

| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme/Title | Raiders and Traders | | Out of this World | | Faster, Higher, Stronger | |
| What are our key enquiry questions? | <ul style="list-style-type: none"> ▪ Who were the Anglo-Saxons and the Vikings? ▪ Why did they come to Britain? ▪ Where did they settle? ▪ How did Britain change after they had arrived here? <p>More Able:</p> <ul style="list-style-type: none"> ▪ For what reasons would you actually leave your home? ▪ “We don’t need to protect historical artefacts” - Discuss. ▪ Why is it wrong to form stereotypes of a group of people? ▪ Would the world be able to exist if there was only one state of matter? | | <ul style="list-style-type: none"> ▪ What are the locations of the planets in the Solar System? ▪ How does the movement of the Earth, Sun and Moon affect time? ▪ How do night and day occur? ▪ What is the moon’s effect on the tide? <p>More Able:</p> <ul style="list-style-type: none"> ▪ Why is Pluto no longer a planet? ▪ What are the similarities and differences between each of the planets? ▪ Which planets in the Solar System might possible support human life? | | <ul style="list-style-type: none"> ▪ Why were the Greeks important? ▪ What were the differences and similarities between Athens and Sparta? ▪ What legacy have the Greeks left on our society today? <p>More Able:</p> <ul style="list-style-type: none"> ▪ What is the most important legacy that the Greeks left on our society? ▪ Were the Greeks the first civilisation to produce great ‘thinkers’? | |
| Hooks – How will we engage the children in a fun way? | Archaeological dig. Treasure Hunt of artefacts. Role play and drama linked to class texts. Visit to the Red House Museum. | | Visit to the Science Museum in Winchester. Making 3D models of the planets. Role play and drama linked to class texts. | | Greek Day – Children to dress up in Greek Costumes and taste Greek Food. Role play and drama linked to class texts. | |

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| <p>How will we celebrate our learning? Who will we share this with? Will we be experts, performers? (Outcomes)</p> | <p>Class Assemblies Raiders and Traders Day (End of term) Sharing work with other year groups. Displaying work from across the topic around the Y5 classrooms.</p> | <p>Blog posts about the trip to the Science Museum. Sharing stories with Year 4. Displaying work from across the topic around the Y5 classrooms. Class Assemblies.</p> | <p>Blog posts about Greek Day. End of term 'Greek Exhibition' displaying pots and work from across the topic. Class Assemblies</p> |
| <p>As writers we will: (Cross curricular)</p> | <p>Read and interpret the story <u>Beowulf</u> and:</p> <ul style="list-style-type: none"> ▪ Write a character profile. ▪ Conclude account of the battle between Beowulf and Grendel. ▪ Description of Grendel's Lair. ▪ Writing 'The Missing Battle' – Beowulf's battle against a different monster. <p>Read and interpret the story <u>How to Train Your Dragon</u> and:</p> <ul style="list-style-type: none"> ▪ Instructions – how to look after your dragon ▪ Non-chronological report – New type of dragon ▪ News Report – Sighting of the new dragon | <p>Read and interpret the story <u>Cosmic</u> and:</p> <ul style="list-style-type: none"> ▪ Write diary entries and letters as the main character. ▪ Write a persuasive letter to Richard Branson asking to be the first child to take part in his tourist visit to space. ▪ Write an advertisement for a trip to space. ▪ Write a discussion text debating whether children should go into space or not. | <p>Read and interpret <u>Who Let The Gods Out</u> and:</p> <p>-</p> |

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| <p>As mathematicians we will: (Cross curricular)</p> | <p>Calculate number and place value, ordering the number of warriors in each tribe. Calculate Saxon and Viking context word problems involving addition, subtraction, multiplication and division. Read and interpret graphs and charts linked to the villages that the warriors invaded. Calculate the area and perimeter of Saxon and Viking villages. Calculate the distance that the Saxons and the Vikings travelled.</p> | <p>Calculate word problems involving multiplication and division with references to space and the planets. Compare and order fractions. Recognise, identify, add, subtract and multiply fractions. Read and write decimal numbers as fractions. Read, write, order and compare numbers with up to 3 decimal places. Round decimals to the nearest whole number. Solve problems involving numbers up to 3 decimal places. Recognise the % symbol and understand that it relates to parts out of 100. Solve problems involving percentages.</p> | <p>Multiply and divide whole numbers and decimals by 10, 100 and 1000. Use all four operations to solve word problems involving measures. Identify 3D shapes from 2D representations. Distinguish between regular and irregular polygons. Estimate and compare angles. Classify types of angle. Draw and measure angles. Identify angles at a point, on a straight line and in one whole turn</p> |
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| <p>As scientist we will: (NC link)</p> | <p>Identify and explain the effects of gravity, air resistance, water resistance and friction. Explore how pulleys, levers and gears work and use these to construct a mechanisms that would have made life easier for the Anglo-Saxons. Classify materials based on their properties. Know that some materials dissolve to form a solution. Know that sieving can separate some materials. Explain that changes can be reversible or irreversible.</p> | <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Interpret and explain the movement of the Moon relative to the Earth. Investigate the relative sizes of the Sun, Earth and Moon. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Investigate how shadows change as the position of the sun changes. Investigate why there is no weather on the moon. Revise the concept that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> | <p>Explore the life cycles of animals and plants. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Explore how plants and animals have evolved over time since Ancient Greek times. Study the work and ideas of evolution of the Ancient Greek Philosopher Anaximander Describe the changes as humans develop to old age.</p> |
| <p>As geographers we will: (NC link)</p> | <p>Locate and compare cities and regions in the UK that were settled in by the Anglo-Saxons and Vikings. Read and interpret grid references to locate places. Identify and discuss different types of land use using maps from the past and the present. Identify human and physical characteristics on a map.</p> | <p>Label a map of the world, including all continents and main oceans, the Equator as well as countries of interest (linked to the 'Space Race'). Understand the terms latitude and longitude, Understand the importance of location. Use aerial photographs to identify physical and man-man features of the landscape. Explore the different Biomes (landscapes) of the world. Identify the hottest and coldest places on Earth.</p> | <p>Locate Greece on a map of the world using grid references. Identify the countries that make up Europe. Identify the physical geography of Ancient and Modern Greece including the climate zone, type of biome, rivers and mountains. Identify the types of settlement, land use and trade links in Ancient Greece.</p> |

