

**Physical Education:** Football/Dance Netball/Basketball/Dance – throwing catching, control, tactics, rules, partner/group work, creation and sequencing

**Learning objectives (inc key knowledge):**  
Football: dribbling, passing, kicking skills, teamwork, rules  
Basketball: throwing, catching, bouncing, small team games, larger team games, rules  
Yoga: breathing, positions, posture, control  
Dance: Victorian workhouses/schools

**Activities (inc assessment)**  
Skill development, paired work, small games, large games, individual work modelling

**Assessment: observations throughout, end of term outcomes -**

**PSHE:** Learning objectives (inc key knowledge): BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique

**Learning objectives (inc key knowledge):**Y4- attitudes and actions make a difference to the class team, my school community, the roles they play and how fit in, how democracy works through the School Council, my actions affect myself and others; other people's feelings and try to empathise with them, democracy and having a voice benefits the school community. assumptions based on what people look like, what influences me to make assumptions based on how people look, bullying and what to do if I think it is going on, what is special about me and ways in which I am unique. Y6 welcome and valued, wants and needs compared with children in different communities. my actions affect myself and others; other people's feelings and try to empathise with them. contribute to the group and function best as a whole. why our school community benefits from a Learning Charter and help others to follow it by modelling it myself.

**Activities (inc assessment):** Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness

**Assessment: individual responses, recap at the starts of lessons, floor books**

**Oracy:** discussion about how the class can best work together and debating a clear set of 'class rules/expectations' - key questions e.g. What would you do if someone was being bullied?

**RE:** Learning objectives (inc key knowledge): Y4: L2.3 Why is Jesus inspiring Y5 U2.1 Why do some people believe God exists? Y6 U2.9 What can be done to reduce racism? Can religion help?

**Learning objectives (inc key knowledge):** Y4 pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too. Make connections between some of Jesus' teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Present their own ideas about the most important attitudes and values to have today, making links with Christian values. Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus. Suggest some ideas about good ways to treat others, arising from their learning.Y5 - theist, atheist, agnostic - terms and meanings, reasons why people believe in God, different views about what God is like, facts, beliefs and opinions, the question of suffering, creationY6 Key ideas about racism and religion, people who have given their lives to reducing prejudice and hatred, statues of Colston and Wesley in Bristol. music, film, prayer, art and other forms of expression. scriptures encourage religious people to treat all humans with dignity, respect, equity or love,Christian traditions include important stories, Prophet Muhammad teaching, discussing how religion could make more positive contributions to justice. can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? Create a work of art and commentary

**Activities (inc assessment):** RE scheme - key questions each week, exploring facts about religions, stories and traditions, artefacts, modern news reports, discussion, key beliefs, Holy books

**Assessment: observations throughout, end of term outcomes. Debates and presentation. weekly recap quizzes, end of term summative active**

**Oracy: Whole syllabus based around Big Questions (see above), discussion based activities, debate - seeing two sides**

**Design & Technology: Programming - Crumble**

**Learning objectives (inc key knowledge):**

- control a simple circuit connected to a computer.
- write a program that includes count-controlled loops.
- design a conditional loop and repeat.
- design a physical project

**Activities (inc assessment)** Design and make:

**Connect a SParkle, control outputs, connect a motor, debugging programs, designing with selection and designing a model lighthouse.**

**Assessment: ongoing discussion and observation, end product, booklets and evaluation (peer, self and teacher).**

**Oracy: opinions on products, What could this be used for? How could you improve?**

**Art & Design: Key Concepts - Mixed Media - Viking scene**

**Learning objectives (inc key knowledge)** Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

**Activities (inc assessment) -**

- review and refine techniques for blending with different paints.
- Learn how wax resist works and practice using it.
- experiment with collage and different techniques. e.g. ripping, cutting, curling etc.
- Use appropriate colour combinations to achieve desired result.
- Design and choose appropriate techniques to create a Viking scene,
- Use all 3 elements (Painting/collage/wax resist) in final piece of work.

**Assessment: discussion, observation of skills, recall of key facts, recap quizzes ,use of mixed media techniques , final piece, self & peer evaluation**

**Oracy: Opportunities for discussion and debate:** Justify your choices of media used for each element of the final piece with explanation. Comment on the examples shown and others work.

**Geography: Key Concepts: place, space (features)**

**Learning objectives (inc key knowledge)** Locate the world's countries,usingmapstofocusonEurope(including the locationofRussia)andNorthandSouthAmerica,concentrating on their environmental regions, key physical and human characteristics, countries and major cities.geographical similarities and differences through the study of human and physical geography of a region of the UK,a region in a European country,and a region within North or South America.Describe and understand key aspects of human geography, including: typesofsettlementandlanduse,economic activity including tradelinks, and the distribution of natural resources including energy, food,minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**Activities (Inc assessment)** • learn about Denmark, Sweden and Finland - location, human and physical comparison • locate countries on a world map and map of Europe, • make comparisons between the three countries and with the UK• book art page - map showing location of countries in Europe, • info page with flaps using pictures, flag and key facts about each country

**Oracy: Opportunities for discussion and debate: What are the pros and cons of living in the Scandinavian countries.**

**Assessment: mini recall quizzes and activities at stats of lessons, book art**

**Phase 3 Autumn Term (Year C)**  
**Anglo Saxons and Vikings**



**History:**

**Key Concepts - time, change, chronology**

**Learning objectives (inc key knowledge):** Know that Britain was invaded on more than one occasion. Know that the Anglo-Saxons and Vikings were often in conflict. Know how to use a timeline to show when the Viking raids started. Know why the Vikings often overpowered the Anglo-Saxons. Show on a map where the Vikings came from and where they invaded our country. Know that many Vikings came to our country as peaceful farmers.

