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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 RIVERS  NANTWICH  (LOCAL STUDY) |
| **Geography** | Use of atlases, maps and globes  Human and physical geography | | **MOUNTAINS AND EXPLORERS**  Describe and understand key aspects of mountains  Use maps and atlases to locate countries and describe features studied.  To describe and understand key aspects of physical geography in the context of mountain climates  To 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 cycle  Identify local rivers and their sources as well as rivers around the world  Local geography study  Human and physical geography | |
| **History** | **SETTLEMENT BY ANGLO SAXONS AND SCOTS**  Who were they and where did they come from?  Reasons for invasion  Locations of settlements  How did they live?  Art and culture, armour and craftmanship  Beliefs and religion  Using 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 | | | Food  Health 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 Netball  Y5 Swimming  Tae-Kwon-Do | Y4 Football  Y5 Swimming  Tae-Kwon-Do | Gymnastics  Dance | | Dance  Cricket | Athletics  Tri - 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 classroom  New Beginnings | Getting on and Falling Out | Going for Goals | | Good to be Me | Relationships | Changes |
| **FRENCH** | Welcome to school – super learners  Numbers to 40  Getting to know you | MY local area, your local area  Robots, commands, actions  Shops, signs, directions  Let’s sparkle – XMAS poem | Family Tree and Faces  Epiphany time again  meet the alien family | | Celebrating carnival/body parts  Carnival of animals  Body parts and aliens  Easter egg hunt | Feeling unwell/jungle animals  I don’t feel well  walking through the jungle | Summertime  Weather  Enormous turnip story  Ice creams and role play |
| **Computing** | Y4  Coding: Scratch  Y5  E-safety: Google  I secure your secrets | Y4  Coding: create own game  Y5  Digital Literacy;  research and develop a topic | Y4  E-safety: google  don’t fall for fake  Y5  Coding: scratch | Y4  Digital Literacy;  research and develop a topic  Y5  Coding: create own scratch game | | Y4  Coding: project  Y5  Coding project | Y4  Digital Literacy:  Childnet competition  Y5  Digital Literacy:  Childnet competition |