

TERM	8	7	5	5	7	8
Theme/Topic	Saxons and Vikings	Exploring Scandinavia	WW2	Earth Matters	Meet the Greeks	Yosemite National Park
Context	This block introduces the Vikings: where they came from; where they invaded and settled; why they left Scandinavia; and how we know about them. Through creating time lines, map work, completing a quiz, and creative writing exercises, the children begin to appreciate why the Vikings were successful and to empathise with the people of Britain who were invaded. This is a fascinating block about the fearsome Viking raiders. Children learn about the beliefs and weapons of the Viking warriors, the design of their longships and about famous Viking leaders and explorers. They construct their own Viking shield, their own longships and consolidate their knowledge by creating a Viking Quest game for other children to play. Learn about the enthralling beliefs of the Vikings, the Gods and Goddesses, the Viking Creation myth, the Norse Nine Worlds and Tree of Life. Find out about their writing, sagas and legacy. This learning is made irresistible through a range of tasks including dance, painting, mod-roc modelling, poetry, message making and finally consolidated through putting together a Viking celebration day for younger children	The complete 'Exploring Scandinavia' scheme of work includes the lessons: Location; Climate; Physical Features; Human Features; Scandinavia vs UK; and Holiday Plans. Learn how to locate Norway, Sweden and Denmark on a world map before looking at a variety of photographs to hunt for clues as to what Scandinavia is like. This lesson contains a lesson plan, slides, activity ideas, differentiated worksheets and a Scandinavia Map. Explores the different climates in Scandinavia and teaches your class why some areas are colder than others by identifying areas of Norway and Sweden that are in the Arctic Circle. As well as exploring the effect the Arctic has on the weather, they will also explore how this affects the hours of daylight across the seasons. They will then go on to use graphs and charts to find out about the climate in different cities in Scandinavia. Shows the stunning scenery of Norway as they explore a variety of its distinctive physical features, including glaciers, fjords and waterfalls. It then goes on to compare Norway's physical features with those of Sweden and Denmark.	Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Research the lives of the ordinary people who faced the Blitz and had to deal with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill. Understand why World War 2 started, and what is meant by the 'Phoney War'. Examine some major events leading up to the Battle of Britain. Develop a familiarity with the location of the countries involved in the first Year of World War 2. Understand more of the German plans for invading Britain and the role aircraft played.	Study the physical geography of coasts and coastal features. They learn about coastal erosion and the impact of the sea on human activity. Along the way they make a class glossary, film a news report, make a storm surge event dice game, take part in a debate and then make an annotated model to teach other people about this fascinating topic.	H12/24 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world Ancient Greece, i.e. A study of Greek life and achievements and their influence on the western world Leaders and Fighters, Believers and Thinkers, Artists and Athletes, Children and Families. This wide-ranging historical Topic covers Geography, Science, Art and Design and Technology as well! Learn about the Olympics, Philosophy, Slavery and Battles and much more!	The complete 'Yosemite National Park' scheme of work includes the lessons: Welcome to Yosemite; Formation, Water Features; Biomes and Vegetation Zones; Comparing National Parks; and Holiday Tim

