

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	<b>The BFG</b>	<b>The BFG</b>	<b>Gangsta Granny</b>	<b>Gangsta Granny</b>	<b>How to Train Your Dragon</b>	<b>How to Train Your Dragon</b>
Literacy Outcomes	<ul style="list-style-type: none"> <li>Narrative (Sophie's fear)</li> <li>Diary entry (Build up to the Snatch)</li> <li>Setting description</li> </ul>	<ul style="list-style-type: none"> <li>Setting description - Journey over Giant Country</li> <li>Narrative - setting description</li> <li>Narrative - Dream Jar</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry - Ben's point of view</li> <li>Diary entry - Granny's point of view</li> <li>Narrative - Jewel Thief!</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report on the Tower of London</li> <li>Instructions -Break in!</li> <li>Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>Setting description</li> <li>Non-Chronological Report</li> <li>Persuasive letter/brochure</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Letter</li> <li>Narrative</li> </ul>
Vocabulary	Bloodbottler, dreams, cloak, jars, galloping, brain bugging, snozzcumbers, gurgling, quogwinkles, fearsome, stammered, modest, astonishment, twiddling, yells of delight, sizzling, craggy, frosty-white flakes, skidding, split-second, flailing	The Queen, self-controlled, the Giants, Giant Country, dreams, magic, mystery, human beans, trumpet, guzzle, runt, quiver, perched, beseechingly, struggling, thrashing, inevitable, pulsing gently, disbelief, absurd, crouching, boggled, illusion, dismissed, pulsing,	dreaded, protested, odour, scrawling, concealed, crestfallen, convenient, glamorous, channelling systems, frost-encrusted, alternatively, rundown, rhythmic, smugglers, master criminals, bloodshot, trudged, spectacularly dull	Silver Jubilee, most wanted, international, hideous, clambering, Crown Jewels, things had snowballed, deafening silence, precious, nerve-wracking, emblazoned, reverberating, exhilarating, strictly prohibited, emeralds, diamonds, rubies, pearl, necklace, brooch, jewellery, precious, trinkets	Mythical, extinct, wings, wingspan, flight, scales, Griffin, Phoenix, dragon, heroism, bleakest, bulging, sinister, cacophony, ominous, linger, exile, straggly, unmemorable, perilous, clammy, claustrophobic, copped, mightily, modesty, muscly, unremarkable, Chief, Dark Ages, claws, pincers, cliff, monsters, commanders, swooped, spectators	Vikings, Danelaw, Northumbria, Mercia, East Anglia, Anglo Saxons, Athelstan, Scandinavia, Nordic, Denmark, invasion, raid, long ship, Thor, Loki, Freya, Odin, invaders, settlers, Nordic countries, Northern Europe, Christianity, jewellery, brooch, berserk, warriors, Norsemen, civilised, conquest, coastal, savage, axe, sword, slave, Jorvik, York,
Maths White Rose	Round to the nearest 10 •Round to the nearest 100 •Count in 1000s •Represent numbers to 10 000 •1000s, 100s, 10s and 1s •Partitioning •Number line to 10 000 •1000 more or less •Compare 4-digit numbers •Order numbers •Round to the nearest 1000 •Count in 25s •Negative numbers •Roman numerals to 100 <u>Addition and subtraction</u> •Add and subtract 1s, 10s, 100s and 1000s •Add two 4 digit numbers no exchange •Add two 4 digit numbers one exchange •Add two 4 digit numbers more than one exchange •Subtract two 4 digit numbers no exchange	Measurement and Length •Kilometres •Perimeter on a grid •Perimeter of a rectangle •Perimeter of rectilinear shapes <u>Multiplication and division</u> • <b>Multiply by 1 and 0</b> • <b>Divide by 1</b> • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 • <i>Multiply and divide by 6</i> • <i>6 times table and division facts</i> • <i>Multiply and divide by 9</i> • <i>9 times table and division facts.</i> • <i>Multiply and divide by 7</i> • <i>7 times table and division facts</i>	Multiplication and division •11 and 12 times table •Multiply 3 numbers •Factor pairs •Efficient multiplication •Written methods •Multiply 2 digits by 1 digit •Multiply 3 digits by 1 digit •Divide 2 digits by 1 digit (1) •Divide 2 digits by 1 digit (2) •Correspondence problems  Measurement •What is area? •Counting squares •Making shapes. •Comparing area.	Fractions What is a fraction? •Equivalent fractions (1) •Equivalent fractions (2) •Fractions greater than 1 •Count in fractions •Add 2 or more fractions •Subtract 2 fractions •Subtract from whole amounts •Calculate fractions of a quantity •Problem solving- calculate quantities  Decimals Recognise tenths and hundredths. •Tenths as decimals. •Tenths on a place value grid. •Tenths on a number line. •Divide 1 digit by 10. •Divide 2 digits by 10. •Hundredths. •Hundredths as decimals. •Hundredths on a place value grid. •Divide 1 or 2 digits by 100.	