

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Remembrance Poetry Identify the audience for and purpose of writing. Note and develop initial ideas, drawing on reading and research. Enhance meaning through selecting appropriate grammar and vocabulary.	Procedural Writing Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements	Non-Fiction Text They use evidence from the text to find answers and scanning for specific information. They learn to use grammatical, presentational and organisational features to affect the presentation of	Journal Writing Students will complete the unit by sharing their historical journals with one another. They will conclude by discussing the value in understanding a time period through different historical viewpoints.	Journal Writing They will conclude by discussing the value in understanding a time period through different historical viewpoints. Students will carefully select the kinds of sentences that will give the effect they want.	Fiction Writing Students will plan, organise and create their own graphic novels, organise and present whole texts effectively, sequencing and structuring information, ideas and events. They will write a
	Informal letter writing.	appropriate to the audience and purpose.	information. Students should also be able to plan,	To produce texts which are appropriate to task, reader and	They will use a variety of sentences. Students will choose	variety of different stories and has become familiar with
	Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense	Script writing Storyboards and Stop Motion Film. Extending the children's understanding of effective narrative writing by analysing and writing each of the five parts of a narrative text: opening, build-up, dilemma, events and	structure and organise their non- fiction writing (using bullet points and subheadings, for example) and develop their initial ideas by drawing on reading and research where appropriate. They will be able to evaluate and edit their work, proposing changes to make sure the	purpose Grammar, Vocabulary and Punctuation: National Curriculum Focus: Subject and Object Ambiguity Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause	the best words to match the subject of my writing Students will choose my words carefully and ambitiously so that their writing is precise and has an impact on the reader. Grammar, Vocabulary and Punctuation:	genre types, conventions and themes, they will begin to explore stories using more complex mediums. Grammar, Vocabulary and Punctuation: National Curriculum Focus: Verb Tenses Editing and Evaluating Parenthesis -



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throughout a piece of	resolution/ending and	meaning of what they	Spelling: Words with	National Curriculum	Brackets, Commas
writing	supporting the	have written is clear.	endings which sound	Focus: Direct and	and Dashes Formal
Proof-read for	children in writing		like /shuhl/ after a	Reported Speech	and Informal Writing
spelling and	their own narrative.	Grammar,	vowel letter. Words	Active and Passive	Cohesion Across
punctuation errors.	While analysing the	Vocabulary and	with endings which	Semi-colons, Colons	Paragraphs
	text and participating	Punctuation:	sound like /shuhl/	and Dashes to Mark	
Grammar,	in demonstration	National Curriculum	after a consonant	Clauses Formal and	Spelling: Synonyms &
Vocabulary and	lessons the children	Focus Synonyms and	letter. Words with a	Informal Speech and	Antonyms
Punctuation:	will learn how to	Antonyms Adverbs to	'soft c' spelt /ce/	Vocabulary Layout	
National Curriculum	construct sentences	Show Possibility Root	Word families based	Devices	Handwriting:
Focus: Noun Phrases	and paragraphs to	Words Hyphens	on common words,		Students will be
Modal Verbs and	achieve the effects	Coordinating	showing how words	Spelling: Word	learning to: write
Subjunctive Mood	needed to interest	Conjunctions	are related in form	families based on	legibly, fluently and
Suffixes - Nouns and	the reader.		and meaning.	common words,	with increasing speed
Adjectives to Verbs		Spelling: Adding	Statutory Spelling	showing how words	by choosing which
Relative Clauses	Grammar,	suffixes beginning	Challenge Words	are related in form	shape of a letter to
Commas A	Vocabulary and	with vowel letters to		and meaning. Words	use when given
	Punctuation:	words ending in -fer	Handwriting:	that can be nouns	choices and deciding
Spelling: Ambitious	National Curriculum	Words with a long /e/	Students will be	and verbs. Words	whether or not to join
Synonyms: Adjectives	Focus Pronouns &	sound spelt 'ie' or 'ei'	learning to: write	with a long /o/ sound	specific letters.
Homophones & near	Possessive Pronouns	after c (and	legibly, fluently and	spelt 'ou' or 'ow'	Choosing the writing
homophones: Nouns	Adverbs to Show	exceptions) Words	with increasing speed	Words ending in -ible	implement that is
that end in -ce/-cy	Frequency Prefixes	with the long /e/	by choosing which	Words ending in -ibly	best suited for a task.
and verbs that end in	Colons in Lists	sound spelt 'ie' or 'ei'	shape of a letter to		
-se/-sy Adjectives	Subordinating	after c (and	use when given	Handwriting:	
ending in -ant into	Conjunctions and	exceptions) Word	choices and deciding	Students will be	
nouns ending in -	Clauses	families based on	whether or not to join	learning to: write	
ance/ -ancy		common words,	specific letters.	legibly, fluently and	
Adjectives ending in -	Spelling: Words	showing how words	Choosing the writing	with increasing speed	
ent into nouns ending	ending in -able Words	are related in form	implement that is best	by choosing which	
in -ence/ -ency	ending in -able Words	and meaning Word	suited for a task.	shape of a letter to	



