



**English**

Story - Story ending  
 Creative writing - text based  
 Description - setting  
 Persuasive writing  
 Poetry  
 Non-chronological report  
 Biographies  
 Explanation - Science  
 Diary Writing




**Maths - Hodder**

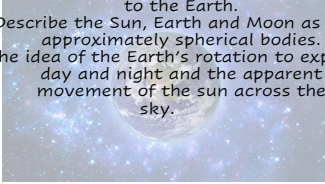
Place Value  
 Addition and Subtraction  
 Multiplication and Division  
 Fractions including Decimals and Percentages  
 Ratio and Proportion  
 Algebra  
 Measurement  
 Geometry  
 Statistics



**Science**

**Forces**  
 Explain unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  
 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  
 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.


**Earth and Space**  
 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  
 Describe the movement of the Moon relative to the Earth.  
 Describe the Sun, Earth and Moon as approximately spherical bodies.  
 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.



**Geography - Collins**

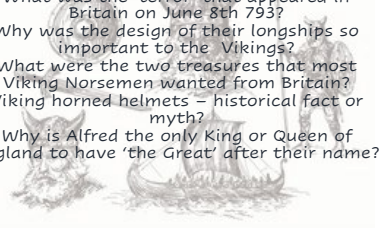
**How do volcanoes affect the lives of people on Hiemaey (Iceland)?**

This enquiry encourages pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes – the very essence of geography. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. As the enquiry evolves, pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.



**History - Collins**

**Who were the Anglo-Saxons and how do we know what was important to them?**  
 Why did the Romans leave Britain?  
 Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?  
 How did the lives of Anglo-Saxons change after Ethelbert met Augustine?  
 How did converting to Christianity change the lives of people in Britain?  
 What does Sutton Hoo tell us about the Anglo-Saxon world?  
**What did the Vikings want and how did Alfred help to stop them getting it?**  
 What was the 'terror' that appeared in Britain on June 8th 793?  
 Why was the design of their longships so important to the Vikings?  
 What were the two treasures that most Viking Norsemen wanted from Britain?  
 Viking horned helmets – historical fact or myth?  
 Why is Alfred the only King or Queen of England to have 'the Great' after their name?



**Art**

**Anglo Saxons and the Vikings**  
**3D Form Clay - Make Viking Jewellery/Slab knotted animals/ Clay Dragon Head.**

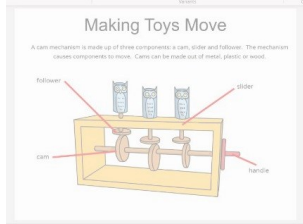
In this unit the children will draw upon their knowledge of Viking art to design a piece of Viking jewellery/a slab knotted snake/a dragon head. The children will work with clay to create their piece as it was designed. The children will assess their own work and state what they think and feel about it.




**Design and Technology**

**Moving Toys**

The children will investigate cam mechanisms and the toys that contain them. They will discover how different shaped cams can alter the movement of the follower and how to create a sturdy structure using a variety of tools and techniques.




**Anglo-Saxons & The Vikings**



**PSHE - Jigsaw**

**Dream and Goals**  
 I can describe the dreams and goals of a young person in a culture different from mine.

**Healthy Me**  
 I can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.




**Religious Education**

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

**L2.3 What is the 'Trinity' and why is it important for Christians?**


**L2.5 Why do Christians call the day Jesus died 'Good Friday'?**



**Information Technology**

**Programming A Sequence in music 3.3**  
 This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

**Data and information Branching databases 3.4**  
 Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.



**Physical Education**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:  
 Use running, jumping, throwing and catching in isolation and in combination  
 Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending  
 Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)  
 Perform dances using a range of movement patterns  
 Take part in outdoor and adventurous activity challenges both individually and within a team  
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Hockey  
 Dance  
 Basketball  
 Gymnastics



**Music - Music Express**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  
 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
 Improvise and compose music for a range of purposes using the inter-related dimensions of music  
 Listen with attention to detail and recall sounds with increasing aural memory  
 Use and understand staff and other musical notations  
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
 Develop an understanding of the history of music.

**Poetry-performance**  
**Environment-composition**  
**Sounds-exploring sounds**  
**Recycling-structure**



**French**

**Que lest la date aujourd'hui?**  
**What is the date today?**

In this unit the children will learn how to:  
 Revise days of the week and numbers 1-30.  
 Repeat and recognise the months of the year in French.  
 Ask when somebody has a birthday and say when they have their birthday.  
 Say the date in French.  
 Create a French calendar.  
 Recognise the key dates in the French calendar.  
 (+phonics stage 3)



**Events**

Easter Party  
 Easter Service

