








Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
<b>Topic</b> 1) Entry and Exit 2) Key Question	<h3 style="text-align: center;">Anglo- Saxons and the Vikings</h3> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">How did the Anglo-Saxons and the Vikings change the face of Britain?</p> <p>Entry: Place Anglo-Saxons and Vikings in history Exit: Jorvik Visit</p>		<h3 style="text-align: center;">Express Yourself – Physically and Mentally</h3> <div style="display: flex; justify-content: space-around;">  <p>How do artists express emotions in their work?</p> <p>Entry: Teach a skill</p> <p>How do we look after our bodies?</p> <p>Exit: Ninja Warrior Trip</p> </div> 		<h3 style="text-align: center;">Weather and Climate</h3>  <p>How do climate zones affect land use?</p> <p>Entry: Creating their own weather report. Exit: Local weather reporter visit.</p>		<h3 style="text-align: center;">Local History – Saltaire</h3>  <p>How did Titus Salt change the lives of his workers?</p> <p>Entry: Human timeline Exit: Saltaire walking tour</p>			
<b>Key Texts that will be studied</b>	<p><u>Doug Lemov:</u>                      Archaic Texts – <i>Just So Stories, The Wolves of Willoughby Chase</i>                      Non-linear sequences –                      Complexity of the Narrator – <i>Sky Song</i>                      Complexity of Plot –                      Resistant Texts –</p> <p>Cogheart 1000 Year Old Boy</p> <p>Viking Boy The Vikings: Raiders, Traders and Adventurers! Viking Longship Everything Anglo-Saxons by National Geographic Kids Smashing Saxons by Terry Deary</p> <p>The Origin of Species Amazing Evolution</p>		<p><u>Doug Lemov:</u>                      Archaic Texts – <i>The Hobbit</i>                      Non-linear sequences –                      Complexity of the Narrator –                      Complexity of Plot –                      Resistant Texts –</p> <p>Pie Corbett – FARHER</p> <p>Boy in the Tower Can You See Me You are Awesome Women in Sport: Fifty Fearless Athletes Who Played to Win</p> <p>Hidden Figures Dr Maggie's Grand Tour of the Solar System Look Inside: Space</p>		<p><u>Doug Lemov:</u>                      Archaic Texts – <i>Tom's Midnight Garden</i>                      Non-linear sequences –                      Complexity of the Narrator – <i>A Tale Dark and Grimm</i>                      Complexity of Plot –                      Resistant Texts – <i>The Tyger (William Blake)</i></p>		<p><u>Doug Lemov:</u>                      Archaic Texts –                      Non-linear sequences – <i>Holes</i>                      Complexity of the Narrator –                      Complexity of Plot – <i>Shaun Tan study – The Arrival and The Lost thing.</i>                      Resistant Texts – <i>Shaun Tan study - The Arrival</i></p> <p>Escaping the Giant Wave What A Waste: Rubbish, Recycling, and Protecting our Planet Dear Greenpeace No One is too Small to Make A Difference National Geographic</p>		<p><u>Doug Lemov:</u>                      Archaic Texts –                      Non-linear sequences – <i>The Midnight Fox</i>                      Complexity of the Narrator –                      Complexity of Plot – <i>The Giver (Yr 6)</i>                      Resistant Texts –</p> <p>Pie Corbett - <i>Street Child</i></p> <p>Oliver Twist and Other Great Dickens Queen Victoria – V&amp;A Victorians (Eyewitness) 100 Facts Victorian Britain</p>	
<b>Educational Visits/Memorable Experiences</b>	Murton Park – a day in the life of a Viking.		Yorkshire Sculpture Park	Ninja Warrior Trip		Walking tour of Saltaire				
