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| Moonstone Class - Year B | | | | | | | |
| Autumn 1 | | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Whole School Project | Topic/Theme  The Amazon | | Topic/Theme  Victorians | Topic/Theme  WW2 | Topic/Theme  Earth and Space | Topic/Theme  Climate Change | Topic/Theme  Magic/Transitions |
|  | CLPE book  C:\Users\CarinaPhillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5FC0164.tmp | | CLPE book | CLPE book  https://tse4.mm.bing.net/th?id=OIP.j_Ee6ltN1Ndwa-waTQHdCAHaLV&pid=Api&P=0&w=300&h=300  Anne Frank: 17 (Little People, Big ... | CLPE book  Hidden Figures: The True Story of Four ... | CLPE book | CLPE book    Ella Fitzgerald - Little People, BIG DREAMS |
| **Enrichment Opportunity** | Make terrariums – children to create their own rainforest biome inside a self-contained ecosystem. | | Trip to Kelmscott Manor – to complete William Morris printing workshop – History/Art.  Then use the inspiration to create lino print canvas bags at school. | WW2 VE Day –  History/ Design Technology. | Trip to Space Centre/Planetarium | Trip to Harry Potter World as inspiration ready for next term. | Trip to Osmington Bay – PE Harry Potter Themed Day – cut willow wands, dragon eggs, science magic potions, sorting house fortune tellers, quill writing. |
| **Narrative**  **Text:**  **Genre/Plot**  **Focus:** | | **Narrative**  -Journals in role as character  -Narrative  **Non-Narrative**  **-**Information leaflet in Amazon  -Radio Broadcast  -Persuasive writing – letter | **Narrative:**  -Character profiles  -Drama- freeze-frames, hot-seating  -Diary writing  -Narratives – story scene  **Non-Narrative:**  -Arguments – Should the workhouses be closed?  -biography | **Narrative**  -Diary entry  -Character analysis  -Drama  -Narrative  **Non**-**Narrative**  -Poetry – evacuee poem  -Newspaper – outbreak of war  -Persuasive writing – poster  -Information leaflet – life on the home front  -Instructions – How to build an Anderson shelter  -Book and film review – comparison | **Narrative**  Character Descriptions  Narrative writing  Diary  Setting descriptions  Drama – hot seating  **Non**-**Narrative**  Instructions – How to care for Glib | **Narrative**  -Portfolio of character descriptions  -Extended writing. Sequel about Zoe.  **Non**-**Narrative**  -Write a letter to Zoe  -Discussion – Is Dooby a good leader?  -Persuasive writing. Persuasive letter – who should Zoe save? | **Narrative**  Character description  **Non**-**Narrative**:  -Formal letter – invitation to Hogwarts  -Advert – new magic wand  -Non-chronological report - magical creature, using Fantastic Beasts and Where to find them  -Poem – about their new magical creature |
| **Grammar** | | -Full stops and capital letters  **Y5:**  **- Coordinating conjunctions** (greater bulldog bat, bowerbird)  -**Subordinating conjunctions** (European hamster)  **Y6**  -**Dictionary skills** – (agama lizard, warthog)  **-Using a thesaurus** (Nile crocodile, sponge) | **Y5**  **-Similes** (Grevy’s zebra)  -**Expanded noun phrases** (Languar Monkey)  -**Fronted adverbials** (brown bear, sally lightfoot crab)  Y6  -**Expanded Noun Phrases** (banded mongoose, tarpon)  -**Figurative Language** (whooper swan) | Y5  -**Tense Consistency** (meerkat)  -**Active and Passive Voice** (anglerfish, elephant seal)  -**Modal verbs**  (hawksbill turtle, lynx)  Y6  -**Passive Voice** (Grey squirrel)  **Modal verbs** (Asian elephant, Magellanic penguin)  **-Perfect verb form** (Cassiopeia jellyfish, grizzly bear) | Y5  **-Direct Speech** (giraffe, harpy eagle, walrus)  Y6  **- Colons for lists** (Indian giant squirrel, locust, flying fish)  -**Bullet points** (King Penguin, Sumatran rhino, tazmainina devil)  **-Informal speech**  - *(e.g. He’s your friend, isn’t he?),* Subjunctive forms – *If I were, Were they* | **Y5**  **-Possessive apostrophe’s** (orang-utan, chimpanzee)  **-Commas to clarify meaning** (humpback whale)  - **Semi-colons** (anaconda)  **Y6**  **– Semi-colons** (silver ants)  **-Commas to clarify meaning** (Namaqua chameleon)  **- Hyphens** (grey mullet, racoon) | **Y5**  **-Relative clauses** (mudskipper)  **-Parenthesis** (pebble toad)  **Y6**  **-Relative Clauses** (banana frog)  **-Parenthesis** (bull shark, red flying fox)  **-Proof reading** (Spinner dolphin, cuttlefish) |
| **Spelling** | | 6  -Dictionary  -LKS2 statutory words  -UPKS2 statutory words  -Plurals  -Regular verb ending  -Irregular verb endings | 6  -Shun sounding words  -Ant and ent  -ible able  -cious tious cial tial | 5  -Word families  -cious tious  -tial cial  -ant ancy ance  -ent ency ence  -ible ibly able ably | 5  -ive ic ist  -fer  -suffixes  -misspelt words | 6  -Suffixes  -Prefixes  -ology phobia  -Abstract nouns | 6  -morphemes  -origins Greek, French, Indian  -literary terms |
