

*The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half termly topic	<b>Vicious Vikings</b>	<b>Vile Victorians</b>	<b>Adventurers and Explorers</b>		<b>Temples, Tombs and Treasures (Ancient Egypt)</b>	<b>Chocolate (The Mayans)</b>
Half-termly focus and key questions	<p><b>1.) Viking Raiders and Invaders:</b></p> <ul style="list-style-type: none"> <li>Who were the Vikings?</li> <li>Why did the Vikings raid Britain?</li> </ul> <p><b>2.) Anglo-Saxon Kings:</b></p> <ul style="list-style-type: none"> <li>Who were some of the Angle-Saxon Kings and how did they influence Britain?</li> <li>How did they fight against the Vikings?</li> </ul> <p><b>3.) Danegeld:</b></p> <ul style="list-style-type: none"> <li>Who was King Ethelred II?</li> <li>Why was Danegeld introduced?</li> </ul> <p><b>4.) Viking Life:</b></p> <ul style="list-style-type: none"> <li>What were the key aspects of Viking life?</li> </ul> <p><b>5.) Law and Justice:</b></p> <ul style="list-style-type: none"> <li>How did the legal system work within Anglo-Saxon Britain?</li> </ul> <p><b>6.) The last Anglo-Saxon Kings:</b></p> <ul style="list-style-type: none"> <li>How did the last Anglo-Saxon Kings shape Britain?</li> </ul>	<p><b>1.) Queen Victoria (1837-1876):</b></p> <ul style="list-style-type: none"> <li>What do we know about Queen Victoria's life?</li> <li>What did the British Empire mean to Victorian people?</li> </ul> <p><b>2.) Victorian Children:</b></p> <ul style="list-style-type: none"> <li>What was life like in Victorian Britain for children?</li> <li>What jobs did Victorian children do?</li> <li>Who tried to help children in the Victorian times?</li> </ul> <p><b>3.) Victorian Schools:</b></p> <ul style="list-style-type: none"> <li>How does life in a modern-day classroom compare to life in a Victorian classroom?</li> </ul> <p><b>4.) Crime and Punishment:</b></p> <ul style="list-style-type: none"> <li>What kind of experience did Victorian prisoners have?</li> </ul> <p><b>5.) Victorian Inventors:</b></p> <ul style="list-style-type: none"> <li>What kinds of inventions occurred in the Victorian era?</li> </ul>	<p><b>1.) An introduction to explorers and adventurers:</b></p> <ul style="list-style-type: none"> <li>What is an explorer and are we all explorers?</li> <li>What was the Age of Discovery?</li> <li>What motivated explorers?</li> <li>How have navigation tools and maps developed over time? (including 4 and 6 figure grid references on maps)</li> </ul> <p><b>2.) Explorers at sea:</b></p> <ul style="list-style-type: none"> <li>Who were Captain James Cook, Christopher Columbus and Ferdinand Magellan?</li> <li>What were the key events from their voyages of discovery?</li> <li>What are the most significant deep sea exploration discoveries?</li> </ul> <p><b>3.) Around the world explorers:</b></p> <ul style="list-style-type: none"> <li>Who were Ibn Battuta and Zheng He?</li> <li>What challenges did they face on their journeys?</li> </ul> <p><b>4.) Polar explorers:</b></p> <ul style="list-style-type: none"> <li>Who is Ernest Shackleton?</li> <li>What did he achieve and discover on his expeditions?</li> </ul> <p><b>5.) Space exploration:</b></p> <ul style="list-style-type: none"> <li>Who are the most significant space explorers?</li> <li>What are the main problems with future exploration in Space?</li> </ul> <p><b>6.) The impacts of exploration:</b></p> <ul style="list-style-type: none"> <li>How did explorers in the Age of Discovery change the world?</li> <li>What are the positive and negative impacts of</li> </ul>	<p><b>1.) Introduction to the Ancient Egyptians:</b></p> <ul style="list-style-type: none"> <li>What can artefacts tell us about daily life in Ancient Egypt?</li> <li>What was the significance of the River Nile to Ancient Egypt?</li> </ul> <p><b>2.) Mummification:</b></p> <ul style="list-style-type: none"> <li>Why did Ancient Egyptians mummify their dead?</li> <li>How do you make an Egyptian Mummy?</li> </ul> <p><b>3.) Tutankhamun:</b></p> <ul style="list-style-type: none"> <li>How can different sources give us different evidence about the past?</li> <li>What are the key events in the Tutankhamun discovery story?