Visits and visitors	Viking Visits for Schools - Invite the Norseman, Gregolf and his wife Leagrid into your school and be transported back in time to the year 1031AD. Gregolf is primarily a trader and Leagrid cares for the home and children.		WW2 - visit London Imperial war museum - London	@bristol - Space	Greek Visits for Schools - The workshops are carefully designed and formatted to provide considerable additional educational value to you topic. A mixture of activities, role play, artefacts and fun really will bring this subject alive for your students. A full day's workshop can cater for up to 90 children.	
Key text(s)	Beowulf and Viking legends	The Tin Soldier	The Piano (film clip)	Five little Fiends	Greek myths (Icarus)	The Rough-Faced Girl
Focus	Key focus on Viking artefacts	Key focus on Scandinavian	WW2 resources	Earth Matters	Greek artefacts	Yosemite National Park
Stories	Beowulf Imitate - I can extend the story of Beowulf; writing about 'The revenge of Grendel's mother.' Innovate - I can write an innovated 'defeating the monster' story recycling the plot using the boxing up method. Invent - Plan and write an invented story. Character description	The Tin Soldier Imitate -predict what is going to happen - and then compare what really did happen Innovate - change key aspects of the story but keep the same premise of protection and retreat Invent - Plan and write an invented story. 5 senses opening (linking to ending (link to Beowulf))	The Piano (film clip) Imitate - writing in role Innovate - change key aspects of the story but keep the same premise relate to topic Invent - Plan and write an invented story. Writing in role	Five little Fiends Imitate - story map the story-focus on the fact the younger brother releases what he can not eat. Innovate - change key aspects of the story but keep aspects of the suspense the same Invent - Plan and write an invented story. settings and suspense	Icarus Imitate - I can re-write the text from Skelligs perspective. Innovate - I can innovate a story by changing the invention and outcome of using this invention. Invent- Plan and write an invented story Link to myths	The Rough-Faced Girl Imitate - story map the story-focus on sci-fi/fantasy - magic Innovate - change key aspects of the plot i.e. character Invent - Plan and write an invented story.

<p>Non-fiction genre + Writing outcome</p>	<p>Discussion - Should you try and take something that doesn't belong to you? - Should the Vikings have invaded England? - Were the British right to rebel? Recount Week - I can write a recount about a day in the life of Saxon warrior man (diary entry)</p>	<p>Persuasion - Write a brochure for a Scan-dinavian country Poetry - Rhyming couplets.</p>	<p>Recount - I can write a recount about our trip to the IWM - I can write a recount about a day in the life of an evacuee</p>	<p>Persuasion - To persuade BB to go on the quest - Write a letter to Gandolf asking for help Playscripts - related to text</p>	<p>Non- Chronological reports - I can write a report about winged men (people who are born with wings) - I can write a report about an invented hybrid creature. - I can write a newspaper report based on a Greek myth Persuasion - Prepare a persuasive speech to share with your class mates about why we should follow the olympic values - Design a leaflet on the first Olympic games - Design a poster advertising the Olympics</p>	<p>Explanation- - Explanation of how biomes work - Explanation of how the rain-forest works - I can explain the life cycle of a rain drop. Instructions - Instructions 'How to... - How to ...</p>
<p>Mathematics.</p>	<p>NUMBER Counting, Relationships Addition & Subtraction Weeks 1 - 3 NUMBER Number facts Week 4 STATISTICS Sorting and Presenting Week 5 GEOMETRY Shape and Pattern Week 6 NUMBER Integers & Fractions Week 7</p>	<p>MEASURE Estimate and measure Weeks 1 & 2 NUMBER Calculating Week 3 MEASURE Money & problem solving Week 4 NUMBER Number facts – times tables Week 5 GEOMETRY Patterns & angles Weeks 6</p>	<p>NUMBER Counting, Relationships Addition & Subtraction & multi-Weeks 1 NUMBER Calculating Week 2 & 3 GEOMETRY Week 4 NUMBER Number facts – times tables Week 5</p>	<p>MEASURE Time Area and perimeter Weeks 1 - 3 STATISTICS Sorting and Presenting Week 4</p>	<p>NUMBER Calculating Week 1 - 3 MEASURE Time Week 4 NUMBER Fractions Week 5</p>	<p>NUMBER Number facts Weeks 1 & 2 NUMBER Multiplication and division Week 3 & 4</p>

ICT	Creativity	Coding	Networks and Internet	Data	Communication and collaboration	Productivity
Science	Properties and changes of materials Revise the three states of matter and properties of materials. Introduce further properties:	Water Cycle/Water World Water, water everywhere in this topic! Children journey down the 'Wild Rivers' in Theme 1 and then study 'Rivers and	Forces Look at a range of different forces: gravity, air resistance, water resistance and friction. Balanced and unbalanced	Earth and Space Children find fascinating facts about the Sun, Moon and Earth and develop an understanding of day and night, the four sea-	Living Things and their Habitats Study the life cycles of mammals, amphibians, insects and birds, including some unusual examples like egg-laying	Animals Discuss why living things need to reproduce and look in detail at human life cycle, comparing with other animals. Study phys-

