|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | English | Science | History | Geography | Art and design  | DT | Music charanga, plus these links recorders  | P.E | R.E | French  | ICT | PSCHE |
| Autumn 1 | Classic FictionBiographies and autobiographiesClassic Poems | Living things and their habitats | North and South America <https://www.youtube.com/watch?v=I1vFDZvwpfU&index=4&list=RDQvsvzGGzp_I> | **Art:** In the style of Picasso  | <https://www.youtube.com/watch?v=I1vFDZvwpfU&index=4&list=RDQvsvzGGzp_I> | Athletics and dance  | Pilgrimages  | Views and feelings  | E – safeguarding  | Nelson MandelaSustainable developmentThe Roma  |
| Autumn 2  | RecountsInstructions and explanationsSlam poetry  | Earth and Space <https://www.youtube.com/watch?v=yY-cZew2xTc> | British history – The Space race <https://www.youtube.com/watch?v=yY-cZew2xTc> | **DT:**Christmas activities  | Christmas songs <https://www.youtube.com/watch?v=yY-cZew2xTc> | Badminton Gym  | French food/healthy food | Media | Rights and responsibilitiesGetting the balance rightsCyperspace safetyMagna Carta  |
| Spring 1 | Argument and ebateGenre fictionPoetic style  | Forces  | The Roman Empire <https://www.youtube.com/watch?v=lYdoqFmJf6o> | **Art/DT**Valentine’s CardsRoman Mosaics/ Shields  | <https://www.youtube.com/watch?v=lYdoqFmJf6o> | Volleyball table tennis  | Sacred writing  | Asking questions  | Data handling | M.L.KingValentine’s DayMind maze.  |
| Spring 2 | Drama – ShakespeareReports and journalistic writingClassic and narrative poetry | Forces  | The Anglo Saxons <https://www.schooltube.com/video/ad9925f6b54049bfbfe5/Who%20you%20gonna%20call?%20The%20Saxons!> | **DT:**Make a puppet show – link to shadows | <https://www.schooltube.com/video/ad9925f6b54049bfbfe5/Who%20you%20gonna%20call?%20The%20Saxons!> | Basketball Hockey Field  | Numbers  | Cross curricular | BereavementJealousyBelonging  |
| Summer 1 | Persuasive writingNon-chronological reportsDebate poetry and poetry that tells a story | Properties and change of materials  | Rivers and the water cycle <https://www.youtube.com/watch?v=TWb4KlM2vts> | **DT:** Models of river bed Shoebox water cycles  | rivers song<https://www.youtube.com/watch?v=L-4eBASA5mU> | Tennis tag rugby Field | Places of worship | Telling the time  | Computer science | Tricky topicsFamous philanthropistsMali  |
| Summer 2 | Science Fiction Power of imageryClassic Novels | Properties and change of materials | Bingley – Then and Now  | **Art:** Aerial representations  |  | Cricket Filed Athletics  | Conjunctions numbers to 100  | Information literacy | Pioneering nursesIdentitiesDiscussions  |

**Art and Design:**

* to create sketch books to record their observations and use them to review and revisit ideas
* about great artists, architects and designers in history

**Geography:**

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, countries, and major cities

<https://www.youtube.com/watch?v=I1vFDZvwpfU&index=4&list=RDQvsvzGGzp_I>

**Science: Living things and their habitats**

*Statutory requirements*

* 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

*Notes and guidance (non-statutory)*

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Year 5: Autumn 1ST

Theme:

**Music**: Charanga <https://www.youtube.com/watch?v=I1vFDZvwpfU&index=4&list=RDQvsvzGGzp_I>

**R.E: Pilgrimages – whole term**

Understand that life can be viewed as a journey or pilgrimage

Understand that many people see life as a spiritual pilgrimage

Understand that going on pilgrimage is part of people’s religious experience and commitment

Be able to identify different places of pilgrimage

Understand why certain sites have become places of pilgrimage

Be able to identify and explain the focal point(s) of each place

Understand the links between places of pilgrimage and sacred sculptures

Be able to reflect on their own special places

Be able to reflect on the varieties of places which become a pilgrimage destination, including secular sites

Be able to reflect on why people go on pilgrimage

Know that intention and preparation are essential elements in pilgrimage

Know and understand the main symbols associated with the pilgrimage – clothing, actions, artefacts, music

Know the key rituals which take place and be able to explain their significance

Be able to describe memorabilia of their own pilgrimages and special places

Be able to reflect on artefacts from religious pilgrimage

**P.E:** Athletics/dance

**PSCHE:**

Nelson Mandela

Sustainable dev.

The Roma

**French:**

Expressing views

**ENGLISH: Classic Fiction**

*The Jungle Book* by Rudyard Kipling

*Just So stories* by Rudyard Kipling

Grammar includes:

Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech.

**ENGLISH: Auto/biographies**

Essential books:

*Boy and Going Solo* by Roald Dahl

*Singing for Mrs Pettigrew/Homecoming* by Michael Morpurgo

*Various biographies* of two authors

Grammar includes:

Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely.