</li> </ul> <p><b>4.) Write like an Egyptian:</b></p> <ul style="list-style-type: none"> <li>What were hieroglyphs and how were they used?</li> <li>What are the similarities and differences between hieroglyphs and English?</li> </ul> <p><b>5.) Egyptian Gods:</b></p> <ul style="list-style-type: none"> <li>Who were the main Egyptian Gods?</li> <li>What were their special powers and defining</li> </ul>	<p><b>1.) Meeting the Maya:</b></p> <ul style="list-style-type: none"> <li>Who were the Maya people?</li> <li>When and where in the world did they live?</li> </ul> <p><b>2.) Religion and Gods:</b></p> <ul style="list-style-type: none"> <li>What were the religious beliefs of the Maya people?</li> <li>Who were their gods and how were they worshipped?</li> </ul> <p><b>3.) Maya Number System:</b></p> <ul style="list-style-type: none"> <li>How did the Maya invent their calendar?</li> <li>How did the Maya number system work?</li> </ul> <p><b>4.) Discovery:</b></p> <ul style="list-style-type: none"> <li>What are the main sources of evidence through which we can learn about the Maya people?</li> <li>How did people explore and document their studies into the Maya people?</li> </ul> <p><b>5.) Mayan Writing:</b></p> <ul style="list-style-type: none"> <li>What did the Mayan writing system consist of?</li> </ul> <p><b>6.) Food:</b></p>	

			exploration? <ul style="list-style-type: none"> <li>What does the future hold for explorers?</li> </ul>	features?	<ul style="list-style-type: none"> <li>What foods did the Maya people eat?</li> <li>Why is chocolate so significant to the Mayans?</li> </ul>	
Super Starter  <a href="https://www.youtube.com/watch?v=CvkhUx2k5Qs">https://www.youtube.com/watch?v=CvkhUx2k5Qs</a>  Learn the Vikings song. Use the tables to create a Viking longboat across the classroom to re-enact a voyage.	<a href="https://www.portalstothepast.co.uk/classes/ks2-vikings/">https://www.portalstothepast.co.uk/classes/ks2-vikings/</a>  Viking Workshop.	Change the school rules to reflect what life in a Victorian school would have been like!  Children to spend the morning as though they are in a Victorian school! Children and teachers to come in dressed in Victorian clothing.	Mapping the school by creating own maps. Using compasses to navigate around school to locate some treasure.	<b>Archaeology carousel:</b>  1.) Bury artefacts in sand trays for children to excavate using archaeology equipment.  2.) Create a dark tomb using tables covered in black sheets. Put tomb paintings on underside of tables. Children use torches to look at paintings and record them.  3.) Use toilet roll and white sheets to mummify members of the class.	Make our own chocolate – see link below for recipe and cooking instructions:  <a href="http://content.twinkl.co.uk/resource/59/00/t2-t-10000383-making-chocolate-activity-sheet-ver-1.pdf?token=exp=1554732821~acl=%2Fresource%2F59%2F00%2Ft2-t-10000383-making-chocolate-activity-sheet-ver-1.pdf%2A~hmac=f022c8798b14240276c7b120354a1d4026f060cde09133476fa38b6ac885487b">http://content.twinkl.co.uk/resource/59/00/t2-t-10000383-making-chocolate-activity-sheet-ver-1.pdf?token=exp=1554732821~acl=%2Fresource%2F59%2F00%2Ft2-t-10000383-making-chocolate-activity-sheet-ver-1.pdf%2A~hmac=f022c8798b14240276c7b120354a1d4026f060cde09133476fa38b6ac885487b</a>	
Possible Visits and visitors	<a href="https://www.portalstothepast.co.uk/classes/ks2-vikings/">https://www.portalstothepast.co.uk/classes/ks2-vikings/</a>  Viking Workshop.	<a href="https://www.raggedschoolmuseum.org.uk/key-stage-2/">https://www.raggedschoolmuseum.org.uk/key-stage-2/</a>  Trip to the Ragged School Museum to experience what a day in a Victorian school would have been like.	<a href="https://www.rmg.co.uk/schools-communities/schools/sessions/archive-adventures-polar-explorers">https://www.rmg.co.uk/schools-communities/schools/sessions/archive-adventures-polar-explorers</a>  Trip to the National Maritime Museum. The children will Set off on an epic adventure with Tom Crean into the Museum’s brand new Polar Worlds gallery to discover how he survived 3 expeditions to Antarctica with famous explorers Scott and Shackleton.	