

Autumn Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question								What are The Seven Wonders of the World? When were they built? Why are they considered wonders?				
	Skills								I can place the seven wonders on a timeline.				
	Knowledge								I know that there were 7 wonders of the ancient world, but not all of these survived. I know what the seven wonders of the modern world are.				
	Activity								Use a range of Secondary sources to research the 7 wonders of the modern world. Work in pairs/small groups to order these wonders in terms of chronology.				
Science	Question	What are the planets in our solar system? What order do they go in starting from the sun Where does Earth fit? Do planets float around in space or do they orbit something?	What is a sun? Why does the sun appear to move across the sky during the day? How is day and night created? Why is it daytime and nighttime in different parts of the world at the same time? Where does the sun rise and set? W	What can you see in the night sky? What is the Milky Way? Are we apart of it? What is a moon? What is the moon made from? Is this the same as earth? Do any other planets in our solar system have moons? How long does it take for the moon to orbit the earth? Do all planets and moons have the same orbital times	How does light travel? Why do shadows take the shape of the object that is blocking the light?	What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal? How are nocturnal animals adapted to their environment?	How do seasons effect the length of days?	What is condensation? What part does evaporation and condensation play in the water cycle? Does temperature affect the rate of evaporation? Why is the water cycle important on Earth?	What are environments and how can these change over time? How have people impacted upon life on Earth? What can individuals do to protect our 'Wonderful Earth'? Who is Greta Thunberg? When did she live? Why is she important/significant? How has she influenced others?				
	Skills	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.											
	Knowledge	I can name and order the planets in our solar system. I know the planets orbit the Sun.	I know that our sun is a star. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving. I can explain how day and night is created as the Earth spins on its axis every 24 hours I know that it is daytime in the part of the Earth facing the Sun and nighttime in the part of the Earth away from the Sun I know that the sun appears to rise in the East and set in the West	I know that our solar system is part of the Milky Way and when I look at the sky at night I can see planets, stars, galaxy and nebula. I know that planets of the solar system have moons. I know that a moon is a satellite orbiting around a planet. I know that the Moon takes approximately 28 days to orbit the Earth and that the different appearance of the Moon over 28 days provides evidence for a 28-day cycle. I can compare the different orbital times of the Moons of planets in the Solar System. I know the Moon is made from rock and compare this to Earth rocks	I know that light travels in straight lines. I can identify that the shape of a shadow is the shape of object. I can describe and find patterns in the way that the size of shadows change. I know when light is blocked by an object it can cause a shadow.	I know animals can be classified into nocturnal and diurnal animals I know that nocturnal animals have particular characteristics that are adapted to being active at night time	I know that day length changes depending on the season.	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	I can recognise that environments can change and that this can sometimes pose dangers to living things. I know who Greta Thunberg is I know why she became famous I know how she campaigns to address climate change				
	Activity	Use a variety of secondary sources to research planets in the solar system. Create a diagram/model or fact file of the solar system	Create a human model of the Sun and Earth to demonstrate how the movement of the Earth impacts on day and night. Investigate how light travels in a straight line using torches and masks, or lightboxes Make ping pong ball models on string and use a torch to shine on the ball whilst rotating ball to show the part of ping pong ball facing the torch is in daylight etc.	Using secondary sources to magnify the solar system to observe planets, stars, galaxy and nebula Create a flip book to show the moon's changes in appearance over the 28 days cycle. Make a 3D model showing why night and day occur and explain this using the model and secondary sources to support. look at videos of the first moon landing - gathering of moon rock	Observation over time - investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day (link to knowledge about light travelling in straight lines)	Sort animals by their characteristics, referencing which are nocturnal/diurnal Group and classify based on adaptations linked to this - eyes, ear size etc.	Use sunrise and sunset data to determine when in the year daylight is longest - calculate and chart the data by month. When there are so many different people and cultures in the world how can we all live alongside each other? Are people treated fairly across the world? Have you seen anything in the news recently about the way that different groups are treated? What are your thoughts on this?	Create own environment in a bottle to investigate evaporation/condensation in the water cycle. Investigating changing the rate of evaporation - Where has the water gone? - hand print on paper towels, puddles, boiling a kettle against a cold surface to see the condensation, using a small amount of water and putting it into the microwave.	Research using a variety of secondary sources how climate change is affecting the environment and the living things that inhabit it. Watch news clips about Greta Thunberg and discuss her impact. Discuss children's opinions of what Greta did and why they think she did it. Consider what individuals can do to impact positively on our environment. Write a persuasive text.				
Geography	Question	What planets are in our solar system? How is Earth different to the other planets? Do you think Earth is wonderful? Can you name the continents and oceans? (revisiting KS1 knowledge). What continent is the UK in?	What other countries are in Europe? Can I find out about a European country?	What is the world's longest river? What is the longest river in the UK? What is the longest river in Europe? How are rivers formed? Where is the source of the river and where does it run to?	What is the highest mountain in the UK/Europe/The world? How are these mountains similar/different? what is the landscape like?	When there are so many different people and cultures in the world how can we all live alongside each other? Are people treated fairly across the world? Have you seen anything in the news recently about the way that different groups are treated? What are your thoughts on this?	What are the seven wonders of the modern world? Where are the wonders located? Why were they labelled the seven wonders? What materials were these wonders constructed from? Why were they constructed? Who constructed them? How have they impacted on the environment?	Are all human additions to the Earth wonderful? How do humans impact on the Earth? What impacts are positive? What impacts are negative? Why is it important to look after the Earth? What impact is human activity having on our Earth? What can we do as individuals to care for our planet?	Who is Greta Thunberg? Why did she become known across the world? What message does she spread?				