<p>solubility and thermal conductivity. Separate materials using a range of methods and understand that some changes are irreversible. Discuss the formation of new materials.</p>	<p>People that live alongside them: As the river meets the sea 'Creeping Coasts' becomes the focus before they reach the depths of the 'Deep Seas'</p>	<p>forces and their effects. Investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.</p>	<p>sons and the Moon's phases. The Sun and the planets making up our Solar System are investigated, along with the other stars in their constellation. These sessions are written in line with the new National curriculum</p>	<p>mammals and marsupials. Compare complete and incomplete metamorphosis. Find out about well-known naturalists and animal behaviourists. Propagate plants from different parts of the parent plant.</p>	<p>ical and emotional changes at puberty. Challenge children to look after a Flour Baby. Research rites of passage throughout human life cycle.</p>
<p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p>	<p>Sc5/2.1 Living Things and their habitats Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Sc5/2.2a describe the changes as humans develop to old age.</p>
<p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p>	<p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>	
<p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p>		<p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p>		
<p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>			<p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>		

History	<p>H12/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> a Viking raids and invasion b resistance by Alfred the Great and Athelstan, first king of England c further Viking invasions and Danegeald Anglo-Saxon laws and justice e Edward the Confessor and his death in 1066 <p>British History - This block introduces the Vikings: where they came from; where they invaded and settled; why they left Scandinavia; and how we know about them. Through creating time lines, map work, completing a quiz, and creative writing exercises, the children begin to appreciate why the Vikings were successful and to empathise with the people of Britain who were invaded.</p>	Geography focus	<p>H12/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example - Battle of Britain</p> <p>WW2</p> <p>Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Research the lives of the ordinary people who faced the Blitz and had to deal with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.</p> <p>Understand why World War 2 started, and what is meant by the 'Phoney War'. Examine some major events leading up to the Battle of Britain. Develop a familiarity with the location of the countries involved in the first year of World War 2. Understand more of the German plans for invading Britain and the role aircraft played.</p>	Geography focus	<p>H12/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Broader History Study Ancient Greece, i.e. A study of Greek life and achievements and their influence on the western world</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece, i.e. A study of Greek life and achievements and their influence on the western world</p> <p>Leaders and Fighters, Believers and Thinkers, Artists and Athletes, Children and Families. This wide-ranging historical Topic covers Geography, Science, Art and Design and Technology as well! Learn about the Olympics, Philosophy, Slavery and Battles and much more!</p>	Geography focus
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Geography	History Focus	<p>Study a region of Europe, and of the Americas</p> <p>Exploring Scandinavia</p> <p>Use 4- and 6-figure grid references on OS maps</p> <p>Use fieldwork to record & explain areas</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>(Trip to the downs: children to use their map work skills to find specific areas - orienteering)</p>	History Focus	<p>Coastal: How the moon effects tides, coastal erosion, longitude and latitude, seasons, environment.</p> <p>Satellite and map images: Children identify countries, human and physical features from a satellite perspective.</p>	History Focus	<p>Yosemite National Park</p> <p>The complete 'Yosemite National Park' scheme of work includes the lessons: Welcome to Yosemite; Formation, Water Features; Biomes and Vegetation Zones; Comparing National Parks; and Holiday Time</p> <p>Human and physical geography - describe and understand key aspects of:</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers</p> <p>- mountain rangers</p> <p>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones</p> <p>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</p>
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<p>Art and Design</p>	<p>DT focus</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to re-view and revisit ideas Talking textiles</p> <p>Starting by taking a glimpse into the fascinating Bayeux Tapestry and how other artists have told stories visually throughout the ages, your class will then have the chance to start thinking about how they can tell a wordless story themselves through the medium of textile</p>	<p>DT focus</p>	<p>Ar2/1.3 about great artists, architects and designers in history. Gustav Klimt Find out all about one of the great symbolists in this series of five lessons about Klimt's life and art work. There are opportunities throughout for children to closely study his work and learn about the symbolism within them, as well as to: Compare Klimt's work to that of other artists who inspired him Practise and develop sketching, painting and craft skills Build on and improve their sketches and ideas Discuss and plan how to use symbolic imagery in their own art work</p>	<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Sculpting vases Starting by exploring a range of different everyday containers made from different materials and leading onto examining the vases of artists and craftspeople, this scheme of work then allows children to develop control over a range of tools and techniques. will also have the chance to experiment with plasticine before designing, creating and evaluating their own artistic vases</p>	<p>DT focus</p>
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Design and Technology	Structures (design and construction of Viking ships, shields and quest game)		Mechanical systems (Pulleys or gears - link with Forces topic)	Art focus	Art focus	Food (Celebrating culture - RE link)
Music MUSIC EXPRESS	Perform with control & expression solo & in ensembles	Improvise & compose using dimensions of music	Listen to detail and recall aurally	Use & understand basics of staff notation	Develop an understanding of the history of music, including great musicians & composers	Perform with control & expression solo & in ensembles
PHSE	Being me in the world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

