

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Vikings – Were the Vikings successful in their attempt to gain control of England?

Term: 2

Hooks: A short drama production of Beowulf

Texts: Beowulf – Michael Morpurgo The Walrus and the Carpenter by Lewis Carroll/Cautionary tales by Hilaire Belloc

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our Viking topic – Beowulf – Michael Morpurgo	Prediction/ retrieval/skimming/ inference/ explanation/context	characterisation/ inference explanation/ author’s intent	vocabulary/prediction / explanation/	Inference/vocabulary/	prediction/summarise /characterisation	retrieval/ explanation	inference/ vocabulary
Writing	Historical Fiction & Poetry <u>Speaking skills</u> speak audibly and fluently/participate in performances/ select and use appropriate registers/ listen and respond appropriately ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary <u>Comprehension</u> Maintain positive attitudes ...by: . learning a wider range of poetry by heart / preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience/Provide reasoned justifications for their views/Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views <u>Composition</u> Plan their writing by: identifying the audience purpose of the writing, using other similar texts as models for their own writing . noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning / in narrative texts, describing settings, characters and atmosphere	Historical Fiction - Beowulf Super sentence stacking using class reader LQ: How can we create atmosphere when describing Grendel’s lair?	Historical Fiction - Beowulf Super sentence stacking using class reader LQ: How do writers build up Character description? (Beowulf)	Historical Fiction - Beowulf Super sentence stacking using class reader LQ: How can we use figurative language for good description?	Historical Fiction - Beowulf Super sentence stacking using class reader LQ: : How can we write our own chapter of a historical narrative?	Poetry – cautionary tales Super sentence stacking using class reader What do we mean by classic poetry? How can we memorise poetry? How does language create impact? What is meant by viewpoint?	Poetry- cautionary tales Super sentence stacking using class reader How are cautionary tales written & how can we analyse and compare cautionary tales?	Poetry – cautionary tales Super sentence stacking using class reader How can we use our knowledge of cautionary tales to write our own?

	<p>Evaluate and edit by: . assessing the effectiveness of their own and others' writing/. proposing changes to grammar, vocabulary and punctuation to enhance effects.</p> <p>Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p> <p>Read own writing aloud, using the right expression to make the meaning clear</p>							
GPS	<p>Grammar Understand how expanded noun phrases convey details concisely. Write expanded noun phrases to describe a character Revise grammatical terms: noun, verb, adjective, adverb, preposition & determiner. learn to identify modal verbs in texts; Use them in writing Start to understand how the passive voice affects the presentation of information.</p> <p>Spellings Be able to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. -cious, -cial. Be able to find words with 'silent' letters and know what they mean. Distinguish between homophones and other words which are often confused (Appendix 1 Yr. 5-6). Be able to spell accurately most words that are often misspelt (Yr. 3-4) and begin to learn some from the Yr. 5-6 list and other similar words. Be able to use a dictionary & thesaurus with increasing confidence With revision and guidance, I proof-read writing in order to identify spelling errors. Spellings</p> <p>Punctuation Learn to identify sentences which include a parenthesis (or embedded clause) Use a comma correctly, to separate clauses and make the meaning clear. Identify colons within a text and explain how it is used. Use hyphens for effect. During shared reading experiences, discuss how punctuation marks are used to create pauses. Revise the punctuation rules for direct speech With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>	<p>LQ: How do we find effective synonyms for our writing? What is a modal verb and how do we use them in our writing?</p>	<p>LQ: How do hyphens change the meaning of a sentence? How can hyphens be used to change the meaning of a limerick?</p>	<p>LQ: How can we use expanded noun phrases to describe a character? Are we able to identify and name nouns, verbs, adjectives, adverbs, prepositions & determiners?</p>	<p>LQ: How can we use a colons and semi colons in a list? How can we use a thesaurus to find synonyms & place words in order of intensity? How do writers use different verb tenses?</p>	<p>LQ: How can we use brackets to add extra information about characters? What is the effect of figurative language? What are the differences between statement, command and questions?</p>	<p>LQ: How are commas used to separate clauses? Can we remember how to punctuate direct speech correctly? Apostrophes- contraction, omission or possession?</p>	<p>LQ How do writers use passive voice for effect? Consolidation</p>
Maths	<p>Statistics Comparison, sum. Difference/Introduce line graphs/read and interpret line graphs draw line graphs/use line graphs to solve problems/read & interpret tables/two-way tables/timetables Multiplication & division Multiples/factors/common factors/prime numbers/square numbers/cube numbers multiply by 10,100,1000 divide by 10,100,1000 multiples of 10,100,1000 Perimeter & area measure perimeter/perimeter on a grid perimeter of rectangles/ rectilinear shapes calculate perimeter/counting squares</p>	<p>Statistics LQ: How can one line give us so much information?</p>	<p>Statistics LQ: How can we read timetables correctly?</p>	<p>Multiplication & division LQ: What's the difference between multiples and factors?</p>	<p>Multiplication & division LQ: How do we multiply by 10,100 & 1000?</p>	<p>Multiplication & division LQ: How do we divide by 10,100,1000?</p>	<p>Perimeter & area LQ: What can we remember about perimeter? How do we calculate the perimeter of rectilinear shapes?</p>	<p>Perimeter & area LQ: How do we calculate the area of rectangles, compound shapes and irregular shapes?</p>