	Skills	I can share my views and opinions about our planet and support my views with reasons	I can find Europe on a map of the world, in an atlas and on a globe. I can identify European countries on a map. I can use a range of resources to find information about a European country that interests me.	I can use maps, atlases, globes and digital technology to locate places in the world. I can compare and give opinions on different places. I can talk about landscapes. I can use keys and symbols to locate rivers on a map.	I can use maps, atlases, globes and digital technology to locate places in the world. I can compare and give opinions on different places. I can talk about landscapes. I can use keys and symbols to locate mountains on a map.	I can discuss my thoughts and opinions about the way that people are treated and give reasons for my opinions	I can give my thoughts and opinions on ways that we affect the environment. I can use a range of resources including maps and images to find out about places and landmarks. I can find locations of landmarks/wonders on a map or in an atlas.	I can give my thoughts and opinions on ways that we affect the environment.	I can discuss my own opinions and thoughts on the importance of Greta Thunbergs message.				
	Knowledge	I know that our planet Earth contains air and water and can sustain life. I can name the continents and oceans. I know that the UK is in the continent of Europe.	I know that UK is in the Continent of Europe. I can name some other countries in Europe.	I know that there are different types of landscape. I can name physical features and compare features from different parts of the world. I know what a river is. I know that the source of a river is always on elevated ground and that it runs to the sea/ocean.	I know that there are different types of landscape. I can name physical features and compare features from different parts of the world. I know what a mountain is. I know what the highest mountain in the UK (Ben Nevis - Scotland), in Europe (Mount Elbrus - Russia) and in the world (Everest - Between Tibet and Nepal in the Himalayas) is.	I know that we all have the right to be treated with respect	I know that there were 7 wonders of the ancient world, but that not all of these wonders survived. I know that 7 wonders of the modern world have been designated. I know that human activity changes the environment. I can name some ways that human activity has a positive effect and some where human activity has a negative effect on the environment. I can name the seven wonders of the modern world. (The great Wall of China, Chichen Itza, Petra, Machu Picchu, Christ the Redeemer, The Colosseum, Taj Mahal	I know that human activity changes the environment. I can name some ways that human activity has a positive effect and some where human activity has a negative effect on the environment.	I know that Greta Thunberg is an environmental activist who gained international recognition for promoting the view that the world is facing a climate change crisis.				

	Activity		Discussion around the questions posed. Children to position themselves on a continuum - Do you think our Earth is wonderful? and give reasons to explain/support their positioning. Recap from KS1 naming of continents and oceans - quickfire revision activity - labelling a map - identify and work on any misconceptions/gaps. Quickly find the UK on the world map and in atlases/globe	Team quiz - How many European countries can you name? List suggested countries. Use atlases to confirm or reject those countries suggested. Work in pairs naming and finding European countries in the atlas and on a world map. Identify a country that interests them. Children research basic facts about the country e.g. population, neighbouring countries, does it have a coastline? Is it next to a sea/ocean? If so which one? What is the flag like? Climate etc... Record on a fact file for the country or produce a leaflet.	Use a range of secondary sources to research rivers in the UK, Europe and the world. Find and compare the length of the longest rivers in these areas. Look on maps at the route these rivers take and where the rivers flow to. Locate them on maps and atlases.	Use a range of secondary sources to research the highest mountain in the UK, in Europe and in the world. Compare the heights of these mountains. Look at images of them and compare the landscape looking for similarities and differences. Locate them on maps and atlases.	Look at images showing the diversity of the human race across the globe. Ensure the images show different cultural practices, races, genders, disabilities, dress. Discuss the questions above. Discuss any issues that have been represented in the news recently (e.g. George Floyd) discuss whether people are always treated equally/with respect and whether this is fair. Is there enough food and resources to go round? Are these resources evenly distributed?	Use a range of secondary resources including images, film, text, digital technology and maps to research the seven wonders of the modern world. Children choose to look at one of the wonders in more depth and working individually, in pairs or small groups make a presentation for the wonder they have researched. Present to an audience (possible parents or another class).	Discuss and research ways that humans impact on the planet. Look at film clips that show positive impact e.g. animal conservation and clips that show negative impact e.g. pollution. Sort images/phrases into positive/negative impact and discuss reasons for choices.	Look at images of Greta Thunberg and discuss who she is? Do the children recognise her? Where have they seen her? What do they know about her? Watch films/interviews of/with Greta Thunberg. Children discuss her viewpoints - do they agree? Concense Alley activities. Children to debate the views of Greta making arguments for opposing sides. Write balanced arguments.	
RE	Question	How do we show we care for others? Why does it matter? How can leaders be inspirational? How do leaders show wisdom?	I can apply ideas of my own by giving reasons for their views about how leaders can provide wisdom and inspiration.	What does creation mean? What is a creation story? How does the Bible tell us that the world was created? What other theories are there? What do I think about these theories? How are they linked?	I can describe and understand the link between the Bible story of creation and other theories of creation.	What do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or were we an accident? Are there other explanations for humanity?	Who inspires me? Why do they inspire me? What can I learn from them?	How do leaders inspire the people they address? Who is an inspirational leader? What made them inspirational? How have they impacted on others/the world/the cause that they believed in?	Who was Mother Teresa? How did she inspire people? Why did she inspire people? How would you describe her?	How can people of different religions be inspired by religious leaders? Who might Christians see as religious leaders? Who might Muslims see as religious leaders? How are their lives affected by these leaders?	