| **Reading**  **(cf Reading Spine)** | | **Journey to the River Sea By Iva Ibbotson** | The Unadoptables by Hannah Tooke  **Oliver Twist By Charles Dickens** | **War Horse (GR) By Michael Morpurgo**  **Carrie’s War (GR) By Nina Bawden**  **Blitzcat (GR) BY Robert Westall**  **Varmints by Helen Ward**  **My War Diary By Flossie Albright** | **Curiosity: The Story of a Mars Rover** | Happy Here: 10 Stories from black British authors  **Why the Whales Came By Michael Morpurgo** | Harry Potter and the Chamber of Secrets  Harry Potter and the Prisoner of Askaban |
| **Maths** | | **Number:**  **Place Value**  **Addition and subtraction**  **Multiplication and Division** | **Number:**   * **Fractions**   **Multiplication and Addition** | **Number:**   * **Multiplication and Division** * **Fractions**   **Decimals** | **Measurement**  **Area, perimeter and volume**  **Number**   * **Decimals**   **Fractions, decimals and percentages** | **Ratio**  **Algebra**  **Geometry:**  **Shape** | **Geometry**  **Position and Direction**  **Statistics**  **Measurement**  **Converting units** |
| **Science** | | **Living things and their habitats**  *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals*  *Give reasons for classifying plants and animals based on specific characteristics.* | **Light**  *Recognise that light appears to travel in straight lines*  *Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye*  *Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes*  *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them* | **Earth and Space x 2**  *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* | **Earth and Space x 2**  *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* | **Animals including humans**.  *Describe the changes as humans develop to old age.*  *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood*  *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*  *Describe the ways in which nutrients and water are transported within animals, including humans.* | **Forces**  *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* |
| **Geog** | | **South America:**  -Human and physical features  -Capital cities  -Weather and Climate  -Layers of the rainforest  -Rainforest animals  -Tribes of the forest  -Deforestation-climate change  -Palm oil  *Understand geographical similarities through a study of human and physical geography of a region within North/South America (Brazil and the Amazon)*  *On a world map locate the main countries in the Americas and identify their main environmental regions, key physical; and human characteristics, and major cities.*  *Name and locate countries and capital cities of the world and explain where they are in relation to one another.* |  | *Link to History about WW2- Locate and study the major countries involved in WW2 (UK, Germany, Poland, Italy, Japan, USA). Link to our locality of Wootton.*  *Field study – how was Wootton involved in WW2? Look at where the plane landed and map out.* | **Earth**  *LIink to Science - Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time Zones*  *Name and locate countries and capital cities of the world and explain where they are in relation to one another.* | **The UK Farming –**  *Human Geography: including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.*  **Sustainability**  **Global Warming**  **Climate Change**  Human impact on the planet. Look at how the climate has changed over time and how global warming is affecting the Earth. |  |
| **History** | |  | **What was it like to be a child in Victorian times?**  -All about the life of a Victorian  -Timeline, chronological order  -Victorian Life  - Children at work in the Victorian Era  -Workhouses  -Victorian Schools  -Comparing modern and Victorian School life  -Lives of the rich and poor  -Victorian Inventors  *A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. a significant turning point in British history* | **How did people get on with life in the Blitz? X2**  -The Battle of Britain  -Churchill and key moments of the war  -Home front  -Anne Frank and the Holocaust  -VE Day: End of the War in Europe   * The Blitz * Air raid shelters * All about WW2 * Propaganda posters * Evacuation   *A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. a significant turning point in British history, for example, the Battle of Britain* |  |  | **Leisure and entertainment**  -At the movies  -The Beautiful Game  -The swinging sixties  -Wish you were here  -The gogglebox  -Technology |
| **Art** | | **South American art:**  - Artists Frida Khalo  - Mixed media birds: water colour, stenicls, collage and acrylic paint pens with stencils. | Printing  -Victorian artist study: William Morris  - Printing  - Print tiles, canvas bags  - Lino printing | **Artist study L S Lowry**  Pencil and line drawings  -War posters  -Design a character for propaganda poster e.g Mr Carrott  -Blitz perspective picture | **Artist Study Peter Thorpe**  -rocket and planet pastel pictures | Seaside art:  -David Hockney wate artist  - Create pictures of water.  -Water colour paintings |  |
