

**Invasion**

**Hook:**

Explore reasons for possible invasion

Class Novel:  
Noah Barleywater Runs Away, John Boyne  
The Saga of Erik the Viking, Terry Jones

**Science: Sound**

- To identify how sounds are made, associating some of them with something vibrating.
- To recognise that vibrations from sounds travel through a medium to the ear.
- To find patterns between the pitch of a sound and features of the object that produced it.
- To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To recognise that sounds get fainter as the distance increases.

**Plants**

- Identify and describe the functions of different parts of flowering plants
- Explore the requirements of plants for life and growth, and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants.

**SCARF – Being My Best**

- Identify ways in which everyone is unique.
- Give examples of choices they make for themselves and choices others make for them.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Understand the ways in which they can contribute to the care of the environment
- Understand the word 'community' and identify qualities and attributes of people who support the school community.
- Learn how to make a call to emergency services and basis first-aid.

**Growing and Changing**

- Describe changes that happen to people during their lives.
- Name positive and negative feelings and understand how the onset of puberty can have an emotional as well as physical impact.
- Identify parts of the body that males and females have in common and those that are different; and know the correct terminology for their genitalia;
- Know the key facts of the menstrual cycle; understand that periods are a normal part of puberty for girls
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Discuss marriage and begin to understand different types of relationships.

**RE – Did Jesus Really do Miracles?**

- Identify and compare the impact of Jesus' miracles on the disciples, the crowds and believers today.
- Make a link between the stories of Jesus' miracles and the work of the church.
- Suggest reasons why people do or do not believe in the miracles.
- Ask questions about the meanings of miracles.
- Reflect on whether miracles are true or just stories.
- Describe a miracle they would like to see today and assess the potential impact of the miracle on the world today.

**PE – Athletics**

- Explore and develop running for speed.
- Explore acceleration.
- Explore running for distance and begin to understand and apply tactics.
- Explore stride pattern.
- Explore accuracy vs distance.
- Standing long jump
- Javelin
- Standing triple jump

### **History: Anglo-Saxons and Vikings**

- Place events onto a timeline.
- Understand the terms AD/BC
- Use a range of evidence and sources to make deductions and inferences about a time in history.
- Explore the settlement of Britain by Anglo-Saxons, Scots and Vikings.
- Examine the daily lives of Anglo-Saxons and Vikings and compare this to ours.

### **French – Unit H The Body**

- Naming parts of the face
- Saying basic verbs in the first person
- Saying that something hurts
- Naming fairy tale characters
- Saying traditional fairy tale locations

### **DT – Fresh food, good food**

- Understand how key events and individuals in design and technology have helped shape the world.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Investigate and analyse a range of existing products.
- 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.
- Use annotated sketches and exploded diagrams to test and communicate their ideas.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Identify and use a range of cooking techniques to prepare a simple meal or snack.
- Design a healthy snack or packed lunch and explain why it is healthy.
- Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements

### **Geography**

- Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings.
- Investigate the tropics and the countries, climates and culture of North and South America.
- Identify physical features in the United Kingdom and learn about the National Rail and canal networks.

### **Music – Blackbird**

- To explore the music of the Beatles, in particular the song, Blackbird.
- To explore the themes within Beatles songs.
- Be able to copy back, play and invent rhythmic and melodic patterns.
- To begin to read the notes C, D, E, G and A.
- Identify a range of different instruments.

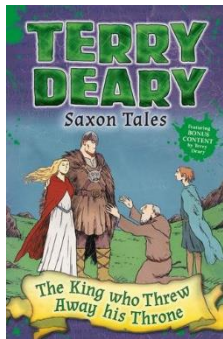
### **Art – contrast and complement.**

- Study the colour wheel and colour mixing; including an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours,
- Create a series of sketches over time to develop ideas on a theme or mastery of a technique.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
- Compare and contrast artwork from different times and cultures.
- Evaluate and analyse creative works using the language of art, craft and design.

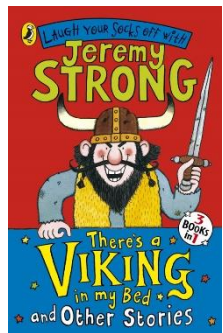
### Computing – Touch Typing

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practice and improve typing for home, bottom, and top rows.
- To practice the keys typed with the left hand.
- To practise the keys typed with the right hand.

### Mrs Dipple's book recommendations for this term –



The story is about King Vortigern (who may or may not have existed in real life, but many believe that he did) and his servant Mervyn, as they are faced with the threat of invading Saxons and Picts.



There's a Viking in My Bed is the hilarious story of Sigurd the Viking, who finds himself transported to a modern day seaside town in England. Will he be able to adapt to modern ways? This is a witty, light-hearted text to use to help draw out the differences between Viking and modern times.