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|                                      | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language</p>   | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Ask questions to improve understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Discuss and evaluate how authors use language</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views</p> <p>Explain and discuss their understanding of what they have read.</p>         | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views</p> <p>Explain and discuss their understanding of what they have read.</p>  | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Read and discuss a wide range of fiction</p> <p>Read books that are structured in different ways ☐ Identify and discuss themes and conventions</p> <p>Discuss understanding and explore meaning of words in context</p>                       | <p><b>Shared class reading approaches (Talk Detectives) and independent AR reading linked to reading ages and ability levels.</b></p> <p>Recap or focus that class teacher feels most needed for their class</p>   |
| <p><b>Reading (continued...)</b></p> | <p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> | <p><b>READING non- negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul>                               | <p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> | <p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> | <p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> | <p><b>READING non-negotiable whilst looking at NC statements above</b></p> <p>Reading Toolbox underpins all Talk Detective Lessons through the teaching of the following throughout the year:</p> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Inference</li> <li>- Summary</li> <li>- Explain</li> <li>- Empathy</li> <li>- Predict</li> <li>- Vocabulary</li> </ul> |

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|                                      | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum  | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum   | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum   | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum   | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum   | Text, videos and images selected for Reading lessons ensure cross curricular links to the given writing and foundation subject curriculum.<br><br>Genre types are wide ranging and supplement knowledge gain for the writing curriculum  |
| <b>Writing</b>                       |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (3 Weeks)</b><br/>Narrative (Horror)</p> <p><b>Block 2 (3 Weeks)</b><br/>Play script</p> |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (3 Weeks)</b><br/>Narrative (Emotional and creative language focus)</p> <p><b>Block 2 (3 Weeks)</b><br/>Newspaper</p> |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (3 Weeks)</b><br/>Narrative Problem Resolution</p> <p><b>Block 2 (3 Weeks)</b><br/>Persuasion text – go to a theme park</p> |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (3 Weeks)</b><br/>Narrative (Action)</p> <p><b>Block 2 (2 Weeks)</b><br/>Non-chronological report</p> |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (3 Weeks)</b><br/>Narrative - Fantasy</p> <p><b>Block 2 (2 Weeks)</b><br/>Diary Extract – between time zones (contrast)</p> |  <p><b>Power of Reading</b><br/><u>Based on 2/3 week cycles of work (independent piece of writing to finish)</u></p> <p><b>Block 1 (2 Weeks)</b><br/>Letters (Formal) – To MP – urbanisation (land at side of school??)</p> <p><b>Block 2 (3 Weeks)</b><br/>Narrative (flashback)</p> |
| <b>Writing across the curriculum</b> | Fact file – Based on knowledge of the Tuders   | Poetry writing  | Instructional writing linked to DT  | Biography – Charles Darwin  | Information text – changes to nottingham over time (geography)  | Balanced Argument – urbanisation   |
| <b>Handwriting Focus</b>             | Handwriting completed at least 3 times weekly based on spellings focus for the week  | Handwriting completed at least 3 times weekly based on spellings focus for the week   | Handwriting completed at least 3 times weekly based on spellings focus for the week   | Handwriting completed at least 3 times weekly based on spellings focus for the week   | Handwriting completed at least 3 times weekly based on spellings focus for the week   | Handwriting completed at least 3 times weekly based on spellings focus for the week  |
| <b>Spelling and Grammar Focus</b>    | Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order   | Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order  | Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order  | Overview of KS2 curriculum for SATS   | Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order  | Based on Gap analysis and links to writing, Active English to cover year group objectives in a sequenced order   |