<b>Geography and History</b>	<p><u>History</u></p> <p><i>Anglo-Saxons:</i>                      The children will understand where the AS came from, why they invaded Britain and the impact of this. They will identify the 7 kingdoms, research Alfred the Great and learn about the mystery of Sutton Hoo. They will order historical events that happened in the AS period on a timeline.                      H1, H2, H3, H4, H5, H17, H18, H23</p> <p><i>Vikings:</i>                      They will create a timeline to place the Vikings and then investigate why they invaded Britain. They will compare and contrast the Anglo Saxons and Vikings, as well as the Vikings and the Romans. They will understand where the Vikings settlements are, particularly York. They will explore bias by investigating the difference in accounts between Vikings and monks.                      H6, H7, H17, H18, H20, H22, H23, H24</p>				<p><u>Geography</u></p> <p>The children will identify: lines of longitude and latitude, the twelve biomes, vegetation belts, the six climate zones and the associated seasonality, rainfall and temperatures and the Greenwich Meridian.</p> <p>G2, G5, G8.</p>	<p><u>History</u></p> <p>The students will understand why Saltaire was created and why living there was advantageous during the Victorian era. They will understand how important textiles were in the Victorian era and understand how clothing has changed. Furthermore, they will learn about Titus Salt and why he is remembered. They will order historical events that happened in the Victorian period on a timeline.</p> <p>H17, H18, H22, H25, H26, H27, H28, H29, H30, H31, H32.</p>				

<p><b>Art</b></p>	<p>The children will use pencils to show depth whilst recreating sketches of ships, burial grounds and jewellery.</p> <p><i>A1, A2, A3, A6, A12,</i></p>		<p>The children will explore how artists express emotion (paint) and will study the work of famous artists. Children will produce their own painting of The Scream using a digital of themselves.</p> <p><i>A2, A3, A7, A8, A10, A13, A14, A17, A18, A19,</i></p>	<p>The children will produce a pencil sketch of a person in motion, using computing software to isolate the actions. Pupils will view sculptures as well as 2D to depict movement and form.</p> <p><i>A1, A2, A3, A6, A8, A12, A13,</i></p>		
<p><b>Oracy</b></p>	<p><b>BE A SPEAKER</b>  <b>Summary of knowledge:</b>  The children, engaging their audience via pace, intonation, tone, volume and expression, will communicate their ideas confidently, making eye contact and selecting the appropriate register.</p> <p><i>Year 6: O1, O2, O3, O4</i>  <i>Year 5: O1, O2, O3</i></p>	<p><b>BE A LINGUIST</b>  <b>Summary of knowledge:</b>  Whilst exploring new vocabulary, the children will demonstrate an understanding of formality, and will apply this to the appropriate situation. They will enhance their points using: metaphors, humour, sarcasm and irony. The children will make abstract concepts clear and will use dialects or regional variations where appropriate.</p> <p><i>Year 6: O5, O6, O7, O8, O9</i>  <i>Year 5: O4, O5, O6, O7, O8</i></p>	<p><b>BE A THINKER</b>  <b>Summary of knowledge:</b>  The children will justify their opinions, be responsive to the feedback of others, summarise the main ideas of a presentation/discussion/conversation. They will structure their presentations (introductions, linked paragraphs, headings, points for discussion, persuasive devices, conclusions) and will sustain and argue their points using persuasion.</p> <p><i>Year 6: O10, O11, O12, O13, O14, O15</i>  <i>Year 5: O9, O10, O11, O12, O13, O14</i></p>		<p><b>BE AWARE OF OTHERS</b>  <b>Summary of knowledge:</b>  The children will listen carefully, make timely contributions and will respond to the work of others. They perform poetry and plays from memory, adapting their expression and tone. They follow multi-step instructions, respond to feedback about their listening and: gain, maintain and monitor the interest of the listener.</p> <p><i>Year 6: O116, O17, O18, O19, O20, O21, O22.</i>  <i>Year 5: O15, O16, O17, O18, O19.</i></p>	