**ENGLISH: Classic Poems**

*The Walrus and the Carpenter* by Lewis Carroll

*Cautionary Tales* by Hilaire Belloc

Grammar includes:

Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using expanded noun phrases to convey complicated information concisely; using hyphens to avoid ambiguity.

**Art and Design: Christmas activities:**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**History: The Space Race**

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

**Music: Charanga**<https://www.youtube.com/watch?v=yY-cZew2xTc>

**French:** Food

**Science: Science: Earth and space** <https://www.youtube.com/watch?v=yY-cZew2xTc>

*Statutory requirements*

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 explain day and night and the apparent movement of the sun across the sky

*Notes and guidance*

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.
Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Year 5: Autumn 2nd

Theme

**R.E: Pilgrimages – whole term**

Understand that life can be viewed as a journey or pilgrimage

Understand that many people see life as a spiritual pilgrimage

Understand that going on pilgrimage is part of people’s religious experience and commitment

Be able to identify different places of pilgrimage

Understand why certain sites have become places of pilgrimage

Be able to identify and explain the focal point(s) of each place

Understand the links between places of pilgrimage and sacred sculptures

Be able to reflect on their own special places

Be able to reflect on the varieties of places which become a pilgrimage destination, including secular sites

Be able to reflect on why people go on pilgrimage

Know that intention and preparation are essential elements in pilgrimage

Know and understand the main symbols associated with the pilgrimage – clothing, actions, artefacts, music

Know the key rituals which take place and be able to explain their significance

Be able to describe memorabilia of their own pilgrimages and special places

Be able to reflect on artefacts from religious pilgrimage

**P.E:**

Athletics/dance

**PSCHE:**

Rights

Cyberspace

Magna Carta

**English: Slam Poetry**

*You wait till I’m older than you* by Michael Rosen

*The Works* and *Read Me* collections

*A variety of poems provided*

Grammar includes:

Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; using correct punctuation to indicate speech.

**English: Instructions and Explanations**

Essential books:

Examples of *instructional and explanation* text are provided

Grammar includes:

Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main causes; using colons to introduce lists; punctuating bullet points consistently.

**English: Recounts**

UFOs and Aliens: Investigating Extra

terrestrial Visitors – Extreme! by Paul Mason

UFO Diary by Satoshi Kitamura

Grammar includes:

Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using expanded noun phrases to convey complicated information concisely.

**D.T:**

* 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

**History: The Roman Empire and its impact on Britain** <https://www.youtube.com/watch?v=lYdoqFmJf6o>

* Julius Caesar’s attempted invasion in 55-54 BC
* the Roman Empire by AD 42 and the power of its army
* successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

**Music: Charanga**<https://www.youtube.com/watch?v=lYdoqFmJf6o>

**Science: Forces Whole term**

*Statutory Guidance*

* 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 some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Notes and guidance (non-statutory)

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Year 5 : Spring 1st : Theme

**R.E: Sacred Writings – whole term**

* Know that sacred writings should be treated with respect
* Demonstrate skills in finding sections of sacred books
* Understand the use of sacred writings in worship in at least two communities
* Understand how individuals use sacred writings in their daily lives
* Understand the influence of sacred writings on the life and behaviour of people
* Understand the concepts of ‘authority’ and ‘revelation’
* Know that some religions use translations of their scriptures in worship and that others do not and the reasons for this
* Know that sacred writings may be shared by different
* Be able to reflect on authority in their own lives
* Be able to explain their experience of ‘inspiration’religions
* Articulate their own understanding of ‘revelation’ and the effects of inspiration on people’s lives

**P.E:**

Volleyball/table tennis

**PSCHE:**

MLK

Valentine ’s Day

Mind maze

**French:** Asking questions

**English: Genre fiction**

Essential books:

*Short* by Kevin Crossley Holland

Grammar includes:

Adverbials of time, place and number; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses; using semi-colons to mark boundary between independent clauses.

**English: Argument and debate**

*Arguments for and against use of CCTV cameras* (provided)

Grammar includes:

Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning.

**English: Poetic Style**

Essential books:

*You Wait Till I’m Older Than You* by Michael Rosen

*Collected Poems* by Roger McGough

Grammar includes:

Dialogue, direct speech punctuation; using commas to clarify meaning; using and understanding grammatical terminology.