<a href="https://www.britishmuseum.org/learning/schools-and-teachers/sessions/uncovering-the-egyptian-tomb.aspx">https://www.britishmuseum.org/learning/schools-and-teachers/sessions/uncovering-the-egyptian-tomb.aspx</a>  Excavation in Egypt – KS2 School session at The British Museum. Explore the Ancient Egyptian wing of the museum.	<a href="http://www.ministryofchocolate.com/educational/key-stage-2/">http://www.ministryofchocolate.com/educational/key-stage-2/</a>  Chocolate workshop – they come in to school.  <a href="https://www.thechocolatemuseum.co.uk/about2">https://www.thechocolatemuseum.co.uk/about2</a>  Trip to the chocolate museum in Brixton for a chocolate history and making workshop.	
Fantastic Finish	<ul style="list-style-type: none"> <li>Write a fact file all about Crime and Punishment in Anglo-Saxon Britain.</li> <li>Performance of the Viking song</li> <li>Performance of Rudyard</li> </ul>	<ul style="list-style-type: none"> <li>Write a diary entry for a day in the life of a typical Victorian child.</li> <li>Museum display of Victorian inventions.</li> <li>Sharing of digital posters</li> </ul>	<ul style="list-style-type: none"> <li>Write the adventure story of one of the explorers you have studied. For example, Ernest</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter as though you are Christopher Columbus. Write to the King of Spain explaining what</li> </ul>	<ul style="list-style-type: none"> <li>Re-write a famous Egyptian myth, or write your own myth, with a focus on characterisation and dialogue.</li> <li>Sharing of newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Write a section of a play script based on scenes from Charlie and the Chocolate Factory.</li> <li>Sharing of leaflets all about the history of</li> </ul>

	<ul style="list-style-type: none"> <li>Kipling's Danegeld poem</li> <li>Dragon eyes art gallery display.</li> </ul>	advertising Victorian jobs, schools and inventions.	Shackleton. <ul style="list-style-type: none"> <li>RWP final pieces.</li> <li>Display of exploration vehicles made from junk modelling.</li> <li>Presentation of scientific drawings made by explorers.</li> </ul>	you have found on your first, second or third voyage. <ul style="list-style-type: none"> <li>Which famous explorer am I? riddle poems performance.</li> </ul>	articles written about Howard Carter's discovery of Tutankhamun's tomb <ul style="list-style-type: none"> <li>Museum/Art gallery of Egyptian headdresses made and tomb painting artwork.</li> </ul>	chocolate and how chocolate is made. <ul style="list-style-type: none"> <li>Museum/Art gallery of Mayan masks and pots.</li> <li>Performance of personification poetry on Mayan Gods.</li> </ul>
<p style="text-align: center;"><b>English SPOKEN LANGUAGE</b> <i>(all objectives are taught throughout the academic year)</i></p>	<ul style="list-style-type: none"> <li>Pupils understand that spoken language underpins the development of reading and writing</li> <li>There is continual development of pupils' confidence and competence in spoken language and listening skills</li> <li>Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write</li> <li>Pupils are assisted in making their thinking clear to themselves, as well as to others</li> <li>Pupils build secure foundations by using discussion to probe and remedy their misconceptions</li> <li>Pupils are taught to understand and use the conventions for discussion and debate</li> <li>All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama</li> <li>Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role</li> <li>Pupils are given opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances</li> </ul>					