	area of rectangles/area of compound shapes/area of irregular shapes							
Science	To be able to identify scientific evidence that has been used to support or refute ideas or arguments. To be able to take repeated accurate measurements using a stopwatch. To be able to explain the degree of trust in results. To be able to use test results to make predictions to set up further fair-tests. To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests. To be able to plan a fair-test; identifying the control variables. To be able to use test results to make predictions to set up further fair-tests.	<u>Forces</u> How does the surface area of a piece of paper affect how quickly it falls?	<u>Forces</u> How does the surface area of the blades affect the time it takes the spinner to fall?	<u>Forces</u> What affects how well a parachute falls?	<u>Forces</u> What are the effects of friction in everyday life?	<u>Forces</u> How does the shape of an object affect how it moves through water?	<u>Forces</u> How does the mass of a boat affect the depth it travels below the water surface?	<u>Forces</u> How do some mechanisms allow a smaller force to have a greater effect?
RE Incarnation Big Question: Was Jesus Christ the Messiah?	<u>Making sense of the text:</u> Be able to explain the place of incarnation & messiah within the 'big story' of the bible. Be able to identify Gospel and prophecy texts using technical terms Be able to explain connections between biblical texts, incarnation and Messiah, using theological terms <u>Understanding the impact:</u> Show how Christians put their beliefs about Jesus's incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible. <u>Making connections:</u> Weigh up how far the idea that Jesus is the messiah - a saviour from God - is important in the world today & , if it is true what difference that might make in people's lives.	LQ: What do we remember about the Big Frieze and the Biblical events depicted therein?	LQ :What is the big story of the bible and how does Incarnation and Messiahs fit within it?	LQ: Why do Christians believe Jesus was the messiah?	LQ: How do Christians' beliefs impact on their lives at Christmas?	LQ: How does the Transfiguration give clues to Christians that indicate Jesus is the son of God?	LQ: Who will be the next messenger?	LQ: What have we learnt from this term's work and what has been the impact in our own live?
Computing	To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. To know how to maintain secure pws To understand the advantages & disadvantages, permissions & purpose of altering an image digitally & the reason for this To be aware of appropriate & inappropriate text, photographs & videos & the impact of sharing these online. To learn about how to reference sources in their work To search the internet with a consideration for the reliability of the results of sources to check validity & understand the impact of incorrect information. Ensure reliability through using different methods of communication. Spreadsheets Conversion of measurements Novel use of the count tool Formulae including the advanced code Using text variables to perform calculations Use a spreadsheet to plan an event	Computing: Purple Mash <u>Online safety</u> LQ: What are the dangers online and how can we keep ourselves safe?	Computing: Purple Mash <u>Spreadsheets</u> LQ: How can we create a formula in a spreadsheet to convert m to cm?	Computing: Purple Mash <u>Spreadsheets</u> LQ: How can we create a spreadsheet that converts miles to km and vice versa?	Computing: Purple Mash <u>Spreadsheets</u> LQ: How can we use the 'how many tool to work out which letters are the most common?	Computing: Purple Mash <u>spreadsheets</u> LQ: How can we use a spreadsheet to work out the area and perimeter of rectangles?	Computing: Purple Mash <u>spreadsheets</u> LQ: How can we use our learning to solve real life problems involving area & perimeter?	Computing: Purple Mash <u>spreadsheets</u> LQ: Can we create a formula that uses different variables? (How many days are there in x number of weeks or years?)

