

	Autumn 1 – Natural Disasters	Autumn 2 - Egyptians	Spring 1 and 2 – Rainforests, Journey to the River Sea	Summer 1 – A Midsummer Night’s Dream	Summer 2 – The Vikings
English	<p><b>Information text</b> Research different natural disasters to then write an information text focusing on structure of the text.</p> <p><b>Newspaper Report</b> Read newspaper reports of natural disasters occurring in present day before writing their own newspaper report based on a natural disaster of their choice.</p> <p><b>Newspaper script</b> Write a script for a news reporter that would report a current Natural Disaster incident.</p> <p><b>Diary Entry</b> From the point of view of someone living through a natural disaster.</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>➤ Justifying text choice.</li> <li>➤ Summarising texts.</li> <li>➤ Prediction from text.</li> </ul>	<p><b>Instruction writing</b> Write instructions on the mummification process focussing on directive language.</p> <p><b>Myths and Legends</b> Read and learn about different myths and legends from Egyptians time, including Osiris and Isis. Create own Egyptian God / choose an Egyptian God to write a myth.</p> <p><b>Explanations on Egyptian Achievements</b> Examples; irrigation, hieroglyphics, number systems, courts and justice, pyramids.</p> <p><b>Poetry</b> Write a poem focusing around one of the myths and legends. Retell the myth in different form. Using the poetic devices for description.</p>	<p><b>Brochure</b> Persuading people to go to the Amazon for a holiday.</p> <p><b>Narrative</b> Rewrite the section of the story of Maia’s experience of the boat journey.  Maia and her travels around Manaus.</p> <p><b>Letter</b> From the viewpoint of Jimmy Bates who writes home from the Amazon to his foster mother.</p> <p><b>Great Kapok Tree scheme</b> Reading the book and responding to different text, including poetry that linked to the book.</p> <p><b>Argument:</b> Deforestation and logging.</p> <p><b>Playscript:</b> Dramatising argument above from opposite sides.</p>	<p><b>Obituary:</b> Announcement of the death of William Shakespeare.</p> <p><b>Letter:</b> Writing a letter from Helena’s Dad to Lysander explaining what he needs to do to look after Helena if he would like to marry her.</p> <p><b>Playscript:</b> Continue the playscript and write the ending of that scene.</p> <p><b>Narrative:</b> Children will rewrite Quince’s House section of the story using modern English.</p> <p><b>Poetry:</b> Children will write a poem based on the last two speeches from Puck and Oberon from Act 5.</p>	<p><b>Letter –</b> —writing home to parents as a Viking describing the differences and possibilities of settling in England.</p> <p><b>Newspaper Report –</b> Stone Giant vs Thor Children will write a newspaper report recapping the event of Thor defeating the Stone Giant.</p> <p><b>Explanation text:</b> Warfare techniques of Anglo-Saxons compared to Vikings.</p> <p><b>Non-fiction text –</b> Viking Life, legacy and beliefs.</p>
Maths	<p><b>Numbers to 10,000</b> Count in multiples of 25, 100 and 1000 in order to count larger numbers comprehensively. Relative size of numbers and complete number sequences within 10 000. Place value to 4 digits and linking numbers in numerals and in words. Compare numbers using language such as 'greater', 'smaller', 'less' and 'more', using the mathematical symbols &lt;, &gt; and =. Rounding numbers to the nearest 1000, 100 and 10.</p> <p><b>Addition and Subtraction</b> Add and subtract with numbers up to 10 000 using the column method as well as mental methods. Solve word problems: visualising the problems using the bar model.</p>	<p><b>Multiplication and Division</b> Multiply and divide by 6, 7, 9, 11 and 12. Understand mathematical vocabulary such as 'quotient' in relation to division. Calculate multiplication equations using the multiplication facts that they know. Understand the difference between sharing and grouping, understand the commutative law in multiplication. Solve problems involving multiplication and division.</p> <p>Multiply three numbers together using prior knowledge of multiplication tables. Use their tables and knowledge of place value to multiply multiples of 10 and 100, leading to the multiplication of 2 and 3 digit numbers using short multiplication.</p>	<p><b>Graphs</b> Interpret picture graphs and bar graphs. Introduction to line graphs and how they are used to measure change over time. Interpret line graphs and use information collated in a table to draw a line graph. Make predictions based on trends identified in data.</p> <p><b>Fractions</b> Introduce hundredths. Learn about mixed number fractions and improper fractions, how to convert between mixed numbers and improper fractions, how to add and subtract fractions and solve addition and subtraction word problems.</p> <p><b>Time</b> Use both the 12-hour clock and the 24-hour clock. Convert between units</p>	<p><b>Mass, Volume and Length</b> Estimate and measure mass, volume and length. Convert units of measure from larger to smaller and vice versa. Measure perimeter using centimetres and millimetres. Use their knowledge of measures to solve problems involving all three aspects of measurement.</p> <p><b>Area of Figures</b> Develop concept of area and perimeter. Measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. Find areas of figures that have squares and rectangles by counting and visualising. Apply their knowledge of finding area to figures in different orientations.</p>	<p><b>Geometry</b> Name and compare angles and use this information to help when classifying triangles and quadrilaterals. Explore symmetry and symmetrical figures before applying this knowledge to the completion of symmetrical figures. Draw lines of symmetry on shapes and figures and will combine this knowledge and understanding to sort a variety of 2-D shapes.</p> <p><b>Position and Movement</b> Describe the positions of objects and figures. Describe positions on grids using coordinates. Introduce x and y axes and build an understanding of how coordinates are written. Translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' and will use coordinates to describe a figure following a translation.</p> <p><b>Roman Numerals</b></p>