	Skills					I can discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?	I can say what/who inspires me and how this influences me.	I can talk about an inspirational leader and identify what made them inspirational.	I can describe the life of an inspirational spiritual leader from the modern world.	I can understand how key leaders can be sources of wisdom for religious believers.	
	Knowledge		I know who is a leader and how they provide wisdom and inspiration to me. e.g. School council, class teacher, football coach, parents, local government etc	I know the Christian story of creation and other theories of creation. I know the story of Noah and how this relates to creation and starting again. I know about reincarnation in Buddhism and how this links to creation.	I know a range of ideas that answer questions in different faiths/beliefs. I know that people have different answers to the big questions because stories have changed over time. e.g. Play Chinese whispers to explain.	I know that people are inspired by different people.	I know that people are inspired by different people.	I know that inspirational leaders are those who make positive change.	I know who Mother Teresa was and how she inspired others.	I know that Christians may see Jesus, Bishops, The Pope (Catholic) as religious leaders. I know that Muslims may be inspired by their religious leaders - Imam and Muhammad (PBUH)	
	Activity	Look at and discuss different leaders in the children's lives - e.g. parent/class teacher/headteacher, coach/club		Read and discuss the Christian Creation story. Retell the story or write a report about it. Research scientific theories of how the world was created and look for links between the two. Read and discuss the story of Noah and identify how this relates to creation and starting again. Explore the Buddhist belief in reincarnation and how this links to creation. Discuss own opinions and give reasons for them.	Read other stories around creation. Discuss views and opinions. Discuss how different people have different views and that this is Ok. We don't have to agree with someone else's opinion, but we should respect it.	Discuss what it means to be inspired by someone. In pairs or small groups discuss who inspires us and why. Discuss what we can learn from these people. Discuss how we are all inspired by different people and how this is dependant on our interests and personalities.	Research an inspirational leader e.g. Nelson Mandela, Martin Luther King Jr. Discuss - do you agree that they were inspirational people? What makes them inspirational? Why/How did they inspire people? What positive impact did they have?	Research Mother Teresa as an inspirational spiritual leader of the modern world. Do you agree that she was an inspirational person? Why? What makes her inspirational? What positive impact did she have?	Research Religious leaders from the Christian and Muslim faiths. Discuss how these leaders inspire members of their faith.		
PSHE	Question	What does it mean to be valued? How does it feel to be valued? What do I value about myself? What do I value about others that are important to me?	What makes me happy/sad/scared? What other words do I know that mean similar things to these? Do other people feel these emotions? How can I tell how someone is feeling?	How can I make others feel valued? Why is this important?	What is a reward? What is a consequence? How does my behaviour impact on the rewards and consequences that I receive? Is this fair? What rewards and consequences do we see/would we like to see in school?	What is a right? What is a responsibility? What are my rights? What are my responsibilities? Am I responsible for myself/others? How do my behaviour and choices affect other people's rights and responsibilities?	What does co-operation mean? How/When can I work co-operatively? Why do I need to co-operate when I am part of a group or part of a class? What are the rewards when I co-operate? What are the consequences if I don't co-operate?	What is a goal? What would be an appropriate goal/set of goals for me? Does it matter if my goals are different to my friends goals?	What is meant by a 'challenge'? What things do I find challenging? How should I approach a challenge? Are challenges good? Why? When should I ask for help?	Who is in my family? Who are the people who care for me? Is everyone's family the same as mine? How are families different? Is this OK?	What is conflict? Who might I come into conflict with? Does everyone experience conflict? How can I deal with conflict?
	Skills	I value myself and know how to make someone else feel welcome and valued	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	I know how to make others feel valued.	I understand that my behaviour brings rewards/consequences	I understand why rules are needed and how they relate to rights and responsibilities	I can work cooperatively in a group	I can set personal goals.	I can face new challenges positively, make responsible choices and ask for help when I need it.	I appreciate my family/the people who care for me.	I know how to calm myself down and can use the 'Solve it together'
	Knowledge	I recognise my worth and can identify positive things about myself and my achievements.	I know that people have different feelings and I know how to recognise these in myself and others.	I know that we all have the right to feel valued. I know that the way I treat others can affect how valued they feel.	I know what rewards and consequences are. I know how my behaviour can impact on the rewards and consequences I receive.	I know what the rules in school are and how these impact on my rights and responsibilities.	I know why it is important for us all to try to work co-operatively. I know how this helps us as individuals, as a class and as a school.	I know what goals are appropriate for me and how I can work towards them.	I know what things I find challenging. I know that good learner enjoy meeting challenges. I know that being resilient can help me overcome challenges. I know when to ask for help.	I understand that everybody's family is different and important to them	I understand that differences and conflict sometimes occur between family members and between friends.