<p style="text-align: center;"><b>English READING</b> <i>(all strands are taught throughout the academic year: Decoding, Vocabulary, Inference, Predicting, Explain, Retrieve, Sequencing and Summarising)</i></p>	<ul style="list-style-type: none"> <li>How to be a Viking, by Cressida Cowell.</li> <li>Hack and Whack, by Francesca Simon.</li> <li>Arthur and the Golden Rope, by Joe Todd Stanton.</li> <li>Danegeld, Rudyard Kipling.</li> </ul>	<ul style="list-style-type: none"> <li>Oliver Twist, Usborne Young Reader.</li> <li>Queen Victoria's Bathing Machine, by Gloria Whelan.</li> <li>Hetty Feather, by Jacqueline Wilson.</li> <li>The Little Chimney Sweep, by Ernestine Northover</li> </ul>	<ul style="list-style-type: none"> <li>Ice Trap! Shackleton's Incredible Expedition, by Meredith Hooper.</li> <li>The Great Explorer, by Chris Judge.</li> <li>Dougal's Deep Sea Diary, by Simon Bartram.</li> <li>The secret of Black Rock, by Joe Todd-Stanton.</li> <li>Flotsam, by David Weisner.</li> <li>Shark Lady, by Jess Keating.</li> <li>Curiosity, by Markus Motum.</li> <li>Around the world in eighty days, by Jules Verne.</li> <li>Amazon, by Margaret Mee.</li> <li>In 1942, by Jean Marzollo.</li> </ul>	<ul style="list-style-type: none"> <li>The Egyptian Cinderella, by Shirley Climo.</li> <li>Pharaoh's fate, by Camille Gautier.</li> <li>Story of Tutankhamun, by Patricia Cleveland Peck.</li> <li>Meet the Ancient Egyptians, by James Davies.</li> </ul>	<ul style="list-style-type: none"> <li>The Chocolate Tree, by Linda Lowery.</li> <li>Rain Player, by David Wisniewski.</li> <li>You wouldn't want to be a Mayan Soothsayer, by Rupert Matthews.</li> <li>The Story of Chocolate, by Katie Daynes.</li> </ul>	
	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> There's a Viking in my bed, by Jeremy Strong. How to Train your Dragon, by Cressida Cowell.</p>	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> Street Child, by Berlie Doherty. Horrible Histories Vile Victorians, by Terry Deary.</p> <p><b>Lower Group:</b></p>	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> Shackleton's Journey, by William Grill. Pugs of the Frozen North, by Philip Reeve.</p>	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> Secrets of a Sun King, by Emma Carroll. The Legend of Tutankhamun, by Sally Jane Morgan.</p>	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> The History Detectives Investigate: Mayan Civilisation, by Clare Hibbert. The Chocolate Factory Ghost, by David O'Connell.</p>	<p><b>Guided Reading Texts:</b> <b>Higher Group:</b> There's a Viking in my bed, by Jeremy Strong. How to Train your Dragon, by Cressida Cowell.</p>

	<p><b>Lower Group:</b> The Dragon’s Hoard, by Lari Don. You wouldn’t want to be a Viking Explorer, by Andrew Langley.</p>	<p>Oliver Twist, Retold by Jill Tavner. Hetty Feather, by Jacqueline Wilson. You wouldn’t want to be a Victorian Schoolchild, by John Malam.</p>	<p><b>Lower Group:</b> The last polar bears, by Harry Horse. Race to the Frozen North, by Catherine Johnson.</p>	<p><b>Lower Group:</b> Flat Stanley and the Great Egyptian Grave Robbery, by Sara Pennypacker. The Scarab’s Secret, by Nick Would and Christina Balit. The time travelling cat and the Egyptian Goddess, by Julia Jarman.</p>	<p><b>Lower Group:</b> Charlie and the Chocolate Factory, by Roald Dahl. Do you speak chocolate, by Cas Lester.</p>	<p><b>Lower Group:</b> The Dragon’s Hoard, by Lari Don. You wouldn’t want to be a Viking Explorer, by Andrew Langley.</p>
<p>English <b>WRITING &amp; HANDWRITING</b> <i>(all strands are taught throughout the academic year: Purpose &amp; effect, Grammar, Punctuation, Handwriting, Spelling)</i></p>	<p>Stories with a historical setting: •Creative recounts from the perspective of a historical character •Writing sections of narrative focusing on historical setting description</p> <p>Non-chronological reports: •Fact files •Use of titles, headings, subheadings and diagrams •Including explanations and information flow charts</p> <p>Performance Poetry: •Reciting a wider range of familiar poems by heart •Reading and performing free verse</p> <p>Suggested Poem: Danegeld, by Rudyard Kipling.</p>	<p>Stories with a historical setting: •Creative recounts from the perspective of a historical character •Writing sections of narrative focusing on historical setting description</p> <p>Diary entries: •First person narratives •Past tense •Use of informal tone •Including feelings and opinions</p> <p>Poet appreciation: •Focus on the poems of one particular poet (This could be war poetry for Remembrance Day) •Researching the poet’s background •Performing their poems by heart</p> <p>Suggested Poem: The Little Chimney Sweep, by Ernestine Northover.