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| **Year 4 and 5 (Key Stage 2 ) TOPAZ SEPT 19/ 20**  |
|  | **Autumn One** **(7 weeks)** | **Autumn Two****(8 weeks)** | **Spring One****(6 weeks)** | **Spring Two****(5 weeks)** | **Summer One****(6 weeks)** | **Summer Two****(8 weeks)** |
| **Topic Title / Information:**  | ANGLO SAXONS | ANGLO SAXONS | MOUNTAINS&EXPLORERS | VIKINGS AND ANGLO SAXON STRUGGLE | CRIME AND PUNISHMENT | WATER AND RIVERSNANTWICH(LOCAL STUDY) |
| **Geography** | Use of atlases, maps and globesHuman and physical geography  | **MOUNTAINS AND EXPLORERS**Describe and understand key aspects of mountainsUse maps and atlases to locate countries and describe features studied.To describe and understand key aspects of physical geography in the context of mountain climatesTo identify how animals and plants are adapted to suit their environment in different ways. | **WATER AND RIVERS / NANTWICH LOCAL STUDY**Physical geography of rivers and the water cycleIdentify local rivers and their sources as well as rivers around the worldLocal geography study Human and physical geography  |
| **History** | **SETTLEMENT BY ANGLO SAXONS AND SCOTS**Who were they and where did they come from?Reasons for invasionLocations of settlementsHow did they live?Art and culture, armour and craftmanshipBeliefs and religionUsing evidence to make judgements about Sutton Hoo | **VIKINGS AND ANGLO-SAXON STRUGGLE**Use a timeline to identify significant periods in British history.Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Understand how our knowledge of the past is constructed from a range of sources. To understand what happened during the Viking invasions and know what Viking warriors were like.Battle Of Hastings 1066 | **CRIME AND PUNISHMENT** Develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils’ chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime, Victorian, Tudor punishment and the current legal system in Britain.Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.  |
| **Science** | Forces | Earth and Space | Properties and Changes of Materials | Animals including Humans | Living Things and their Habitats |
| **Art** | 3D Sculpture | Textiles | Drawing |
| **D.T.** | Mechanical Systems Levers and Linkages | Electrical Systems Simple Circuits and Switches | FoodHealth and Varied Diet |
| **Music** | Livin’ On A Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel Air | Dancing in the Street | Reflect, Rewind, Replay |
| **P.E.** | Y4 NetballY5 SwimmingTae-Kwon-Do | Y4 FootballY5 SwimmingTae-Kwon-Do | GymnasticsDance | DanceCricket | AthleticsTri - golf | Rounders |
| **RE** | Christians and the Kingdom of God | How and why do people pray/ not pray. | How do we know what Jesus taught? | What can we learn about Easter from the arts? | Hindus welcoming babies and marrying | Belonging to an Islamic Faith community |
| **PSHE/SMSC themes** | Wellbeing in the classroomNew Beginnings | Getting on and Falling Out | Going for Goals | Good to be Me | Relationships | Changes |
| **FRENCH** | Welcome to school – super learnersNumbers to 40Getting to know you | MY local area, your local areaRobots, commands, actionsShops, signs, directionsLet’s sparkle – XMAS poem | Family Tree and FacesEpiphany time againmeet the alien family | Celebrating carnival/body partsCarnival of animalsBody parts and aliensEaster egg hunt | Feeling unwell/jungle animalsI don’t feel wellwalking through the jungle | SummertimeWeatherEnormous turnip storyIce creams and role play |
| **Computing** | Y4Coding: ScratchY5E-safety: GoogleI secure your secrets | Y4Coding: create own gameY5Digital Literacy;research and develop a topic | Y4E-safety: googledon’t fall for fakeY5Coding: scratch | Y4Digital Literacy;research and develop a topic Y5Coding: create own scratch game | Y4Coding: projectY5Coding project | Y4Digital Literacy:Childnet competitionY5Digital Literacy:Childnet competition |