Subject:	Spring 1	Key focus and outcomes:	Spring 2	Key focus and outcomes:
English: Writing	Vikings and Anglo-Saxons • Writing to inform and persuade - Information Leaflets • Poetry Key Texts: King Alfred and the Cakes	• To create a persuasive leaflet for a local museum. • Write to inform and persuade. • To recognise different forms of poetry. • To write a range of different poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Vikings and Anglo-Saxons • Narrative - Traditional stories, fables, **myths and legends**	• To write effective character and setting descriptions to help create suspense and atmosphere. • To write our own legend based on the story of Beowulf.
English: Grammar	Text type: • Information Leaflets • Poetry	• Use a range of layout devices to structure a text – (Headings/subheadings, bullet points) • Formal language • Formal conjunctions (to develop cohesion across the text) • Persuasive language • Modal verbs • Using varied simple sentences: statement, command, question and exclamation. • Poetic devices – Onomatopoeia, similes, metaphors, alliteration.	Text type: • Narrative - Legends	• Past tense • Use of descriptive language to build setting and character description. • Create suspense and atmosphere. • Use of a range of devices to build cohesion (adverbials of time and place/ synonyms) within and across paragraphs • Use of speech punctuation • Complex sentences (revision of main/subordinate clauses/subordinating conjunctions)
Maths	Number	• Multiplication and Division (Y4) • Multiplication and Division - including short division with remainders (Y5) • Fractions – multiplying and fractions of an amount (Y5) • Fractions – Equivalent fractions, adding and subtracting fractions (Y4)	Measurement Statistics	• Length and Perimeter (Y4) • Perimeter and area of shapes (Y5) • Decimals (Y4) • Decimals and percentages (Y5)
Geography	History Focus	N/A - History Focus	History Focus	N/A – History Focus
History	Vikings and Anglo-Saxons	• Describe why, where and when the Scots and Anglo-Saxons invaded Britain and explain what the seven Anglo-Saxon kingdoms were. • Understand how the Anglo-Saxons have influenced Britain. • Describe a typical Anglo-Saxon village and explain what jobs the people did. • Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	Vikings and Anglo-Saxons	• Explain the religious beliefs and practices of the early Anglo-Saxon people and describe some of the gods they worshipped. • Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity. • Explore how the legal system worked in Anglo-Saxon Britain.

Subject	Topic	Objectives	Topic	Objectives
Art	Anglo-Saxon Patterns/ Heraldry	• Explore and appraise Anglo Saxon Pattern • Develop sketching skills through exploring a range of patterns, symbols used in Heraldry • Use a drawing grid method to develop drawing with detail and using scale.	Anglo-Saxon Patterns/Heraldry cont.	• Apply sketching skills through designing a shield with selected symbols and colours for Beowulf. • Apply sketching skills through designing a shield with selected symbols and colours to represent themselves.
DT			Heraldry	• Follow the research, design, make and evaluate process • Select and use appropriate materials/colours Select and use effective methods to create Anglo Saxon shields
Science	Properties and changes of materials	• To compare materials according to their properties. • To investigate thermal conductors and insulators. • To investigate which electrical conductors make a bulb shine brightest. • To investigate materials which will dissolve. • To use different processes to separate mixtures of materials • To identify and explain irreversible chemical changes	States of matter	• To compare and group materials together, according to whether they are solids, liquids or gases • To investigate gases and explain their properties. • To investigate how materials change state when heated or cooled. • To explore how water changes state. • To investigate how water evaporates. • To identify the part played by evaporation and condensation in the water cycle.
MFL - French	Enchanté – Pleased to meet you.	• Use the simple future tense. • Respond appropriately to what others say. • use appropriate pronunciation to help others understand me better.	Enchanté – Pleased to meet you.	• select the appropriate form of a word for the context. • use a dictionary to develop sentences. • use the near future tense. • follow a simple story. • remember appropriate language to express ideas. • select key words for descriptions
PSHE	Keeping Safe	• Managing risk, including staying safe online • Describe stages of identifying and managing risk and suggest people they can ask for help. • Staying safe and healthy.	Rights and Respect	• Understand peoples' rights and responsibilities. • Understand rules and democracy. • Explore how information can influence our opinions.
Music	Sing Up Madina tun Nabi	• Explore different genres of music - a modern Nasheed (Islamic song) • learn to sing the song, develop their own accompaniment with a drone, chords, and improvisation. • Learn to sing the song as a two-part round while playing an instrumental beat.	Sing Up Building a groove Época	• Beat, rhythm, basslines, riffs. • Develop rhythmic awareness, listening skills, and compositional skills through a series of practical activities. • Texture, articulation, rhythm, tango.

Computing	Programming A – Repetition in shapes	- Explore repetition and loops within programming. - Create programs by planning, modifying, and testing commands to create shapes and patterns. - Use Logo, a text-based programming language.	Data and information – Data logging	- consider how and why data is collected over time. - Consider how computers can use special input devices called sensors to monitor the environment. - Collect data as well as access data captured over long periods of time. - Explore data points, data sets, and logging intervals. - Use computers to review and analyse data.
RE	Hinduism	What do Hindu people believe about Dharma, Deity and Atman?	Christianity Salvation	- What do Christians believe Jesus did to save human beings? - Stations of the cross - Understanding the difference Jesus' sacrifice makes to Christians.