</p>	<p>Adventure, quest and mystery stories: •Narratives from different points of view •Writing sections of narrative focusing on characterisation and plot development</p> <p>Biographies: •Focusing on the lives of famous adventurers and explorers •Summarising life events •Chronological order •Conclusions about legacy</p> <p>Creating images: •Examining how poets can use expressive and figurative language to create atmosphere •Look at examples of the use and effect of: alliteration, similes,</p>	<p>Stories with a theme: •Following a clear story mountain planning structure •Stories that raise issues or moral dilemmas</p> <p>Letters: •Formal and informal letter writing •Real and imaginary examples</p> <p>Riddles and Limericks: •Use of set/stock phrases •Inclusion of humour •Use of rhyme and rhythm •Use of mystery, anticipation and word play</p> <p>Suggested Poetry: Which famous explorer am I?</p>	<p>Myths and Legends: •Re-writing an Egyptian myth with a focus on characterisation and dialogue •Writing own myth or legend with a focus on characterisation and dialogue</p> <p>Newspapers: •Headlines and by-lines •The 5 Ws •Understanding the difference between facts and opinions</p> <p>Comparing poems: •Comparing and contrasting two different poems on the same theme •How is their form and structure different or similar? •What is the context of the two poets? •Example: A.A. Milne and Emily Dickinson’s poems about the wind.</p> <p>Suggested Poetry: Compare and</p>	<p>Play scripts: •Writing and performing play scripts based on familiar stories •Play scripts based on scenes from Charlie and the Chocolate factory</p> <p>Leaflets and adverts: •Summarising key information •Eye-catching layouts •Slogans •Persuasive vocabulary</p> <p>Exploring Form: •The effects of rhyming and non-rhyming within poetry •The effects of personification and powerful verbs and adverbs to create images in the reader’s mind •Writing own poems using personification</p> <p>Suggested poetry: Personify natural phenomena, such as Storms, Death and Food, just</p>

			<p>metaphors and onomatopoeia</p> <ul style="list-style-type: none"> <li>• Write own poems using figurative and expressive language</li> </ul> <p>Suggested Poem: In 1942 by Jean Marzollo.</p>		<p>contrast different poems about Tutankhamun. For example, rhyming poems compared to shape poems and acrostic poems.</p>	<p>like the Mayans did with some of their Gods, for example – Chac, Kini and Maize Gods. Write poems using powerful verbs, adverbs and personification about these Mayan Gods.</p>
<p>Mathematics (from Power Maths Scheme of Work)</p>	<ul style="list-style-type: none"> <li>• Unit 1: Place value 4 digit numbers</li> <li>• Unit 2: Place value 4 digit numbers</li> <li>• Unit 3: Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4: Measure - perimeter</li> <li>• Unit 5: Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6: Multiplication and division</li> <li>• Unit 7: Measure - area</li> <li>• Unit 8: Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 9: Fractions</li> <li>• Unit 10: Decimals</li> <li>• Unit 11: Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 12: Money</li> <li>• Unit 13: Time</li> <li>• Unit 14: Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 15: Geometry – angles and 2d shapes</li> <li>• Unit 16: Geometry – position and direction</li> </ul>
<p>Science</p> <p><i>Working Scientifically (objectives taught throughout the year)</i></p>	<p><i>ELECTRICITY</i></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <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.</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</li> </ul>	<p><i>SOUND</i></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from 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>	<p><i>LIVING THINGS AND THEIR HABITATS</i></p> <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 environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><i>ANIMALS, INCLUDING HUMANS</i></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><i>STATES OF MATTER</i></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	

	conductors and insulators, and associate metals with being good conductors.				