<p><b>Design and Technology</b></p>	<p>Use consumer research to plan and design a moving Viking longboat toy. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create a longboat using the appropriate tools and materials. Accurately measure and cut pieces of wood. Use different joining techniques to assemble the boat, considering aesthetics. Use a hand drill to create tight and loose fit holes. Assemble and join the pulley and motor system. Evaluate the longboat, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT11, DT12, DT13, DT15, DT16, DT17, DT18</i></p>		<p>Create a design criterion by analysing and evaluating existing phone cases. Test a range of stitches to inform design choices and explore fastenings. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create a phone case using the appropriate tools and materials, considering aesthetics. Accurately measure and cut felt templates. Pin and tack fabric pieces together before stitching. Join the felt templates together using stitches and then add further decoration using stitching, gluing and stapling. Start to use a sewing machine. Evaluate the phone case, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT10, DT11, DT12, DT13, DT20, DT21, DT22, DT23,</i></p>	<p><u>During Living things and their Habitats</u>  Use consumer research to plan and design an automata animal. Understand and use cams to test movement ideas. Generate detailed and annotated sketches, cross-sectional diagrams and prototypes. Create an automata animal, using the appropriate tools and materials. Accurately measure and cut pieces of wood and card. Use different drilling and joining techniques to assemble the animal and cams system, considering aesthetics. Evaluate the automata animal, using a numbered scale.</p> <p><i>DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9, DT11, DT12, DT13, DT14, DT16, DT17, DT18.</i></p> <p><u>Fit for Life</u>  Research where food comes from and create a seasonality calendar. Understand the correct proportions to make a balanced meal. Plan, prepare and make a budgeted Spaghetti Bolognese, using specific techniques e.g. weighing, chopping, grating, cracking, beating, peeling, spreading, mixing, pouring, stirring, draining, garnishing, seasoning, boiling, frying and simmering.</p> <p><i>DT24, DT25, DT26, DT27, DT28, DT29, DT30.</i></p>		<p><b>Activities this term include:</b>  During English and History lessons, children will take part in a debate as to whether Titus Salt was a capitalist or philanthropist. They will discuss the use of tier three vocabulary to ensure historical writing is authentic.</p>

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<b>Science</b>	<b>Evolution and Inheritance – Y6</b>  <p>The children will recognise that living things have changed over time and will understand how fossils tell us about this. They will also understand that living things adapt to their environment and inherit traits from their parents.</p> <p><i>S1, S2, S3, S4</i></p>		<b>Earth and Space – Y5</b>  <p>The children will: name the planets in the solar system, can explain the movement of the moon and the earth relative to the sun. They can relate this to day and night.</p> <p><i>S5, S6, S7, S8, S9, S10</i></p>	<b>Living things and their Habitats - Y5&amp;6</b>  <p>The children will: describe the differences in the life cycles of mammals, amphibians, insects and birds whilst discussing reproduction in plants. They will then classify living things into broad groups.</p> <p><i>S11, S12, S13, S14, S15, S16.</i></p>	<b>Properties and Changes of Materials – Y5</b>  <p>The children will: classify materials based on their hardness, solubility, transparency, conductivity, and magnetism. They will then explore reversible and irreversible changes.</p> <p><i>S17, S18, S19, S20.</i></p>	
