

TOPIC: A place to call home					Year Group: 5	
	1	2 Wonderful World Week	3	4	5	6
English	Poems from across the world	Poetry about refugees	Malala’s magic pencil	Malala’s magic pencil	Malala’s magic pencil	Stig of the Dump
Spelling	Silent letters	-ough	Review silent letters and -ough	ible/able	Homophones	Review ible/able and homophones
Reading	Poetry	Poetry	Malala’s autobiography	Newspaper reports and online news	Blogs	Stig of the dump
Maths	Fractions Polygons	Adding and subtracting Angles	Multiplication Drawing angles	Divide Perimeter	Problem solving Squares and cubes Area	Fractions 3D shapes
Science	<p>Sorting materials</p> <p>Knowledge Compare and group together everyday materials</p> <p>Skills Making observations.</p> <p>Vocabulary rigid, flexible transparent translucent, opaque</p>	<p>Magnetic materials</p> <p>Knowledge Group together everyday materials based on their properties, including response to magnets.</p> <p>Skills Plan different types of scientific enquiries to answer questions.</p> <p>Vocabulary magnetic poles attract repel</p>	<p>Scientific vocabulary</p> <p>Knowledge To use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.</p> <p>Vocabulary rigid, flexible transparent durable, opaque</p>	<p>Viscosity</p> <p>Knowledge Compare and group together everyday materials based on their properties.</p> <p>Skills Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Vocabulary viscous</p>	<p>Thermal Conductors</p> <p>Knowledge Group together everyday materials based on their properties, thermal conductivity.</p> <p>Skills Use test results to make predictions to set up further comparative and fair tests</p> <p>Vocabulary temperature thermometer thermal, insulator, conductor</p>	<p>Egg Head Protectors</p> <p>Knowledge Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Vocabulary revision of words from past week.</p>
PSHE	Belonging to a community	Belonging to a community	Belonging to a community	Belonging to a community	Media literacy and Digital resilience	Media literacy and Digital resilience

	<p>Knowledge: To what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>Skills: The meaning and benefits of living in a community To recognise that they belong to different communities.</p> <p>Vocabulary: community, belonging, spirit</p>	<p>Knowledge: To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Skills: To understand about the different groups that make up and contribute to a community.</p> <p>Vocabulary: community, belonging, diversity, spirit</p>	<p>Knowledge: To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Skills: To understand the individuals and groups that help the local community, including through volunteering and work.</p> <p>Vocabulary: community, belonging, diversity, spirit</p>	<p>Knowledge: To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Skills: To understand how to show compassion towards others in need and the shared responsibilities of caring for them.</p> <p>Vocabulary: compassion, responsibilities, community, wellbeing</p>	<p>Knowledge: To critically examine what is presented to them in social media and why it is important to do so.</p> <p>Skills: That everything shared online has a digital footprint. That search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>Vocabulary: online presence, digital footprint, popularity, ranking</p>	<p>Knowledge: To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>Skills: To recognise what online adverts look like. Why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>Vocabulary: adverts, online</p>
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<p>Art and Design</p>	<p>A PLACE TO CALL HOME The meaning of images</p> <p>Knowledge: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists.</p> <p>Skills: Add collage to a drawn, painted or printed background using a range of media, different techniques, colours and textures.</p> <p>Vocabulary: interpret, perception, medium, meaning, explain, discuss</p>	<p>A PLACE TO CALL HOME Colour for meaning</p> <p>Knowledge: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Skills: To mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Vocabulary: interpret, perception, medium, meaning, explain, discuss</p>	<p>A PLACE TO CALL HOME Planning and drafting</p> <p>Knowledge: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Skills: To use line, tone and shading to represent things seen, remembered or imagined, experiment with using layers and overlays to create new colours/textures.</p> <p>Vocabulary: interpret, perception, medium, meaning, explain, discuss</p>	<p>A PLACE TO CALL HOME Creation</p> <p>Knowledge: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Skills: To use line, tone and shading to represent things seen, remembered or imagined, experiment with using layers and overlays to create new colours/textures.</p> <p>Vocabulary: interpret, perception, medium, meaning, explain, discuss</p>		
<p>Computing</p>	<p>Animation Can a picture move?</p> <p>Knowledge: Detect and correct errors within programme algorithms.</p>	<p>Animation Frame by frame</p> <p>Knowledge: Use logical reasoning to explain how simple algorithms work.</p>	<p>Animation Storyboarding</p> <p>Knowledge: Use logical reasoning to explain how simple algorithms work.</p>	<p>Animation Creation</p> <p>Knowledge: Detect and correct errors within programme algorithms.</p>	<p>Animation Creation and feedback</p> <p>Knowledge: Use logical reasoning to explain how simple algorithms work.</p>	<p>Animation Media and other effects</p> <p>Knowledge: Detect and correct errors within programme algorithms.</p>

