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| **Theme** | **Settlers, Raiders and Traders** | **Forces and Space** | **Ancient Greeks** | **Living Things** | **Brazil** |
| **Subjects that will be covered in this theme** | **History**Using a variety of sources of evidence to infer about the Anglo-Saxon motives to settle in Britain and linking this to our Year 4 topic of the Romans. **DT**Researching, designing and making a Viking long boat by selecting materials according to their functional properties and aesthetic qualities. | **History**Exploring significant events and people from the Viking time period. Sequencing key events depicting the struggle between the Anglo-Saxons and Vikings ending with the Battle of Hastings.**Art**Using a variety of techniques including stitching using a needle and thread to join fabrics and create a Viking pouch. | **Science**Exploring the planets in Space and understanding the Earth’s rotation, day and night and the orbiting of different planets and moons. Using investigation and observations to explore and explain the effects of different forces on objects. Researching the work of famous Scientists including Galilei and Newton.**Art**Discussing and exploring the work of artist Peter Thorpe in using colour and different textures. | **History**Studying Greek life and achievements and their influence on life today.**Geography**Using grid references in atlases and digital maps to locate Ancient landmarks in Greece.Describing and understanding the key elements of mountains.**Art**Exploring the work of Greek sculptures and developing understanding of how to shape and form. Plan and create a clay Greek pot working in a safe and organise way. | **Science**Describing life cycles and the processes of reproduction in living things. Researching significant Scientists such as David Attenborough. Understanding the life cycle of a human and investigating the gestation period of different mammals.**Art**Developing sketching skills of line, tone, pattern and texture. Understanding the effect of light on objects and use our observation skills to create still life drawings. | **Geography**Using a variety of maps to identify the key topographical features of the United Kingdom and compare these with Brazil. **Art**Creating repeating patterns andbuilding up layers of colour and texture with a variety of media to create a Brazilian Carnival costume.**DT**Preparing and cooking a healthy Brazilian-inspired dish understanding the origin of the ingredients and how they are grown.**Music**Combining a variety of musical devices to compose a piece of music to represent the Brazilian Rainforest. Performing this piece as a group using voices and instruments. |
| **Curriculum Enhancement** | Using Anglo-Saxon artefact replicas to help us understand more about what daily life was like in Anglo-Saxon times.  | Visiting York to discover more about where the Vikings settled and their impact on the city.  | A walk around the local area to observe, measure, record and present the human and physical features in the local area. | A Greek themed day to experience different aspects of Greek life including Greek food and crafts. | Use a butterfly garden in Year 5 to observe in person the stages of the butterfly life cycle. A visit to Tropical World to learn about the effect of different biomes on life cycles and observe the life cycles of different insects.  | A ‘Carnival day’ in school to celebrate Brazilian culture and bring together our learning about Brazil. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English - Reading** | Reading and listening to a range of non-fiction texts to develop our knowledge of vocabulary and consolidate our retrieval skills, writing down appropriate facts and information.  | Reading a variety of fiction and non-fiction texts to develop prediction and summarising skills.Discussing and comparing key events in the book and sequencing these according to the order of the text.   | Reading extracts from a variety of non-fiction and fiction texts such as Oliver Twist and Harry Potter, developing understanding of characters’ feelings, thoughts or motives for their action.  | Reading a variety of fiction texts, including Room 13, using evidence from the text to justify opinions about impressions of characters and character motive.  | Reading a range of fiction texts to develop understanding of author’s language and evaluate the impact that it has on the reader.  | Reading, listening to and performing a wide range of poetry in order to identify a wide range of language features and explain what impact it has on the reader. Performing poems, including the Highwayman, to read aloud showing understanding through intonation, tone and volume.  |
| **Enjoying Reading Improving Comprehension (ERIC)** | Read class novel Frankenstein to develop enjoyment of reading a wide range of books and discussing words that excite them. | Class will select a fiction novel to read together and discuss the themes, characters feelings, thoughts and motives. | Class will select a non-fiction novel to support their understanding of structural features and technical language. | Class will select a fiction novel to explore effective settings and character descriptions.  | Class will select a fiction novel to explore Author’s vocabulary and its effect on the reader.  | Class will select a variety of poems to read together, perform and to explore figurative language.  |