Geography Skills and fieldwork objectives taught throughout the year	<p>The geography of Britain in the Anglo-Saxon period. Including:</p> <ul style="list-style-type: none"> <li>Naming and locating the 7 Kingdom's of Anglo-Saxon Britain.</li> <li>Identifying the human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of Anglo-Saxon Britain; and understand how some of these aspects have changed over time.</li> <li>Identifying and locating the countries of Scandinavia (Sweden, Norway and Denmark) in relation to Britain.</li> </ul>	<p>The geography of Britain in the Victorian period. Including:</p> <ul style="list-style-type: none"> <li>Types of settlement, land use and economic activity including trade links, in Victorian Britain.</li> <li>The distribution of natural resources including energy, food, minerals and water during the Victorian era.</li> </ul>	<p>How locational knowledge of the world developed during the Age of Discovery. Including:</p> <ul style="list-style-type: none"> <li>Locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, the North and South Poles, parts of the Muslim world and China.</li> <li>Identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Types of settlement, land use and economic activity including trade links, in different countries across the globe during the Age of Discovery.</li> </ul>	<p>Describe and understand key aspects of physical geography in relation to Ancient Egypt. Including:</p> <ul style="list-style-type: none"> <li>Locating and mapping the River Nile and its significance in Ancient and modern Egypt.</li> <li>Exploring the types of settlement, land use, economic activity and the distribution of natural resources in Ancient Egypt.</li> </ul>	<p>Compare and contrast the human and physical geography of London with that of a region in North or South America. Including:</p> <ul style="list-style-type: none"> <li>Similarities and differences between London and the Mayan Civilisation regarding: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and the water cycle.</li> <li>Similarities and differences between London and the Mayan Civilisation regarding: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
History	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Including:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion resistance by Alfred the Great and Athelstan, first King of England</li> <li>Further Viking invasions</li> </ul>	<p>Victorian Britain - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including:</p> <ul style="list-style-type: none"> <li>The changing power of monarchs using the case study of Queen Victoria.</li> <li>Changes in an aspect of</li> </ul>	<p>The Age of Discovery – developing a chronologically secure knowledge of world history. Including:</p> <ul style="list-style-type: none"> <li>The 15<sup>th</sup>-17<sup>th</sup> century, the period in European history in which extensive overseas exploration emerged as a powerful factor in European culture and which was the beginning of globalization</li> <li>Understanding how our knowledge of the Age of Discovery is constructed from a range of</li> </ul>	<p>Ancient Egypt – An in-depth study. Including:</p> <ul style="list-style-type: none"> <li>The achievements of one of the earliest civilizations</li> <li>An overview of where and when the first Ancient Egyptian civilization appeared.</li> </ul>	<p>Mayan Civilisation – An in-depth study. Including:</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history, for example the Mayan civilization c. AD 900.</li> </ul>

	<p>and Danegeld</p> <ul style="list-style-type: none"> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>	<p>social history, such as crime and punishment, education and jobs in Victorian Britain.</p> <ul style="list-style-type: none"> <li>A significant turning point in British history, such as the invention of the telephone and the first railways in Victorian Britain.</li> </ul>	sources.			