		<p>Divide 2-digit numbers using two methods, including numbers with remainders. Solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do.</p>	<p>of time, such as minutes and seconds, and hours and minutes. Solve time problems involving conversions and will calculate durations of time in relation to word problems.</p> <p><b>Decimals</b> Introduce tenths and develop concept of hundredths. Count, order and record the decimals in different ways. Equivalence between tenths and hundredths, compare and order the numbers. Round decimals to the nearest whole number linking tenths and hundredths with dividing by 10 and 100.</p> <p><b>Money</b> Record in pounds and pence. Linking between tenths and hundredths and decimal notation for money. Compare amounts of money by looking at significant digits and by converting amounts from pounds to pence and vice versa. Round money to the nearest pound and understand contexts in which this would be a useful skill to know. Estimate amounts and totals. Problem-solving situations, finding totals and calculating change.</p>		<p>Read and write Roman numerals. They will learn how Roman numerals were used and how they are still used today.</p>
<p>DT/ART</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including painting with a range of materials Disaster Art – Children to use 3 different mediums to create one whole piece. The background is a wash of paints going through the spectrum of one colour. The second is a silhouette of the area of somewhere that may have a disaster happen to it. The final is that a collage of different colours on one colour spectrum to make a tsunami or hurricane on top of the previous two layers.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting with a range of materials Egyptian wall painting like in Imhotep. Incorporating the use of hieroglyphics into their painting.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials and components according to their functional properties and</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting with a range of materials using Oenone Hemmersley as the artist study. Explore materials available (watercolours, pastels, pencil drawing) to create pieces of art surrounding animals of the Rainforest. Children to create a large mosaic piece of art where they work in teams to make one large piece. Each child takes 1 section each of the animal.</p>	<p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate. Develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes. <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks, select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities to make puppets for play.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas of Norse Gods and Mythological creatures to then improve their mastery of drawing, painting to create finished pieces of a God / creature of their choice.</p> <p><b>Design</b> Use research and develop design criteria to inform the design of an Anglo Saxon brooch / Viking shield aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p>

		aesthetic qualities to make a cartouche out of clay.			<b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.
ICT	<p>Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p> <p>Are responsible, competent, confident and creative users of information and communication technology</p> <p>Researching using the internet. PowerPoint to create presentations about a natural disaster of their choice.</p>		<p>Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p> <p>Are responsible, competent, confident and creative users of information and communication technology?</p> <p>Using Planet Earth to aid creating a poster on publisher about stopping deforestation.</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Research Shakespeare and Stratford including the life and times of Shakespeare and where Stratford is on a map. Introduce Microbit programming.</p>	
Geography	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities through plotting and researching the Natural disasters around the world currently and those of historical importance.</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of: physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle. In depth learning around Volcanoes, Tectonic plates, movement of the plates. Focus on the causes of Tsunami's, hurricanes, floods, tornadoes, earthquakes and their</p>	<p><b>Human Geography:</b> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water comparing Egypt today and Egypt in Ancient Egyptian times. Focus on the significance of the Nile and locations of settlements.</p>	<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Circle, the Prime/Greenwich Meridian and time zones (including day and night) Linked to study of Brazil, the location of the Amazon Rainforest. Plotting these on a map.</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of climate zones, rivers and the water cycle relating to the Amazon Rainforest in depth study and reflecting back on different types of</p>	<p><b>Locational knowledge:</b> Locate the using maps Stratford, proximity to London and Southampton. Focus on the key physical and human characteristics then and now.</p> <p>*Visit to Stratford</p>	<p><b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – Scandinavia, Norway</p> <p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country comparing and contrasting Norway to UK.</p> <p><b>Physical Geography:</b> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Human Geography:</b></p>

	impact on the physical and human geography as well as the societies within that area.		rivers, comparing rivers in the UK and other countries.		Types of settlement and land use, economic activity including trade links - Viking homelands. Research one of these key areas; Norway, Denmark and Sweden. Compare physical and human features to the UK.
