

History

- To ask and answer historically valid questions
- To place historical periods on a timeline
- To describe some changes in the historical period
- To explain reasons for and results of historical changes
- To describe similarities and differences between some people and beliefs in the period of history
- To share and present work in different ways.
- To try to organise answers well and give reasons for ideas
- To select, organise and use relevant info in my work
- To compare different sources of evidence
- To identify primary and secondary sources of evidence
- To understand what reliable and unreliable sources of evidence are and give reasons for different accounts of history.
- To make appropriate use of dates and vocabulary
- To create a sense of empathy through writing.

Geography

To use maps and atlases to investigate where the Anglo-Saxons, Vikings and Scots came from/ travelled and settled, as well as identify different places in the UK that these tribes originally named.

End Points

Computing

Historical Research

Traders and Invaders



Music

Art

- To research different types of Anglo-Saxon or Viking Artefacts
- To analyse the features of Anglo-Saxon and Viking artefacts.
- To plan an Anglo-Saxon/Viking artefact-choosing appropriate materials.
- To make a small-scale Anglo-Saxon/Viking artefact
- To make full sized A/S or Viking artefact
- To evaluate an artefact.

Literacy

Writing:

- To understand the features of a narrative poem
- To unpick and identify the features of a narrative poem
- To discuss poetry.
- To understand and use figurative language.
- To begin to write detailed character and setting descriptions.
- To unpick the features of a narrative story.
- To plan, write, edit and redraft a narrative story based on a narrative poem.
- To understand different types of poems and their features.
- To plan their own poem.
- To use figurative language in writing a poem.
- To edit and redraft a poem.

Stand-alone topics

Art

Andy Warhol/ Roy Lichtenstein:

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| To create a sketch book to record observations | To understand the historical and cultural setting of the artists they are studying through internet research |
| To review the work of chosen artists and compare them | To annotate, review and revisit ideas |
| To use a variety of different starting points for their work | To use ICT to integrate images |
| To use printing as an effect | To explore patterns and colour |
| To plan work and create drafts | To use feedback from others to improve their work |
| To paint/draw with increasing accuracy and skill | To use colour to reflect mood |
| To evaluate their work | |

PSHE

Marvellous Me:

- To know that I am valued at school To work well in a group and explain what helps my group to work well together To understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things To understand the different places that food comes from To talk about my views and opinions on certain foods To understand some of the reasons people choose to eat certain foods or buy from certain places To be aware that food and drink adverts use marketing to make a product attractive and this may be misleading To know that the media can influence people's opinions on food and drink To have an understanding of what the words 'body image' mean and how some people struggle with this To accept that people's bodies are different shapes and sizes To be aware of kinds of physical contact that I can say no to and report to someone I trust To be able to keep myself safe out and about

Say no to Bullying:

- To know what a stereotype is To confidently challenge stereotypes To know what discrimination is and some of the language used To understand how discrimination feels and that it is unacceptable To try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions
To know how it can feel to be excluded or treated badly because of being different in some ways To understand how rumour-spreading and name-calling can be

bullying behaviours. To can explain the difference between direct and indirect types of bullying. To explain some of the ways in which one person (or group of people) can have power over another. To know some of the reasons why people use bullying behaviours. To know some ways to encourage children who use bullying behaviours to make other choices. To tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

British Values:

To research, discuss and debate topical issues, problems and events that are of concern to me To understand why rules and laws are in place and that they are needed to protect us To understand that there are basic human rights that everyone is entitled to To know all about the political parties in our country and some of the things they stand for To identify how laws are made To understand what is meant by democracy and the voting process To know that views and opinions are listened to in school To be aware of local and national charities who work to ensure everyone is safe, well and happy To begin to think about issues which I feel strongly about To accept and appreciate people's friendship and try not to demand more than they are able or wish to give. To know that sometimes difference can be a barrier to friendship.

Computing

Basic Skills:

To recap the basic components used on a computer

To understand how to use Microsoft office in order to create own PowerPoints, Word Documents and Excel Spreadsheets.

To navigate the internet safely and efficiently

To understand the importance of computer aftercare and the correct routines for logging on/ shutting down.

Safe and Responsible use/ E-Safety:

To gain a greater understanding of the impact that sharing digital content can have.

To review sources of support when using technology and children's responsibility to one another in their online behaviour.

To know how to maintain secure passwords.

To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.

To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.

To learn about how to reference sources in their work

To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.

R.E.

Ourselves:

To know and understand:

- A deepening awareness of 'Who I am' – **Explore**
- Ourselves as made in the image and likeness of God – **Reveal**

Acquire the skills of assimilation, celebration and the application of the above. (**Respond**)

Life Choices:

To know and understand:

- Showing care and commitment (**Explore**)
- The call to life and love in the community (marriage) (**Reveal**)

Acquire the skills of assimilation, celebration and the application of the above. (**Respond**)

P.E. – Hockey-

To understand the rules of hockey

To control the ball using different stick techniques

To play as part of a team and communicate effectively.

To play with strength, flexibility and accuracy.

To play with resilience and motivation.

French