	Activity	Follow jigsaw scheme. Discuss what it means to be valued. How this makes us feel and how we value ourselves and others.	Follow the jigsaw scheme. Discuss our feelings and what makes us feel this way? Notice how this can be different in different people. Discuss how different emotions look and feel within ourselves. What clues might we notice that could tell us how others are feeling? Look at SEALs pictures and discuss emotions felt. Discuss emojis. List similes for happy/sad/scared and discuss how this makes us feel and how we value ourselves and others.	Follow the jigsaw scheme. Discuss the idea of feeling valued - how this feels why it is important for ourselves/others/our class/our school. Discuss ways that we can help each other to feel valued. Look out for examples in real time.	Follow the jigsaw scheme. Discuss the concept of rewards and consequences and share views on this. Draw up class charter and relate to rewards and consequences.	Follow the jigsaw scheme. Discuss our understanding of the terms rights and responsibilities. Discuss how our behaviour is related to rights and responsibilities. Discuss how rules help us to ensure that rights and responsibilities are met.	Follow jigsaw scheme. Discuss the idea of co-operation, what this looks like in practice, why it is important and when it needs to happen.	Follow jigsaw scheme. Discuss goals and how they help us. Children set personal goals and discuss what they can do to work towards them. Whose responsibility is it?	Follow the jigsaw scheme. Discuss the concepts of challenge and resilience. Discuss how different people face different challenges. Explore inspirational individuals who have overcome challenges and how.	Follow the jigsaw scheme. Discuss family make up and differences in families and that this is Ok.	Follow jigsaw scheme. Discuss conflict when/how it happens. How we feel when we are in conflict with others. Teach the 'solve it together technique'. Support children in using this technique. celebrate with children when they have done this - make explicit.
Computing 1	Question	What is technology? How is it used to improve human life? What is the World Wide Web? How is it used?									
	Skills	I can identify technology in the world. I can explain how different technology has helped people around the world. I can explain what the world wide web is and how it is used.									
	Knowledge	I know what technology can be used for and can identify a range of technology. I know how different technology is used to help people. I know what the world wide web is. I know how to use the world wide web.									
Activity	Discuss what we know about the internet. What is it? How is it helpful? How do we use it? How can we be safe when using it?	Discuss different APPs available online and the ages these are appropriate for.	Discuss cyber bullying.	Use of Google earth/Google maps to support work in Science and Geography	Use of the internet and appropriate sites to support research in other curriculum areas.						
Question	How can I use a pencil to create different effects? How can I show light and shadow? How can I shade using hatching? How do we show tone and texture in art?			How can I use oil pastels to create different effects?	How do I mix different colours with paint? How do I create different effects with paint? What different brushes do I use? Can I produce a picture in the style of Van Gogh?						

ART	Skills	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.				Use oil pastels in different ways to create effect.		Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.			Use oil pastels to create effect. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Experiment with creating mood with colour. I can discuss my opinions about Van Gogh's work	
	knowledge											I know that Vincent Van Gogh was a Dutch painter who lived in the 1800's. I know some of his famous paintings.
	Activity	Experiment with different grades of pencils to work on technique and control. Explore what different grades produce. Explore and compare pencil and charcoal.	Explore how different pencils and techniques can be used to represent light and shade.	Explore the use of hatching/cross hatching to show tone and texture	Combine the techniques trialed to produce a pencil drawing.	Explore the use of oil pastels in guided activities	Use oil pastels to create a finished piece.	Experiment with mixing different colours and shades. Experiment with different thickness of paint	Experiment with using different types of brushes in different ways to create effect.	Apply skills to paint a picture	Explore the work of Van Gogh. Research the artist and produce work in the style of related to the theme of 'Our Wonderful Earth'.	
Design	Question	How can I make a model of the solar system? What materials will I use? How can I show the movement of the planets around the sun?										
	Skills	I can research to support my design criteria. I can generate and communicate my ideas through discussion, sketches and diagrams. I can think of a solution to a problem and consider the practicality of my design I can design my idea and improve I can label all parts of my design		I can create a shell or frame structure. I can measure and mark to the nearest cm. I can use a glue gun with close supervision I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as handsaws, craft knife (under supervision) I can work safely.		I can describe my idea and how it solves the problem						
	Knowledge	I know how to research a design.		I know how to turn my design into a model		Evaluate the product identifying ways it could be improved and solving any problems.						
	Activity	Look at designs of solar systems made by others. Plan own designs in small groups.		Follow plan to make simple solar system								
MFL	Question	How do I say hello in French?	How do I introduce myself in	How do I ask people how they are?	How do I say goodbye in French?	How do I count to 10 in French?	How do I say how old I am?	How do you say basic classroom	How do I say the body parts in	How can do I say and repond to	How do I say colours in French?	How do I say what I am wearing in
	Skills	I can engage in conversations, ask	I can engage in conversations, ask	I can listen attentively to spoken	I can listen attentivel to spoken	I can develep accurate	I can speak in sentences using	I can listen attentively to spoken	I can read carefully and show	I can listen attentively to spoken	I can develop accurate	I can broaden my vocabulary and
	Knowledge	I know how to greet people in	I know to exchange names in	To discuss how I am feeling.	To choose appropriate phrases for	I can recognise and repeat sounds	I know how to speak in sentences. I	I know how to listen and repond	I know how to name the body	I know how to undertand and	I know how to listen and copy the	I know how to ask and answer
MUSIC	Question	Do all countries have a traditional	How are simple tunes composed	How can I compose a bar rhythm?	How can I compose a melody using the pentatonic scale?	How can I compose a soundscape	What is the importance of a song in	What is a sea shanty?	How do I perform a sea shanty?	How do I write a sea shanty?	How do I perform a sea shanty?	
	Skills	I can identify some of the	I can understand the term	I can compose a bar rhytm for a			I can learn the importance of songs	I can earn a sea shanty. I can add a	I can perform the song as a class	I can write new words for a sea	I can perform a sea shanty. I can	
	Activity	Provided by WPT										
PE	Question	What is dribbling?	What is turning?	What is passing?	What is tackling?	What is shooting?	What is a team?	How do I tag?	Which way do I pass?	How do I play rats and rabbits?	Can I score a try?	Can I play 1 v 1?
