (Split Y1 & Y2)
Music						
Art	Y2 unit: Drawing-Tell a story		Y2 Unit: Painting and Mixed Media – Life in colour		Year 2 unit – Sculpture and 3D clay houses	
DT		Textiles: moving story		Mechanisms: Wheels and axels Y1		Food: A balanced diet Y2
PE	Co-ordination and Static Balance REAL Hockey Premier Sports	Dynamic Balance to agility and Static Balance REAL Y2 Football	Dynamic and Static Balance REAL Dance	Co-ordination and Counter Balance REAL Gymnastics Premier sports	Co-ordination and Agility Dance	Ball chasin g and floorw ork Athletics



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Topaz Y2/3	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Enquiry	The Railway revolution	A local history study	Who is Jewish and what do they believe?	Why are festivals important to religious communities?	Who lives in Antarctica?	Where does our food come from?
Curriculum driver	History		Religious Education		Geography	

English – Talk for Writing	The Colour Collector (based on the Sound Collector by Roger McGough) <i>poem</i> The Tunnel, Anthony Browne <i>Letter/ recount</i> <i>Story, narrative (adventure)</i>	The Blue Umbrella (Pixar short film) <i>Friendship narrative</i> Instructions, by Nail Gaiman <i>Instructions for a character in a book.</i>	Flotsam, David Weisner – <i>picture book narrative</i> OR Journey, by Aaron Becker Catalysts, by Pie Corbett – <i>How to Paint a Unicorn – command poem</i>	Biography – ‘Little Leader’ Rosa Parks Jim and the Beanstalk, Raymond Briggs <i>Traditional tale with a twist</i>	<i>Information leaflet / text about Antarctica</i> Star in the Jar, narrative	Explanation based on topic work
Rainbow Grammar	Join 2 main clauses with a conjunction  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 speech  “It’s 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  (arks) “It’s 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 What a spooky house this is! How dark it is in here!	fronted adverbial ■ ■ ■ ■ That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky.	compose an exclamation What a spooky house this is! How dark it is in here!	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 What a spooky house this is! How dark it is in here!	The gate creaked when the boy pushed it. Use 'how' and 'what' to compose an exclamation What a spooky house this is! How dark it is in here!	
Rainbow grammar Y3	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. 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	Poem: From a Railway Carriage, R. L. Stevenson	Lights on Cotton Rock, David Litchfield (Comparison, same author)	The Flower by John Light fiction	The Tear Thief, Carol Ann Duffy	Protecting the Planet: Emperor of the Ice by Nicola Davies *	I'll Take you to Mrs Cole, Nigel Gray	
	Sharks non-fiction (LS)	Grandad's Secret Giant, David Litchfield	Biography: David Attenborough (or another Little Leader of your choice)	Poem: Alone in the Grange (The Works KS1, pg. 110)	Antarctica – range of non-fiction	Same, Same, but Different, Jenni Sue	
Maths		Follow White Rose weekly planning					
Science	Y2	Living things and their habitats	Uses of Everyday Materials	Animals including Humans – Growth	Animals including Humans - Lifecycles	Living Things and their Habitats – Habitats Around the World	Plants
	Y3	Animals including Humans	Rocks	Forces and Magnets	Plants	Light	Scientific Enquiry
	All year	Plants (gathering evidence of life cycles)					
Computing		Information Technology around us – Y2	Digital music – Y2 Chrome music lab	Branching databases – Y3 - j2e	Stop frame animation Y3 – Stop motion app	Sequencing sound Y3 – Scratch online	Events and actions in programming Y3 – Scratch online



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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	Pulse, Rhythm and Pitch (Year 2 unit)		Inventing a Musical Story (Year 2 unit)	Spring/Easter Production Focus on singing and performance skills		Enjoying Improvisation (Year 3 unit)
Art	Year 3 Unit: Drawing – Growing artists		Year 3 Unit: Painting and Mixed Media – Prehistoric Painting		Year 3 Unit: Sculpture and 3D – Abstract shape	
DT		Structures: Stability Y2		Textiles: Pouches		Food: cooking and nutrition, eating seasonally

PE	Co-ordination and Static Balance REAL Hockey	Dynamic and Static Balance REAL Dance	Dynamic Balance to agility and Static Balance REAL Football	Co-ordination and Counter Balance REAL Dance	Co-ordination and Agility gymnastics	Ball Chasing and Floorwork
						Athletics
French	Core Unit 1 and classroom language	Core unit 2	Core unit 3	Playtime - D	My Home - E	My Town - F
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
Enquiry	Ancient Egypt		What is it like to be Hindu in Britain today?	Why do some people think life is a journey?	Are all settlements the same?	Why are rainforests important to us?
Curriculum driver	History		Religious Education		Geography	
English – Talk for Writing	Secrets of a Sun King, Emma Carroll * – diary/recount OR a historical story about Ancient Egypt using Writing Models Year 4, pg. 26 Information report (based on real / fictional creature) – model text ‘The Tree Giant’, Pie Corbett	Catalysts, by Pie Corbett – The Dream Catcher, fantasy poem Float, Daniel Miyares – wordless picture book, narrative story *	Instructions – How to keep a teacher happy model text – Writing Models Year 4, pg. 65 Poetry - <i>Writing Models Year 4</i>	Fantasy story – ‘Reilly’ <i>Writing Models Year 4 pg.46</i>	Soar (short film – see LS +) <i>playscript</i> Discussion writing on a topic of your choice – model text Should Children Do Housework? <i>Writing Models Year 4 pg.82</i>	Biography – David Attenborough (or other Little Leader of your choice) Explanation about a rainforest animal of your choice. Model texts: How a Jellyfish Stings and How a Giant Spider Traps its Prey Writing Models Year 4 pg.71
Rainbow Grammar Y3	Join 3 predicates with a comma  ating conjunction 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		So you think you've got it bad? Ancient Egypt, Chae Strathie Varmints, Helen Ward	Butterfly Lion, Michael Morpurgo The Magic Box, Kit Wright (poem)	Women in Sport: 50 fearless athletes who played to win, Rachel Ignatofsky	Granny, by Anthony Horowitz	How to help a hedgehog and protect a polar bear by Jess French (National Trust) I believe in Unicorns, Michael Morpurgo	The Rainforest tree (narrative)
Maths		Follow White Rose weekly planning					
Science	Y3	Animals including Humans	Rocks	Forces and Magnets	Plants	Light	Scientific Enquiry
	To be taught throughout the year	Plants (gathering evidence of life cycles)					
	Y4	Electricity	States of Matter	Sound	Animals including Humans	Living Things and their Habitats	Living Things and their Habitats - conservation