Decimals •Make a whole •Write decimals •Compare decimals •Order decimals •Round decimals •Halves and quarters  Money •Pounds and pence •Ordering amounts of money •Using rounding to estimate money •Four operations  Time •Hours, minutes and seconds •Years, months, weeks and days •Analogue to digital 12 hour •Analogue to digital 24 hour	Geometry Shape •Identify angles •Compare and order angles •Triangles •Quadrilaterals •Lines of symmetry •Complete a symmetric figure  Geometry Position and direction Describe position •Draw on a grid •Move on a grid •Describe a movement on a grid  Statistics within science lessons •Interpret charts. •Comparison, sum and difference. •Introducing line graphs. •Line graphs.

	<ul style="list-style-type: none"> <li>• Subtract two 4 digit numbers one exchange</li> <li>• Subtract two 4 digit numbers more than one exchange</li> <li>• Efficient subtraction</li> <li>• Estimate answers</li> <li>• Checking strategies</li> </ul>					
Topic Outcomes	Make Dream Jars - Solids and Liquids	Create a model of the Water cycle - link to BFG and to Giant Country (the island where the Giants live)	Re-enactment of The Battle of Hastings.	The Tower of London (working model with alarm)	Mythical Creatures - a brochure of mythical creatures including illustrations	Vikings - Create Viking shields
	<b>States of Matter</b>	<b>Electricity</b>	<b>Sound</b>		<b>Humans</b>	<b>Living Things</b>
	<b>Working Scientifically - KS2</b>					
Science	<b>States of Matter and Compare and group materials together- solids, gases or liquids.</b> <ul style="list-style-type: none"> <li>• What are the States of Matter?</li> <li>• Observe some materials change states.</li> <li>• Identify the part played by evaporation and condensation.</li> </ul>	<b>Identify common appliances that run on electricity.</b> <ul style="list-style-type: none"> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery and closes a circuit</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with vibrating.</li> <li>• Recognise that vibration sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>• Describe the simple basic functions of digestive systems in humans and animals.</li> <li>• Construct and interpret a variety of food chains.</li> <li>• Identify the different types of teeth in humans and their functions. - link to mythical creatures</li> </ul>	<b>Living Things</b> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider</li> <li>• Environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
Computing	Computing systems and networks - The internet	Creating media - Audio editing	Creating media - photo editing	Data and information - data logging	Programming A - repetition in shapes	Programming B - repetition in games
Music	Charanga Scheme - Mamma Mia Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.	Stop! Link to anti bullying week)	Lean on Me ( link to PHSCE friendship)	<i>Glockenspiel stage 2</i> <i>Making music using everyday items</i> <i>(Stomp band?)</i>	Black bird ( link to PHSCE - Civil Rights Day- January	Reflect, Rewind and Reflect (classical music) Link to Growth Mindset, PHSCE

<p>Geography</p>	<p><u>Human Geography - settlements (link to Romans)</u></p> <p>WALT: describe and understand key aspects of human geography including: types of settlement and land use.</p>	<p><u>Physical Geography - water cycle (link to Giant Country - BFG)</u></p> <p>WALT: Describe and understand key aspects of the water cycle</p>	<p><u>Physical Geography - London</u></p> <p>WALT: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers, and land use patterns; and understand how some of the aspects may have changed over time.</p>	<p><u>Physical Geography - Viking link (Northern European countries - Denmark, Sweden, Norway)</u></p> <p>WALT: locate the world's countries using maps to focus on Europe including Russia and North and South America, concentrating on their environment regions key physical characteristics countries and major cities.