History	<p>chronological understanding</p> <ul style="list-style-type: none"> -Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact -Place historical eras on a timeline showing periods of time -Be able to build up a picture of what main events happened in Britain /the world during different centuries -Use mathematical skills to work out time scales & differences -Use correct dates in work <p>Knowledge & interpretation</p> <ul style="list-style-type: none"> -Describe and give opinion about historical events -Be able to appreciate that significant events in history have helped shape the country we have today -Describe features of historical events & people from past societies & periods we have studied <p>Historical enquiry</p> <ul style="list-style-type: none"> -Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present 	<p><u>LQ:</u> What was Britain like before the first Viking invasions?</p>	<p><u>LQ:</u> What can we learn about the first Viking invasions?</p> <p><u>Lindisfarne</u></p>	<p><u>LQ:</u> How did the Viking settlement of Britain affect the Anglo Saxons?</p>	<p><u>LQ:</u> Why was King Alfred the first British king to be called the Great?</p>			
Geography	<p>locational knowledge Can I locate some countries of the world on a world map with more accuracy?</p> <p>Can I locate countries and cities of the UK with more accuracy?</p> <p>Can I identify aspects of physical geography and human geography that have changed over time?</p> <p>Can I identify the position and significance of at least 5 from the following; latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones?</p> <p>Human & physical geography.</p> <p>Revise y3 and 4 - Mountains / volcanoes / earthquake, water cycle, vegetation belts, climate zones</p> <p>Revise y3 and 4 - Settlements, land use, distribution of natural resources, trade links</p> <p>Y5 – as y 3 and 4 studying alternative locations and distribution of energy / minerals and economic activity.</p> <p>Place knowledge</p> <ul style="list-style-type: none"> -Be able to study 2 regions of the UK and a region in a European country and identify some similarities and differences in physical geography between the them <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> -Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features? - Be able to use some of the 8 points of the compass, four figure grid references and six figure grid references more accurately, symbols, keys (including Ordnance Survey maps?) 					<p><u>LQ:</u> Why did the Vikings settle in Jorvik?</p> <p>Explore why the geography of York – rivers, coastline etc was an attractive location for a Viking city.</p>	<p><u>LQ:</u> What is modern York like?</p>	<p><u>LQ:</u> How does modern York compare to the modern city of Oslo?</p>
Art Viking boats	<p>Exploring ideas</p> <p>Create sketch books to record their observations and use to review & revisit ideas/Record & explore ideas from 1st hand observations, experience & imagination& ideas for different purposes</p> <p>Question & make observations about starting points & select ideas for use in their work, recording & annotating in sketchbooks.</p> <p>Think critically about their art & design work.</p> <p>Painting</p> <p>develop a painting from a drawing.</p> <p>experiment with different media and materials for painting.</p> <p>smix and match colours to create atmosphere and light effects</p>	<p><u>LQ:</u></p> <p>What observational sketches can we make from photos of replica Viking boats?</p>	<p><u>LQ:</u></p> <p>How can we use different paint techniques to create a 3 d collage depicting sea and sky?</p>	<p><u>LQ:</u></p> <p>How can we create a Viking ship to add to our collage?</p>	<p><u>LQ:</u></p> <p>NA</p>	<p><u>LQ:</u></p> <p>NA</p>	<p><u>LQ:</u></p> <p>NA</p>	<p><u>LQ:</u></p> <p>NA</p>