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					Digestion	the Environment	
Computing	The internet - Y4	Stop frame animation Y3 – Zing studio	Desktop Publishing – Y3	Data logging Y4	Repetition of shapes- Y4	Repetition in games Y4	
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	Derby Cathedral Singing lessons					End of year performance at Derby Cathedral	
Art	Year 4 unit: Drawing – Power prints		Year 4 unit: Painting and mixed media – Light and dark		Year 4 unit: Sculpture and 3D – Mega materials		
DT							
PE	Co-ordination and Static Balance REAL Dance	Dynamic Balance to agility and Static Balance REAL gymnastics	Dynamic and Static Balance REAL Football	Co-ordination and Counter Balance Dance	Co-ordination and Agility Netball	Ball Chasing and Floorwork Cricket	
French	Core Unit 1 + Phonics Unit	Core Unit 2	Core Unit 3	G - Describing People	H - The Body	I - Sport	



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Ruby Y5/6	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Enquiry	Mayan civilization AD900 and compare with history at the same time in Britain		What does it mean to be a Muslim in Britain today?	What can be done to reduce racism? Can religion help?	What would life be like in the desert?	Why do oceans matter?
Curriculum driver	History		R.E		Geography	
English Talk for Writing	<i>Poetry – Catalysts, Pie Corbett – What we found in the land of possibility</i> A Series of Unfortunate Events, Lemony Snickett * (LS+) <i>Narrative retelling</i>	The Lost Thing - narrative with focus on setting (LS+) Screen use – balanced argument Or Instruction ns – mc  text <i>How to</i> <i>Trap an</i> Ogre Pie Corbett	Charles Dickens – biography (film - see LS+) Legend: The Children of Hamelin Pie Corbett Writing models Year 5, pg. 60 	The Tempest – diary entry or playscript FaRthEr – Graeme Baker Smith – fantasy narrative* 	Desert habitat – information leaflet Poetry – model text Lizards, Darren Stanley (Poetry – The Works, KS2) Research and write a poem about a desert animal	No Ballet Shoes in Syria, Catherine Bruton <i>*character reference and newspaper report</i>



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		Writing models Year 6, pg. 89				
Rainbow Grammar Y5	Coordinate using 2 different coordinating conjunctions  Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards.	Join 2 main clauses with a semi colon Strange slithering noises made his skin crawl; something was inside the walls.	Zoom out using 3 'when' or 'where' fronted adverbials In an abandoned house, upon a lonely hill, at the edge of a deserted street, something	Coordinate 2 appositives , separating with commas The old house, a place of untold terrors and a source of great evil, stood at the edge of the village.	Coordinate 2 -ing non-finite clauses  The boy crept through the room, sweeping his torch around the room and chasing away the shadows.	Insert a reporting clause into longer speech .  "Should I go in?" the boy asked. "It doesn't look very safe to me."



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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, separating 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 a little 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.  appositive with a relative 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) relative clauses  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 relative clause  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	The Curse of the Maya, Johnny Pearce *	King Kong Anthony Browne	Tiny Predators – non-fiction	A Silver Swan, Michael Morpurgo (A Little Aloud for Children)	Survivors, David Long and Kerry Hyndman	No Ballet Shoes in Syria, Catherine Bruton (longer read) *
	Philip Pullman - Clockwork	A Christmas Carol, Charles Dickens	The 1000 Year-Old Boy, Ross Welford	Windrush Child, Benjamin Zephaniah *	Lizards, Darren Stanley (Poetry – The Works, KS2)	
Maths	Follow White Rose weekly planning					
Science Y5	Properties of Materials	Living things and their habitats	Forces	Earth and Space	Changes of Materials	Animals including Humans
Science Y6	Electricity	Living things and their Habitats	Animals including Humans	Looking after our Environment	Evolution and Inheritance	Light
Computing	Communication and Collaboration - Y6	Variable in games - Y6	Introduction to spreadsheets Y6	Video production Y5	Sensing movement - Y6	Introduction to vector graphics Y5
French	M – A School Trip	N - Seasons	O – The Environment	P - Actions	Q - In France	T – The future
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		Melody and Harmony in Music (Year 5 unit)		Sing and Play in Different Styles (Year 5 unit)	Freedom to Improvise (Year 5 unit)	End of year Production Focus on singing and performance skills



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art	Year 6 unit: Drawing – Make my voice heard		Year 6 unit: Painting and mixed media - artist study		Year 6 unit: Sculpture and 3D – Making memories	
DT						
PE	Ball skills and reaction and response REAL Tennis	Creative Static Balance REAL Dance	Dynamic and Static Balance REAL Football	Co-ordination and Agility Gymnastics	Ball Chasing and Floorwork Dance	Sending and receiving and Ball chasing Cricket



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