	Skills	I can use my laces, instep and	I can use the drag back to turn	I can use the inside of my foot to	I can attempt to take the ball off	I can use my laces to shoot at goal	I can distinguish between my team	I can tackle using the tag belts	I can pass a ball correctly	I can play rats and rabbits	I can score a try	I can attack and defend against a
	Knowledge	I know what dribbling is and which	I know what a turn looks like and	I know what a short pass is and	I know what a tackle is and the	I know I need to shoot to score a	I know football is a team game	I know the rules of tagging (shout	I know I can only pass backwards /	I know I need to attack (run to	I know I cannot dive when scoring a	I know if I have the ball I need to
	Activity	Provided by WPT										

Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question	Who were the Vikings and why were they important? I can use appropriate historical vocabulary. I can place events on a historical timeline	Where did the Viking come from? I can use a wide variety of different sources to find out facts and present them in a variety of ways.	Why did the Vikings come to Britain? I can use appropriate historical vocabulary to communicate my ideas and knowledge.	What conflicts happened in the Viking period and why? I can use a wide variety of different sources to find out facts and present them in a variety of ways.	Is it fair that the Vikings invaded and conquered parts of Britain? I can use evidence to ask questions and find answers to questions about the past.	What were homes like during Viking times? I can use a wide variety of different sources to find out facts and present them in a variety of ways. I can use appropriate historical vocabulary to communicate my ideas and knowledge.	What was homelife like in Viking times? I know that Vikings were farmers who kept animals and grew crops. They were skillful at crafting and made beautiful metal work and wooden carvings. I know there were no supermarkets or shops to buy food so the Viking ate food that they could grow or hunt. Plants, vegetables, wild nuts, berries, herbs, leaves, grains (to make bread and porridge). Animals: wild animals e.g deer, wild boar, fox, beaver, bear and fish. They also ate domesticated animals and eggs.	Who was in charge during Viking times and how did they rule? I can use a wide variety of different sources to find out facts and present them in a variety of ways.	Who was Erik the Red/ King Crut and why were they important? I can place key events on a timeline using precise dates. I can use a wide variety of different sources to find out facts and present them in a variety of ways.	
	Skills										
	Knowledge	I know the Viking period was from 789AD-1066AD. I can place the Viking period on a historical timeline. I understand that other events happened at the same time as the Viking period.	I know that the Vikings travelled from Scandinavia (Norway, Sweden and Denmark) and settled in the UK, known as Danelaw. I know they travelled to Britain on Viking Longboats.	I know the Vikings came to Britain for more/better land for farming and for treasures (to make them rich) Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.	I know that the Viking invaded Britain. I know the first raid was Lindfarne in 793. I know Viking warriors fought using long swords and axes. The word 'Viking' comes from a language called 'Old Norse' and means a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all Vikings were blood thirsty warriors.	I know why and how the Vikings invaded Britain. I know there is a strong debate on the fairness of these invasions: I know that some Vikings came to fight but some came to settle peacefully. I know that this impacted on the people of Britain.	I know that Vikings built their houses from local materials such as wood, stone or blocks of turf. They lived in long rectangular houses made with upright timbers (wood). The walls were made of wattle (Woven sticks covered with mud (daub) to keep out the wind and rain). I know that Viking houses were often one long room with a cooking fire in the middle. The smoke escaped through a hole in the roof. Animals and people lived in the same building in the winter months. The animals lived in a byre at one end of the house and the people lived at the other.	I know that King Crut was the king of Denmark and Norway and the first viking king to be in charge of England, (North Sea Empire) and that the country prospered under his reign. I know that King Alfred was also known as Alfred the Great. He was an Anglo-Saxon king of Wessex and eventually defeated the Vikings and rebuilt homes and schools after the invasions.	I know that Erik the Red was a Norse Viking explorer who founded Greenland when he was banished from Iceland for manslaughter. He had red hair and a violent temperament.		
	Activity	PPT of BC and AD to ensure chronological understanding. Place historical events on a timeline. An intro to Vikings ppt/video <a href="https://www.bbc.co.uk/1/health/topics/zty9j6/articles/jgwyw">https://www.bbc.co.uk/1/health/topics/zty9j6/articles/jgwyw</a> Timeline activity: TES	Map activity. Chn identify the places where Vikings settled. <a href="http://www.primaryhomeworkhelp.co.uk/viking-settle.html">http://www.primaryhomeworkhelp.co.uk/viking-settle.html</a> . Use the website to identify specific areas where Vikings settled on a UK map. Make lists of areas ending in '-by' and '-thorpe' and discuss the relevance of this.	Modelled debate between Monks and Vikings. Reasons for and against the raid. <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-invaders-and-settlers/3j9jyc">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-invaders-and-settlers/3j9jyc</a> Acting/Drama. Freeze frames.	Conscience alley/debate. Viking invaders vs Britons.	Viking home life ppt. Draw and label a Viking home.	Research. Table activity - sorting characteristics of modern day life and Viking homelife.	<a href="https://www.les.com/teaching-resource/powerpoint-about-king-erik-5445754">https://www.les.com/teaching-resource/powerpoint-about-king-erik-5445754</a> powerpoint to introduce the King. Chn produce a FactFile. Alfred the Great Reading Comprehension	Research. Present information as a timetable of the Explorer's life to the rest of the class OR Give each group a key event of ETR's life to research and present (chronologically) these findings to reveal a timeline of his life/loves and achievements.		
