Bladon C of E Primary School

Orchard Class LTP – 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Mysteries of the Maya**	**Raiders & Settlers: The Vikings and Anglo-Saxons**	**Britain at War: The Home Front 1939-45**		**Earth Matters: Our World, Our Responsibility**	
English	**Free Writing Unit based on The Alchemists Letter- The Key: which one calls to you?** **(Short story)** • Entertain: Build cohesion between paragraphs (e.g adverbials: in the meantime, meanwhile, in due course, until then) • Expanded noun phrases to convey	**Odd and the Frost Giants (Narrative)** • Entertain: Build cohesion between paragraphs (e.g adverbials: in the meantime, meanwhile, in due course, until then) • Figurative language for specific effects and appropriate to the text	**Letters From The Lighthouse by Emma Carroll (Recount)** • Understand how word choice and structure contribute to meaning. • Use information from a text to write a missing	**When Hitler Stole Pink Rabbit (Narrative)** • Write sentences using modal verbs and adverbs of possibility. • Explore a dilemma experienced by the • characters.	**Biomes/climate zones** (Non-chronological report linked to topic work) • Inform, Persuade, Discuss: Build cohesion between paragraphs (e.g adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally,	**Balanced Arguments- Children choose their topic.** • Plan and structure writing to present clear points for and against an issue. • Use a formal and neutral tone appropriate for balanced

	complicated information concisely • Figurative language for specific effects and appropriate to the text • Link ideas across paragraphs, using cohesive devices: repetition, adverbials and ellipsis • Colons and Semi-colons	• Expanded noun phrases to convey complicated information concisely • Semi-colon, colon and dash to mark the boundary between independent clauses • Link ideas across paragraphs, using cohesive devices: repetition, adverbials and ellipsis • Blend action, dialogue and description to convey character and advance the action	person's report. • Explore viewpoint within a text and make inferences from reading. • Write from different viewpoints. • Understand how character can be conveyed through the use of dialogue. . • Write in role as a character, using inferences	• Write a monologue. • Choose appropriate causal • conjunctions to enhance my writing. • Use persuasive sentence starters to support my writing. • write a letter stating the point of view from the perspective of a character. • write direct speech using inverted	another possibility, alternatively, as a consequence) • Appropriate register for informal and formal writing • Active and passive voice (e.g. I broke the window vs. the window was broken) • Semi-colon, colon and dash to mark the boundary between independent clauses • Colon to introduce a list and use of semi-colons within lists • Link ideas across paragraphs, using cohesive devices: repetition,	argument writing. • Use persuasive devices such as rhetorical questions, facts, and evidence to support points. • Use conjunctions and adverbs to express cause, contrast, and condition (e.g., however, although, therefore). • Write clear introductions outlining the issue and conclusions summarising

	<u>The Curse of The Maya (Narrative)</u> • Use inference to interpret the qualities and personality of characters. • Write a description of a setting using ideas from a word bank. • Include relative clauses within a description. • Describe a setting from a character's perspective. • Write a description	**<u>Beowulf</u>** (Newspaper report and kenning) • Inform, Persuade, Discuss: Build cohesion between paragraphs (e.g adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) • Use of the passive voice • Use perfect verb forms • Appropriate register for informal and formal writing • Figurative language for specific effects and appropriate to the text	made about them. • Write a diary entry from Esther's point of view. **<u>Arrival Shaun Tan (Description and Narrative)</u>** • Use shades of meaning to portray a character's feelings. • Use emotive language for effect. • Effectively use symbolism to represent ideas.	commas and a • reporting clause. • combine dialogue with action and • description. • Create tension within a story. **<u>A range of biographies: The Life of Charles Darwin, Winston Churchill (Biography)</u>** • Identify the purpose, audience,	adverbials and ellipsis Layout devices (e.g. Headings, sub-heading, columns, bullets, tables…) **<u>Our Tower by Joseph Coelho (Narrative)</u>** • Participate in discussions and debate about the text. • Use colons and semi-colons accurately. • Develop word and phrase banks to describe the events of a short story. • Plan the use of repetition in	their viewpoint. • Use modal verbs to express possibility and certainty (e.g., might, could, must). **<u>Ideas:</u>** • Should deforestation be made illegal worldwide? • Should more money be spent on protecting endangered animals? • Should animals be kept in zoos?