	<p>Skills: Use control software to control devices (using output commands) or to simulate this on screen.</p> <p>Vocabulary: animation, pictures</p>	<p>Skills: Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: frame, character, combination, animation</p>	<p>Skills: Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: animation, process, pictures, storyboard</p>	<p>Skills: Predict, test and refine their programming. Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: photos, device, pictures</p>	<p>Detect and correct errors within programme algorithms.</p> <p>Skills: Predict, test and refine their programming. Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: photos, device, pictures, improve, audience</p>	<p>Skills: Predict, test and refine their programming.</p> <p>Vocabulary: photos, device, pictures, effects, media, sound</p>
Geography		<p>A place to call home. Places in the UK</p> <p>Knowledge: To name and locate counties and cities of the United Kingdom, 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 these aspects have changed over time</p> <p>Skills: Locate and name the main counties and cities in the UK.</p>	<p>A place to call home. Maps of Europe – travel and trade</p> <p>Knowledge: To locate the world’s countries, using maps to focus on Europe concentrating on key physical and human characteristics, countries, and major cities.</p> <p>Skills: To expand map skills to include non-UK countries.</p>	<p>A place to call home. Settlement and land use.</p> <p>Knowledge: To locate the world’s countries, using maps to focus on Europe concentrating on key physical and human characteristics, countries, and major cities.</p> <p>Skills: To compare two different regions of the UK. To use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate</p>	<p>A place to call home. How the use of land has changed.</p> <p>Knowledge: To name and locate counties and cities of the United Kingdom, 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 these aspects have changed over time</p> <p>Skills: To use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied.</p>	

		Vocabulary: Countries, nation, capital city, atlas	Vocabulary: Countries, nation, capital city, atlas, continent	countries and describe features studied. Vocabulary: Countries, nation, atlas, settlements, mountains, rivers, coastal, resources	Vocabulary: Resources, comparison, atlas, settlements	
Modern Foreign Languages (4 weeks)	Days of the week revision Months of the year Knowledge Show confidence in reading aloud, and in using reference materials. Skills Read and pronounce familiar words accurately using knowledge of letter string sounds, observing silent letter rules Vocabulary Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche	Months of the year Introduction Knowledge Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Skills Begin to listen to and show understanding of more complex phrases and sentences. Vocabulary <ul style="list-style-type: none"> • janvier - January • février - February • mars - March • avril - April • mai - May • juin - June • juillet - July • aout - August • septembre -September • octobre - October • novembre - November • décembre - December 	Months of the year Knowledge Show confidence in reading aloud, and in using reference materials. Skills Ask and answer more complex familiar questions with a scaffold of responses. Encourage children to ask for clarification and help Vocabulary <ul style="list-style-type: none"> • janvier - January • février - February • mars - March • avril - April • mai - May • juin - June • juillet - July • aout - August • septembre -September • octobre - October • novembre - November • décembre - December 	Food Introduction Knowledge Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Skills Begin to listen to and show understanding of more complex phrases and sentences. Vocabulary Le Petit Déjeuner Breakfast le pain bread le petit pain bread roll le beurre butter la confiture jam le fromage cheese l'oeuf (m) egg le yaourt yoghurt les céréales (f) breakfast cereal	Food Knowledge Show confidence in reading aloud, and in using reference materials. Skills Begin to listen to and show understanding of more complex phrases and sentences. Vocabulary Les Boissons Drinks le café coffee le thé tea le lait milk le jus d'orange orange juice le jus de pommes apple juice la limonade lemonade l'eau (f) water	Food Knowledge Read and understand the main points and opinions in written texts from various contexts, including present or past events. Skills Ask and answer more complex familiar questions with a scaffold of responses. Encourage children to ask for clarification and help Vocabulary Les Repas Légers Snacks/Light Meals la pizza pizza les frites (f) chips les chips (f) crisps le riz rice les pâtes (f) pasta les nouilles (f) noodles le potage soup la soupe soup la salade salad