	<p>identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>Drawing</p> <p>experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p>Collaging</p> <p>Add collage to a printed or painted background Use a range of media to create collages Use different techniques, colours & textures when designing & making pieces of work Use collage as a means of extending work from initial ideas</p>							
D.T	<p><u>Designing-understanding users, contexts and Purposes</u></p> <ul style="list-style-type: none"> -describe purpose of product -indicate the design features of their products that will appeal to intended users -explain how particular parts of their products work <p><u>Designing - Generating, developing, modelling and communicating ideas-</u></p> <ul style="list-style-type: none"> -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas <p><u>Making - Planning</u></p> <ul style="list-style-type: none"> -select tools and equipment suitable for the task -explain their choice of tools and equipment in relation to the skills and techniques they will be using -select materials and components suitable for the task <p><u>Making – Practical skills and techniques</u></p> <ul style="list-style-type: none"> -follow procedures for safety and hygiene -use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components -accurately measure, mark out, cut and shape materials and components -accurately assemble, join and combine materials and components <p><u>Technical Knowledge – Making products work</u></p> <ul style="list-style-type: none"> -how to use learning from science and maths to help design and make products that work -that materials have both functional properties and aesthetic qualities -that materials can be combined and mixed to create more useful characteristics -that mechanical and electrical systems have an input, process and output -the correct technical vocabulary for the projects they are undertaking how mechanical systems such as cams or pulleys or gears create movement -how more complex electrical circuits and components can be used to create functional products - how to reinforce and strengthen a 3D framework 	<p><u>LQ:</u> What were the design features of the Mars Curiosity Rover?</p>	<p><u>LQ:</u> What will be our design criteria for our own motorised models of rovers?</p>	<p><u>LQ:</u> Can we follow instructions to make a simple moveable chassis?</p>	<p><u>LQ:</u> How can we incorporate a circuit including a motor?</p>	<p><u>LQ:</u> Can we evaluate and improve our model?</p> <p>Does our model meet our design criteria?</p>		

P.E	Coaches Skills to be advised by coaches	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
PHSE	Be able to understand : -why and how rules & laws that protect us & others are made & enforced. - that different rules are needed in different situations& and how to take part in making and changing rules -that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices -that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -how 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	Different cultures LQ: What do we mean by culture & how can cultural differences in our own country sometimes cause conflict?	Racism LQ: What is racism and why is it important to embrace people from different races?	Rumours/name calling LQ: How can we manage our feelings in bullying situations and how can we resolve bullying problems?	Types of bullying LQ: What are the different types of bullying & how can we support bullies and the bullied?	Money LQ: How important is material wealth to our personal happiness?	Other cultures LQ: What can we learn from other cultures?	LQ: What has been the impact of our learning this term?
French	Reading -Read & understand some of the main points from a short text Recognise how cognates can help to understand new language. Writing -Write a few sentences using a model which are joined using simple conjunctions. Use 1st and 3rd person singular forms of familiar verbs. Speaking-Communicate by asking a wider range of questions.Understand and express simple opinions. Listening Pick out some of the main points from short spoken passages and/or conversations. Intercultural Understanding Recognise similarities and difference between our everyday lives and those of others. Grammar Know how to make a sentence negative. Know that adjectives agree with the noun. Use avoir and etre competently	LQ: What hobbies do we like/dislike?	LQ: What hobbies do we like/dislike?	LQ: What pets do we have and are they big or small?	LQ: What pets do we have and are they big or small?	LQ: Where do we live?	LQ: Where do we live?	Consolidation
Music	Term 3	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Learning Environment in corridor displays	Viking display – collages of Viking longboats							