	about a Maya artefact. • Write the feelings and thoughts of a character from their point of view. • Write about the feelings and thoughts of a character in a precarious situation. • Write an additional paragraph in an inner monologue. • Write an inner monologue. • Use a dictionary to locate the definitions of	• Layout devices (e.g. Headings, sub-heading, columns, bullets, tables…) **<u>Letter to Scrooge/ A Christmas Carol</u>** (Persuasive letter) • Inform, Persuade, Discuss: Build cohesion between paragraphs (e.g adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) • Appropriate register for informal and formal writing • Subjunctive forms (e.g. If I were) in formal writing	• Summarise the main ideas drawn from a chapter. • Write a journal, including detailed descriptions. • Carefully select vocabulary to describe a setting and create an atmosphere. • Use relative clauses to describe a character. • Narrate a character's story.	and key features of a biography. • Plan and structure writing chronologically to tell the subject's life story clearly. • Use a range of devices to engage the reader (e.g., interesting openings, anecdotes). • Include factual information and relevant details about the subject's life and achievements.	both versions of the story. • Plan a story with a negative tone. • Write a story with a negative tone. • Plan an alternative version of a story. • Write an alternative version of the story. • Write an alternative version of the story.	• Is too much screen time bad for children? **<u>Lost Words (Poetry)</u>** • Select and use figurative language deliberately to create specific effects and moods. • Experiment with imagery to evoke feelings and create vivid descriptions related to nature and the environment. • Use expanded noun phrases and precise vocabulary to enhance

	unfamiliar words. • Write a description about what an ancient Maya city may have looked like. • Identify the features of a flashback. • Plan a flashback. • Write a flashback. • Edit a flashback. • Contribute ideas to a class bank of description. • Write a paragraph that builds up tension.	• Modal verbs or adverbs to indicate degrees of possibility • Expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs, using cohesive devices: repetition, adverbials and ellipsis • Layout devices (e.g. Headings, sub-heading, columns, bullets, tables…)	• Build suspense and tension in my writing to advance the action. • Write a flashback. **<u>How does the circulatory system work?</u> (Explanation)** • Structure writing logically using paragraphs and clear subheading • Use hyphens to prevent ambiguity. • Write an engaging introduction	• Use direct and reported speech to add interest and detail. • Use varied sentence structures, including complex sentences, to convey meaning clearly. • Use appropriate and varied vocabulary, including descriptive and emotive language. • Use conjunctions and adverbs to show time, cause, and place (e.g.,		poetic meaning. • Vary sentence structure and length to influence the rhythm and flow of poetry. • Use poetic devices. • Perform and discuss poems, reflecting on the impact of figurative language choices. **<u>Stories from William Shakespeare (Playscripts)</u>** • Plan and write playscripts using appropriate

	• Write a series of extended sentences. • Plan for a piece of narrative. • Produce a piece of narrative writing.		that outlines the explanation. • Sequence information clearly to explain how the circulatory system works. • Use technical vocabulary related to the circulatory system accurately. • Include linking words and phrases to show sequence and cause-effect.	meanwhile, because, later). • Write in the third person and past tense consistently. • Use paragraphs to organise ideas logically and clearly. • Use accurate punctuation, including commas, apostrophes, and speech marks. • Edit and improve writing for clarity, coherence,		format and conventions. • Use direct speech effectively to convey character and advance the plot. • Use varied vocabulary and sentence structures to create distinct voices for different characters. • Incorporate stage directions to indicate actions, emotions, and settings clearly. • Explore and adapt scenes

			• Write varied sentence types, including complex and passive constructions.	and accuracy.		from Shakespeare's stories, maintaining original themes and language where appropriate. • Use punctuation accurately, including speech marks and commas, within dialogue. • Use appropriate verb tenses and pronouns to maintain clarity in playscript writing. • Perform playscripts, using tone,

						volume, and expression to bring characters to life.
Maths	**<u>Place Value</u>** • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context and calculate	**<u>Fractions A</u>** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare and order fractions, including fractions >1.	**<u>Algebra</u>** • Use simple formulae. • Generate and describe linear number sequences. • Express missing number	**<u>Fractions, decimals and percentages</u>** • Recall and use equivalences between simple fractions, decimals and percentages including in	**<u>Shape</u>** • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Interpret and construct pie	**Themed projects, consolidation and problem-solving.**

	intervals across zero. • Solve number and practical problems that involve all of the above **<u>Addition, subtraction, multiplication ~~and~~ ~~division~~</u>** • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why • Identify common factors, common multiples and prime numbers. • Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. • Use their knowledge of the order of operations to carry out calculations involving the four operations.	• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. **<u>Fractions B</u>** • Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8). • Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6). • Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8). • Identify the value of each digit to three decimal places and multiply and divide	problems algebraically. • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables. **<u>Decimals</u>** • Identify the value of each digit in numbers given to 3 decimal	different contexts. • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. **<u>Area, perimeter and volume</u>** • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes.	charts and line graphs and use these to solve problems. • Calculate the mean as an average. • Draw 2-D shapes using given dimensions and angles. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically	