<p>Music</p>					<p>Viking music</p> <p>Knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Skills: Present performances effectively. Sing songs in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression.</p> <p>Vocabulary: perform (by ear), diction, phrase, projection</p>	<p>Viking music</p> <p>Knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Skills: Sing songs with increasing control of breathing, posture and sound projection</p> <p>Vocabulary: perform (by ear), diction, phrase, projection</p>
<p>Physical Education</p>	<p>Real P.E (Social) River Crossing</p> <p>Knowledge: To know how to involve others and motivate others and those around to perform better. To develop flexibility, strength, technique, control and balance.</p> <p>Skills: To complete dynamic balances. To work collaboratively.</p>	<p>Real P.E (Social) River Crossing</p> <p>Knowledge: To know how to involve others and motivate others and those around to perform better. To develop flexibility, strength, technique, control and balance.</p> <p>Skills: To complete dynamic balances. To work collaboratively.</p>	<p>Real P.E (Social) River Crossing</p> <p>Knowledge: To know how to involve others and motivate others and those around to perform better. To develop flexibility, strength, technique, control and balance.</p> <p>Skills: To complete dynamic balances.</p>	<p>Real P.E (Social) Kabadi</p> <p>Knowledge: To play competitive games, modified where appropriate. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills: To complete a counterbalance with a partner.</p>	<p>Real P.E (Social) Kabadi</p> <p>Knowledge: To play competitive games, modified where appropriate. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills: To complete a counterbalance with a partner.</p>	<p>Real P.E (Social) Kabadi</p> <p>Knowledge: To play competitive games, modified where appropriate. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills: To complete a counterbalance with a partner</p>

	Vocabulary: dynamic, static, social, communication	Vocabulary: dynamic, static, social, communication	To negotiate and collaborate appropriately. Vocabulary: dynamic, static, social, communication	To negotiate and collaborate appropriately. Vocabulary: counterbalance, negotiate, communicate	To understand how to give and receive sensitive feedback to improve. Vocabulary: counterbalance, negotiate, communicate	To understand how to give and receive sensitive feedback to improve. Vocabulary: counterbalance, negotiate, communicate
Religious Education (4 weeks)	<p>What is happiness?</p> <p>Knowledge: To know that Jesus taught about money, happiness and how to live</p> <p>Skills: describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live.</p> <p>Vocabulary: parables, challenge, happiness, truths</p>	<p>Jesus's use of parables to teach people</p> <p>Knowledge: To know that Jesus sometimes used parables to teach people deep truths about God and his kingdom To know that Jesus' teaching challenged the people he met, and is still challenging people today</p> <p>Skills: describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live.</p> <p>Vocabulary: parables, challenge, truths</p>	<p>Money and how to live.</p> <p>Knowledge: To know that Jesus taught about money, happiness and how to live</p> <p>Skills: describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live.</p> <p>Vocabulary: parables, challenge, truths</p>	<p>What Christians teach about love.</p> <p>Knowledge: To know that Jesus taught about money, happiness and how to live</p> <p>Skills: describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live.</p> <p>Vocabulary: parables, impact, happiness, love, truths</p>	<p>Jesus' teachings of love.</p> <p>Knowledge: To know that Jesus taught about money, happiness and how to live</p> <p>Skills: describe meanings for a range of Jesus' parables and teachings and describe the impact of them on how Christians live.</p> <p>Vocabulary: parables, impact, happiness, love, truths</p>	<p>Impact on the life of Christians.</p> <p>Knowledge: Jesus' teaching challenged the people he met and is still challenging people today. Jesus' teaching has an impact on the lives of Christians today.</p> <p>Skills: apply ideas and reflections about Jesus' teaching to their own or others' lives e.g. which of Jesus' teachings might be the most important</p> <p>Vocabulary: parables, impact, challenge, truths</p>