<p>PE Shine to cover</p>	<p>Invasion games Dance Gymnastics</p>	<p>Invasion games Dance Gymnastics</p>	<p>Invasion and net games Gymnastics Swimming Outdoor adventurous activities</p>	<p>Invasion and net games Gymnastics Swimming Outdoor adventurous activities</p>	<p>Athletics - track and field events Striking and fielding games</p>	<p>Athletics - track and field events Striking and fielding games</p>
<p>MFL French - MB</p>	<p>Presenting yourself Numbers, days and months Show and Tell for European days of languages</p>	<p>Home Family Pets Christmas songs</p>	<p>Food and eating Create French menus for a class cafe La Chandeleur (crepes) 2nd February</p>	<p>Getting dressed Clothing vocabulary Discuss what you and others are wearing Use adjectives to describe clothes in detail</p>	<p>Sports and hobbies Sports vocabulary Discussing sports Hobby vocabulary</p>	<p>Weather and seasons Discuss the weather with others Weather forecasts Present a forecast to the class Bastille Day</p>
<p>RE Bristol SACRE</p>	<p>UNIT 3 Why do religious books and teachings matter? Focus Areas: C & F Featured religions: Christianity & Islam Supplementary questions: a) What different kinds of writing and story are there that are important to religions and beliefs? b) Where do the most special kinds of writings and stories come from? c) How do communities show that they value special books and writings? d) What are the moral messages that can be found in stories from religions and beliefs? e) How can I best express my beliefs and ideas?</p>		<p>UNIT 5 Why are some journeys and places special? Focus Areas: C & E Featured religions: Christianity & Islam Supplementary questions: a) Why do people believe that some places are special? b) Why do people go on pilgrimage and special journeys? c) What practices and events are associated with pilgrimage and special journeys? d) What artistic, symbolic and other expressive work is associated with special journeys and places? e) How might we make a record of the impact on ourselves of the journeys we make and the places we visit?</p>		<p>UNIT 6 How do we make moral choices? Focus Areas: A & F Featured religions: Christianity & Hinduism Supplementary questions: a) What are moral questions? b) What are the consequences of the moral choices we make? c) What people and organisations help in making moral choices? d) What are the most important moral values and teachings? e) How do we decide what is right and wrong?</p>	

<p>Skills for Life and Learning (SEAL aspects only on here)</p>	<p>New beginnings - c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>Getting on and falling out 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>Bullying 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>Going for Goals b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 4a) to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view. <i>Good To Be Me</i></p>	<p>Good to be me 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p>Relationships 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. <i>Speaking and Listening- T3 46.</i> To identify the main points of each speaker, compare their arguments and how they are presented.</p>
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