| **English - Writing** | Using the text Shackleton’s Journey as a stimulus to write an informal letter including multi-clause sentences, fronted adverbials, informal language and expanded noun phrases.  | Using the text Varmints as a stimulus to create a newspaper report and develop formal language, indirect/direct speech and past and progressive tenses. Using adverbials and a variety of vocabulary to link ideas within a paragraph and create cohesion across paragraphs.  | Linking to our topic of Space, writing a set of instructions to care for an alien who has crash landed in Bradford. Developing the use of sophisticated punctuation including parentheses, colons and commas for clarity and a list. Using organisational and presentational devices such as subheadings, bullet points and numbered items to structure the writing.  | Writing a detailed setting description about an alien planet. Developing knowledge of figurative language including imagery, similes, metaphors and personification.   | Using the text Frankenstein to write a recount narrative using dialogue and description to develop a character. Using a range of descriptive vocabulary and evaluating and editing the writing to make it more effective and engaging to read. | Linking to our topic of Brazil to write a non-chronological report all about the country. Planning writing by noting and developing ideas by drawing on research. Organising the writing using a range of presentational devices and developed paragraphs. Writing a range of poetry including haikus, limericks and rhyming poem using examples of texts written by poets to support my writing. |
| **Maths** | Developing place value knowledge by recognising, reading, writing and ordering numbers up to ten million and rounding numbers to the nearest, 10, 100, 1000, 10,000 and 100,0000. Adding and subtracting whole numbers with more than 4 digits using the formal method. Beginning to multiply and divide whole numbers using the formal methods of short division and short multiplication.  | Recognising the relationship between decimal numbers and fractions. Developing knowledge of fractions by comparing and ordering fractions whose denominators are multiples of the same number. Using mixed numbers and improper fractions in a variety of fraction/decimal problems.  | Recognising that percentages means out of 100 and converting between fractions, decimals and percentages. Using our place value knowledge of dividing and multiplying by 10,100 and 1000 to convert metric measures. Understanding approximate equivalences between metric and imperial measures.  | Identifying 2D and 3D shapes and classifying them according to their properties. Identifying and calculating missing angles on a straight line, around a point and within shapes.  | Describing and representing the position of a shape following a reflection or translation. Using coordinates to plot points on a graph and complete reasoning problems related to reflection and translation.  | Accurately reading and interpreting information on a variety of graphs and tables. Solving difference and comparison problems using information presented in a graph. Solving problems involving scale, ratio and proportion using multiplication and division.  |
| **Science** | **Properties of Materials**Describing, comparing and investigating the properties of different materials. Creating fair tests to compare uses of everyday materials.  | **Forces**Using investigation and observations to explore and explain the effects of different forces on objects. Researching the work of famous Scientists including Galilei and Newton.  | **Space**Exploring the planets in Space and understanding the Earth’s rotation, day and night and the orbiting of different planets and moons.  |  | **Life Cycles**Describing life cycles and the processes of reproduction in living things.Researching significant Scientists such as David Attenborough. | **Animals including humans**Understanding the life cycle of a human and investigating the gestation period of different mammals. |
| **History or Geography Focus** | **History**Using a variety of sources of evidence to infer about the Anglo-Saxon motives to settle in Britain and linking this to our Year 4 topic of the Romans.   | **History**Exploring significant events and people from the Viking time period. Sequencing key events depicting the struggle between the Anglo-Saxons and Vikings ending with the Battle of Hastings.  | **Geography**Using fieldwork to observe, measure, record and present the human and physical features in the local area. | **History**Studying Greek life and achievements and their influence on life today.**Geography**Using atlases and digital maps to locate mountain ranges. Describing and understanding the key features of mountains such as Mount Olympus.  | **Geography**Understanding and describing the key elements of rivers, the water cycle and mountains.  | **Geography**Using a variety of maps to identify the key topographical features of the United Kingdom and compare these with Brazil. |
| **Computing** | Learning how to stay safe online.Understanding the simple components of a program to help design and code a playable game. | Creating ‘stop motion’ animations using different backgrounds and sounds. | Using PowerPoint and Word to present information digitally considering layout, usability and other important features such as hyperlinks. | Developing data handling skills by using formulae and variables to create spreadsheets. | Creating a digital film using film-making software. Editing sound and video and adding titles, credits and effects. | Using digital hardware to record our own sounds and add effects. To understand the difference between different digital sound files. |
| **Art or Design Technology Focus** | **DT**Design, Make, Evaluate: Researching, designing and making a Viking long boat by selecting materials according to their functional properties and aesthetic qualities. Developing understanding on how to stiffen and strengthen structures and evaluate the final product against the design criteria. | **Art**Texture: Using a variety of techniques including stitching using a needle and thread to join fabrics and create a Viking pouch.Using a range of materials and techniques to embellish my work. | **Art**Colour: Discussing and exploring the work of artist Peter Thorpe in using colour and different textures.Developing knowledge of mixing colours and create imaginative work linked to our topic of Space. | **DT**Technical Knowledge: Researching, designing and making a working mechanism using gears and pulleys using a wider range of tools and equipment to perform practical tasks safely.**Art**Form: Exploring the work of Greek sculptures and develop understanding of how to shape and form. Planning and creating a clay Greek pot working in a safe and organised way. | **Art**Drawing: Developing sketching skills of line, tone, pattern and texture. Understanding the effect of light on objects and use our observation skills to create still life drawings of animals. | **DT**Cooking and Nutrition: Preparing and cooking a healthy Brazilian-inspired dish understanding the origin of the ingredients and how they are grown.**Art**Printing and Pattern: Creating repeating patterns andBuilding up layers of colour and texture with a variety of media to create a Brazilian Carnival costume. |