Science	Question	What stages are in the life cycles of humans? What happens during each stage of the human life cycle?	What are the main food groups? What foods are in each food group? What is the importance of each food group for our bodies?	What is the impact of each food group on the human body? What is its importance with regards to nutrition and health?	What bones are part of the humans skeleton? Why is the skeleton important?	Why do we have muscles? How do muscles help us to move?	Which organs belong to the main body systems (circulatory, respiratory and digestive)?	Why do we have different shaped teeth?	How is food and water transported throughout the body? What are the basic parts and functions of the digestive system?		
	Skills	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Take accurate measurements in standard units, using a range of equipment. Use a range of sources to research.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions			
	Knowledge	I can 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. I know what types of nutrition animals need to survive, including basic food groups and how those food groups maintain good health. I know that muscles need protein. I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals	I know the role of each food group on the body and their importance to nutrition and health	I can identify the main parts of some of the human body systems such as different bones in the skeleton and I know their function.	I know that humans have muscles and skeletons for support and movement and protection. I know that we need exercise to stay healthy and to maintain our muscles that when we exercise, our muscles work harder.	I know that our body has organs which help us like the lungs which help us breathe and the heart that is part of the circulatory system which transport blood around our bodies through arteries and veins. I know that our digestive system helps us to break down food	I know that humans have teeth and identify the differences in shape - molars for chewing, canines for tearing, incisors for cutting - and that teeth help us to eat	I know the basic parts and functions of the digestion system and how they transport food			
	Activity	KWL grid - the human body. Use a range of secondary resources to research reproduction. Order the stages of human life newborn, toddler, young child, older child, adolescent, young adult, middle-aged adult, elderly person - describe the developmental differences for each stage. Create a life timeline to show human cycle	Create food pyramids. Organise to take children on a visit to a local supermarket to look at the different foods available. Group foods into categories - proteins, fats, carbohydrates, vitamins & minerals. Plan, write and describe three different balanced meals for people	Sample foods high in each food group. Compare a range of products for their nutritional value according to their packaging. Compare traffic light for nutritional labelling. Use a range of secondary resources to research similarities and differences	Create own models of antagonistic muscles to show how these pull to work together when exercising	Sort and match statements and diagrams of organs about the human body's main systems (circulatory, respiratory, digestive). Use secondary sources to support learning - including use of KO)	Investigate the functions of different teeth, looking at the shape of the teeth (what they are protecting) and what they are utilised for. Comparison of teeth of herbivores and carnivores through pictures	Investigate how the digestive system works by creating poo. Investigate how food is broken down in the stomach - stomach acid experiment using alkali seltzer and oil/water. Make a lift the flap book explaining the digestive system (Pop up book)			
Geography	Question	(Recap) What are physical features? What are human features of geography? Why did people settle in the places that they did? What physical features would early settlers have wanted to be close to them?	Where did the Viking come from? Where is Scandinavia? Can I find Norway/ Denmark and Sweden on a map? What continent are they in? What are the places like? What human and physical features do they have?	What are the countries that make up the united Kingdom? What are their capital cities? Can you name geographical features of the countries e.g Ben Nevis		How did the vikings use the natural materials and physical features of the land to survive? What resources would have been essential for them to have close at hand? What materials did they use to enhance their lives that were not completely essential?	I can describe how people use natural resources to survive. I can describe how people use natural resources to enhance their lives.				
	Skills	I can identify physical features such as hills and mountains. I can identify human features such as city, town factory, house. I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can describe and compare how people use natural resources to survive.	I can use world maps and atlases to locate countries and find out what their features are.	I can name and locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities and rivers. I can use maps to identify some viking settlements, using place names as a clue.							

		I know that the UK is made up of a mixture of human and physical features. I know that early settlers needed certain physical features to survive and thrive. I know that early settlers wanted land that was good for farming. I know that early settlers changed the environment by introducing human features such as buildings and changing the land by farming.	I know that the Vikings travelled from Scandinavia (Norway, Sweden and Denmark) and settled in the UK, known as Danelaw. I know they travelled to Britain on Viking Longboats. I know that they were looking for land that was good farming land.	I know that the Vikings built settlements in England. I know that these settlements changed the look of the environment as they built human features and changed the land for farming. I know that place names give a clue as to where the vikings settled. I can use maps of the UK to find place names that indicate where the vikings settled. I can discuss some of the features and locations of these places.		I know that wood, stone and wattle (Woven sticks covered with mud to keep out the wind and rain) were used for house building. I know that fresh water and wood, good quality farming land were vital to the vikings existence. I know that the vikings reared animals and grew crops to survive. I know that the vikings were skilled craftsmen and made jewellery, boats and cloth from the resources around them.	
	Knowledge	Recap and sort physical/human features. Discuss why Early settlers travelled and what physical features they would need in the places they settled. Discuss which features would have been essential and which would have been desirable. Look at images of landscapes and decide as an early settler if you would want to stay there and give reasons. Discuss how when people settled in an environment they would change the look of the environment by introducing human features such as buildings.	Use powerpoint slides, film clips and atlases to research the location and features of Scandinavia (including Norway, Sweden and Denmark).	Research areas of the UK using atlases and other sources. Identify capital towns and cities. Learn about the links between place names and viking settlements. Use maps to identify viking settlements close by. Record on outline map.		Use powerpoint presentations/ video clips and other sources to find out and discuss how Vikings used natural resources to survive, thrive and improve their quality of life.	