Н	Hyphens: To join a	ending in -ably Word	families based on	use when given	
	prefix ending in a	families based on	common words,	choices and deciding	
	vowel to a root word	common words,	showing how words	whether or not to	
b	beginning with a	showing how words	are related in form	join specific letters.	
	owel. Hyphens: To	are related in form	and meaning	Choosing the writing	
jo	oin compound	and meaning Word	Statutory Spelling	implement that is	
a	adjectives	families based on	Challenge Words	best suited for a task.	
	-	common words,			
н	Handwriting:	showing how words	Handwriting:		
S	Students will be	are related in form	Students will be		
le	earning to: write	and meaning Creating	learning to: write		
le	egibly, fluently and	diminutives using	legibly, fluently and		
W	with increasing speed	prefixes microor mini	with increasing speed		
b	by choosing which		by choosing which		
S	hape of a letter to	Handwriting:	shape of a letter to		
u	ise when given	Students will be	use when given		
с	choices and deciding	learning to: write	choices and deciding		
W	whether or not to join	legibly, fluently and	whether or not to join		
	specific letters.	with increasing speed	specific letters.		
	Choosing the writing	by choosing which	Choosing the writing		
	mplement that is	shape of a letter to	implement that is		
b	pest suited for a task.	use when given	best suited for a task.		
		choices and deciding			
		whether or not to join			
		specific letters.			
		Choosing the writing			
		implement that is			
		best suited for a task.			



Maths	Students will be	Students will be	Students will be	Students will be	Students continue	Students will be
	learning about	learning about:	learning about:	learning about:	learning about:	learning about:
	Number & Place	Multiplication &	Fractions	working on	Geometry Position	Ratio & Proportion.
	Value	Division	Decimals	Measurement	and direction.	Algebra
	Addition &		Percentages	Geometry	Statistics	
	Subtraction			Property of shape		
Geography	Time Zones / World	Investigating	North America	Globalisation	On the move	I am a Geographer
	Maps	Environment	The Countries of	What is globalisation?	Understanding push	Posing questions,
	Latitude and	Recognising the	North America.	Economic	and pull factors in	completing fieldwork
	Longitude. The Arctic	importance of	Environmental	Globalisation.	migration from the	and presenting a
	and Antarctic Circles.	renewable energy	Regions of North	Political Globalisation.	Northern Triangle to	geographical
	Time Zones. Map	through investigating	America. Rivers in	Social Globalisation.	the USA, and Syria to	investigation
	Projection. Maps of	wind power. Reducing	North America. Cities	Globalisation; a global	countries in Europe;	
	the World	waste, and the	in North America.	force for good.	understanding the	
		actions that humans	Comparison of The UK		benefits of migration	
		can take to improve	and a region of North		to the UK	
		the environment.	America.			
History	WWI	Interwar Years	Celebrating	WWII	Cold War	Outdoor Learning
	There were three	Children will discuss	Classroom Countries	To identify the key	Chronologically	Self-confidence and
	main groups during	debate and examine	and Cultures	events that led up to,	following on from the	self-esteem
	WW1. They are	historical documents		and was part of, WW2	'World War II' unit,	developed through
	countries that are	that outline the	Children will	and place these on a	this unit will	progressive
	central powers, allied	conditions imposed	investigate the	timeline.	challenge the pupils	challenges and skills
	powers and neutral	upon Germany after	history, art, culture of	Understanding the	to consider how the	development.
	countries/territories.	World War 1 and how	their home countries	main human	Cold War differed	Resilience developed
	Key battle locations	this contributed to	and create a	geographical areas of	from other wars they	through dealing with
	from WW1: -The	Germany starting	presentation to	Britain targeted by	have previously	adversity. Developing
	following locations	World War 2.	celebrate the various	German bombing and	studied (such as	and managing
	were where key	Additionally, the	countries throughout	why they were	World War I and	positive relationships
	battles took place	actions of Britain and	the class.	targeted Understand	World War II). The	between participants,
	during WW1: Marne,	France as well as the		the events of Exeter's	aftermath of the	and between