</p> <p>Progression - map skills Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p> <p>Locate the world's countries - using maps to focus on Europe - where did they originate from</p> <p>Name and locate counties and cities of the UK - where did they land - compare to the old counties and how the UK would've looked in Viking times</p> <p>Understand geographical similarities and differences through the study of human and physical geography - of a region in the UK how it looks now compared to when the Vikings came - look at the physical features of the river/water supply and think about its importance to the Vikings</p>	<p><u>Human Geography - Viking settlements</u></p> <p>WALT: describe and understand key aspects of human geography including: types of settlement and land use.</p> <p>Use four figure grid references, symbols and key to build their knowledge of the UK and the wider world.</p> <p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and keys</p> <p>What did early settlers need? Where would you settle? What makes an ideal place to settle? How are settlements linked?</p>	
<p>History</p> <p>Progression - chronology Use correct terminology to describe events in the past.</p> <p>Progression - historical terms Develop use of appropriate subject terminology such as empire, civilisation, monarch</p>	<p><u>WALT: The Roman Empire and its impact on Britain.</u></p> <p>Look at how the Romans created their Empire: technology, art, buildings, armies and show how they conquered Britain.</p> <p>Roman experience day - create weapons, perform battle formations and dress as Romans.</p>	<p><u>WALT: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u></p> <p>William the Conqueror built the Tower of London in the 1070's</p> <p>Progression - Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Progression - historical enquiry Construct and organise responses by selecting relevant historical data.</p> <p>Progression - interpreting history Be aware that different versions of the past may exist and begin to suggest reason for this.</p>	<p><u>WALT: Pupils should be taught about an aspect of local history - study over time the tracing how several aspects of National history are reflected in the locality - YORK</u></p> <p><u>WALT: the Vikings and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</u></p> <p>Vikings - raids and invasions, resistance by Alfred the Great and Athelstan, further Viking invasions and Danegeld, Anglo Saxons laws and justice, compare the difference between the Anglo Saxons and the Vikings,</p> <p>Progression - chronology Put events, people, artefacts on a timeline.</p> <p>Progression - similarities and differences Describe some of the similarities and differences between different periods e.g. social belief, local and individual.</p> <p>Progression - historical enquiry Suggest where we might find answers to questions considering a range of sources.</p>			
<p>Art</p>	<p><u>Textiles and collage</u> - Mosaic making</p> <p>Link to History - Romans</p>	<p><u>Painting / Artist study</u></p> <p>Link to Geography - David Hockney - water - pool paintings.</p>	<p><u>Drawing Painting</u></p> <p>Link to History and the art of the middle ages. Look at medieval stained-glass windows. What did they represent? Link to Christianity.</p> <p>Look at the scenes of people and symbols within the stained glass. Creature own stained glass design.</p>		<p><u>Drawing Painting</u></p> <p>Detailed drawings of mythical creatures to publish alongside their brochures</p> <p>Use sketchbooks to record drawings from observations</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p>	<p><u>Printing</u></p> <p>Experiment with Viking patterns</p> <p>Use roller and ink printing - use simple shapes and Viking inspired designs to block print/layer print</p>
<p>Design Technology</p>		<p><u>Create a Roman Catapult</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products. Identify the strengths and weaknesses of their ideas and products</li> <li>Consider the views of others, including intended users, to improve their work.</li> </ul>		<p><u>Healthy Biscuits</u></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative and functional products that are fit for purpose</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated</li> </ul>		<p><u>Make a Viking Drawstring Purse</u></p> <ul style="list-style-type: none"> <li>Design with purpose by identifying opportunities to design.</li> <li>Make products by working efficiently (such as by carefully selecting materials).</li> <li>Measure, mark out, cut and shape</li> </ul>



