

Spring Term 2019-20

Subject	Year 3	Year 4	Year 5	Year 6
Literacy	Romans - Romulus and Remus, Roman Gods Myths and legends Diary entries and letters Around the world–persuasive writing Play scripts	Anglo – Saxons information text Beowulf narrative writing Oliver Twist newspaper reports Oliver Twist recounts	Tudors – Shakespeare – Biographies / poetry Romeo and Juliet – newspaper reports / playscripts	<ul style="list-style-type: none"> The piano - narrative War on Oxford Street – newspaper War speeches Rainforest – information text Palm oil – persuasive write Orangutan – emotive write
Maths	Addition and subtraction, Multiplication and division. Formal methods of calculation Time - digital and analogue time including the 24 clock. Roman numerals Measuring, comparing, adding and subtracting length (m/cm/mm).	Fractions and Decimals Length and Measure Time	Multiplication and division Fractions Decimals and percentages	<ul style="list-style-type: none"> Transformations Addition, Subtraction, Multiplication and Division (BODMAS) Measurement Percentages Fractions Ratio and proportion Nets of shapes and circles Time Measures (mass) Missing number and angle questions Algebra
Science	ELECTRICITY Spring 1 identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	FORCES CONTINUED (look at objectives on previous map) ANIMALS INCLUDING HUMANS describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	ELECTRICITY associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram LIVING THINGS, PLANTS & HABITATS describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age	FORCES - Spring 1 <ul style="list-style-type: none"> explain that 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 LIVING THINGS, HABITATS - Spring 2 <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics
R.E	UC Unit 2a.4 What kind of world did Jesus want? UC Unit 2a.5 Why do Christians call the day Jesus died 'Good Friday'? – Core learning	GD: Is Christian worship the same all around the world? UC Unit 2a.5 Why do Christians call the day Jesus died 'Good Friday'? – Digging deeper	UC Unit 2b.5 What would Jesus do? UC Unit 2b.6 What did Jesus do to save human beings?	<ul style="list-style-type: none"> UC 2b.3 How can following God bring freedom and justice? UC Unit 2b.7 What difference does the resurrection make for Christians?
History	Romans the Roman Empire and its impact on Britain This could include: <ul style="list-style-type: none"> The Roman Empire by AD 42 and the power of its army British resistance, e.g. For example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early	Anglo-Saxons, Scots & Vikings Britain's settlement by Anglo-Saxons and Scots This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) 	Tudors Understanding the battle of Bosworth and how this created the Tudors. Henry VII and his wives <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels 	WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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	<p>Christianity</p> <p>What life was like in Roman Britain for everyday people and Roman soldiers, the way people lived and travelled in Roman Britain and the Roman legacy..</p>	<ul style="list-style-type: none">• Anglo-Saxon invasions, settlements and kingdoms: place names and village life• Anglo-Saxon art and culture <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>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">• Viking raids and invasion• resistance by Alfred the Great and Athelstan, first king of England• further Viking invasions and Danegeld• Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p> <p>Victorians including Industrial Revolution A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<ul style="list-style-type: none">• Make comparisons between different times in the past• Compare accounts of events from different sources – fact or fiction• Offer some reasons for different versions of events	