Computing	<p>Vicious Vikings</p> <p>Minecraft Challenges</p> <ul style="list-style-type: none"> <li>Children will create their own Viking city using a Minecraft App</li> </ul>	<p>Wizard School</p> <ul style="list-style-type: none"> <li>Children will undertake a series of challenges based around the Harry Potter books</li> </ul>	<p>Adventurers &amp; Explorers</p> <p>Hour of code</p> <ul style="list-style-type: none"> <li>Children will learn how to code using algorithms and programs Children will write instructions and code their own adventure game</li> </ul>	<p>Adventurers &amp; Explorers</p> <p>My online life:</p> <ul style="list-style-type: none"> <li>Improve children's knowledge of the risks of their online lives and to develop skills when using online services</li> <li>Online safety activities</li> </ul>	<p>Fake or real?</p> <ul style="list-style-type: none"> <li>Children will learn about fake news and how they can sort the truth from the lies</li> <li>Using ireporter children will create a video of what they have found out-Howard Carter Tomb</li> <li></li> </ul>	<p>Chocolate</p> <ul style="list-style-type: none"> <li>Children will learn all about filming techniques and storytelling skills</li> <li>Children will create their own summer blockbuster on one of scenes from Charlie &amp; The Chocolate factory-RWP</li> </ul>
Art	Drawing	Painting	Printing	Mixed Media	Sculpture	<i>Collage</i>
Design and Technology	Dragon Eyes – Using clay and marbles.	Victorian inventions - Using junk modelling to create miniature versions of some of the most important inventions of the Victorian era. For example, Alexander Graham Bell's first telephone.	Junk modelling to create vehicles of exploration: sailing ships, submarines, sleds, rockets etc.		Creating own Egyptian headdresses from a variety of materials.	Make a traditional Mayan mask, either inspired by animal event masks or the Death masks. Use Papier Mache techniques.
SMSC and PSHE	<p><i>Jigsaw: Being Me in My World</i></p> <p>School Value Focus: WE CARE and Collaborate</p>	<p><i>Jigsaw: Celebrating Difference</i></p> <p>School Value Focus: Enjoy</p>	<p><i>Jigsaw: Dreams and Goals</i></p> <p>School Value Focus: Aspire</p>	<p><i>Jigsaw: Healthy Me</i></p> <p>School Value Focus: Endeavour</p>	<p><i>Jigsaw: Relationships</i></p> <p>School Value Focus: Wonder</p>	<p><i>Jigsaw: Changing Me</i></p> <p>School Value Focus: Reflect</p>

	(revisited throughout the year)					
Religious Education	Sikh Rites of Passage	Christmas Journeys	Hindu Worship at Home and in the Mandir <i>(Visit to a Mandir)</i>	Why is Easter important to the Christians?	Buddhist Festivals	Belonging and Identity
Music	Focus: Recorder Skills/Singing/ Tamboo Bamboo <ul style="list-style-type: none"> <li>Singing development – more complex rounds</li> <li>Recorder skills- minimum notes BAG CD ED</li> <li>Introduce Tamboo Bamboo after half term</li> </ul>		Focus: Body Percussion2 - group composition <ul style="list-style-type: none"> <li>More complex body percussion patterns, teacher led.</li> <li>Small group compositions with awareness of form and structure</li> <li>Including recorders</li> </ul>		Focus: Ukulele Introduction <ul style="list-style-type: none"> <li>Pluck open strings – read from stave</li> <li>Strum open string and chord of C (minimum)</li> <li>Recorder pieces and songs with Uke ostinato</li> </ul>	
Physical Education	Invasion games – Tag rugby and swimming	Dance and swimming	Gymnastics	Dodgeball	Striking games - Cricket	Athletics
Spanish (Language Angels scheme of work)	<p>Me presento In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Count to 20 in Spanish. ·</li> <li>Say their name and age in Spanish. ·</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.</li> </ul>	<p>Puedo In this unit the children will learn to:</p> <ul style="list-style-type: none"> <li>Recognise some common Spanish verbs/activities ·</li> <li>Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>Use these verbs in the infinitive with puedo.</li> </ul>	<p>La familia In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Say the nouns in Spanish for members of their family.</li> <li>Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</li> </ul>	<p>Desayuno en el café In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Order from a selection of foods from a Spanish menu.</li> <li>Order from a selection of drinks from a Spanish menu. Ask for the bill.</li> <li>Remember how to say hello, goodbye, please and thank you.</li> </ul>	<p>Tienes una mascota? In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat, recognise the eight nouns (including the correct article for each) for pets in Spanish.</li> <li>Tell somebody in Spanish if they have or do not have a pet. · Ask somebody else in Spanish if they have a pet.</li> <li>Tell somebody in Spanish the name of their pet. · Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).</li> </ul>	tbc