TOPIC: A place to call home.					Year Group: 5	
	7	8 Book week	9 Maths day 12/3/2021	10	11	12
English	Stig of the dump	Stig of the dump	Stig of the dump	Viking and Anglo-Saxon Non-chronological reports	Viking and Anglo-Saxon Non-chronological reports	Viking and Anglo-Saxon Non-chronological reports
Spelling	Plurals	Apostrophes	Review plural/ apostrophe	Statutory word list	Hyphens	Review statutory word list and hyphen
Reading	Stig of the dump	Stig of the dump	Stig of the dump	Non-Fiction history texts	Non-Fiction history texts	Non-Fiction history texts
Maths	Fractions Volume	Fractions Decimals Rectangles	Percentages Translation	Revise and review Translation	Converting between units of measure	Solving all four operations
Science	<p>Evaporating and dissolving</p> <p>Knowledge Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Vocabulary Evaporate Dissolve Solution</p>	<p>Cleaning dirty water</p> <p>Knowledge Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Vocabulary Separate Sieve Filter</p>	<p>Reversible Changes</p> <p>Knowledge Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Skills Use a range of scientific equipment, with increasing accuracy and precision.</p> <p>Vocabulary Reversible Change of state</p>	<p>Irreversible Changes</p> <p>Knowledge Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Skills Use test results to make predictions to set up further comparative and fair tests.</p> <p>Vocabulary irreversible change</p>	<p>Famous Scientist</p> <p>Knowledge They should find out about how chemists create new materials.</p> <p>Skills Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Vocabulary Revision of vocabulary for the term.</p>	

<p>PSHE</p>	<p>Media literacy and digital resilience</p> <p>Knowledge: To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Skills: That organisations can use personal information to encourage people to buy things.</p> <p>Vocabulary: Persuasive, advertisement, consumer choice, information.</p>	<p>Media literacy and digital resilience</p> <p>Knowledge: To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Skills: Why people might choose to buy or not buy something online.</p> <p>Vocabulary: Persuasive, advertisement, consumer choice.</p>	<p>Money and work</p> <p>Knowledge: To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Skills: How people make different spending decisions based on their budgets, values needs</p> <p>Vocabulary: Money, budget, consumer, essentials</p>	<p>Money and work</p> <p>Knowledge: To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Skills: How to keep track of money and why it is important to know how much is being spent.</p> <p>Vocabulary: Spent, money, budget, Consumer, spending.</p>	<p>Money and work</p> <p>Knowledge: To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>Skills: Different ways to pay for things such as cash, cards, e-payments and the reasons for using them.</p> <p>Vocabulary: Payments, consumer, manage.</p>	<p>Money and work</p> <p>Knowledge: To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To understand what is meant by enterprise and begin to develop enterprise skills.</p> <p>Skills: That how people spend money can have positive or negative effects on others e.g. charities, single use plastic.</p> <p>Vocabulary: Community, economy, sustainability.</p>
<p>Computing</p>	<p>Coding</p> <p>Knowledge: To know how to design and program a game. Detect and correct errors within programme algorithms.</p> <p>Skills: Use control software to control devices (using output</p>	<p>Coding</p> <p>Knowledge: To design an original character or backdrop for a game. Use logical reasoning to explain how simple algorithms work.</p> <p>Skills: Know how to enter simple formulae to assist</p>	<p>Coding</p> <p>Knowledge: To understand how to add features and effect to enhance a game. Detect and correct errors within programme algorithms.</p> <p>Skills: Predict, test and refine their programming.</p>	<p>Coding</p> <p>Knowledge: To understand how to create an animated game. Detect and correct errors within programme algorithms.</p> <p>Skills: Predict, test and refine their programming.</p>	<p>Coding</p> <p>Knowledge: To understand how to program costume changes for a sprite.</p> <p>Skills: Predict, test and refine their programming.</p>	