Geography	<p>Around the World</p> <p>locate continents, Equator, Northern and southern hemisphere, poles,</p> <p>Locate major countries</p> <p>Including the countries of the Commonwealth</p> <p>Fact files – look at different climates around the world.</p> <p>Climate zones</p> <p>Endangered animals and their countries</p> <p>Country study - Weather patterns and climate change/global warming</p> <p>The dangers of plastic pollution</p> <p>The work of the WWF around the world</p> <p>Focus on North America</p>		<p>Farnham (historical human geog)</p> <p>UK –</p> <p>Land use of an area – how it has changed through time. Historical trade. (Tudors and Stewarts focus)</p> <p>Rivers and Mountains</p> <p>Rivers – how it changes from source to mouth, use of rivers,</p> <p>mountains</p> <p>Create 3D models of rivers</p> <p>Water cycle</p> <p>Local – Name and location of major UK rivers.</p> <p>Tilford. Features and formation of rivers (e.g. oxbow lakes, meanders, source, mouth etc)</p>	<p>WW2</p> <ul style="list-style-type: none">• Historical geog - location and involvement of different countries, how countries in Europe have changed through time <p>Rainforests – South America</p> <ul style="list-style-type: none">• Location of lat, long and tropics etc• Recap Y3 learning of locational knowledge around the world.• Rainforests – climate zone, vegetarian belts, biomes etc.• 3D rainforest art
Computing	<p>Introduction to Scratch</p> <p>Internet research - Accessing a child friendly search engine. Entering a search term. Recording key information and presenting in PowerPoint.</p> <p>Networks and email - What is a network? What is an email? Sending and receiving an email through PurpleMash.</p>	<p>Internet research on Anglo Saxon villages and housing.</p> <p>Understanding how search engines rank to relevance.</p> <p>Computer Aided Design – designing a Saxon house.</p>	<p>Scratch</p> <p>Writing and debugging programs.</p> <p>Repeat...until loops, if...then...else statements.</p>	<p>Codebreaking (the black box online)</p> <ul style="list-style-type: none">• To know that messages were sent using codes in the past.• To use the Caesar cipher to create and crack codes.• To use frequency analysis to crack a substitution code.• To become aware of how to use the internet securely <p>WW2 videos – revelation sight and sound</p> <ul style="list-style-type: none">• Understand how a video can be created from individual stills, video clips, sound and title overlays;• Understand how zoom & pan can be used to add movement to still images;• to develop skills using Revelation Sight & sound software.

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				<ul style="list-style-type: none"> Create a video about World War II; Develop appreciation of what it was like during World War II;
Art	<p>Romans</p> <p>Studying and sketching the features of Roman cityscapes. collaging techniques</p> <p>Design a Roman mosaic</p> <p>Around the world – patterns and printing</p>	<p>Anglo-Saxons and Vikings</p> <p>Collage</p> <p>Begin to create a mood in a painting.</p> <p>Engaging in more complex activities – cutting and securing a variety of materials.</p> <p>Having experience of adhesives and chooses most effective for given task.</p> <p>Victorians</p> <p>Vincent Van Gogh</p> <p>Knowledge</p> <p>Explore work from other periods of time.</p> <p>Understand what the artist is trying to express in their work.</p> <p>Use a range of brush effects – thin brushes, thick brushes, foam/sponges, rollers</p> <p>Creates patterns using tools and colours.</p>	<p>Tudor</p> <p>Sketching</p> <p>Use shading to create mood and feeling</p> <p>Portraits/ battle scene images</p> <p>River</p> <p>Sketching</p> <p>Perspective - different view points</p> <p>Using different medias to explore shading techniques</p> <p>River bank drawings and water colours</p>	<p>Propaganda posters</p> <ul style="list-style-type: none"> To understand what propaganda is To understand how symbols can be used to communicate messages To investigate the impact of different text types To understand the effect of colour schemes on mood To create a propaganda poster <p>Henri Rousseau collage and Batik animals</p> <ul style="list-style-type: none"> To appraise an artist's work To understand how shades can show depth To use observational drawing techniques to draw leaves To use Batik to create leaves To use layering in collage to produce a finished Rousseau inspired art piece.