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| <p>As historians we will: (NC link)</p> | <p>Understand how our knowledge of the past is constructed from a range of historical sources. Explore the reasons why Anglo-Saxons and Vikings invaded and settled in Britain. Interpret the past using historical artefacts (Sutton Hoo). Identify the methods that Anglo-Saxons and Vikings used to defend their territory and fight other tribes. Investigate the importance of trade and travel to the Vikings. Know who King Alfred was and why he was considered 'Great'.</p> | <p>Understand the timeline for the history of space exploration, understanding and discovery from Galileo to Tim Peake. Explore the history of space exploration and the usefulness of satellites in sending us information about different planets.</p> | <p>Identify features of Ancient Greek life and achievements and how this has influenced the western world. Use a range of sources to extract evidence about the past. Order key events on a timeline. Explain how and why empires grow. Describe how the political system worked in Ancient Greece. Compare different city states and recall facts about the battle of Marathon. Explain how and why the Greeks worshipped different gods and goddesses. Offer some reasons for different versions of events in the past.</p> |
| <p>As artists we will: (NC link)</p> | <p>Draw images of Anglo-Saxon warriors using colour blending. Create decorative lettering/printing in the style of the Anglo-Saxon monks. Creating a clay tile to represent Anglo-Saxon Life (Red House Museum).</p> | <p>Explore work by the artists Peter Thorpe and recreate their own pieces of art in this style. Improve mastery of painting and colour mixing techniques.</p> | <p>Record observations of Ancient Greek pots in their sketchbooks using sketching and painting. Design and make a sculpture for their own Greek pot using paper mache. Evaluate and improve their own and others' work.</p> |

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| <p>As creators we will (D+T)</p> | <p>Create an Anglo-Saxon village using images and ideas from historical sources. Design, create and evaluate Anglo-Saxon brooches. Build a Viking Longboat.</p> | <p>Design, create and evaluate space related moving toys using CAMS.</p> | <p>Explore Ancient Greek inventions and use mechanisms to create a new invention for the 21st Century. Evaluate and improve their own and others' work.</p> |
| <p>ICT (NC link)</p> | <p>Design, write and debug programs using SCRATCH. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. Use logical reasoning to explain how simple algorithms work.</p> | <p>Understand how the Internet Works. Use search technologies effectively, appreciate how results are selected and ranked and evaluate digital content systematically. Use technology safely, respectfully and responsibly. Internet Safety. Create databases and spreadsheets to collect information.</p> | <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Create PowerPoint presentations to instruct others. Write a program with a sequence of instructions. Use variables in programs that they design and write. Write and debug a game.</p> |

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| <p>Music (NC link)</p> | <p>Compose and perform music from the past. Listen to and create our own Viking Chants. Appreciate and evaluate music from film scores including Beowulf.</p> | <p>Listen to music by Gustav Holst to represent the different planets. Use tuned and untuned percussion to create our own 'Planets Suite'. Perform different beats.</p> | <p>Sing a range of songs to accompany the story of the Heroes of Troy delivered online by vocal coach David Grant. Use their voices to sing in the styles of: pop, R & B, minor, melancholic, folk, tap, rap, soul and swing. Listen with attention to detail and recall tunes with increasing accuracy and aural memory. Identify the musical notes that are being used. Understand staff and other musical notations.</p> |
| <p>RE (NC link)</p> | <p>Explore and understand the Jewish faith. Understand and explain the concepts/events of Passover and Hannukah.</p> | <p>Explore and understand the stories of creation – comparing different myths and legends.</p> | <p>Identify the rituals associated with rites of passage through births, marriages and deaths across a range of different faiths. Compare the customs and beliefs of a range of different faiths.</p> |
| <p>PSHE</p> | <p>Understand the rights and responsibilities for a British Citizen and for being a member of our school. Send my friend to school. Growth Mindset / Learning Culture. Explain the differences between direct and indirect types of bullying.</p> | <p>Describe the dreams and goals of a young person in a culture different from mine. Describe the different roles food can play in different people's lives and explain how people develop eating problems (disorders) relating to body image pressures. Growth Mindset / Learning Culture</p> | <p>Build up their own self-esteem. Negotiate and compromise within friendships. Recognise and resist pressures to use technology in risky or harmful ways. Describe how boys and girls bodies change through puberty.</p> |

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| French (KS2) | Encore! Revise ways of describing people. Describe someone's nationality. Describe people using various adjectives. | Quelle heure est-il? Talk about activities they do in their spare time. Learn how to tell the time. Talk about what time they do activities. | Les Fetes Talk about festivals and dates. Talk about presents at festivals. Count from 31-60. Give and understand instructions. |
| Cooking | Making unleavened bread. Making Latkes (Rosti) Making shortbread reindeer biscuits | Bake 'Moon Cycle' cupcakes. | Making hummus. Making Greek Olive bread (compare with the unleaved bread from the Autumn Term). Taste and evaluate a range of foods that would have been eaten in Ancient Greece. |
| Enrichment Visitors Trips | Trip to the Red House Museum in Christchurch. | Trip to the Science Museum at Winchester. | Trip to Safewise in Bournemouth. |