	<p>commands) or to simulate this on screen.</p> <p>Vocabulary: input, output, script, algorithm</p>	<p>this programming process.</p> <p>Vocabulary: input, output, script, algorithm</p>	<p>Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: input, output, script, algorithm, error</p>	<p>Use control software to control devices (using output commands) or to simulate this on screen. Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: input, output, script, algorithm, error, formulae</p>	<p>Use control software to control devices (using output commands) or to simulate this on screen. Know how to enter simple formulae to assist this programming process.</p> <p>Vocabulary: sprite, input, output, script, algorithm, formulae</p>	
Design and Technology			<p>Viking boats Exploration of transport and materials</p> <p>Knowledge: To 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</p> <p>Skills: Sketch and model alternative ideas.</p>	<p>Viking boats Design</p> <p>Knowledge: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Skills: Sketch and model alternative ideas. Develop one idea in depth. Plan the sequence of work using a storyboard</p>	<p>Viking boats Construction techniques</p> <p>Knowledge: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Skills: Combine modelling and drawing to refine ideas Record ideas using annotated diagrams Join materials using appropriate methods Justify their decisions about materials and methods of construction</p>	<p>Viking boats Build and evaluating</p> <p>Knowledge: To 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</p> <p>Skills: Build frameworks using a range of materials. Cut strip wood, dowel, square section wood accurately to 1mm Cut accurately and safely to a marked line Justify their decisions about materials and methods of construction. Reflect on their work using design criteria</p>

			<p>Vocabulary: Construction, sturdy, purpose</p>	<p>Vocabulary: Construction, sturdy, purpose, sequence</p>	<p>Vocabulary: Construction, sturdy, purpose, annotated, modelling</p>	<p>stating how well the design fits the needs of the user.</p> <p>Vocabulary: Construction, sturdy, purpose, accuracy</p>
<p>History (5 weeks)</p>	<p>Anglo- Saxons and Vikings Pre-teaching and vocabulary</p> <p>Skills: Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge: use dates to order and place events on a timeline (chronological understanding)</p> <p>Vocabulary: Invasion, settlers, archaeology, warrior, King Alfred the</p>	<p>Anglo- Saxons and Vikings Village life</p> <p>Skills: Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge: To understand that the type of information available depends on the period of time studied. To evaluate the usefulness of a variety of sources (historical interpretations).</p> <p>Vocabulary: Invasion, settlers, archaeology, warrior</p>	<p>Anglo- Saxons and Vikings Settlements and ownership</p> <p>Skills: Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge: Give some reasons for some important historical events (understanding of events, people and changes). To present findings and communicate knowledge and understanding in different ways (organisation and communication).</p> <p>Vocabulary: Invasion, settlers, archaeology,</p>	<p>Anglo- Saxons and Vikings Crime and punishment</p> <p>Skills: Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge: To understand that the type of information available depends on the period of time studied. To evaluate the usefulness of a variety of sources (historical interpretations). To compare sources of information available for the study of different times in the past (historical enquiry)</p> <p>Vocabulary: Invasion, settlers, archaeology, warrior</p>	<p>Anglo- Saxons and Vikings Crime and punishment</p> <p>Skills: Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge: To understand that the type of information available depends on the period of time studied. To compare sources of information available for the study of different times in the past (historical enquiry).</p> <p>Vocabulary: Invasion, settlers, archaeology, warrior</p>	

	Great, Guthrum (king of the danes), Bede, Eric the Red		warrior, King Alfred the Great			
Modern Foreign Languages (4 weeks)	<p>Sports</p> <p>Knowledge Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Skills Listen to and begin to show understanding of more complex phrases and sentences.</p> <p>Vocabulary Lundi, je vais au tennis et mardi, je vais lire. Les sports la gymnastique le tennis le football le rugby la natation la course a pied</p>	<p>Book Week Key text: link to book</p> <p>Knowledge Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Skills Read and pronounce familiar words accurately using knowledge of letter string sounds, observing silent letter rules</p> <p>Vocabulary Les sports la gymnastique le tennis le football le rugby la natation la course a pied</p>	<p>Sports</p> <p>Knowledge Read and understand the main points and opinions in written texts from various contexts, including present or past events</p> <p>Skills Listen to and show understanding of more complex familiar phrases and sentences.</p> <p>Vocabulary Les sports la gymnastique le tennis le football le rugby la natation la course a pied</p>	<p>Hobbies</p> <p>Knowledge Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Skills Follow a text identifying the meaning of unfamiliar words.</p> <p>Vocabulary Danser chanter écouter de la musique aller à la piscine faire les magasins jouer aux jeux video lire des livres/des revues/des magazines faire du vélo surfer sur l'internet sortir avec mes amis regarder la télévision</p>	<p>Hobbies</p> <p>Knowledge Show confidence in reading aloud, and in using reference materials.</p> <p>Skills Ask and answer more complex familiar questions with a scaffold of responses. Encourage children to ask for clarification and help</p> <p>Vocabulary Quel est ton sport/hobby prefere? Mon sport/hobby prefere est...</p>	
Music	<p>Viking music</p> <p>Knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Viking music</p> <p>Knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>				