D.T	<p>Romans</p> <p>Design and produce Roman Bulla (Talisman)</p>	<p>Design and produce Victorian Toys</p>	<p>River models</p> <p>Design and Produce a model of a river system</p>	<p>None in this half term</p>
Music	<p>Charanga:</p> <p>Glocks 1</p> <p>Charanga:</p> <p>Recorder 1</p>	<p>Charanga:</p> <p>Glockenspiel Stage 2</p> <p>Charanga:</p> <p>Lean on me</p>	<p>Charanga:</p> <p>Djembe Drums Course</p> <p>Charanga:</p> <p>Blackbird</p>	<p>Charanga:</p> <p>Don't stop believing</p> <p>Charanga</p> <p>You've got a friend.</p>
French	<p>Topic: Le Calendrier (The Calendar)</p> <p>Numbers up to 39.</p> <p>Days.</p> <p>Months.</p> <p>Dates.</p> <p>Birthdays</p>	<p>Topic: On y va (Travelling)</p> <p>Vocabulary for types of transport.</p> <p>Asking and answering questions about travelling to places.</p> <p>The 1st,2nd and 3rd person singular of the verb aller.</p> <p>Conjunctions of time- d'abord, ensuite, enfin.</p> <p>Topic: Le Sport</p> <p>Vocabulary for sports and activities.</p> <p>Listening skills.</p> <p>Basic opinions and conjunctions.</p>	<p>Topic: Bon Appétit</p> <p>Vocabulary for food and drink.</p> <p>Opinions on food and drink.</p> <p>Reasons for opinions and extended sentences.</p> <p>Conjunctions.</p> <p>Intensifiers.</p> <p>Vocabulary and instructions for a pizza recipe.</p> <p>Fronted adverbials.</p> <p>Imperative form.</p> <p>Reading skills.</p> <p>Ordering a pizza role play.</p>	<p>Topic: Le Café</p> <p>Vocabulary for food and drinks on a café menu.</p> <p>Focus on gender.</p> <p>Listening skills – listening to people ordering in a restaurant.</p> <p>Reading skills- understanding a menu.</p> <p>Make a menu for the French café.</p> <p>Speaking skills -vocabulary needed for a role play in a French café.</p> <p>Numbers up to 100.</p> <p>Euros.</p> <p>Opinions on food</p>
PSHCE	<p>Jigsaw - Dreams and Goals</p> <p>To explain the different ways that help children learn and what they need to do to improve.</p> <p>To be confident and positive when they share their success with others.</p> <p>Jigsaw - Healthy Me</p> <p>Identify things, people and places that we need to keep safe from, and think about strategies for keeping children safe and healthy including whom to go to for help.</p>	<p>Jigsaw - Dreams and Goals</p> <p>To plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p> <p>Jigsaw - Healthy Me</p> <p>Recognise when people are putting pressure on and can explain ways to resist this.</p> <p>Identify feelings of anxiety and fear associated with</p>	<p>Jigsaw - Dreams and Goals</p> <p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p> <p>Healthy Me</p> <p>Explain different roles that food and substances can play in people's lives. Explain how people can</p>	<p>Jigsaw - Dreams and Goals</p> <p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivates them to make the world a better place.</p> <p>Healthy Me</p> <p>Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and</p>

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	Express how being anxious/ scared and unwell feels.	peer pressure.	develop eating problems (disorders) relating to body image pressures and how Smoking and alcohol misuse is unhealthy. Summarise different ways that they respect and value their body.	others. Identify and apply skills to keep them emotionally healthy and to manage stress and pressure.
P.E	<u>Gymnastics</u> Focus is to start to build gymnastic fundamentals using floor work Theme – Rolling (Log/Teddy/Forward/backward rolls) <u>Orienteering</u> The focus is to introduce pupils to the basic principles of map reading (map orientation, reading the landscape & environment) Large proportion through a variety of different cone orienteering activities	<u>Gymnastics</u> Focus is to continue to build gymnastic fundamentals with the focus on flight (take off/landings/controlling body shapes during flight) – Utilising Gymnastic apparatus (springboards/trampettes) which WA children would only normally get the opportunity to use from secondary education due to training required to be able to use it <u>Orienteering</u> The focus remains to build and cement their learning of Year 3 with more map reading development (orientation/reading landscape/environment) Large proportion continues to remain with cone orienteering. Intro to WA map. Map symbols/legend. Intro to contours	<u>Gymnastics</u> Aim is to continue to build control, strength, flexibility and balance in gymnastics Focus theme is balance using individual and pair balances to create short routines which they will look to develop and improve (use of ICT) – Pupils work towards using the larger apparatus (ropes, Swedish beams, tables, horse, buck, box) when developing their routines with balance as a focus <u>Orienteering</u> The focus is recap learning from lower school on map orientation, reading landscape – Intro to compass reading/navigation. Working with WA map – variety of challenges	<u>Gymnastics</u> Aim is to build on the foundation work of Year 4 to further develop their gymnastic movements of flight working towards a variety of different vaulting (through/straddle and head/handsprings) – Using box/buck springboards/trampettes <u>Orienteering</u> Working largely with WA map to complete a variety of different challenges in teams, competing against one another. Utilising skills learnt and developed from Years 3/4/5
Trips	Fishbourne Roman Palace	Anglo-Saxon visitor	Aberdovey residential	Aldershot museum Evacuee day at school led by school staff VE day tea party led by school staff Visit from Zoo Lab