RE	Question	What is religion? What does it mean to believe? What different religions do I know about? Is it OK to believe different things to other groups? Should we respect each others beliefs?	How are important life stages e.g birth/naming/coming of age/marriage/death celebrated/commemorated in Christianity/Islam/Judaism? How are these similar? How are they different?	What did the Vikings believe? Did the vikings follow a religion?	Who are key leaders in the Christian/ Jewish and Islamic faiths? Why are these people important to the followers of each faith? What are the key stories that are told about them? How do they inspire followers of the faith?	Why do Christians celebrate Easter? Why is this celebration important to them? Why do other religions not celebrate this celebration? How do Christians celebrate Easter? Why is lent important to Christians in the lead up to Easter?	
	Skills	I can discuss my beliefs and those of my family. I understand that people have different beliefs. I can show respect for the beliefs of others.	I can make connections between different features of the religions and world views I study, discovering more about , the rituals which mark important points in life in order to reflect thoughtfully on my ideas.	I can make connections between different features of the religions and world views I study	I know that followers of religion are inspired by leaders. I know that whatever your colour, religion, race, ethnicity, gender, background, etc, we are equal. I know who is important within religion and culture around the world.	I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all	
	Knowledge	I know that different religious groups have different beliefs and that they practice their beliefs in different ways. I know that mutual respect and tolerance of people with different faiths and views are fundamental British Values.	I know about the different celebrations, worship and rituals that mark important points in life, e.g birthdays, bar mitzvah, marriage, civil partnerships and funerals etc.	I know that the vikings had religious beliefs and followed a religion now known as paganism. I know that they believed in many gods. I know Norse mythology centered on gods such as Odin, Thor, Loki and Frey.	I know that Jesus was seen as an important leader in the Christian faith. I know that Christians believe that Jesus told stories to teach others about God and how people should live. I can talk about one of the stories that Jesus told and discuss the messages. I know that the teachings of Jesus are carried on through leaders of the church including vicars, priests and the pope.	I know that Moses is seen as an important leader in the Jewish faith and that Jews believe that God gave Moses the Ten commandments (rules for the Jewish people to live by). I can talk about the story of Moses receiving the commandments and how this affects the daily lives of Jewish people today. I know that the Jewish faith and the stories around it are carried on in the Synagogue through rabbis.	I know that The Prophet Muhammad (PBUH) is an important leader in the Islamic faith. I know that Muslims believe that Muhammad was the final prophet and that he is seen as so important that muslims say Peace be upon him after his name is spoken. I know that the teachings of the faith are carried on in the mosque through the Imam.
PSHE	Question	What is bullying? What does it mean to witness bullying? How can a witness make a situation better or worse?	How do words affect people? Is it true that words can not hurt you?	How can I look after my body? Why is exercise important to me? Why is my heart such an important organ in my body? Why are my lungs important? How can I ensure they are healthy?	What are drugs? When are drugs useful? When are they harmful? Why are some drugs prescribed by doctors?	How can I keep myself safe? What are potential dangers for me? how can I take responsibility for my own safety? Who else is responsible for helping to keep me safe?	
	Skills	I can describe ways that I can help someone that is being bullied.	I can tell you about a time when my words affected someone's feelings	I understand how exercise affects my body and know why my heart and lungs are important	I can tell you my knowledge and I can tell you my knowledge and	I can identify things, people and places that I need to keep safe from, I can tell you about substances in	
Design	Question	How can I use pencil to show light/dark/tone?	How can I use pencils to create effect?	How can I use pencils to create effect?	How can I use other materials? What is embossing? I can use intricate designs and control to emboss on soft metals.	What household substances might be dangerous for me and others if used incorrectly? Why are these substances useful? How should they be stored?	
	Skills	I know what it means to be a witness to bullying	I recognise that some words are used in hurtful ways.	I know that my heart is part of my circulatory system and pumps blood	I know that drugs can be useful in	I can tell you about substances in	
ART	Question	What is technology? How is it used	Who was Sir Time Berners-Lee?	How can I present my work to others? How can I check my work?	How can the internet be useful? How can I present my work to others? How can I check my work?	I can tell you about substances in	
	Knowledge	I can identify technology in	I can research and find out about	I can create, modify and present documents for a particular purpose.	I can act appropriately when	I understand that, like medicines,	
Activity	Question	I know what technology can be	I know that Sir Tim Berners-Lee is a	I know how to create, modify and present a range of documents for a	I know what is worrying online and	I know how to combine a range of media to create a range of documents for a particular purpose	
	Skills	How can I use pencil to create effect?	How can I use pencils to create effect?	How can I use pencils to create effect?	How can I use other materials? What is embossing? I can use intricate designs and control to emboss on soft metals.	What do I think about my finished product? Does it float? Does it look appealing? Were there any problems that I encountered on the way? How did I/ could I solve these problems? If I could make my solved/ could solve any problems.	
Design	Question	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	Use different grades of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no rubber). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	I can describe my idea and how I solved/ could solve any problems.	
	Skills	I know that pencils come in different gradings and that these can be used to create effects.	I know that pencils come in different gradings and that these can be used to create effects	I know that pencils come in different gradings and that these can be used to create effects	I know what embossing is and can practise the skill. I know that vikings made jewellery and broches.	I can describe my idea and how I solved/ could solve any problems.	