| **Religious Education** | Should we forgive others?Exploring and understanding the importance of forgiveness in Christianity. Encouraging pupils to reflect on these examples and refer to their own experiences, beliefs and values. | What do Christians believe about the old and new covenants?Exploring some of the key figures in the Bible and their importance. Making comparisons to different faiths’ views of these people. | What values are shown in codes for living?Reflecting on values and the ways in which values make a difference to our lives with special reference to the values of Christians, Humanists, Jews and Muslims. | Why are some journeys and places special?Exploring the special journeys that people make including pilgrimages and spiritual journeys. |
| **Physical Education** | Focus 1 – Cognitive - GamesDeveloping coordination and agility through a range of challenging ball skill drills and reaction/response activities. Developing tactics for attacking and defending and methods to outwit opponents.Focus 2 - GymnasticsUsing a variety of low and high apparatus to develop gymnastic balancing and shape work. Working with other children to create a repeated sequence. | Focus 1 - DanceDeveloping a repeated dance routine with a partner using levels, jumps, shapes and transitions.Focus 2 – Creative BalanceDeveloping balancing skills and recognising similarities and differences in movement and expression. | Focus 1 – Dynamic BalanceDeveloping dynamic balances by moving along a line and focussing on my core muscles.Using dynamic balances to move quickly in a cooperative game.Focus 2 – Football - GamesDeveloping cooperative game skills and working as a team to gain possession of a ball in football. | Focus 1 Netball - GamesDeveloping tactics and strategy in Netball games. Continuing to develop ball skills, throwing and catching.Focus 2 – Dynamic agilityCombining dynamic balance and agility to develop effective jumping and landing. Develop static balances on one leg and perform sequences with clear shapes and controlled movement. | Focus 1 - CoordinationWorking with a partner to develop a gymnastic routine that develops our strength and coordination.Developing our jumping skills and applying this to large apparatus.Focus 2 - GymnasticsDeveloping knowledge on how to warm up our bodies and keep our hearts healthy. Creating appropriate warm up activities and working collaboratively. | Focus 1 – Cricket - GamesDeveloping our sending and receiving ball skills through a variety of competitive activities. Working collaboratively with other children.Focus 2 – Coordination and agilityUnderstanding the rules of a competitive game (Cricket). Working as a team to field against the batter and reflect/change games and performance. |
| **Music** | Reading musical notation to play an instrument in a solo/group performance keeping in time and showing expression.Using musical vocabulary to describe different pieces of music from a variety of genres. | Developing musical notation and being introduced to the sharp and flat symbols.Using musical vocabulary to compare different styles of music and identify instruments being played. | Performing as a soloist or as part of a group. Composing/improvising alongside a backing track creating rhythmic patterns. | Describing different types of music with a wide range of musical vocabulary.Comparing the music of different composers/artists. | Identifying and suggesting purposes for musical extracts. | Combining a variety of musical devices to compose a piece of music to represent the Brazilian Rainforest. Performing this piece as a group using voices and instruments. |
| **Personal Social Health Education** | **Me and My Relationships**Understanding and developing key skills such as collaboration, negotiation, compromise, and communication to build positive relationships. Considering how risk can affect relationships and recognising positive and negative behaviours in others. | **Valuing Difference**Developing empathy and key skills to be a good friend and caring classmate. Identifying the different groups that make our community/UK and celebrating diversity. | **Keeping Myself Safe**Developing awareness of risk and considering what actions can be taken in risky situations. Learning about being safe when online and protecting our personal information. | **Rights and Responsibilities**Discussing issues surrounding health and wellbeing including in the media. Exploring responsibilities including in school, at home and with finances. | **Being my Best**Learning about how to keep our body healthy and the effects of unhealthy products. Identifying our strengths and talents and discussing why it is important to be part of a community. | **Growing and Changing**Learning about how feelings change as we grow older and developing strategies to cope with these feelings. |
| **Modern Foreign Language – Spanish** | **What is the date?**Asking and answering questions in the target language about the date and birthdays.**Día de los Muertos**Learning about and comparing the Spanish festival of Day of the Dead with festivals celebrated in the UK. | **Hobbies**Understanding and expressing complex opinions about hobbies.**Winter**Using a dual language dictionary to broaden my vocabulary about winter. | **School subjects/time**Speaking and writing about my favourite subjects using conjunctions and agreeing adjectives.**Valentine’s day**Using a dual language dictionary to broaden our vocabulary and create a Valentine’s day poem. | **The Weather**Presenting a weather report orally to the rest of the class.Listening attentively to spoken language and responding to questions about the weather in different areas of Spain. | **Clothes**Describe people and the clothes they are wearing ensuring that the adjectives agree with the noun. | **Rooms of the house**Writing a short text in the target language about the rooms in our house understanding the word order and using possessive pronouns. |