	• Solve problems involving addition, subtraction, multiplication and ~~division.~~ • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. **Measurement: Converting Units** • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p.	numbers by 10, 100 and 1000 where the answers are up to three decimal places. • Multiply one-digit numbers with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Ratio** • Solve problems involving the relative sizes of	places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy.	• Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3).	opposite, and find missing angles. **Shape Geometry: Position and direction** • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	

	• Convert between miles and kilometres.	two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.				
Science	**<u>Electricity</u>** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in	**<u>Light</u>** • recognise that light appears to travel in straight lines • use the idea that light travels in straight	**<u>Animals including humans (healthy bodies)</u>** • identify and name the main	**<u>Evolution and inheritance</u>** • recognise that living things have changed over time and that	**<u>Living things and their habitats (classification)</u>** • describe how living things are classified into	**<u>Looking after the environment</u>** Learn about climate change Explore ways to reduce how much

	the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.	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	broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	rubbish is sent to landfill Explore ways to reduce energy consumption Explore what happens when fuels are burnt Explore the outcomes of COP26 Compare data associated with the weather

Computing	**<u>Choose your own adventure</u>** • understand the opportunities they offer for communication and collaboration • select a variety of software (including internet services) on a range of digital devices to accomplish given goals • use a variety of software (including internet services) on a range of digital devices to accomplish given goals • combine a variety of software (including internet services) on a range of digital devices to accomplish given goals present information.	**<u>Introduction to MicroBit and MicroBit Advanced</u>** • design programs that accomplish specific goals • write programs that accomplish specific goals • debug programs that accomplish specific goals • simulate physical systems • solve problems by decomposing them into smaller parts • use SEQUENCE in programs • use selection in programs • use repetition in programs • work with variables • use various forms of input and output • use logical reasoning to explain how some simple algorithms work • detect and correct errors in algorithms • detect and correct errors in programs	**<u>Make Code Arcade Challenge</u>** • use a variety of software (including internet services) on a range of digital devices to accomplish given goals • design programs that accomplish specific goals • write programs that accomplish specific goals • debug programs that accomplish specific goals • simulate physical systems • solve problems by decomposing them into smaller parts • use SEQUENCE in programs • use selection in programs • use repetition in programs • work with variables • use various forms of input and output • use logical reasoning to explain how some simple algorithms work • detect and correct errors in algorithms • detect and correct errors in programs

History	**Mysteries of the Maya** A non-European society that provides contrasts with British history; Maya civilization c. AD 900 • Why do you think we study the Mayan empire in school? • When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? • What was life like at the height of the Maya civilization? • How can we possibly know what it was like there 1,000 years ago? • If the Maya were so civilized, why then did they	**Raiders & Settlers: The Vikings and Anglo-Saxons** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Why did the Anglo-Saxons invade and how can we possibly know where they settled? • What does the mystery of the empty grave tell us about Saxon Britain? • How did people's lives change when Christianity came to Britain and how can we be sure? • How were the Saxons able the see off the Viking threat?	**Britain at War: The Home Front 1939-45** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated and what was evacuation really like? • How was Britain able to stand firm against the German threat? • How did people manage to carry on normal life during the war and how do we know? • Why is it so difficult to be sure what life on the Home Front was really like? • What was VE day really like? • Home study task How were individual families living on the Home Front affected by the war?	**Earth Matters: Our World, Our Responsibility** • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

	believe in human sacrifice? ***(Sensitive topic, dependent on cohort/children)*** How can we solve the riddle of why the Maya empire ended so quickly?	• Just how great was King Alfred, really? • Just how effective was Saxon justice? • So how dark were the dark Ages, really? • What image do we have of the Vikings? • Why have the Vikings gained such a bad reputation? • How did the Vikings try to take over the country and how close did they get? • How have recent excavations changed our view of the Vikings? • What can we learn about Viking settlement		