<b>Computing</b>	<b>Year 5: Programming Music</b> The children will create a space themed soundtrack that includes live loops.  <i>C1, C2, C3, C4,</i>	<b>Year 5: Micro: bit</b> Program an animation using an LED matrix design. Then, create a pilling programme and a scoreboard.  <i>C1, C2, C6,</i>	<b>Year 6: Python</b> Use python to create 2D shapes, patterns and Mondrian style art, using nested loops.  <i>C2, C3, C4,</i>	<b>Year 5: Stop Motion Animation</b> Explore still image animation in a 24 frame per second scenario  <i>C8, C9,</i>	<b>Year 6: History of Computing</b> Explore sound effects, radio plays, the first computers and the future of computing.  <i>C6, C7, C12, C15</i>	<b>Year 6: Skills Showcase</b> Code a micro: bit game, use CAD to create the product for their game and then market it with a video advert.  <i>Whole curriculum.</i>
<b>Physical Education</b>	<b>Outdoor - Tag Rugby - Year 5 and 6</b>  <b>Indoor - Real PE - Year 5/6 - Unit 1</b>  <i>PE5, PE6, PE7, PE8, PE9, PE10</i> <i>PE22, PE23, PE24, PE25</i>	<b>Outdoor - Football - Year 5 and 6</b>  <b>Indoor - Real PE - Year 5/6 - Unit 2</b>  <i>PE5, PE6, PE7, PE8, PE9, PE10</i> <i>PE22, PE23, PE24, PE25</i>	<b>Outdoor - Real PE - Year 5/6 - Unit 3</b>  <b>Indoor - Gymnastics - Year 5 - Unit 1 and 2</b>  <i>PE11, PE12, PE14, PE15</i> <i>PE22, PE23, PE24, PE25</i>	<b>Outdoor - Cricket - Year 5 and 6</b>  <b>Indoor - Real PE - Year 5/6 - Unit 4</b>  <i>PE6, PE8, PE9</i> <i>PE22, PE23, PE24, PE25</i>	<b>Outdoor - Athletics - Year 5 and 6</b>  <b>Indoor - Real PE - Year 5/6 - Unit 5</b>  <i>PE1, PE2, PE3, PE4</i> <i>PE22, PE23, PE24, PE25</i>	<b>Outdoor - Real PE - Year 5/6 - Unit 6</b>  <b>Indoor - Gymnastics - Year 6 - Unit 1 and 2</b>  <i>PE11, PE12, PE13, PE14, PE16, PE17</i> <i>PE22, PE23, PE24, PE25</i>
<b>Modern Foreign Languages</b>  <i>MFL1-8 run through all topics</i>	<b>En Ville</b> The children will describe a town and discuss directions.  <i>MFL9, MFL10, MFL11, MFL12, MFL13, MFL14.</i>  <b>Joyeux Noel/Joyeuses Paques</b> The children will learn and perform French Christmas and Easter songs  <i>MFL15, MFL16, MFL17.</i>		<b>Les Passe-Temps</b> The children will ask questions about and understand spoken passages about hobbies.  <i>MFL18, MFL19, MFL20, MFL21, MFL22.</i>	<b>La Famille</b> They will describe their family, where they live, their profession, how old they are.  <i>MFL23 – MFL29.</i>	<b>J'ai faim</b> They will discuss what they like to eat and will role play ordering in a restaurant/shop.  <i>MFL30 – MFL35.</i>	
<b>Music</b>	<b>Charanga - I'll be There</b>  <b>Pitch</b> Children will learn and play 4 chord sequences using a range of instruments.  <i>M1-3</i>	<b>Charanga - Christmas Concert</b>  <b>Duration and Texture</b> Read different musical notation and compose their own rhythm.  <i>M4-6</i>	<b>Charanga - Classroom Jazz 1</b>  <b>Notation and Structure</b> Children will read note names and graphic scores.  <i>M7-9</i>	<b>Charanga - Happy</b>  <b>Timbre and Tempo</b> Children will create their own piece of music in groups and describe their work using the correct terminology.  <i>M10-13</i>	<b>Charanga - You've got a Friend</b>  <b>I am a Listener</b> Children learn about different musical genres and appraise them.  <i>M14-18</i>	<b>Charanga - Reflect, Rewind and Replay</b>  <b>I am a Composer</b> Children plan, compose and perform their own song.  <i>M19-23</i>
<b>Religious Education</b>	6.1 How do Sikh's show commitment?	5.2 What values are shown in codes for living?  FESTIVALS AND MORALS	5.3 Should we forgive others?  FESTIVALS AND MORALS	6.2 What do Christian's believe about Jesus' death and the resurrection?  FESTIVALS AND MORALS	HB	<b>UKS2 – Meaning of Text</b> Building on knowledge of texted introduced in KS1 & LKS2 research the meaning

	WORSHIP					of a sacred text. Compare and contrast two sacred texts and their meaning to the specific religions.
