Text	Kensuke's Kingdom	The Viewer	Nowhere Emporium	Pig Heart Boy /	Percy Jackson and the Lightening Thief	Macbeth
English	• Biography • Story from another perspective. • Poetry – The waves…	• Diary • Character description • Alternative ending	• Balanced argument • Setting description • Newspaper report	• Non-chron report – the human heart • Informative leaflet – how to keep healthy • Emotive letter	• Narrative: dialogue and advancing action sequence foreshadowing • Persuasive brochure (Camp Half-Blood)	• Instructions • Playscripts •
Grammar	• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using modal verbs to indicate degrees of possibility • Indicating degrees of possibility using modal verbs [for example, might, should, will, must] • Using adverbs to indicate degrees of possibility • Indicating degrees of possibility using adverbs [for example, perhaps, surely] • Using brackets, dashes or commas to indicate parenthesis • Using expanded noun phrases to convey complicated information concisely • Using the perfect form of verbs to mark relationships of time and cause • Using commas to clarify meaning or avoid ambiguity in writing • How words are related by meaning as synonyms and antonyms [for example, big, large, little]	• Terminology for pupils: subject • Terminology for pupils: object • Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Recognising subjunctive forms	• Using a colon to introduce a list • Use of the colon to introduce a list • Use of semi-colons within lists • Punctuating bullet points consistently • Punctuation of bullet points to list information • Terminology for pupils: colon • Terminology for pupils: semi- colon • Terminology for pupils: bullet points • Using passive verbs to affect the presentation of information in a sentence • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • Terminology for pupils: active • Terminology for pupils: passive • Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Using semi-colons to mark boundaries between independent clauses • Using colons to mark boundaries between independent clauses • Using dashes to mark boundaries between independent clauses • Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to mark the boundary between independent clauses • Use of the dash to mark the boundary between independent clauses	• Using hyphens to avoid ambiguity • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re- cover] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • REVISION • SATS ASSESSMENT	• Consolidation (Key Stage 2) • Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.
Spelling	• Root words • Plurals • Double consonants • The 'ay' sound • Words with 'ough' in • The 'f' sound • Prefixes – un and de	• Prefixes – im, in, il and ir • Prefixes – auto, trans, bi, tri and semi • Prefixes – aero, micro, super, sub, inter • Prefixes – tele, mis, anti, photo, circum • Hyphenating prefixes • Words ending in 'cial' and 'tial' • Words ending in 'ent' and 'ant'	• Words ending in 'ance', 'ancy', 'ence' and 'ency' • Words ending in 'ous' • Words ending in 'cious' and 'tious' • Words ending in 'able' and 'ible' • Words ending in 'ably' and 'ibly' • Words ending in 'al, 'el' and 'le' • Words ending in 'sure' and 'ture'	• Words ending with a 'shun' sound • Words ending in 'en' and 'on' • Words ending in 'er', 'ar' and 'or' • Words ending in 'ery', 'ary' and 'ory' • Suffixes – 'ly', 'ful' and 'ness' • Suffixes – 'ing' and 'ed' • Suffixes – 'ment', 'ship' and 'hood'	• Adding suffixes to words ending in 'fer' • The soft 'c' sound • The hard 'c' sound • Words with 'que' and 'gue' in • Noun –ce / Verb –se • The 'sh' sound • The 'i' sound	• Words with 'u' and 'ou' in • 'ei' and 'ie' words • Comparatives and superlatives • Unstressed letters • Silent letters • Homophones • Tricky words
Mathematics Linked to White Rose Hub	Place Value Four Operations	Fractions Geometry (position and direction)	Decimals Percentages Algebra	Measurement (converting units) Measurement (perimeter, area and volume) Ratio	Geometry (properties of shape) Statistics	Investigations
History	Crime and punishment	N/A	The Maya	N/A	Ancient Greece	N/A
Geography	N/A	How does population change?	N/A	Where do we get our energy from?	N/A	Independent field work enquiry
Science	Living things and their habitats	Electricity	Light	The circulatory system / Diet, drugs and alcohol	Variation, adaptations	Fossils and evolution

Art	Photography	N/A	Make my voice heard	N/A	Scuplture and 3D: Memory boxes	N/A
DT	N/A	Waistcoats	N/A	Structures: Playgrounds	N/A	Navigating the digital world
Music (Charanga)	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition
PE (Prostars)	Invasion Games	Invasion Games	Gymnastics and dance	Net and wall games	Athletics	Striking and Fielding
Computing	Computer systems and networks	Web page creation	Programming: variables in games	Spreadsheets	3D Modelling	Programming: Sensing movement
PSHE	Me and my relationships	Valuing difference	Keeping myself safe	Growing and changing – RSE	Rights and responsibilities	Being my best
RE	U2.11 Why do some people believe in God and some do not? *Christians, non-religious.*	U2.3 Why do Christians believe Jesus was the Messiah?	U2.1 What does it mean is Christians believe God is holy and loving?	U2.4 How do Christians decide to live? "What would Jesus do?"	U2.7 Why do Hindus want to be good?	U2.12 How does faith help people when life gets hard? *Christians, Muslins and/or Jews and/or Hindus, non-religious.*