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| <b>Speaking and Listening Focus</b> | Participate in discussions, presentations, performances and debates<br><br>Consider and evaluate different viewpoints, attending to the contributions of others | Maintain attention and participate actively in collaborative conversations, responding to comments about the text             | Use spoken language to develop understanding through speculating, imagining and exploring ideas                                 | Select and use appropriate registers for effective communication                 | Ask relevant questions to extend their understanding and build vocabulary and knowledge<br><br>Listen and respond appropriately to adults and peers | Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama<br><br>Articulate and justify answers and opinions |
| <b>Maths</b>                        | <b>Theme</b><br><b>Number – number and place value</b><br>• <b>Number – addition and subtraction</b>  | <b>Theme</b><br><b>Statistics</b><br><b>Number – multiplication and division</b><br>• <b>Measurement – area and perimeter</b> | <b>Theme</b><br><b>Number – multiplication and division</b><br>• <b>Number – fractions (including decimals and percentages)</b> | <b>Theme</b><br>• <b>Number – fractions (including decimals and percentages)</b> | <b>Theme</b><br><b>Number – fractions (including decimals and percentages)</b><br><b>Geometry – properties of shapes</b>                            | <b>Theme</b><br><b>Geometry – position and direction</b><br><b>Measurement – converting units</b><br><b>Measurement – volume and capacity</b>                            |
| <b>Creative Maths</b>               | • Geometry and shapes   | • Measurement and statistics  | • Time  | • Time, interpreting data  | • Data handling   | Recording data, selling produce  |
| <b>Science Focus</b>                | Amazing Changes   | Material World  | Let's get moving  | Circle of Life   | Out of this world   | Growing up and growing old   |
| <b>ICT Focus</b>                    | <b>iProgram</b>   | <b>iCrypto</b>  | <b>iProgram</b>   | <b>iAlgorithm</b>  | <b>iWeb</b>   | <b>iSafe</b>   |
| <b>Art and Artist Focus</b>         | <b>Holbein – portrait painting</b>  | <b>William Morris – block printing / lino cutting</b>   |   |  | <b>Salvador Dali</b>  |  |
| <b>Creative Art and Design</b>      | Portraits, sketching Tudor fashions, 3-D modelling  | Art of the Victorian period, printing   |   | Creating sketchbooks, observational drawing                                      | Photography, great artists – Andy Warhol and Salvador Dali, collage   | Botanical drawing and painting, wire sculpture   |
| <b>History Focus</b>                | <b>The Tudors</b>   | <b>The Victorians</b>   |   | <b>Significant individuals – Charles Darwin and Mary Anning</b>                  | <b>Changes over the last century - transport</b>  |  |
| <b>D &amp; T Focus</b>              |   |   | <b>Theme Park Design – create a toy for alton towers</b>  |  | <b>Working model of Solar System</b>  | <b>Preparing Healthy meal</b>  |
| <b>Geography Focus</b>              | Compare maps of London from past and present.   | Locate railway lines and other transport links on a map.  | Locate theme parks in the UK. Plan a route to get to a theme park within the UK   | Map Darwin's journey on HMS Beagle.  | Look at the features of Nottingham that have changed over time.   | Use ordinance survey maps to locate allotments in local area.  |

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|                    | <p>Explain why people are attracted to living in cities and why Tudor people chose to settle where they did.</p> <p>Locate where in London Henry VIII lived.</p> | <p>Locate Darlington, Stockton, Durham and the River Tees on a map of the UK.</p> <p>Draw a sketch map of the area.</p> |  | <p>Study the Galapagos Islands –</p> <ul style="list-style-type: none"> <li>• Best place to stay.</li> <li>• Weather Patterns</li> </ul> <p>Impact of human geography.</p> | <p>Looking at aerial photographs of human and physical geography and comparing them to different time periods.</p> <p>Locality VS current day (Nottm History Book)</p> | <p>Compare different climate zones and explain why some food would not be able to grow in the UK.</p> <p>Understand which hemisphere food is grown and how this affects the conditions of food plants need to grow.</p> |
| PE Focus           | Dance  | Swimming  | Gymnastics   | Attack v defence games   | Competitive team games   | Athletics and striking/fielding games   |
| PSCHE Focus        | Healthy Me   | Being me in my world  | Dreams and goals                                       | Relationships  | Celebrating differences  | Changing me   |
| RE Focus           | Christian – How significant Jesus?   | Hinduism  | Hinduism   | Hinduism   | Christmas – Incarnation – Is the Christmas Story true.   | Beliefs and Practices – Christianity – Best Way for Christians to show commitment to God.   |
| MFL Focus - FRENCH | Food<br>Vouloir  | All about me<br>Être<br>-er verbs present   | Hobbies<br>Être<br>-er verbs past tense                | School<br>Aller<br><br>Être, avoir   | My town<br>Avoir<br>-er verbs present  | Holidays<br><br>Recap<br>Aller, être, avoir   |
| Music Focus        | Hip hop  | Rock focus  | Tudor music<br><br>Pop Ballads                         | Motown   | Victorian parlour songs<br><br>Classroom Jazz 1  | Western Classical music and reflection on year  |
| British Values     | Individual liberty<br><br>Democracy<br><br>Rule of law<br><br>Mutual respect   | Democracy.<br>Rule of law   | Individual liberty<br><br>Democracy<br><br>Rule of law | Individual liberty<br><br>Democracy<br><br>Rule of law<br><br>Mutual respect   | Democracy<br><br>Rule of law   | Democracy<br><br>Rule of law  |

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| <b>LEAD values</b> | <b>Empower</b><br><b>Achieve</b> | <b>Leadership</b><br><b>Empowerment</b> | <b>Leadership</b><br><b>Empowerment</b><br><b>Drive</b> | <b>Leadership</b><br><b>Achieve</b><br><b>Empowerment</b><br><b>Drive</b> | <b>Leadership</b><br><b>Achieve</b> | <b>Leadership</b><br><b>Empowerment</b> |
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