

Invaders and Settlers

History: Invaders and Settlers

- Understand the events that led to the demise of the Roman Empire.
- Explain why the Anglo-Saxons and Vikings settled in England.
- To understand that history can present people as stereotypes.
- To understand the contribution made by Alfred the Great in the conflict between Vikings and Anglo-Saxons.
- To know the importance of Athelstan and Edward the Confessor.

- Identify reasons for historical events, situations and changes.
- Identify similarities and differences between periods of history.
- Know that archaeological evidence can be used to find out about the past.
- Make inferences and deductions using images from the past.

- Give reasons for historical events, the results of historical events, situations and changes.
- Understand that events have immediate and long-term effects.
- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.
- Appreciate why the amount of written primary sources varies depending on individual time periods.
- Know that some evidence is misinformation or opinion and know the reasons why.

English

Newspaper Reports:

Based on Beowulf – Michael Morpurgo

Legends / Defeating the monster:

Based on Beowulf – Michael Morpurgo

Persuasive Writing: Creating brochures.

Rainbow Grammar:

Perfect form of verbs, expanded noun phrases, commas



Science: Living things and their habitats.

- Explore and name things in the local environment.
- Recognise that environments can change and sometimes pose dangers to living things.
- Understand that animals reproduce in different ways.
- Understand how mammals reproduce.
- Understand how plants reproduce.
- Describe the differences in life cycles between different animals.
- Explain the life cycles of plants.

- Ask relevant questions and use different types of scientific enquiry to answer them.
- Identify differences and similarities or changes related to simple scientific ideas and processes.
- Gather, record, classify and present data in various ways to help answer questions.

- Begin to plan different types of scientific enquiries to answer questions.
- Begin to use and develop keys and other informational records to identify, classify and describe living things and materials.
- Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
- Begin to decide how to record data from a choice of familiar approaches.

Religious Education

Beliefs and questions:

How do people's beliefs about God, the world and others have an impact on their lives?

- To have an understanding of Hindu beliefs and teachings.
 - To have an understanding of Hindu beliefs about food.
 - To have an understanding of Hindu festivals.
 - To have an understanding of Muslim beliefs and teachings.
 - To have an understanding of Muslim festivals.
 - To share and listen to opinions in a class discussion.
 - Pupils will use and develop skills of expressing understanding and handling varied perspectives.
 - Pupils will use information to address questions in discussion and writing, developing and using their ability to make sense of key concepts.
- How to express respectful attitudes to people different from themselves.**

RHSE – Friendships

- Know that some friendships may be harmful/unhealthy.
- Know what a good(healthy) friendship/relationship is.
- Understand the consequences for making good and bad choices.
 - Explain FAMO and consider the benefits and negatives of being part of a group.
- Recognise all forms of bullying and what to do about it.
- Review the school's antibullying policy.
- Understand the importance of compromise.
- Know how to negotiate and compromise.
- Know how to show love to one another through actions and words.
 - Know there are different kinds of families-married, co-habiting, same sex, single families, extended families etc.
 - Know how to cope with different and sometimes difficult feelings and changes in mood.
- Understand the rules of consent.
 - Understand the difference between 'good' and 'bad' secrets and know how to report concerns or abuse.
 - Know how to manage change, including bereavement and loss.
 - Know where to go for help and support to manage the feelings associated with change.

Computing:

Programming – Selection in quizzes.

- Explain how selection is used in computer programs.
- Relate that a conditional statement connects a condition to an outcome.
- Explain how selection directs the flow of a program.
- Design, create and evaluate a program that uses selection.

French - As-tu un animal?

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
- Tell somebody in French if they have or do not have a pet.
- Ask somebody else in French if they have a pet.
- Tell somebody in French the name of their pet.
- Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").

Art and Design - Dragon Eye Sculptures

- Develop skills using sculptural materials.
- Begin to develop manipulative skills using a rolled-out slab or clay as a base.
- Use tools to carve, add shape, texture and pattern.
- Be able to express an opinion about different works of art, craft and design and think critically.
 - Develop skills with joining techniques.
 - Make confident designs in sketchbooks in preparation for making own sculpture, using notes and labels to plan own approach.
 - Further develop malleable skills in clay producing tiles by rolling and preparing a slab as a base.
 - Use embellishment: relief, surface texture, found objects, patterns, to enhance a surface (Dragon's eye).

PE

Tennis:

- Watch, track and catch a tennis ball successfully.
- Move effectively to get in a good position.
- Perform a basic backhand and forehand shot with increasing accuracy.
- Hit a tennis ball into space (at different speeds and heights) to try and beat an opponent.
- Keep a rally going using a range of shots.
- Demonstrate a good ready position and fast-paced movements.
- Vary shot selection -speed, height, direction.
- Play shots on the forehand and backhand side of the body.
- Use a variety of different shots, and serves, hitting with increasing consistency.
- Employ some tactics in games.
- Participate in a successful rally.

Rounders:

- Run, jump and catch in combination.
- Hit a ball towards a target.
- Understand the rules of rounders.
- Catch a ball with good control.
- Use space when fielding to make it difficult for opponents.
- Participate in modified competitive games, showing good teamwork.
- Throw and bowl in different ways.
- Hit a ball with accuracy.
- Understand tactics needed in games.
- Stop a ball when fielding.
- Choose effective positions when fielding.
- Participate in team games against others.

Music: The Solar System

- Listen to music and analyse its composition using musical vocabulary.
- Learn a melodic ostinato using staff notation.
- Develop techniques of performing rap using texture and rhythm.
- Learn a song with a complex texture and consider the whole tone scale.
- Perform a song with expression and with attention to tone and phrasing.
- Create and present a performance of song, music and poetry.