ance Somme, ance Gallipoli, irkey Ypres, Belgium my Ridge, France ermany after WW1 Following the gning of the Treaty Versailles - ermany had to linquish some of its rritory.	Great Depression in the inter-war era will be scrutinised to allow students to develop an understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern- day politics		Blitz and the effect on local residents. Show an understanding of why WW2 started and the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front – rationing, evacuation,	World War II changed the global balance of power, creating a polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved
Irkey Ypres, Belgium my Ridge, France ermany after WW1 Following the gning of the Treaty Versailles - ermany had to linquish some of its	be scrutinised to allow students to develop an understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern-		an understanding of why WW2 started and the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	power, creating a polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures
my Ridge, France ermany after WW1 Following the gning of the Treaty Versailles - ermany had to linquish some of its	allow students to develop an understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern-		why WW2 started and the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures
ermany after WW1 Following the gning of the Treaty Versailles - ermany had to linquish some of its	develop an understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern-		the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures
Following the gning of the Treaty Versailles - ermany had to linquish some of its	understanding of the multitude of causes that led to WW2. Children will also make connections to examples of modern-		it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures
gning of the Treaty Versailles - ermany had to linquish some of its	multitude of causes that led to WW2. Children will also make connections to examples of modern-		what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures
Versailles - ermany had to linquish some of its	that led to WW2. Children will also make connections to examples of modern-		evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	Learning in the local area to develop community understanding. Experiences of different cultures
ermany had to linquish some of its	Children will also make connections to examples of modern-		photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	area to develop community understanding. Experiences of different cultures
linquish some of its	make connections to examples of modern-		radio interviews, books, diary's, drawings, poems) What life was like in the Home Front –	Socialist Republics (USSR). This global competition is referred to as the Cold War as the two	community understanding. Experiences of different cultures
	examples of modern-		books, diary's, drawings, poems) What life was like in the Home Front –	(USSR). This global competition is referred to as the Cold War as the two	understanding. Experiences of different cultures
rritory.			drawings, poems) What life was like in the Home Front –	competition is referred to as the Cold War as the two	Experiences of different cultures
	day politics		What life was like in the Home Front –	referred to as the Cold War as the two	different cultures
			the Home Front –	Cold War as the two	
					leading to improved
			rationing evacuation		
			rationing, evacuation,	superpowers never	community cohesion
			black-outs, Dig for	directly engaged in	and tolerance.
			Victory, Anderson	combat (hot war).	
			shelters. The role	Before this unit,	
			women in WW2 and	children have learned	
			the role of the land	about North America	
			army. The life of an	(Year 6) and Eastern	
			evacuee child. Discuss	Europe (Year 4) in	
			what we can learn	• • •	
			from the events of	0 0 1 7	
			WW2 – how can it		
			future?		
ody Systems	Living things and	Evolution and		Electricity	Electricity
	their Habitats	Inheritance	How do we see	•	Explain how our
npact of Diet and				•	understanding of
•	Classify living things			U U	electricity has
	bact of Diet and		bact of Diet and estyle. How diettheir Habitats Classify living thingsInheritance Explore how both	Image: style. How dietLiving things and their HabitatsEvolution and InheritanceLight How down see shadows, reflection	dy Systems Living things and their Habitats Evolution and Inheritance Light Electricity Explain how our