Science	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>&gt; Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>&gt; Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>&gt; Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Human Body</b></p> <ul style="list-style-type: none"> <li>&gt; Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>&gt; Identify the different types of teeth in humans and their simple functions.</li> </ul>	<p><b>Habitats and Living things</b></p> <ul style="list-style-type: none"> <li>&gt; Recognise that living things can be grouped in a variety of ways.</li> <li>&gt; Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>&gt; Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>&gt; Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>&gt; Identify how sounds are made, associating some of them with something vibrating.</li> <li>&gt; Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>&gt; Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>&gt; Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>&gt; Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	
Music	<p style="text-align: center;"><a href="#">Southampton Music Hub</a></p> <p>Throughout the year the children will cover through their topics;</p> <p><b>Vocal:</b> Maintain their part in more difficult songs, confidently and fluently sing in tune with clear diction and breath control.</p> <p><b>Instrumental:</b> Play a range of tuned and untuned percussion, showing good rhythmic and melodic control, demonstrate the correct techniques when playing melodic and rhythmic patterns with expression, read from basic western notation with a growing awareness of pitch.</p> <p><b>Improvise and compose:</b> Create and refine musical improvisations using more complex rhythms and melody, create melodic and rhythmic and patterns using voice and instruments, create layers of sound within musical structures, showing an understanding of how sound fits together, use musical symbols and notation to record and create compositions.</p> <p><b>Listening and understanding:</b> Understand the ways that sounds can be combined and used expressively, recognise how the different musical elements are combined and make improvements to their work as well as commenting on the intended effect, aurally identify, recognise and respond to standard and invented composition, offer comments about own and others work and suggest ways to improve as well as accept feedback and suggestions from others, listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p><b>Dimensions covered:</b>  <b>Pitch:</b> Recognise and respond to higher and lower sounds and general shapes of melody; begin to recognise steps, leaps and repeated notes.  <b>Duration:</b> Recognise, respond and distinguish between beat and rhythm, understand that rhythmic patterns fit to the beat.  <b>Dynamics:</b> Understand getting louder and quieter.  <b>Tempo:</b> Understand getting faster and slower.  <b>Timbre:</b> Identify the way sounds are made.  <b>Texture:</b> Recognise and respond to different layers in music.  <b>Structure:</b> Understand and identify repetition and contrast.</p>				
History	<p>Additional: Linked to Literacy</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;</p> <p>Focus on the hierarchy of the Egyptian system including courts and justice system. Focus on Pharaohs of Tutankhamun.</p>	<p>Additional: Linked to Music</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses</p>	<p>A study over time tracing how several aspects of National History are reflected in Stratford upon Avon: particular focus on Tudor times, Focus will include:</p> <ul style="list-style-type: none"> <li>*Architecture design</li> <li>*Tudor society and hierarchy</li> <li>*Everyday life</li> <li>*Crime and punishment</li> <li>*Medical and health</li> <li>*Shakespeare – a prominent historical figure Comparing to our society today</li> </ul>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Focus will include: Where did the Vikings come from? Why did they leave Scandinavia? Where did they invade and settle and how? How do we know about them? What routes did they take and how does this link to physical geography.</p>

	<p><b>organisation of relevant historical information</b></p> <p>When researching, research about past natural disasters that have impacted significantly on the world and their communities and countries e.g. Tsunami of 2004, 2010 Haiti quake, Sichuan Earthquake in China, 2008, Hurricane Katrina 2005, and Earthquake in Pakistan 2005.</p> <p>Using events to create timeline of chronology to demonstrate the increase as a result of global warming.</p>	<p>Architecture: Pyramids and how these were built and created without modern mechanical engineering. Development of paper (papyrus) to record written language (hieroglyphs).</p> <p>Development and recording of the Number system including fractions.</p> <p>Preservation of the body beyond death (Mummification).</p>	<p><b>that involve thoughtful selection and organisation of relevant historical information</b></p> <p>History of the Samba dance and music. Where does it originate from? Past explorers of the Amazon Rainforest.</p>	<p>Much of this unit will be taught through a 3 day residential in Stratford Upon Avon experiencing history first hand through workshops, visits and tours of the area.</p>	<p>Who are the Anglo-Saxons? How does their approach to war / life differ from the Vikings?</p> <p>Beliefs and weapons of the Viking warriors, the design of their longships and about famous Viking leaders and explorers.</p> <p>Beliefs of the Vikings, the god and goddesses, the Viking creation myth, the Norse nine worlds and Tree of Life. The Viking legacy; writing, sagas.</p>
