

½ Term 1

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Evolution and Inheritance	Local area observational drawings	-	Viking Saga Songs	The Anglo Saxons The Vikings	-	Crime and punishment	The Viking Times	How and why do some religious people inspire others?	Y5- Strike/ field rounders OAA (Unit 30) Y6- Athletics unit 29 Strike/ field unit 25
Literacy Links									
Letters	Poetry- description of local area	-	Sagas- stories- Gods/ goddesses- goblins/ trolls Imaginary places	Non chronological reports Film- How to Train your Dragon- diary entry Film- Thor	-	Newspaper article	Newspaper article		Instructions Explanation
Numeracy Links									
Problem solving	Statistics- population	-		Timeline	-	Statistics			

½ Term 2

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Evolution and Inheritance	-	Viking Helmets/ Viking Long Boats	Livin' on a prayer (rock)	The Anglo Saxons The Vikings	Human and physical geography	Personal Hygiene and Sex Education	The Viking Times Scratch- computer games	What do religions say about the environment?	Y5- Invasion rugby Athletics Unit 29 Y6- Invasion rugby Strike/ field rounders (unit 25)
Literacy Links									
Non chronological report	-	Persuasion/ instructions	Recount- biography- Bon Jovi	Profiles	Invasion- newspaper reports	Explanation leaflet- guide	Narrative- computer games Playscript Green screen		Instructions Explanation
Numeracy Links									
Graphs	-	Measures Reflection/ symmetry	Timeline Statistics about the artist		Problem solving- puzzles(code- runes)		Direction and coordinates		

Trips- <http://jorvik-viking-centre.co.uk/who-were-the-vikings/> Viking Lady- interview, newspaper report

Resources- http://www.bbc.co.uk/schoolradio/subjects/english/viking_sagas/episodes/part_1

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Local area observational drawings</p> <ul style="list-style-type: none"> 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 and sculpture with a range of materials 	<p>Viking Long Boats</p> <ul style="list-style-type: none"> 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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Viking Saga Songs (BBC School Radio)</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 	<p>The Anglo Saxons</p> <p>The Vikings</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots 	<p>Human and physical geography</p> <ul style="list-style-type: none"> 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>Crime and Punishment</p> <ul style="list-style-type: none"> Why and how rules and laws are made and enforced. 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 4a that their actions affect themselves and others 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. 4g where individuals, families and groups can get help and support. <p>Hygiene</p> <ul style="list-style-type: none"> a) know about different cultural practises personal hygiene and food handling. b) know and understand how changes at puberty affect the body in relation to hygiene. c) understand the need and where allowed to, accept responsibility for personal cleanliness. d) know about the factors which produce dental decay and practise good dental hygiene. <p>SEX EDUCATION</p> <ul style="list-style-type: none"> a) begin to know and have some understanding of the physical, emotional and social changes which take place at puberty. b) know the basic biology of human reproduction and understand some of the skills necessary for parenting. 	<p>The Viking Times</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> Understand what an inspirational person is and what makes them one. Understand how people have inspired others by actions and words. Compare these inspirational people and the techniques they have used. Know and understand the views taken by different religions about the environment. Understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development. Understand why people choose to buy fair trade food. 	<p>Y5- Strike/ field rounders OAA (Unit 30)</p> <p>Y6- Athletics unit 29 Strike/ field unit 25</p> <p>Y5- Invasion rugby Athletics Unit 29</p> <p>Y6- Invasion rugby Strike/ field rounders (unit 25)</p>