**Activities (inc assessment)**

- Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?
- How well did the Anglo-Saxons and Vikings get on with each other?
- What was life really like in Anglo-Saxon and Viking Britain?
- What did the Anglo-Saxons and Vikings leave behind?

**Oracy: Opportunities for discussion and debate:**

**Assessment: mini recall quizzes and activities at stats of lessons, book art**

**Computing: IT:** Game Creator PM Unit 5.5 /coding (using code studio D/E/F)

**Learning objectives (inc key knowledge)**  
plan an online game including environments and characters.To decide upon, and change, the animations and sounds that the characters make. To design the game quest to make it a playable game. To make their game more unique by selecting the appropriate options to maximise playability. To write informative instructions for their game so that other people can play it.To evaluate their own and peers' games to help improve their design for the future.

**Activities (inc assessment)**  
Children evaluate existing computer games before planning and creating their own. Characters, setting, animation and sound effects to be planned. Instructions for game play to be written and game shared (securely) with others and self/peer assessment made.

**Oracy: Opportunities for discussion and debate: discuss what we like about music and how opinions differ on use of beat, rhythm, tempo. What sounds "good"?**

**Assessment: mini recall quizzes, final piece, use of technology. Work saved in Purple Mash and online.**

**Activities (inc assessment)** Coding

- To accurately sequence events using loops and conditionals. Y4
- To add sprites and nested loops to sequences. Y5
- To add variables and create simulations. Y6

**Oracy: Opportunities for discussion and debate: online safety. How can we debug? Q. Does coding need more accuracy than writing?**

**Assessment: mini recall quizzes, final piece, use of technology. Work saved online.**

**Music**

**Learning objectives (inc key knowledge) -**

Y4 Revise reading a 2-line staff to show the notes mi, so and la. Violins: Learn how to hold the violin and bow correctly in rest position and playing position. Learn to play tunes using open strings on the violin.

Y5 Revise stick notation for ta, te te, ti ri ti ri and z. Revise notes of the pentatonic scale (do, re, mi, so, and la). Ukulele: Learn how to hold the ukulele in rest and playing position. Learn how to strum and play individual strings on the ukulele. Learn chords C and Am

Y6 Revise stick notation, dot notation and the 5-line stave. Percussion: Play simple melodies / accompaniments on chime bars. Play pieces in two or more parts on chime bars.

**Activities (inc assessment)**  
Instruments, singing, following notation, listening and discussing music

**Assessment:recap at the start of lessons, performance, books**

**French (MFL):** Y4 Aut 1 Zoo animals and their characteristics. Numbers to 30 Aut 2 Days of the week and transport Y5 Aut 1 Places in our town. Aut 2 Hobbies and sports Y6 Aut 1 Daily routines / telling the time Aut 2 In my school – building, subjects and timetables

**Learning objectives (inc key knowledge)** to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in french

**Activities (inc assessment)** songs, games, stories, booklet, conversation, echo and response

European food tasting, recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles

**Science** Learning objectives (inc key knowledge): 4 Electricity & Sound (appliances, circuits, conductors and insulators, sound sources, travelling, vibrations, changes) Y5 Earth & space & Forces (movement of the planets, sun and moon, day and night, gravity, air, water resistance, levers and pulleys)Y6 Light & electricity (light travelling, seeing, magnifying equipment, understanding circuits – parts, watts, drawing circuits)

Y4, Electricity & Sound - appliance hunt, safety posters, building circuits, Sound - biology of the ear, drum and rice vibrations, distance and sound experiment

Y5, Earth & Space - solar system models, time zones, scientific evidence for the solar system, Forces - ramps and surfaces - friction, parachutes, boats,

Y6 Electricity - the history of electricity, how circuits are drawn, investigating circuits - brightness of bulbs, loudness of buzzers ,Light - how we see, reflection with mirrors, creating and changing shadows,

**Activities including assessment:** explorify quick activities, Big Questions, experiments, practical, links with university (Earth and Space) **Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment**

**Oravy:** Key questions to discuss - What would life be like without electricity? How do people hear? What if there was no gravity?

**Key vocabulary**  
Colonise, Danelaw, Explore, Invade, Jarls, Longhouse, Longship, Migration, Pagans, Pillaged, Raid

Big Concepts  
Time, change and chronology, Reasons and Results, Historical Evidence, Interpretation, Significance, Place, Space, Environment, Scale, Change

Reading across the Curriculum  
Odd and the Frost Giants by Neil Gaiman  
Y5 I am the subway/Tuesday

Writing across the Curriculum  
Big writes – Narrative, Instructions  
Topic workbook (history/geography)  
Science - explanation, instruction

Enrichment Opportunities  
Jorvik Viking Centre and the Dig  
Y5 - plantes university  
walk/planetarium

Oracy and Debating  
Debate/discussions based around topic. Who do people say the Vikings are? What were the push/pulls? Comparing the Viking homelands - where would you rather live? Learning by heart and reciting/performing- class poems