**History: Britain’s settlement by Anglo-Saxons and Scots .This could include:** <https://www.schooltube.com/video/ad9925f6b54049bfbfe5/Who%20you%20gonna%20call?%20The%20Saxons!>

* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
* Christian conversion – Canterbury, Iona and Lindisfarne

**D.T: Puppet Show**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Music: Charanga** <https://www.schooltube.com/video/ad9925f6b54049bfbfe5/Who%20you%20gonna%20call?%20The%20Saxons!>

Year 5: Spring 2nd

Theme

**Science: Forces Whole term**

*Statutory Guidance*

* 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 some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Notes and guidance (non-statutory)

Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

**R.E: Sacred Writings – whole term**

* Know that sacred writings should be treated with respect
* Demonstrate skills in finding sections of sacred books
* Understand the use of sacred writings in worship in at least two communities
* Understand how individuals use sacred writings in their daily lives
* Understand the influence of sacred writings on the life and behaviour of people
* Understand the concepts of ‘authority’ and ‘revelation’
* Know that some religions use translations of their scriptures in worship and that others do not and the reasons for this
* Know that sacred writings may be shared by different
* Be able to reflect on authority in their own lives
* Be able to explain their experience of ‘inspiration’religions
* Articulate their own understanding of ‘revelation’ and the effects of inspiration on people’s lives

**P.E:** Basketball

Hockey

**PSCHE:**

Bereavement

Jealousy

Belonging

**French:** Numbers

**English: Drama (Shakespeare)**

Essential books:

*Mr William Shakespeare’s Plays by* Marcia Williams

Grammar includes:

Using dialogue, differences between spoken and written speech, punctuating to indicate direct speech; formal and informal speech and writing, using subjunctive forms; using commas to clarify meaning.

**English: Reports and Journalistic Writing**

Essential books:

*Tuesday* by David Wiesner

Grammar includes:

Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning.

Classic narrative and oral poetry

Essential books:

*The Ballad of Charlotte Dymond* by Charles Causley

*Lochinvar* by Sir Walter Scott

Grammar includes:

Using commas to clarify meaning; using elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses.

**Geography:** <https://www.youtube.com/watch?v=TWb4KlM2vts>

* 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
* the water cycle

**D.T:**

* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

**Science: Properties and changes of materials: Whole term**

*Statutory requirements*

* 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
* 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 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

**Notes and guidance (non-statutory)**

Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. NOTE: pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.

Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

**French:** Time

**Music: Charanga** <https://www.youtube.com/watch?v=TWb4KlM2vts>

**R.E: Places of Worship: Whole term**

* Be able to reflect on being alone and belonging to a group
* Identify ways in which this can be applied to religious people
* Describe the benefits of belonging to a community or group
* Identify the responsibilities of belonging to a group
* Know that communities have a history which shapes a sense of belonging
* Know the design and structure of the inside of each building and its key features.
* Identify ways in which this can be applied to religious people
* Know the outside of the building
* Know the way in which worship takes place
* Know that religious buildings are designed to have special atmosphere to promote worship and reflection
* Understand the links between the building and the practices and beliefs
* Be able to reflect on the concept of worship and why people believe in God
* Be able to reflect on concept of prayer (or meditation)
* Identify the key events which take place in the religious buildings
* Know the reasons why these key events occur
* Know how the special days are celebrated/observed

Year 5: Summer 1st

Theme

**P.E:** tennis /tag rugby

**PSCHE:**

Tricky topics

Philanthropists

Mali

**English: Persuasive writing**

*Various persuasive texts* (provided)

Grammar includes:

Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation.

**English: Debate poetry and poetry that tells a story**

*The Dispute of Coffee and Tea* Hamilton Group Reader

*Sensational! poems inspired by the five senses* chosen by Roger McGough, Macmillan

Grammar includes:

Using elaborated descriptive language; using expanded noun phrases; using and understanding grammatical terminology.

**English: Non-chronological Reports**

*Various reports* (provided)

Grammar includes:

Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports.

**Art**

* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

**History:- a local history study**

 a depth study linked to one of the British areas of study listed above

 a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Music: Charanga**

**Science: Science: Properties and changes of materials: Whole term**

*Statutory requirements*

* 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
* 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 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

**Notes and guidance (non-statutory)**

Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. NOTE: pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.

Pupils might work scientifically by: carrying out tests to answer questions, for example, ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

Year 5: Summer 2nd

Theme

**R.E: Places of Worship: Whole term**

* Be able to reflect on being alone and belonging to a group
* Identify ways in which this can be applied to religious people
* Describe the benefits of belonging to a community or group
* Identify the responsibilities of belonging to a group
* Know that communities have a history which shapes a sense of belonging
* Know the design and structure of the inside of each building and its key features.
* Identify ways in which this can be applied to religious people
* Know the outside of the building
* Know the way in which worship takes place
* Know that religious buildings are designed to have special atmosphere to promote worship and reflection
* Understand the links between the building and the practices and beliefs
* Be able to reflect on the concept of worship and why people believe in God
* Be able to reflect on concept of prayer (or meditation)
* Identify the key events which take place in the religious buildings
* Know the reasons why these key events occur
* Know how the special days are celebrated/observed

**French:** Conjunctions

**P.E: Cricket athletics**

**PSCHE:** Pioneering nurses

**English: Power of Imagery**

*The Convergence of the Twain* by Thomas Hardy (Animated Tale – *see resources*)

Grammar includes:

Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses.

**English: Genre fiction-science fiction**

*Tales from Outer Suburbia* by Shaun Tan, Templar Publishing

Grammar includes:

Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs.

**English: Classic novels**

*The Hobbit* by JRR Tolkien, (Graphic novel) illustrated by David Wenzel, adapted by Charles Dixon (2006)

Grammar includes:

Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation.