

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Theme	<b>Dragons</b> <i>(How to Train Your Dragon/Anglo-Saxons/Vikings)</i>	<b>Ancient Greeks</b> <i>(Olympics 2020)</i>	<b>Island Explorers</b> <i>(Swallows and Amazons/exploring the Backwaters/pirates and explorers)</i>
Maths	Follow AET mathematics curriculum. Make relevant links where possible (e.g. with data handling or putting the maths into context).		
English	<ul style="list-style-type: none"> <li>- Use relative clauses</li> <li>- Use modal verbs</li> <li>- Organise texts using headings</li> <li>- Analyse and write non-chronological reports</li> <li>- Analyse and write instructions</li> <li>- Use a range of sentence types</li> <li>- Use imperative verbs</li> <li>- Write diaries (links with Lindisfarne)</li> <li>- Narratives – writing stories about their own dragons</li> <li>- Dragon poetry??</li> <li>- Use Beowulf??</li> <li>- CONTINUED YEAR 5 GPS EACH DAY</li> </ul>	<ul style="list-style-type: none"> <li>- Greek myths/stories from other cultures</li> <li>- Diaries (Pompeii?)</li> <li>- Non-chronological reports (Olympics?)</li> <li>- Plays and playscripts</li> </ul>	<ul style="list-style-type: none"> <li>- Diaries (pirates/shipwrecks/captains' logs)</li> <li>- Pirate poems</li> <li>- Describing settings</li> <li>- Letters (shipwrecks)</li> </ul>
Science	<u>Solar system:</u> <ul style="list-style-type: none"> <li>- Describe orbit of earth, other planets and moon</li> <li>- Planets are spherical</li> <li>- Explain day and night</li> <li>- Explain earth's orbit and sun appearing to move across the sky</li> <li>- Develop working scientifically and recording data</li> </ul>	<u>Forces:</u> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<u>Living things and their habitats:</u> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- Describe the life process of reproduction in some plants and animals.</li> <li>- <u>Animals, including humans:</u></li> </ul>

	Materials:	<ul style="list-style-type: none"> <li>- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age.</li> </ul> <p>Sex ed – liaise with Year 6</p>
History	<u>Anglo-Saxons and Vikings:</u> <ul style="list-style-type: none"> <li>- Britain's settlements by Anglo-Saxons</li> <li>- Viking and Anglo-Saxon struggle for the Kingdom of England</li> <li>- Resistance by Alfred the Great</li> <li>- A local study (Sutton Hoo trip)</li> </ul>	<u>Ancient Greece:</u> <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world</li> <li>- Greek gods and goddesses</li> <li>- Note connections, contrasts and trends over time</li> <li>- Compare and contrast ancient and modern Olympic Games</li> <li>- Learn about the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	<p>Not very History focussed (the other 2 topics this year have been) so very Geography heavy. However, we will look at changes in language over time, using diaries and captains' logs; how the geography of the local backwaters has changed over time and how the use of land in this area has also changed over time.</p>
Geography	<ul style="list-style-type: none"> <li>- Identify Viking routes on world maps</li> <li>- Physical features of geography (especially Sutton Hoo)</li> <li>- Understand geographical similarities and differences</li> <li>- Use 8 point compass and 4/6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing where Greece is on a map</li> <li>- Locate key cities from Ancient Greece</li> <li>- Locate countries from modern Olympic Games</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (fieldwork at Birch Hall and at school)</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a</li> </ul>

			range of methods, including sketch maps, plans and graphs, and digital technologies
Music	<ul style="list-style-type: none"> <li>- Plan, perform, play using voices as instruments with increasing accuracy, fluency, control and expression</li> <li>- BBC Viking Saga Songs plus Charanga</li> <li>- Develop an understanding of History of Music</li> </ul>	<ul style="list-style-type: none"> <li>- Holst's Planets Suite (links to Roman names for the planets)</li> <li>- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (sea shanties and pirate songs)</li> <li>-</li> </ul>
Art/D.T.	<ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>- Sculpture and clay: beads and jewellery</li> <li>- Drawing: detailed dragons</li> <li>- Develop fixing: catapults</li> <li>- Make sundials</li> <li>- Cooking: make a Viking meal and compare to modern</li> <li>- Evaluation of products made</li> <li>- Textiles: sewing patterns onto Viking sails</li> </ul>	<ul style="list-style-type: none"> <li>- Greek urns (paper)</li> <li>- Wreaths as headdresses (paper leaves on head bands)</li> <li>- Understand and use mechanical systems in their products: linkages as a stand-alone science type lesson. Make a cam toy based on a Greek god or goddess (e.g. Poseidon coming out of the water, Zeus' arm with lightning bolt moving up and down etc).</li> <li>- Learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>- Create sketch books to record their observations and use them to review and revisit ideas (visit to Birch Hall Adventures to include time sketching the backwaters and views)</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
R.E.	<ul style="list-style-type: none"> <li>- Islam: Holy Places in Islam (5 weeks)</li> <li>- Creation and Science: conflicting or complimentary</li> </ul>	<ul style="list-style-type: none"> <li>- Compare ancient Greek beliefs regarding religion to Christians (one God vs many, free will vs will of the gods)</li> </ul>	

		- Sacrifice/dedicating things for religion	
P.S.H.C.E.	<p>“Celebrating Difference”</p> <ul style="list-style-type: none"> <li>- Understand that cultural differences can cause conflict</li> <li>- Understand what racism is</li> <li>- I can celebrate the experience of a culture other than my own</li> </ul>		
Computing	<ul style="list-style-type: none"> <li>- Scratch: design and write a program (use the dragon from Scratch)</li> <li>- PowerPoint: select a variety of software including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>- PowerPoint: use sequence, selection, and repetition in programs; work with variables and various forms of input and output (create stories with different pathways based on Greek myths).</li> </ul>	
P.E.	<ul style="list-style-type: none"> <li>- Rugby: play competitive games, use running, jumping, throwing and catching, team challenges</li> <li>- Swimming: catch up for year 5s who can't swim</li> </ul>	<ul style="list-style-type: none"> <li>- Olympic Games/athletics</li> <li>- Gymnastics (could link to Sparta and warrior training)</li> </ul>	<ul style="list-style-type: none"> <li>- Rounders: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>- Birch Hall visit: take part in outdoor and adventurous activity challenges both individually and within a team (low ropes, team building)</li> <li>- Sports Day (athletics): use running, jumping, throwing and catching in isolation and in combination</li> </ul>
M.F.L.			