Design	Question	Explore use of pencils to create patterns and designs using control, form and shading.	Use pencil skills to design a figurehead for a viking longboat.	Copy and create designs inspired by viking jewellery/artefacts	Explore the process of embossing using very soft metals. Design and create a brooch inspired by images of viking artefacts and using my skills of embossing.	I can describe my idea and how I solved/ could solve any problems.	
	Skills	Can you de-construct a product, explain how it works and use this to influence your own design? Can you redraft your design after discussions with others?	Can you research to support my design criteria. I can generate and communicate my ideas through discussion, sketches and diagrams. I can think of a solution to a problem and consider the practicality of my design. I can design my idea and improve I can label all parts of my design	Can you redraft your design after discussions with others? Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this?	Can you redraft your design after discussions with others? Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this?	I can describe my idea and how I solved/ could solve any problems.	

DI	knowledge				I know that the vikings were known to be great boatbuilders. I know that their boats became known as longboats. I know they were made of wood and that they could be sailed using either oars or sails. I know that their design meant that they could be used in shallow waters and that they could be maneuvered between waterways.	I know how to research a design. I know how to communicate my ideas.	I know how to strengthen and stiffen and reinforce more complex structures.			I know how to investigate and analyse existing products. I know how to evaluate my ideas and products against my own design criteria. I know how to consider the views of others to improve my work.			
	Activity				Research viking longboats using a range of secondary sources. Create an information board containing what I have discovered.	Create a design for a model viking longboat that floats.	Follow and where appropriate adapt design to create a model of a viking longboat that will float.			Evaluate the finished product. Identifying what worked well and what could be improved.			
MFL	Question	How do you say the numbers 1-10 in French?	How do you say the numbers 1-10 in French?	How do you say the numbers 1-10 in French?	How do you say the 11 common colours in French?	How do you say the 11 common colours in French?	Can you list the 11 common colours in French?	Can you recall the 11 common colours in French?	How do you say basic classroom instructions in French?	Can you follow classroom instructions?	Can you follow classroom instructions?	Can you select the correct classroom instructions	
	Skills	I can watch mouth of speaker	I can understand and say numbers 1-10 with correct pronunciation	I can understand and say numbers 1-10 with correct pronunciation	I can listen and respond to simple stories, finger rhymes and songs	I can recognise and respond to sound patterns and words	I can perform actions to a French song	I can recognise and respond to sound patterns and words	I can listen to and follow simple classroom commands	I can listen to and follow simple classroom commands	I can listen to and follow simple classroom commands	I can make french sounds and copy intonation patterns	
	Knowledge	I know how to imitate pronunciation of sounds	I know how sounds are presented in written form. PRACTICAL	I know how sounds are presented in written form. PRACTICAL	I know how sounds are presented in written form. PRACTICAL	imitate pronunciation of sounds PRACTICAL	I know how to identify specific sounds, phonemes and words, linking sounds to meanings	I know how to imitate pronunciation of sounds PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	Recognise how sounds are presented in written form PRACTICAL	
MUSIC	Question	What is a theme song?	What are the elements of Music?	What is a soundscape?	How could you improve your performance?	Can you name some of the percussion instruments?	How could you improve your performance?	What is a theme song?	What are the elements of Music?	What is a soundscape?	How could you improve your performance?	Can you name some of the percussion instruments?	How could you improve your performance?
	Skills	I can reflect on and improve my own work using basic terms.	I can understand the elements of Music.	I can compose a soundscape.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.	I can reflect on and improve my own work using basic terms.	I can understand the elements of Music.	I can compose a soundscape.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.
	Knowledge	I know what a theme song is.	I know some of the elements of Music.	I know what a soundscape is.	I know how to improve my performance.	I know some of the names of percussion instruments.	I know how to improve my performance.	I know what a theme song is.	I know some of the elements of Music.	I know what a soundscape is.	I know how to improve my performance.	I know some of the names of percussion instruments.	I know how to improve my performance.
P.E	Question	What is a bunny jump?	What is a matching / mirrored balance?	What is a POC (point of contact)?	What is a forward roll?	What is vaulting?	What is the key steps 2 sequence?	Can I link arm motions together to counts?	Can I put a cannon in a routine?	Can I perform a tuck or start jump with correct prep/landing and to counts?	What does stunting mean?	What makes a good performer?	
	Skills	I can perform a bunny jump safely	I can perform matching balances with a partner	I can perform matching balances in pairs with a point of contact	I can perform a safe forward roll (independent or assisted)	I can vault at various different levels	I can perform the different foundation floor and vault movements	I can perform arm motions to the first part of the cheer	I can use cannon in one of the sections within my routine	I can perform a tuck and star jump with the correct jump prep and landing to counts	I can perform a successful thigh stand with my group	I can put a routine together with my group and think about what makes a good performance	
	Knowledge	I know a bunny jump is a progression towards a safe handstand	I know I need to create the same shape as my partner for it to be matching / mirrored	I know I need to be touching my partner to create a point of contact	I know the correct technique to perform a safe forward roll	I know the correct technique for vaulting and the difference between vaulting through and jumping onto apparatus	I know how to link my actions together to form a sequence	I know 8 different arm motions and which 'E' should be facing the front	I know that cannon makes the routine more creative	I know how to perform a tuck and star jump to counts	I know the 4 stunting positions and can explain each one in brief detail	I know a good performer is being confident, smiling, strong motions and having a well-rehearsed routine	

Summer Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Inquiry	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
Science	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
Geography	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
RE	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
PE	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
MFL	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills
Computing 1	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge
	Activity	Question	Skills	Knowledge	Activity	Question	Skills	Knowledge	Activity	Question	Skills