		from a study of placename endings? • Raiders or settlers: how should we remember the Vikings?		
Geography	**<u>Mysteries of the Maya</u>** • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Use maps, atlases, globes and	**<u>Raiders & Settlers: The Vikings and Anglo-Saxons</u>** • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**<u>Britain at War: The Home Front 1939-45</u>** • Use maps, atlases, globes and digital/computer mapping to locate countries • Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world • Locate the world's countries, using maps to focus on Europe	**<u>Earth Matters: Our World, Our Responsibility</u>** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Physical geography, including: climate zones, biomes and vegetation belts • Longitudinal/latitudinal coordinates linked to significant locations

	digital/computer mapping to locate countries and describe features studied	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art and Design **&** **Design and Technology**	**<u>The National Gallery's Take One Picture Project</u>** • Painting links: Work links back to the focus painting • Investigative approach: Projects are shaped by child-led research • Process: Children have the opportunity to learn a new process inspired by the painting • Cross-curricular learning: Projects make meaningful	**<u>Viking Ships</u>** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**<u>Telling Stories Through the Lens: Then and Now</u>** • explore the power of photography as a storytelling and emotional tool. beginning with historical photographs from World War II.	**<u>Mike Bartlett and Frida Kahlo - layered portraits</u>** Create an autobiographical layered portrait in the style of Mike Bartlett and Frida Kahlo- children combine the two styles. • To learn about great artists in history • to create sketch books to record	**<u>'Trash to Treasure' Eco Art Gallery</u>** Overview: Pupils design and make a 3-D artwork that transforms a piece of rubbish/or idea of litter etc. into something beautiful and thought-provoking. • Explore environmental artists (e.g. Michelle Reader, El Anatsui).	**<u>Fair Trade- Fair, Fresh and Healthy</u>** Research & Design: • Conduct simple market research (e.g. surveys or taste testing) to inform product design. • Generate ideas and plans for two food products: a healthy banana bread

	links across the curriculum • Community: Learning involves people or places in the local community **<u>Design and make two interactive electrical games</u>** A wire loop steady-hand game to explore circuits and conductivity. A quiz board game based on their own non-chronological reports about the Maya, allowing another class to play and learn from their work. Design: • Design an electrical game with a clear purpose and target audience.	**<u>Shadow Puppet project -Light</u>** Science (Light) Objectives: • Understand that light travels in straight lines. • Explain how shadows are formed when light is blocked by an opaque object. • Investigate how the size and shape of a shadow can change depending on the position of the light source. • Apply scientific understanding of light and shadows to a real-life context (puppet theatre design). Design & Technology Objectives:	• analyse how images capture moments of conflict, resilience, and human emotion. • discuss how photographers used composition, light, expression, and context to communicate messages. • plan and carry out their own photography shoots inspired by modern life — creating images that express emotion, mood, and meaningful	their observations • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history	• Children choose their medium and materials • Gather visual ideas in their sketchbooks. • Develop design ideas based on a material's shape/form. • Understand the value of re-use and re-imagining waste.	and a seasonal vegetable soup. • Design appropriate, functional packaging using nets (for banana bread). Making: • Prepare and cook a range of savoury and sweet dishes safely and hygienically. • Use a variety of utensils and equipment accurately (e.g. peeling,

	• Draw labelled diagrams and plans showing the electrical components involved. Make: • Use tools and materials safely and accurately to construct an electrical circuit within a game. • Assemble components (wires, switches, buzzers, lights) to create a functioning game circuit. • Construct a durable and well-presented game base (e.g. wire loop structure or quiz board). Evaluate: • Test and evaluate their	• Generate and communicate design ideas for a shadow puppet theatre using sketches and annotated diagrams. • Select and use a range of tools and materials to construct a functioning puppet theatre and puppets. • Evaluate the effectiveness of their design for storytelling and shadow projection. • Work collaboratively to plan, build, and refine a final product with a clear purpose and audience.	everyday moments. • explore how to stage or capture natural shots, use framing and light effectively, and curate a final collection that tells a story. **<u>Anderson Shelters</u>** Design: • Research the purpose and features of Anderson shelters used during World War II. • Generate annotated sketches and design ideas			chopping, mixing, measuring). • Understand how ingredients combine in baking and cooking processes (chemical and physical changes). Packaging & Presentation: • Create a net and assemble a 3D box for packaging banana bread. • Consider purpose, target audience, and sustainability in packaging choices.