| **D&T** | |  | **Light up Victorian house**  -Design  -Make  -Electrics and switch  -Evaluate | Cooking  WW2 VE Day café  Design and make dishes which could have been created using rations. |  | **Recycle/ Re-use**  Children to design and make and re-purpose things to create something new. | **Fairground Rides**  Building structures Understand and use electrical systems in their products |
| **RE** | | **UNDERSTANDING C+**  UC Concept:  **God**  Key Question: *What does it mean (for Christians) if God is holy and loving?*  Religion: **Christianity** | **UNDERSTANDING C+**  UC Concept: **Incarnation**  Key Question: *Was Jesus the Messiah?*  Religion: **Christianity**  Alternate… **DISC.RE** Theme: **Christmas**  Key Question:  *Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?* | **DISCOVERY RE**  Theme:  **Belief into action**  Key Question: *How far would a Sikh go for his/her religion?*  Religion: **Sikhism**  **(Y5 p11-16)** | **UNDERSTANDING C+**  UC Concept: **Salvation**  Key Question: *What*  *difference does the*  *resurrection make for*  *Christians?*  Religion: **Christianity** | **DISCOVERY RE**  Theme:  **Beliefs and moral values**  Key Question: *Are Sikh stories important today?*  Religion: **Sikhism**  **(Y5 p 25-28)** | **DISCOVERY RE**  Theme:  **Prayer and Worship**  Key Question:  *What is the best way for a Sikh to show commitment to God?*  Religion: **Sikhism**  **(Y5 p38-42)** |
| **MFL** | | **French**  5 – School Life | **French**  5 – Time Travelling | **French**  6 – Let’s Visit a French Town | **French**  6 – More to Explore | **French**  6 – Our Precious Planet | **French**  6 – This is France |
| **Computing** | | **Y5 – Computing Systems and Networks – Systems and Searching**  1.Systems  2.Computer systems and us  3.Searching the web  4.Selecting search results  5.How search results are ranked  6.How searches are influenced | **Y6 – Computing Systems and Networks – Communication and Collaboration**  1.Internet addresses  2.Data Packets  3.Working Together  4.Shared Working  5.How we communicate  6.Communicating responsibly | **Y5 – Creating Media – Introduction to Vector Graphics**  1.The Drawing Tools  2.Creating Images  3.Making effective drawings  4.Layers and objects  5.Manipulations Objects  6.Create a vector drawing | **Y6 – Creating Media - 3D Modelling**  1.Introduction to 3D Modelling  2.Modifying 3D objects  3,Make your own name badge  4.Make a desk tidy  5.Planning a 3D model  6.Make your own 3D model | **Y5 – Programming B – Selection in quizzes**  1.Exploring Conditions  2.Selecting outcomes  3.Asking questions  4.Plannming a quiz  5.Testing a quiz  6.Evalulating a quiz | **Y6 – Programming B – Sensing Movement**  1.The mico:bit  2.Go with the flow  3.Sensing inputs  4.Finding your way  5.Desiging a step counter  6.Making a step counter |
| **Music** | | **Music and Technology**  How does music bring us together? | **Enjoying Musical Styles**  How does music teach us about our community? | **Musical Styles Connects Us**  How does music teach us about our community? | **Sing and Play in Different Styles**  How does music connect us with our past? | **Melody and Harmony in Music**  How does music bring us together? | **Farewell Tour**  How does music connect us with the environment? |
| **PE** | | **Fundamental movement skills 5** | **Travelling and jumping 5** | **Balance, shape, rotation 5** | **Dance – Fundamentals 6** | **Dance - Maypole** | **Celebration of Sport 6** |
| **PSHE** | | **5 Me and me Relationships**  -Collaboration challenge  -Give and take  -How good a friend are you?  -Relationship cake  -Being assertive  -Emotional needs  -Communication | **6 Valuing difference**  -Ok to be different  -We have more in common than not  -Respecting differences  -Tolerance and respect  -Advertising friendships  -Challenging gender stereotypes | **5 Keeping Safe**  -Thinking about habits  -Jay’s dilemma  -Spot bullying  -Ella’s diary dilemma  -Decision dilemma  -Play, like, share | **6 Rights and Responsibilities**  -Two sides to every story  -Fakebook friends  -What’s it worth?  -Jobs and taxes  -Action stations  -Project pitch | **5 Growing and Changing**  -How are they feeling?  -Taking notice of feelings  -Fear Hetty  -Changing bodies and feelings  -Growing up and changing bodies  -Help I’m a teenager get me out of here  **6- Growing and changing**  -Helpful or unhelpful: managing change  -I look great  -Media manipulation  -Pressure online  -Is this normal?  -Dear Ash  -Making babies  -HIV | **6 Being My Best**  -This will be your life!  -Our recommendations  - What's the risk? (1)  -What's the risk? (2)  -Basic first aid, including Sepsis Awareness  -Five Ways to Wellbeing project |