Shellingford CE (A) Primary School

"Inspiring hearts and minds"

	Class Four **Year Group: Y5/6**		**Year 2025-26**	
TOPIC TITLE:	**Invasion! (Vikings and Anglo Saxons)** [British History]	**A Ramble in the Rainforest** [Geography comparison of UK/Region in South America]	**Shakespeare** [English focus]	**Ancient Greec** [Place study of European Region – Modern Greece]
	Autumn Term One & Two	**Spring Term Three and Four**		**Summer Term Five and Six**
Understanding English, communication and languages	Text types: • Historical contemporary fiction • Non-fiction recount • Poetry (free verse, linked to light)	Text types: • Adventure stories (contemporary fiction) • Discussion/debate (linked to topic) • Persuasion (linked to PHSE) • Playscript (Shakespeare) • Newspaper report (Shakespeare)		Text types: • Research skills/explanatory • Myths/legends • Setting and character descriptions • Recount from an alternative perspective
Mathematical Understanding	<u>Calculating using knowledge of structures 1:</u> Understand that two numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number) Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Use common structures and the part-part-whole relationship Use equivalence and the compensation property to calculate. <u>Numbers up to 10,000,000:</u> Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size..	<u>Numbers up to 10,000,000:</u> Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. <u>Decimal fractions</u>: Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1; know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01; know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. Recognise the place of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.		<u>Fractions:</u> Find non-unit fractions of quantities. Multiply whole numbers and fractions. <u>Multiplication and Division</u>: Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. Use equivalence to calculate. Use multiplication strategies for larger numbers and long multiplication. Dividing by two-digit divisors. Using compensation to calculate. <u>Area, perimeter, position and direction</u>
Religious Education	Christianity, Islam and Sikhism **Oxford Diocese Scheme of Work & Big Questions:** 1. What role does worship play in the life of a Sikh? 2. Was Jesus the Messiah?	3. How can following God bring freedom and Justice? 4. What did Jesus do to save human beings?		5. What does it mean if God is holy and loving? 6. Why is it important to Muslims that Muhammad is known as the Seal of the Prophets?
Scientific and Technological understanding *(SC / DT / Computing)*	**Science:** **Light** • Recall facts about how shadows are formed. • Investigate how we can change shadows. • Understand how our eyes allow us to see. • Understand how we see objects. • Investigate reflection and learn about refraction. • Investigate the colours in white light. **Earth and Space** – • Describe the movements of the Sun, Earth and Moon. • Explore how the rotation of the Earth creates day and night. • Learn about how the Earth's tilt creates seasons. • Learn about the phases of the moon. • Discover how theories about our solar system have changed. • Investigate planets of the solar system. **DT:** Design and make a theatre for a puppet show Clay replica Viking artefact **Computing:** Research and study skills; presenting our findings.	**Science:** **Living things and habitats –** • Describe how living things are classified into 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. **Evolution and inheritance -** • 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. **DT:** **Computing:** Internet Safety		**Science:** **Animals, including humans** - • Identify and name the main 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. • Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. **DT:** **Computing:** Electronic music
Historical, geographical and social understanding *(Hist / Geog / French)*	**Geography:** Not taught this term **History:** **Invaders and Settlers – Anglo-Saxons and Vikings** Explore what Britain was like before the first Viking invasion. Find out about the Viking invasions of Britain. Find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. What was Alfred dubbed, 'the Great' Explore what life was like for Vikings living in Britain. Find out how and when England became a unified country.	**Geography:** **Exploring Brazil:** location, physical features, the importance of the rainforest, urbanisation, investigative work into the importance of a Brazilian city (Rio de Janeira), the impact of tourism on the physical and human geography of Brazil, Brazilian culture) **History:** Not taught this term		**Geography:** Not taught this term **History:** Ancient Greece: Ancient Greek civilization timeline, democracy, the significance of Athens and Sparta, the use of primary and secondary sources to find out about daily life in Ancient Greece, religion and mythology, mathematics and philosophy, the legacy of Ancient Greek civilization.

	Find out about the end of the Viking era in Britain. Self-guided investigation into an aspect of Anlo-Saxon or Viking life. **French:** Conversation and greetings Numbers	**French:** Conversation and greetings Months, days and colours	**French:** Conversation and greetings Clothing
Understanding the arts *(Art / Mu)*	**Art:** <u>Drawing</u> – Viking patterns. **Music:** • Exploring musical notation (using the glockenspiel)	**Art:** Painting inspired by Henri Rousseau Tingatinga art **Music:** • Compose a simple piece of music on the glockenspiel.	**Art:** Sculpture: Greek pottery and comedy/tragedy masks. **Music:** • Songs for the Summer Production.
Understanding physical development, health and wellbeing	**PE:** • Swimming (x10 weekly lessons) • OAA (Yenworthy residential) • Netball / hockey	**PE:** • Gymnastics • Dance	**PE:** • Tennis • Athletics
	PSHE (SCARF): <u>Me and My Relationships</u> (Y6 unit) <u>Valuing Difference</u> (Y6 unit)	**PSHE (SCARF):** <u>Keeping Safe</u> (Y6 unit) <u>Rights and Respect</u> (Y6 unit)	**PSHE (SCARF):** <u>Being My Best</u> (Y6 unit) <u>Growing And Changing</u> (Y6 unit) –