		<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. 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>		<p>sketches, exploded diagrams and prototypes.</p> <ul style="list-style-type: none"> <li>Design (including evaluating materials to use), make and evaluate their own safe/jewellery box - link to electricity work done previously in science to create a move/sound/light alarm when the button is pressed.</li> <li>Prepare ingredients hygienically using appropriate utensils.</li> <li>Measure ingredients to the nearest gram accurately.</li> <li>Follow a recipe.</li> <li>Assemble or cook savoury dishes (controlling the temperature of the oven or hob, if cooking).</li> <li>Know how to use a range of techniques such as, grating, mixing, spreading, kneading, and baking.</li> </ul>		<p>materials and components with some accuracy</p> <ul style="list-style-type: none"> <li>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li> <li>Cut materials accurately and safely by selecting appropriate tools.</li> <li>Measure and mark out to the nearest millimetre.</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>Create nets and select appropriate joining techniques.</li> <li>Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>Choose suitable techniques to construct products or to repair items.</li> </ul>
RE	<p>Judaism Beliefs and practices Q: How special is the relationship Jews have with God?</p>	<p>Christianity Incarnation Q: What is the most important part of the Nativity story to Christians today?</p>	<p>Judaism Passover How important is it for Jewish people to do what God asks them to do?</p>	<p>Christianity Salvation- Easter Is forgiveness always possible for Christians?</p>	<p>Judaism Rites of Passage and Good works Q: What is the best way for Jews to show commitment to God?</p>	<p>Christianity Prayer and worship Q: Do people need to go to church to show that they are Christians?</p>
PE	<p>Real PE- Unit 1- Personal co-ordination and static balance Invasion Games I ask for help when appropriate. I try several times if I fail first. I know where I am with my learning. I have begun to challenge myself. I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p>	<p>Real PE Unit 2- Social dynamic balance and static balance Gymnastics/Dance I can help, praise and encourage others in learning. I show patience and support others listening carefully to them about our work. I am happy to show and tell others about my idea. I help organise roles and responsibilities and I can guide a small group through a task. I cooperate well with others and give helpful feedback.</p>	<p>Real PE Unit 3- Cognitive dynamic balance and co-ordination Ball skills – dribbling, catching, throwing, shooting. I can identify specific parts of performance to work on. I can understand ways to judge performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and I have begun to identify areas of improvement. I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p>	<p>Real PE Unit 4-Creative co-ordination and counter balance Orienteering/Invasion games I can link actions and develop sequences of movements that express my own ideas. I can change tactics rules or tasks to make activities more fun of more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements to fit a theme. I can begin to compare my movements and skills with those of others.</p>	<p>Real PE- Unit 5- Physical – agility and static balance Striking and fielding - Tri golf / rounder I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level direction or speed. I can perform a range of skills with some control and consistency.</p>	<p>Real PE Unit 6- agility and static balance Athletics I can describe the basic components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm up and cool down. I can describe how my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p>
PHSCE, FBV and Life skills	<p>Jigsaw Unit 1 Being me in the world Families and People who care for me (characteristics of family) Class rules and expectations (FBV Law/ Responsibility) School Council elections (Link to FBV Democracy)</p>	<p>Jigsaw Unit 2 Celebrating difference I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are  Anti-Bullying Week Parliament Week</p>	<p>Jigsaw Unit 3 Dreams and Goals I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>Jigsaw Unit 4 Healthy me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure (Being safe - it is not always right to keep secrets if they relate to being safe)</p>	<p>Jigsaw Unit 5 Relationships I can explain different points of view on an animal rights issue and express my own opinion and feelings on this Online relationships (online friendships) Road Safety</p>	<p>Jigsaw Unit 6 Changing me I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this Health and Fitness</p>
Trips					Viking/Anglo Saxon Visitors	Yorvik Viking Centre