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What food groups do	system. Match groups	Alfred Wallace	light travels and how	changed over time.	changed over time.
we need? Explore the	of animals to their	separately developed	this enables us to see	Draw circuit diagrams	Draw circuit diagrams
different vitamins and	characteristics.	their theories of	objects. Demonstrate	using the correct	using the correct
minerals that the	Classify creatures	evolution. Examine	knowledge by making	symbols and label the	symbols and label the
body needs. Look at	based on their	the scientific evidence	and starring in their	voltage correctly.	voltage correctly.
the definition of a	characteristics. Design	from plants and	own television	Decide which	Decide which
drug and learn about	a creature that has a	animals that has been	programme. Make a	variables to control	variables to control
the different types,	specific set of	gathered to support	functioning periscope,	while planning an	while planning an
from caffeine,	characteristics, using	the theory of	finding out about	investigation. Decide	investigation. Decide
painkillers and	prompts. Describe the	evolution. Develop an	mirrors and the angles	how to report their	how to report their
prescription drugs, to	useful and harmful	understanding of the	of reflection and	findings. Make new	findings. Make new
alcohol, nicotine and	effects of different	development of	incidence. Learn about	predictions based on	predictions based on
illegal drugs. They will	microorganisms.	evolutionary ideas	Isaac Newton and his	the previous results.	the previous results.
explore the effects of	Identify the variables	and theories over	theory of light and	Select an appropriate	Select an appropriate
these drugs on the	in an investigation	time. Explain how	colour.	scientific enquiry.	scientific enquiry.
body and touch on	into harmful	human evolution has			
the subject of	microorganisms.	occurred and	Working	Working	Working
addiction.		compare modern	Scientifically:	Scientifically:	Scientifically:
	Working	humans with those of	Planning different	Planning different	Planning different
Working	Scientifically:	the same genus and	types of scientific	types of scientific	types of scientific
Scientifically:	Planning different	family. Understand	enquiries to answer	enquiries to answer	enquiries to answer
Planning different	types of scientific	that adaptation and	questions, including	questions, including	questions, including
types of scientific	enquiries to answer	evolution is not a	recognising and	recognising and	recognising and
enquiries to answer	questions, including	uniform process for	controlling variables	controlling variables	controlling variables
questions, including	recognising and	all living things. Give	where necessary,	where necessary,	where necessary,
recognising and	controlling variables	examples of selective	taking measurements,	taking	taking
controlling variables	where necessary,	and crossbreeding.	using a range of	measurements, using	measurements, using
where necessary,	taking measurements,		scientific equipment,	a range of scientific	a range of scientific
taking measurements,	using a range of	Working	with increasing	equipment, with	equipment, with
using a range of	scientific equipment,	Scientifically:	accuracy and	increasing accuracy	increasing accuracy
	with increasing		provision taking	and provision taking	and provision taking
scientific equipment,	with increasing		precision, taking	and precision, taking	and precision, taking



