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| Subject | Autumn 1 | Autumn 2 |
| English- genres/ texts  ( note linked science / topic writing for this half term) | **Legends:** King Arthur and the Knights of the Round Table – Marcia Williams  **Letters:** formal/informal  **Discussion texts** – school trips *(topic link to Ufton Court)*  **Persuasive leaflets** – Activity days *(topic link to Ufton Court)* | **Narrative poetry:** Beowulf – Kevin Croosley-Holland  **Non-Chronological reports:** Viking life  **Instructions:** Making Viking ships  *(topic link)*  Poetry - Kennings |
| Maths | Following Power Maths for appropriate year group:  Number and place value  Addition and subtraction  Statistics  Multiplication and division  Measurement | |
| Science  (include working scientifically/ investigation focus) | **Animals including humans (5 weeks)**  Describe the changes as humans develop to old age.  **Materials (3 weeks)**  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.  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | **Materials (7 weeks)**  Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Use test results to make predictions to set up further comparative and fair tests  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.  Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  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 |
| PHSE | **Core Theme 1: Health and Wellbeing**  Healthy lifestyles  Growing and changing  Keeping safe | |
| Computing | **Cars – Game designing**  Design, write and debug a simple game using sequencing, selection and variables.  **Copyright**  Gaming collaboration | |
| History  (include direct enquiry opportunities using primary or secondary sources) | **Behaviour from Scandinavia**  Anglo Saxon Britain and the Viking Invasion  Artefacts  Everyday life  *(everyday life looking at evidence from pictures of artefacts)* | |
| Geography  (include fieldwork opportunity) | **Behaviour from Scandinavia**  Anglo Saxon Britain and the Viking Invasion  Locating countries of origin of invading nations and naming modern European countries on a map  Change in kingdoms/counties from anglo-saxons to modern day Britain | |
| PE / Games | **Football**  Dribbling, passing, shooting  **Netball**  Different passing, positions,  Defending and attacking. | **Tag Rugby**  Different passes, defending and attacking, scoring  **Dance**  Ceremonial dancing  The Haka |
| Art  (include  focus artist) | **Behaviour from Scandinavia**  Mixed media portraits  Anglo-Saxons/Viking art in culture  Weaving anglo saxon style textiles using self-made weaving cards | |
| D&T | **Behaviour from Scandinavia**  Food technology : Anglo-Saxon broth | |
| Music  (Music curriculum to be taught in class at least twice a year ( two units) | **Behaviour from Scandinavia**  Anglo-Saxon weaving songs with ostinato  Rhythm and percussion instruments  Body percussion  Composing Viking battle chants  Basic symbol notation  Whole class brass tuition | |
| Languages    Following CGP appropriate to year group or prior knowledge | Following CGP appropriate to year group or prior knowledge:  Revision, holidays and eating | |
| RE | **Natural world**  Ultimate questions Is there a God? Communicating with God Stewardship How should I live my life? Rules for life | **Comparing creations** Scientific theory Islam Christianity Buddhism |

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| Subject | Spring 1 | Spring 2 |
| English- genres/ texts  ( note linked science / topic writing for this half term) | Speech writing – If you want to change the world  Speeches -  Admiral William McRaven  Malala  Steve Jobs  Martin Luther King Jr  Greta Thunberg  *(topic link to democracy)*  Newspaper reports  *(topic and science link to moonlanding)* | Narrative Sci-Fi – three stories using different prompts  Airlock – Simon Cheshire  Story summaries – Star Wars crawl style  Star Wars Crawls – Return of the Jedi  The Force Awakens  *(science link to space)* |
| Maths | Following Power Maths for appropriate year group:  Multiplication and division  Fractions including decimals and percentages | |
| Science  (include working scientifically/ investigation focus) | Forces  Gravity – using newton metres with classroom objects  Friction in air and water *(parachute/boat experiments)* | Space Moon diary for a month, *(torch and balls experiment)* Day and night Naming planets within the solar system Movement of the moon |
