Chantry Primary

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed Trips	Library Visit	Victorian Day Forest School Trip	Bexhill Museum	Hastings Museum	Hastings Contemporary	Beach Trip
English	'Wildsmith-Into the Forest'	'Wildsmith-Into the Forest 'A Christmas Carol' Charles Dickens	'The Viewer' Gary Crewe and Shaun Tan	'Skellig' David Almond	'Skellig' David Almond	'Shackleton's Jouirney' William Grill

Spelling	– No Nonsense Spelling
	– Statutory Spelling
	– Proofreading
	– Use of a dictionary
	– Strategies for:
	  – Learning spellings
	  – At the point of writing
	
	Words ending in ible/ibly/able/ably. Add suffixes to words ending in –fer.
		– No Nonsense Spelling
		– Statutory Spelling
		– Proofreading
		– Use of a dictionary
		– Strategies for:
		  – Learning spellings
		  – At the point of writing
		
		Homophones 'ce'/'se'.
		
		Words ending in –cious/-tious.
			– No Nonsense Spelling
			– Statutory Spelling
			– Proofreading
			– Use of a dictionary
			– Strategies for:
			  – Learning spellings
			  – At the point of writing
			
			Words with letter string – ough.
			
			Words ending in –'cial'/'tial'
				– No Nonsense Spelling
				– Statutory Spelling
				– Proofreading
				– Use of a dictionary
				– Strategies for:
				  – Learning spellings
				  – At the point of writing
				
				Homophones.
				
				Generate words form root words and prefixes.
					– No Nonsense Spelling
					– Statutory Spelling
					– Proofreading
					– Use of a dictionary
					– Strategies for:
					  – Learning spellings
					  – At the point of writing
					
					Words ending in 'ance'/'ancy'/'ant'. Root words and meaning.
						– No Nonsense Spelling
						– Statutory Spelling
						– Proofreading
						– Use of a dictionary
						– Strategies for:
						  – Learning spellings
						  – At the point of writing
						
						Words ending ion 'ence'/'ent'/'ency'. Homophones.

Grammar	Expanded Noun Phrases Tenses Sentence Recap	Adverbs Fronted adverbials	Relative Clauses Parenthesis	Modal Verbs Commas	Cohesion Complex sentences	Prefixes and Suffixes Sentence recap
Maths	Number • place value • addition and subtraction	Number • multiplication and division • fractions A	Number • multiplication and division • fractions B • decimals and percentages	Measurement • perimeter and area Statistics	Geometry • shape • position and direction	Number • decimals • negative numbers measurement • converting units • volume
Science	Properties and changes of materials What properties do materials have and how can they change?		Living things and their habitats How do plants and animals reproduce and what do their life cycles look like?	Forces What are the different types of forces? What do they look like in action?	Earth and Space What is in the solar system?	Animals, including humans What is the human life cycle?
Geography	What is a river and why are they important? Location and place knowledge Local Area Study Fieldwork		Human and Physical Geography Where are Britain's National Parks? What impact is plastic pollution having on our environment?		Place knowledge How does South America compare to the UK?	

History		What was life like for a child in Victorian times?		The Tudors What was life like for The Tudors?		The Mayans
Art and Design	Art and the Sea Artist Focus: JM Turner			Portraits		Shields
Design Technology		Textiles – combining fabric shapes			Mechanical Systems – pulleys and gears (moon buggies)	Electrical Systems – monitoring and control
Design Technology – cooking and nutrition			Food celebrating culture and seasonality			
Music (Sing Up)	Sing phrases in tune, sustaining notes for their full length. Perform different rhythmic patterns to accompany a song using a variety of sound.	Compose a short descriptive piece using the interrelated dimensions of music (elements). Describe the history and purpose of song. Write lyrics for a new verse.	Sing the song with expression, and in two parts. Write lyrics for a new version of the song including appropriate actions. Correctly identify the change of chord.	Playing the melodic riff starting on D. Sing the songs with expression and feeling.	Sing in two parts and explain the purpose of the song. Create and play a simple drumming part to accompany the song.	Sing with increasing confidence and accuracy. Play a single line of an accompaniment.
PE (Get Set for PE)	Basketball skills Handball skills (Physical - run, jump, throw, catch, dribble, shoot, balance, change direction). Collaboration	Fitness Gymnastics (Physical – agility, balance, co-ordination, speed, stamina, strength, jump, run, throw, symmetrical and asymetrical balances,	Dance Yoga (Physical – actions, dynamics, space, relationships, balance, jumps, strength, co-ordination, flexibility).	Tennis Hockey (Physical – forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm throw, rallying,	Athletics (Physical – pace, sprint, relay, changeovers, jump for distance, push throw, pull throw, balance, throw, run)	Rounders (Physical – throw, catch, bowl, bat, field, balance, run). Communication, respect, collaboration.

		rotation jumps, forward and backward rolls, straddle roll, cartwheel, bridge, shoulder stand) Collaboration, support, communication.	Collaboration, awareness and consideration of others.	balance, run, throw, run, dribble, pass, receive, tackle, intercept, shoot) Co-operation, communication, collaboration.		
French (Language Angels)	Phonetics 2-3	The Date	At the Tea Room At the Cafe At the Restaurant	Do you have a pet?	What is the weather?	In the classroom.
RE	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah important to Jewish people?	Christians and how they live: What would Jesus do?	What matters most to Humanists and Christians?
Wellbeing Curriculum	'Positive Relationships' including RSHE		'Safe in the world' including RSHE		'Healthy Body, Healthy Mind' including RSHE	

PSHE Running throughout via Empowerment approach

- NEUROPLASTICITY GOALS : For children to understand the building of the brain and neuroplasticity
- OUR THREE BRAINS: For children to understand that we have different parts of the brain that look after our body, feelings and areas that helpus to think and learn at our best.
- OUR NEEDS: For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- HELPING PEOPLE IN A STRESS RESPONSE: For children to know how we can best help people who are experiencing a stress response.