	game's functionality and user-friendliness. • Gather feedback from peers or younger pupils and suggest improvements.		for a model Anderson shelter. Make: • Select appropriate tools and materials (e.g. cardboard, wood, metal effect materials) for construction. • Use measuring, marking, cutting, and joining techniques accurately and safely. • Construct a stable 3D model of an Anderson shelter with attention to			• Label packaging appropriately with relevant information (e.g. ingredients, origin, Fair Trade symbol). Evaluation: • Evaluate their food products and packaging based on taste, appearance, nutritional value, and audience feedback. Suggest improvements to their design or recipe based on testing. •

			structure and finish. Evaluate: • Test their model for strength and stability. • Reflect on how well their design represents the function and appearance of a real Anderson shelter.			
French	**<u>A l'ecole</u>** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Write phrases from memory, and adapt	**<u>Les Vikings</u>** In this unit pupils will learn how to: Name the key periods in Ancient Britain, chronologically in French. Describe themselves physically by	**<u>Manger et Bouger</u>** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek	**<u>En Ville</u>** In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the	**<u>Les habitats</u>** Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and	**<u>Le weekend</u>** In this unit pupils will learn how to: Ask what the time is in French. Tell the time accurately in French.

	these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied (GENDER & ARTICLES) Understand basic grammar appropriate to the language being studied (CONJUGATION OF HIGH FREQUENCY VERBS – TO GO)	pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I…), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.	clarification and help. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied (PARTITIVE ARTICLE)	foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.	sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.	Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.

Music	**Cup Rhythm** • Perform rhythmic patterns using cups as percussion instruments, maintaining a steady pulse individually and in a group. • Recognise, create, and perform rhythmic motifs using a combination of claps, taps, and movements with cups. • Listen carefully and accurately replicate rhythmic patterns using aural memory. • Read simple rhythm notation and translate it into cup rhythms. • Evaluate their own performance and that of others, suggesting ways to improve timing,	**Music, Drama and Dance: STOMP** • Create and perform rhythmic patterns using body percussion and everyday objects. • Compose layered rhythmic sequences in a group, maintaining a steady pulse and exploring changes in tempo and dynamics. • Use appropriate musical and performance vocabulary to describe and evaluate their own and others' work. • Collaborate effectively to devise, refine and rehearse a structured performance that	**Oxford Opera Concert (CATS)** • Sing confidently and expressively, using correct posture, breath control, and diction in preparation for an opera performance. • Perform as part of an ensemble, responding to the conductor, other performers, and musical cues. • Understand and convey the story, character,	**Keyboard** • Perform rhythmic patterns using cups as percussion instruments, maintaining a steady pulse individually and in a group. • Recognise, create, and perform rhythmic motifs using a combination of claps, taps, and movements with cups. • Listen carefully and accurately replicate rhythmic patterns using aural memory. • Read simple rhythm notation and translate it into cup rhythms. • Evaluate their own performance and that of others, suggesting ways to improve timing, coordination, and musical expression.	**KS2 Production** • To speak clearly and confidently to an audience, using appropriate expression, volume, and tone. • To memorise lines and cues, showing understanding of the script and character. • To use voice, movement, and facial expressions to bring a character to life on stage. • To build self-confidence and resilience by performing in front of an audience.

	coordination, and musical expression.	combines rhythm, movement and dramatic expression. • Use movement and gesture to enhance rhythmic compositions and convey mood, character or theme. • Demonstrate control, timing and responsiveness within a group performance. • Reflect on the creative process, offering and responding to constructive feedback.	and emotion of the opera through voice, facial expression, and movement. • Rehearse effectively, demonstrating focus, cooperation, and the ability to follow stage directions and musical timing. • Demonstrate increased confidence and stage presence during a live performance in front of an audience.			
RE	**<u>Hinduism</u>**	**<u>Christianity</u>** How and why do Christians try and	**<u>Hinduism</u>** What might a Hindu gain from	**<u>Christianity</u>** How far is belief in the	**<u>Reality and Truth</u>** How does a worldview help	**<u>Reality and Truth</u>** How do people make valid

	What is the significance of Karma and Moksha for a Hindu?	make the world a better place?	a pilgrimage to India?	resurrection important to Christians today?	people decide what is important?	judgements about how and why the world is as it is?
PSHE	**<u>Being me in my world</u>** • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make	**<u>Celebrating difference</u>** • I can explain ways in which difference can be a source of conflict or a cause for celebration. • I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	**<u>Dreams and Goals</u>** • I can explain different ways to work with others to help make the world a better place. • I can explain what motivates me to make the world a better place.	**<u>Healthy Me</u>** • I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. • I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure	**<u>Relationships</u>** • I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	**<u>Changing Me</u>** • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.