MfL	<p><b>Vocabulary development:</b> Numbers 11-20 Days of the week Items of clothing Yes / No (Oui / Non) I have... You have... (J'ai / Tu as) Counting nouns beginning with a consonant</p> <p><b>Concept development:</b> Question form using rising intonation Gender of nouns Development of understanding of letters and sound connections Plural nouns Introduction of 'it is' (c'est) Silent letter rule</p>	<p><b>Vocabulary development:</b> Colours Plural nouns Masculine animal nouns</p> <p><b>Concept development:</b> Position of colour adjective (after a noun) Question form using rising intonation Development of understanding of letters and sounds Negatives Silent letter rules</p>	<p><b>Vocabulary development:</b> What is it? It is... (Qu'est-ce que c'est? C'est un...) Parts of the body</p> <p><b>Concept development:</b> Sentence building – this is / it is 3<sup>rd</sup> person singular – etre (to be) Forming a question using a question word Question form using rising intonation Silent letter rules</p>		
PSHE and Global citizenship	<p><b>Living in the wider world: linked to topic</b></p> <p>*To research, discuss and debate topical issues, problems and events that are of concerns to them and offer their recommendations relating to Natural Disasters.</p> <p>*To resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p> <p>*Understand what being part of a community means locally and nationally and how communities can support each other.</p> <p><b>Relationships:</b> To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns,</p>	<p><b>Relationships:</b> Discrete for Anti Bullying week: To recognise bullying and abuse in all its forms including prejudice in person and online, online and social media; to recognise when people are being unkind to either them or others and how to respond and who to tell and what to say; to recognise different types of teasing and bullying and to understand that these are wrong and unacceptable; to develop strategies to resist teasing and/ or bullying who to go to for help and how to get help; to understand the impact beyond the present moment that name-calling, teasing and bullying has on an individual now and in the future.</p>	<p><b>Living in the wider world: linked to topic</b></p> <p>*To understand that they have different kinds of responsibility, right and duties towards the environment and how they can support these linked to Rainforest deforestation.</p> <p>*To research, discuss and debate topical issues, problems and events that are of concerns to them and offer their recommendations relating to Deforestation and Environmental decay in South America.</p>	<p><b>Relationships: linked to topic</b></p> <p>*To recognise and respond appropriately to a wide range of feelings in others.</p> <p>*To recognise what forms a positive and healthy relationship and develop the skills to form and maintain positive relationships.</p> <p>*To recognise when relationships can be unhealthy and know who they can talk to.</p> <p>*To understand the impact of their actions on others.</p> <p>*To learn how to recognise and respond to other people's feelings appropriately.</p>	<p><b>Relationships: linked to topic</b></p> <p>*To recognise and respond appropriately to a wider range of feelings in others.</p> <p>* To learn how to make informed decisions recognising that choices can have positive and negative consequences.</p> <p>*To learn that their actions affect themselves and others within the context of today and learning from the topics.</p> <p>*To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise linked to topic.</p> <p><b>Health and wellbeing: linked to E-Safety</b></p> <p>*To discuss and debate what positively and negatively impacts on their physical, mental and emotional health.</p>

	to recognise and care about other people's feeling and try to see and understand other people's points of view.	<b>Health and wellbeing: linked to topic</b> *To learn about change including transitions (loss, separations, divorce and bereavement) and how people manage these – linked to RE. *To discuss loss and the feelings associated with this. *To understand how people's needs change as they age. *To learn how to make informed decisions recognising that choices can have positive and negative consequences.			*To recognise how images in the media and online do not always reflect reality and can impact emotional and mental wellbeing.
E-Safety	<b>Self-Image and Identity</b> - Online Identity and reality - Why is there a difference? - Isn't everything real? Screen time health.	<b>Online Relationships</b> - Controlling communication on line. - Reporting concerns. - Showing RESPECT online. Apps and usage.	<b>Online Bullying</b> - Anti-Bullying pledge. - Cyber Bullying – what is it? - Recognising emotions. How do I report?	<b>Self-image and identity &amp; reputation</b> - Information reality – copied, created and shared. Judging others on online presence.	<b>Online reputation, Privacy and Security</b> - What do you know about me? - Fact finding – beliefs and opinions. - Is everything real online?