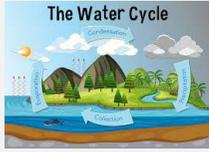


Year 4/5 (Key Stage Two)

	Autumn One (weeks)	Autumn Two (weeks)	Spring One (weeks)	Spring Two (weeks)	Summer One (weeks)	Summer Two (weeks)
Topic Title / Information:	ANGLO SAXONS 	SETTLEMENTS 	VIKINGS 	RIVERS AND THE WATER CYCLE 	MAYAN CIVILISATION 	SOUTH AMERICA 
Enquiry Question	Why did the Anglo Saxons come to Britain and what was life like for them?	Where would you settle?	How did the Vikings try and take over the country and how close did they get?	Where does our water come from?	What was everyday life like in Mayan civilisation?	How are Chile and the UK similar and different?
Enrichments including trips/visitors	WOW!! Day as an Anglo Saxon Can I solve the mystery of the empty grave?	WOW!! Create own settlement in school grounds and explain why it has been chosen.	Wow!! Help a confused museum curator get ready for important Scandinavian visitors.	WOW!! Complete own investigation about a major river. Present findings as a power point.	WOW! Give a brief tour guide of a typical Mayan city.	WOW! Create a Holiday Brochure for a country /city or area in South America

Maths	As Mathematicians , we will study place value and extend our mental skills for multiplication and division. We will develop and refine our use of formal methods for addition and subtraction as well as use basic formulas to solve area and perimeter questions. We will finally draw and use line graphs to find information.		As Mathematicians , we will study formal methods of multiplication and division. We will develop our understanding of fractions; learning equivalence, addition and multiplication of fractions. We will learn how to competently multiply and divide using multiples of 10. At the end of the term, we will learn how to use decimals and percentages.	As Mathematicians , we will study the addition, subtraction, multiplication and division of decimals. We will learn how to identify and measure angles. We will extend our knowledge of position and direction to the first quadrant. We will finally learn about different units of measure for mass, volume and time.	
English	As Writers , we will develop our skills in 'Talk for Writing' through a range of genre including: Legends, Historical Stories, Tales of Fear, Riddles, Kennings, Journalistic Writing and Persuasive Writing. As Readers , we will develop our comprehension skills, particularly focusing on retrieval, inference and deduction, through a range of stories and stand-alone texts.		As Writers , we will develop our skills in 'Talk for Writing' through a range of genre including: Warning Tales, Non Chronological Reports, Explanation Texts and character focuses. As Readers , we will develop our comprehension skills, particularly focusing on inference and deduction, through a range of stories and stand-alone texts.	As Writers , we will develop our skills in 'Talk for Writing' through a range of genre including: a Portal Story, a Quest, Recounts and Discussion. As Readers , we will develop our comprehension skills, focusing on authors choice and summarisation, through a range of stories and stand-alone texts.	
Science	As Scientists we will plan different types of scientific enquiries to answer questions, including recognizing and controlling variables. We will take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. We will record data and results using scientific diagrams and labels, classification keys, bar and line graphs. We will use test results to make predictions to set up further fair tests. We will report and present findings from enquiries, including conclusions, in oral and written forms such as displays and presentations. We will identify scientific evidence that has been used to support or refute ideas or arguments.				
	As Scientists we will learn about the force of gravity, identify the effects	As Scientists we will learn about the movement of the Earth and the other	As Scientists we will compare and group together everyday materials on the basis of their properties. We will learn that some materials will dissolve	As Scientists we will describe the changes as humans	As Scientists we will describe the differences in the life cycles of a

	<p>of air resistance, water resistance and friction. We will also recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>planets relative to the sun in the solar system. We will be able to describe the movement of the moon, in relation to the Earth. We will learn about the sun and use the idea of the Earth's rotation to explain day and night.</p>	<p>in liquid to form a solution. We will use our knowledge of solids, liquids and gases to decide how mixtures might be separated. We will give reasons, based on evidence for the particular uses of everyday materials. We will demonstrate that dissolving, mixing and changes of state are reversible. Finally, we will be able to explain that some changes result in the formation of new materials.</p>	<p>develop to old age.</p>	<p>mammal, an amphibian, an insect and a bird. We will describe the life process of reproduction in some plants and animals.</p>
<p>Geography</p>	<p>As Geographers we will develop our skills using atlases, maps and globes and discuss human and physical geography in relation to Anglo Saxon Invasions and settlement.</p> <p>We will learn why settlements develop in certain places. We will use maps to identify settlements built by invaders. We will compare land use in different settlements identify links between settlements.</p>	<p>As Geographers we will describe and understand key aspects of physical geography; including rivers and the water cycle.</p> <p>We will learn about the water cycle and locate key rivers in the UK and the world. We will learn about the key features of a river system, describe the ways rivers are used and explain the impact of damming rivers.</p>	<p>As Geographers we will describe and understand key aspects of physical geography; including rivers and the water cycle.</p> <p>We will learn about the water cycle and locate key rivers in the UK and the world. We will learn about the key features of a river system, describe the ways rivers are used and explain the impact of damming rivers.</p>	<p>As Geographers we will locate the world's countries. We will focus specifically on Central and South America. We will locate and name the different countries and their principal cities. We will concentrate on South America's environmental regions, key physical and human characteristics, countries and major cities.</p> <p>We will use a variety of sources to find out about Chile. We will explore the physical and human geography and look at the natural resources there. We will then compare the UK and Chile.</p> <p>We will identify the position and significance of the Equator, N and S</p>	