PSHE	<p><u>Year 5 Physical Health &amp; Wellbeing. In the media.</u></p> <p>Pupils learn that messages given on food adverts can be misleading. Celebrities can be presented as role models. Is this positive or negative? Should we believe everything we see, read? Pupils learn about how the media can manipulate images and that these images may not reflect reality.</p> <p><u>Year 6 Mindmate: Being the Same, Being Different. Body Image, Social Media. I can talk and Listen in Difficult situations.</u></p> <p><u>First Aid - Electric Shock:</u>  <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/electric-shock-lesson-plan/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/electric-shock-lesson-plan/</a></p>	<p><u>Year 6 Identity, society &amp; equality. Human rights.</u></p> <p>To understand migration and the reasons why people move from one place to another and the challenges this brings. What are human rights and the UN Convention on the Rights of the Child? Learn about homelessness.</p> <p><u>Year 5 Mindmate: Solving problems – making it better: talking it through and restorative justice.</u></p>	<p><u>Year 5 Careers, financial capability &amp; economic wellbeing. Borrowing and earning money.</u></p> <p>Learn that money can be borrowed but there are risks associated with this. Plan and set up an enterprise. Learn what influences people’s decisions about careers – money or enjoyment?</p> <p><u>Year 5 Mindmate: Feeling good and being me, self-belief – I can do.</u></p> <p><u>Year 6 Sex and relationship education. Healthy relationships. How a baby is made.</u></p> <p>Learn about the changes that occur during puberty. Attitudes and values around gender stereotyping and sexuality and consider their origin and impact. Discuss values of relationships and appreciate the importance of friendship in an intimate relationship. Learn the human lifecycle.</p> <p><u>Year 6 Mindmate: Strong Emotions. Happiness.</u></p>	<p><u>Year 5 Identity, society and equality.</u></p> <p>Learn about stereotyping, including gender stereotyping and diversity. Discuss prejudice and discrimination and how this can make people feel.</p> <p><u>Year 5 Mindmate: Being The Same, Being Different. Stigma - I can describe stereotyping.</u></p> <p><u>Year 6 Sex and relationship education. Healthy relationships. How a baby is made cont.</u></p> <p>Understand how a baby is made and grows (conception and pregnancy). Roles and responsibilities of carers and parents. Myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted. Contraception can be used to stop a baby from being conceived.</p> <p><u>Mindmate – Yr6 – Friends and family – Celebrating friendships. I can talk about how I maintain a positive relationship</u></p>	<p><u>Year 5 Drug, alcohol &amp; tobacco education. Different influences.</u></p> <p>Learn about the risks of smoking cigarettes, e-cigarettes, shisha &amp; cannabis. Influences within the media on alcohol, tobacco &amp; nicotine products. Discuss strategies to resist pressure from others.</p> <p><u>Year 5 Mindmate: Strong emotions and mental health – I know what my mental health is.</u></p> <p><u>First Aid - Choking: – Adult:</u>  <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/choking-adult-lesson-plan/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/choking-adult-lesson-plan/</a></p>	<p><u>Year 6 Drug, alcohol and tobacco education. Weighing up risk.</u></p> <p>Learn the risks associated with using drugs (tobacco, nicotine, alcohol, solvents, medicines, legal illegal drugs). Assessing the risk and learning to manage risk.</p> <p><u>Year 6 Mindmate: Self integrity – feeling good to be me. I can stay true to myself</u></p>
Outdoor Learning/Muddy Puddle Days	Create own Anglo-Saxon village – willow weaving etc.	Capture the Flag style invasion games – understanding of Empire	Tree Faces	Design a ‘Total Wipeout’ assault course.	Survival Rucksack Challenge	Textile Treasure Hunt Japanese Textile Art