with increasing	accuracy and	Planning different	repeat readings when	repeat readings when	repeat readings when
accuracy and	precision, taking	types of scientific	appropriate,	appropriate,	appropriate,
precision, taking	repeat readings when	enquiries to answer	recording data and	recording data and	recording data and
repeat readings when	appropriate,	questions, including	results of increasing	results of increasing	results of increasing
appropriate,	recording data and	recognising and	complexity using	complexity using	complexity using
recording data and	results of increasing	controlling variables	scientific diagrams	scientific diagrams	scientific diagrams
results of increasing	complexity using	where necessary,	and labels,	and labels,	and labels,
complexity using	scientific diagrams	taking measurements,	classification keys,	classification keys,	classification keys,
scientific diagrams	and labels,	using a range of	tables, scatter graphs,	tables, scatter graphs,	tables, scatter graphs,
and labels,	classification keys,	scientific equipment,	bar and line graphs,	bar and line graphs,	bar and line graphs,
classification keys,	tables, scatter graphs,	with increasing	using test results to	using test results to	using test results to
tables, scatter graphs,	bar and line graphs,	accuracy and	make predictions to	make predictions to	make predictions to
bar and line graphs,	using test results to	precision, taking	set up further	set up further	set up further
using test results to	make predictions to	repeat readings when	comparative and fair	comparative and fair	comparative and fair
make predictions to	set up further	appropriate,	tests, reporting and	tests, reporting and	tests, reporting and
set up further	comparative and fair	recording data and	presenting findings	presenting findings	presenting findings
comparative and fair	tests, reporting and	results of increasing	from enquiries,	from enquiries,	from enquiries,
tests, reporting and	presenting findings	complexity using	including conclusions,	including conclusions,	including conclusions,
presenting findings	from enquiries,	scientific diagrams	causal relationships	causal relationships	causal relationships
from enquiries,	including conclusions,	and labels,	and explanations of	and explanations of	and explanations of
including conclusions,	causal relationships	classification keys,	and a degree of trust	and a degree of trust	and a degree of trust
causal relationships	and explanations of	tables, scatter graphs,	in results, in oral and	in results, in oral and	in results, in oral and
and explanations of	and a degree of trust	bar and line graphs,	written forms such as	written forms such as	written forms such as
and a degree of trust	in results, in oral and	using test results to	displays and other	displays and other	displays and other
in results, in oral and	written forms such as	make predictions to	presentations,	presentations,	presentations,
written forms such as	displays and other	set up further	identifying scientific	identifying scientific	identifying scientific
displays and other	presentations,	comparative and fair	evidence that has	evidence that has	evidence that has
presentations,	identifying scientific	tests, reporting and	been used to support	been used to support	been used to support
identifying scientific	evidence that has	presenting findings	or refute ideas or	or refute ideas or	or refute ideas or
evidence that has	been used to support	from enquiries,	arguments.	arguments.	arguments.
been used to support		including conclusions,			



	or refute ideas or	or refute ideas or	causal relationships			
	arguments.	arguments.	and explanations of			
			and a degree of trust			
			in results, in oral and			
			written forms such as			
			displays and other			
			presentations,			
			identifying scientific			
			evidence that has			
			been used to support			
			or refute ideas or			
			arguments.			
ICT	Internet Safety	Creating Media	Coding	Computing systems	Skills showcase.	Skills showcase.
	Students explore how	To know that data	To know that there	and networks (Cross	Create their own	Create their own
	data is transferred	contained within	are text-based	with History)	website.	website.
	over the internet.	barcodes and QR	programming	To understand the	To know what	To know what
	Look at how the	codes can be used by	languages such as	importance of having	designing an	designing an
	internet facilitates	computers. To know	Logo and Code.org. To	a secure password	electronic product	electronic product
	online communication	that infrared waves	know that nested	and what "brute force	involves. To know	involves. To know
	and collaboration,	are a way of	loops are loops inside	hacking" is. To know	which programming	which programming
	considering what	transmitting data. To	of loops. To	that the first	software/ language is	software/ language is
	should and should not	know that Radio	understand the use of	computers were	best to achieve a	best to achieve a
	be shared on the	Frequency	random numbers and	created at Bletchley	purpose. To know the	purpose. To know the
	internet.	Identification (RFID) is	remix Coding and	Park to crack the	building blocks of	building blocks of
		a more private way of	creating a game.	Enigma code to help	computational	computational
		transmitting data. To know that data is		the war effort in World War 2. To know	thinking e.g.	thinking e.g.
		often encrypted so		about some of the	sequence, selection, repetition, variables	sequence, selection, repetition, variables
		that even if it is stolen		historical figures that	and inputs and	and inputs and
		it is not useful to the		contributed to	outputs.	outputs.
		thief.				outputs.
		unei.		technological		



	advances in computing. To understand what techniques are required to create a	
	required to create a presentation using	
	appropriate software.	