			Hemisphere, Tropics of Cancer and Capricorn.
History	As Historians we will place the Anglo Saxons on a time line and explore the reasons why they invaded Britain. We will study who the Anglo Saxons were and find out how they lived: settlements and kingdoms, place names and village life. We will investigate how they lived, their beliefs and religion as well as art and cultural influences.	As Historians we will investigate the struggle between Anglo Saxons and the Vikings in an engaging way and consider the dynamics of the conflict. We will consider the Vikings as both raiders and traders. We will explore the stereotypical Viking image and examine contrasting accounts by different people at the same time.	As Historians we will investigate how the Mayan civilization grew so strong. We will explore the characteristic features of Mayan society and compare and contrast it to Anglo Saxon life. We will find out how they lived: What was everyday life like in Mayan civilization and find out how the Mayan civilization grew.
	As Historians we will select and organise relevant historical information and understand how our knowledge of the past is constructed from a range of sources. We will question, study change, investigate causes, discuss similarities and differences and focus on significance.		
Art	As Artists we will develop our drawing skills through increasingly sustained time. We will refine and develop our skills of form and shape and tone and texture. We will develop our colour mixing and blending and use simple perspective in our work using a single focal point and horizon.	As Artists we will create 3D sculptures; planning, designing and making models from observation or imagination including using recycled, natural and man-made materials including clay to create sculptures.	As Artists we will work with textiles to create 3D structures; using different grades of threads and needles as well as experimenting with batik techniques. We will experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
D.T.	As designers we will design, make and evaluate a range of frame structures, learning how to reinforce and strengthen a 3D framework. We will learn about inventors, designers, engineers, manufacturers who have developed ground-breaking products.	As designers we will use electrical systems including simple circuit and switches to design, make and evaluate a functional product. We will learn about inventors, designers, engineers, manufacturers who have developed ground-	As designers we will learn through designing, making and evaluating a product that celebrates culture and seasonality, especially linked to South America. We will develop and refine our skills to prepare and cook a variety of predominantly savoury dishes safely. We

		breaking products.	will learn about inventors, designers, chefs and manufacturers who have developed ground-breaking products.			
Music	Through each area of learning we will learn to sing and perform a range of songs in different musical styles and develop our awareness of pitch. We will be able to clap and copy back rhythms and one and two note riffs. We will use instruments to copy back and create answers and questions as well as improvise using a range of notes. We will also compose simple melodies in different musical styles.					
	As Musicians we will listen to and appraise a range of Grime music, writing lyrics linked to a chosen theme.	As Musicians we will develop and refine our singing and performance skills preparing for a Christmas Carol services and the Young Voices Concert.	As Musicians we will listen to and appraise a range of Gospel music while exploring the theme of helping one another.	As Musicians we will listen to and appraise a range of music by The Beatles. We will use instruments to play along with songs as well as improvising and composing versions of our own.	As Musicians we will begin to learn how to play the recorder, developing our understanding of musical notation, rhythm and pulse through our playing skills.	As Musicians we will reflect upon the areas focused on over the year, rewind, refine and replay our skills.
French	As linguists we will learn how to ask questions about someone, learn the names of classroom objects and count to 50. We will begin to explore masculine and feminine nouns.	As linguists we will ask and answer simple questions about direction and learn shop nouns.	As linguists we will ask who someone is in a family. We will learn parts of the face and give hair and eye colour.	As linguists we will learn nouns for parts of the body and simple descriptions.	As linguists we will learn how to describe how we are feeling and use body parts and colours in simple sentences.	As linguists we will ask and answer simple questions about the weather. We will ask for different flavour ice creams and ask the price.

P.E.	As Swimmers we will practise a range of strokes, perform safe self-rescue and strive to swim competently and confidently over a distance of a least 25 metres.		Continuing swimming + As Athletes we will acquire and develop the skills needed to play the competitive games of Tag Rugby.		As Athletes we will acquire and develop the skills needed to play the competitive game of Football. As Dancers we will acquire and develop the skills needed to more and express ourselves though dance.		As Athletes we will acquire and develop the skills needed to play a game of Tennis. As Athletes we will acquire and develop the skills needed to play the competitive game of Netball and Handball.		As Gymnasts we will acquire and develop the skills needed to perform a sequence of movements with control and pose.		As Athletes we will acquire and develop the skills needed to play the competitive game of Cricket, developing and refining our and throwing, fielding and batting skills.	
	As a Theologian we will study what Christians think about the Kingdom of God?		As a Theologian we will study what the Christmas Story is about.		As a Theologian we will study what different people believe about God?		As a Theologian we will study how Hindus prepare for and welcome babies? How is Hindu marriage celebrated and why are they important?		As a Theologian we will study what does it mean to belong to an Islamic Faith Community?		As a Theologian we study why the 5 Pillars important to Muslims and how do they affect their life choices?	
PSHE/SMSC themes	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	RSE			

	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Keeping safe in different situations, including responding in emergencies, first aid	
Computing	As Computer Scientists we will revise the importance of e-safety focusing on building a great password and customizing privacy settings. In Digital Literacy, we will be able to upload/download informative and interesting content to and from a learning platform. We will be able to take part in digital surveys and quizzes and analyse data with support.			As Computer Scientists we will design test and amend programs to achieve an intended objective, including controlling an external output. We will be able to use nested loops to increase the efficiency of a program.		As Computer Scientists we will use decomposition when solving problems (break the code/problem into smaller parts) Show an understanding of when to use while, repeat until and forever loops to make programs shorter and more efficient and use them appropriately. We will learn to explain what happens when a variable changes and use this within a computer program to manipulate data.			