

Spring Term 2020-21

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"> War speeches Evacuee letter War on Oxford Street – newspaper The piano – narrative Rainforest – information text Palm oil – persuasive 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 Geometry 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 <ul style="list-style-type: none"> 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 <p>(from Y3)</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement identify the different types of teeth in humans and their simple functions 	States of Matter – Spring 1 <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes <p>Electricity - Spring 2</p> <ul style="list-style-type: none"> 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 	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 <p>Electricity assessment test – note any gaps from Y5 that need to be covered again.</p> <p>LIVING THINGS, HABITATS - Spring 2</p> <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 <p>(from Y5)</p> <ul style="list-style-type: none"> 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

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			<ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram <p>SOUND (Y4)</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	
R.E	<p>UC Unit 2a.4 What kind of world did Jesus want?</p> <p>UC Unit 2a.5 Why do Christians call the day Jesus died 'Good Friday'? – Core learning</p>	<p>GD: Is Christian worship the same all around the world?</p> <p>UC Unit 2a.5 Why do Christians call the day Jesus died 'Good Friday'? – Digging deeper</p>	<ul style="list-style-type: none"> UC Unit 2b.4 Was Jesus the Messiah? – Core learning Creation 'Pause Day' using Unit 2b.2 	<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	<p>Romans</p> <p>the Roman Empire and its impact on Britain</p> <p>This could include:</p> <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 <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early 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>	<p>Anglo-Saxons, Scots & Vikings</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <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) 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>	<p style="text-align: center;">Tudors</p> <p>Understanding the battle of Bosworth and how this created the Tudors.</p> <p>Henry VII and his wives</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels 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 	<p>WW2</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
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 style="text-align: center;">Rivers and Mountains</p> <ul style="list-style-type: none"> Rivers – how it changes from source to mouth, use of rivers, mountains Create 3D models of rivers 	<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>

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	<p>Fact files – look at different climates around the world. Climate zones Endangered animals and their countries Country study - Weather patterns and climate change/global warming The dangers of plastic pollution The work of the WWF around the world Focus on North America</p>		<ul style="list-style-type: none"> Water cycle 	<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. Understanding how search engines rank to relevance. Computer Aided Design – designing a Saxon house.</p>	<p>Scratch Writing and debugging programs. 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. Create a video about World War II; Develop appreciation of what it was like during World War II; <p><u>Spring 2</u></p> <ul style="list-style-type: none"> scratch coding a game
Art	<p>Romans Studying and sketching the features of Roman cityscapes. collaging techniques Design a Roman mosaic</p> <p>Around the world – patterns and printing</p>	<p>Anglo-Saxons and Vikings Collage Begin to create a mood in a painting. Engaging in more complex activities – cutting and securing a variety of materials. Having experience of adhesives and chooses most effective for given task.</p> <p>Victorians Vincent Van Gogh Knowledge Explore work from other periods of time. Understand what the artist is trying to express in their work. Use a range of brush effects – thin brushes, thick brushes, foam/sponges, rollers Creates patterns using tools and colours.</p>	<p>Tudor Sketching Use shading to create mood and feeling Hans Holbein Portraits/ battle scene images</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 master the skill of block printing 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 leaves</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	Romans	Design and produce Victorian Toys (completed)	River models	None in this half term

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	Design and produce Roman Bulla (Talisman)	during Victorian day).	Design and Produce a model of a river system	
Music	<p>To identify and play a rhythm confidently using a selection of songs.</p> <p>LO: To use notes to write different rhythms.</p> <p>LO: To explore pitch (high and low sounds) and how it is used within musical pieces.</p> <p>I can identify and discuss rhythm, pulse, pitch and musical texture.</p>	<p>I can identify and discuss the use of pulse, rhythm, texture and tempo and how music is structured.</p> <p>Listen to music, paying attention to pulse, rhythm and texture.</p> <p>Listen to music, paying attention to rhythm and the melody</p> <p>Experiment with body percussion to create pulse, rhythm, texture and tempo.</p>	Out of the Ark	<p>Spring 1 – WW2 music – listen and appraise a selection of music from WW2 period. Answer a selection of questions</p> <p>Did you like the song?</p> <p>How did it make you feel?</p> <p>What was the song about?</p> <p>How do you think this links with World War2 and life as it was then?</p> <p>How do you think it made those at home and at war feel?</p> <p>How is this different/similar to the other songs you have listened to?</p> <p>Write a song based on a popular WW2 song. Thinking about</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>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 a 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>
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>Express how being anxious/ scared and unwell feels.</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 peer pressure.</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 develop eating problems (disorders) relating to body image pressures and how</p> <p>Smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that they respect and value their body.</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 others.</p> <p>Identify and apply skills to keep them emotionally healthy and to manage stress and pressure.</p>
P.E	In PE we will be developing and improving all the children's fitness levels (post Covid-19 lockdown) to ensure they are all of a higher standard. This will in turn will enable them to recover quicker in PE lessons and have a positive impact which will be seen in the summer term			

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	<p><u>Cross Country</u> Focus will be to build and develop the children's stamina endurance over the course of spring term. This will be achieved through differentiated training activities improving both aerobic and anaerobic fitness. Assessment will take place at the beginning and end of spring.</p> <p><u>PE (Football, Basketball, Tchoukball, Blind Activities)</u> A focus on developing basic skills in a variety of game areas that will assist with the children's decision making when they can return to competitive game situations. In addition to this they will also develop trust, teamwork and co-operation.</p>	<p><u>Cross Country</u> Focus will be to build and develop the children's stamina endurance over the course of spring term. This will be achieved through differentiated training activities improving both aerobic and anaerobic fitness. Assessment will take place at the beginning and end of spring.</p> <p><u>PE (Football, Basketball, Tchoukball, Blind Activities)</u> A focus on developing basic skills in a variety of game areas that will assist with the children's decision making when they can return to competitive game situations. In addition to this they will also develop trust, teamwork and co-operation.</p>	<p><u>Cross Country</u> Focus will be to build and develop the children's stamina endurance over the course of spring term. This will be achieved through differentiated training activities improving both aerobic and anaerobic fitness. Assessment will take place at the beginning and end of spring.</p> <p><u>PE (Football, Basketball Tchoukball, Blind Activities)</u> A focus on developing advanced skills in a variety of game areas that will assist with the children's decision making when they can return to competitive game situations. In addition to this they will also develop trust, teamwork and co-operation.</p>	<p><u>Cross Country</u> Focus will be to build and develop the children's stamina endurance over the course of spring term. This will be achieved through differentiated training activities improving both aerobic and anaerobic fitness. Assessment will take place at the beginning and end of spring.</p> <p><u>PE (Football, Basketball, Tchoukball, Blind Activities)</u> A focus on developing advanced skills in a variety of game areas that will assist with the children's decision making when they can return to competitive game situations. In addition to this they will also develop trust, teamwork and co-operation.</p>
Trips	Fishbourne Roman Palace	Anglo-Saxon visitor	River Walk – River Wey	Evacuee day at school led by school staff Visit from Zoo Lab