	<p>Skills: Perform by ear and from notations, maintaining their own part with an awareness of how the different parts fit together and the need to achieve the overall effect.</p> <p>Vocabulary: Perform (by ear), Diction, Phrase, Projection</p>	<p>Skills: * Play tuned and untuned instruments with control and rhythmic accuracy, showing a secure awareness of how to play them, including an increasing understanding of how to create dynamic contrast through the way that they are played.</p> <p>Vocabulary: Perform (by ear), Diction, Phrase, Projection</p>				
<p>Physical Education (6 weeks)</p>	<p>Real P.E (Physical) Jumpball</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To play competitive games.</p> <p>Skills: To effectively transfer skills and movements across a range of activities and sports</p>	<p>Real P.E (Physical) Jumpball</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To play competitive games.</p> <p>Skills: To effectively transfer skills and movements across a range of activities and sports.</p>	<p>Real P.E (Physical) Jumpball</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To play competitive games. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Skills: To perform a variety of skills consistently and effectively in competitive situations.</p>	<p>Real P.E (Physical) Jump, Roll, Balance</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Skills: To perform a variety of skills consistently and effectively in challenging situations.</p>	<p>Real P.E (Physical) Jump, Roll, Balance</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Skills: To perform a range of skills fluently and accurately in practice situations.</p>	<p>Real P.E (physical) Jump, Roll, Balance</p> <p>Knowledge: To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Skills: To can perform a variety of movements and skills with good body tension.</p>

	<p>Vocabulary: Perform, fluently, link, sequence, tension</p>	<p>Vocabulary: Perform, fluently, link, sequence, tension</p>	<p>Vocabulary: Perform, fluently, link, sequence, tension</p>	<p>To perform a range of skills fluently and accurately in practice situations.</p> <p>Vocabulary: Perform, fluently, link, sequence, tension</p>	<p>To perform a variety of movements and skills with good body tension.</p> <p>Vocabulary: Perform, fluently, link, sequence, tension</p>	<p>To link action together so that they flow.</p> <p>Vocabulary: Perform, fluently, link, sequence, tension</p>
<p>Religious Education (4 weeks)</p>	<p>How do Christians know what happened at Easter?</p> <p>Knowledge: To understand that there are four Gospels</p> <p>Skills: identify some similarities between the Gospel accounts of Easter (Matthew, Mark, Luke and John).</p> <p>Vocabulary: Gospel account Easter</p>		<p>How do Christians know what happened at Easter?</p> <p>Knowledge: To understand that Jesus' life is documented in different ways.</p> <p>Skills: Compare the similarities within the Gospel accounts, suggesting reasons for this.</p> <p>Vocabulary: Gospel account Easter</p>	<p>How do Christians know what happened at Easter?</p> <p>Knowledge: To understand that people experience and recall the same events in different ways – Holy week</p> <p>Skills: Compare the similarities within the Gospel accounts, suggesting reasons for this</p> <p>Vocabulary: Holy Week Easter</p>	<p>How do Christians know what happened at Easter?</p> <p>Knowledge: To understand the importance of the Gospels and Easter to Christians</p> <p>Skills: Relate the key events within the Easter story to Christian belief about Jesus Explore their own ideas and feelings about Easter.</p> <p>Vocabulary: Gospel Holy Week Sacrifice Easter</p>	