| PHSE  Core Theme 2: Relationships | Feelings and emotions Healthy relationships Valuing difference | |
| Computing | Earth and Space (Let’s Explore Our Galaxy)  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a programme  Use technology safely, respectfully and responsibly  Cyber bullying-friend or foe | |
| History  (include direct enquiry opportunities using primary or secondary sources) | One Small Step  The history of democracy and parliament  The suffragettes  The first moon landing | |
| Geography  (include fieldwork opportunity) | One Small Step  Iconic London buildings and reasons for their location  Tourist mapping  Maps of UK, Europe and the world | |
| PE / Games | Fitness  Physical changes to body  Benefits of exercise  Building fitness through circuit training style activities  Gymnastics  Jumping and vaulting | Hockey  Passing, shooting, defending and attacking  Basketball  Bouncing, dribbling, passes, attacking and defending positions |
| Art  (include  focus artist) | One Small Step  Stained glass window of the moon landing based on the dearsley window in the houses of parliament  *(Shona McInnes)* | |
| D&T | One Small Step  Aerodynamics and pneumatics  Designing, making, testing and evaluating a pressure rocket. | |
| Music  (Music curriculum to be taught in class at least twice a year ( two units) | Whole class brass tuition | |
| Languages    Following CGP appropriate to year group or prior knowledge | Following CGP appropriate to year group or prior knowledge:  Revision, hobbies and trips | |
| RE | Islam – Places of worship Sacred places Quran Five pillars – salah Features of a mosque | Diversity in religions Christian denominations Islam - Sunni’s and Shias Hinduism - Shaivite (Shiva), Vaishnavite (Vishnu) and Shaktism |

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| Subject | Summer 1 | Summer 2 |
| English- genres/ texts  ( note linked science / topic writing for this half term) | Setting descriptions  Chronological reports – non-fiction sea creature lifecycles  Explanation texts – fictional and non-fiction  Narrative using a 5 part OBDER plan  Persuasive adverts  Flotsam – David Weisner  How to be a man on the moon  How a dishwasher works | Playscripts  Poetry based on rainforest animals  *(topic link)*  The Great Kapok Tree – Lynne Cherry |
| Maths | Following Power Maths for appropriate year group:  Fractions including decimals and percentages  Geometry – shape  Geometry- position and direction | |
| Science  (include working scientifically/ investigation focus) | Living things and their habitats | Animals including humans  Case study of a family member – birth/old age  *(Tadpole/butterfly - life cycle of an animal in class)* |
| PHSE  Core Theme 3: Living in the Wider World | Rights and responsibilities Taking care of the environment Money | |
| Computing | Grand Designs (3D Designs)  Designing buildings using sketchup  Recreating Maya buildings *(topic link)*  Video and class discussion – communicating online, images and social networking | |
| History  (include direct enquiry opportunities using primary or secondary sources) | Amazon Adventures  The Maya  History and lifestyle of the Maya | |
| Geography  (include fieldwork opportunity) | Amazon Adventures  Location of Amazon within South America  Mapping South American landuse  Rivers from source to mouth  Erosion and deposition  Water cycle *(science link)* | |
| PE / Games | Tennis  Different strokes, scoring system  Cricket  Batting, fielding | Athletics  Running, jumping, throwing  Striking and Fielding  Rounders, tactics |
| Art  (include  focus artist) | Amazon Adventures  Carninval masks  Designing and making for sambe performance | |
| D&T | Amazon Adventures  Rainforest animal puppets  Designing, making and evaluating.  Performing playscript from English | |
| Music  (Music curriculum to be taught in class at least twice a year ( two units) | Amazon Adventures  Samba music using tuned and unturned percussion.  Leading to a performance  Whole class brass tuition | |
| Languages | Following CGP appropriate to year group or prior knowledge:  Revision, seasons and the environment | |
| RE | Pilgrimage - Islam - Hajj Jerusalem – as a sacred place for Islam, Christianity, Judaism Christianity – Lourdes, Rome and local British sites River Ganges | |