



	Class Four	Year Group: Y5/6	Year 2025-26	
<b>TOPIC TITLE:</b>	<b>Invasion! (Vikings and Anglo Saxons)</b> [British History]	<b>A Ramble in the Rainforest</b> [Geography comparison of UK/Region in South America]	<b>Shakespeare</b> [English focus]	<b>Ancient Greek</b> [Place study of European Region – Modern Greece]
	<b>Autumn Term One &amp; Two</b>		<b>Spring Term Three and Four</b>	
<b>Understanding English, communication and languages</b>	Text types: <ul style="list-style-type: none"> <li>Historical contemporary fiction</li> <li>Non-fiction recount</li> <li>Poetry (free verse, linked to light)</li> </ul>	Text types: <ul style="list-style-type: none"> <li>Adventure stories (contemporary fiction)</li> <li>Discussion/debate (linked to topic)</li> <li>Persuasion (linked to PHSE)</li> <li>Playscript (Shakespeare)</li> <li>Newspaper report (Shakespeare)</li> </ul>	Text types: <ul style="list-style-type: none"> <li>Research skills/explanatory</li> <li>Myths/legends</li> <li>Setting and character descriptions</li> <li>Recount from an alternative perspective</li> </ul>	
<b>Mathematical Understanding</b>	Calculating using knowledge of structures 1: 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.  <b>Numbers up to 10,000,000:</b> 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..	<b>Fractions:</b> Find non-unit fractions of quantities.  <b>Multiplication and division:</b> NCETM Y6, U5 Using equivalence to calculate. Multiplication strategies for larger numbers and long multiplication Dividing by two-digit divisors Using compensation to calculate  <b>Area, perimeter, position &amp; direction:</b> NCETM Y6, U6 Multiplicative contexts: area and perimeter 2  <b>Area, perimeter, position &amp; direction:</b> NCETM Y6, U6 Translation, rotation, reflection  <b>Fractions and percentages:</b> NCETM Y6, U7 Recognise when fractions can be simplified and use common factors to simplify fractions Express fractions in a common denomination and use this to compare fractions that are similar value Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy. Common denominator: adding and subtracting	<b>Fractions:</b> Find non-unit fractions of quantities. Multiply whole numbers and fractions.  <b>Multiplication and Division:</b> 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.  <b>Area, perimeter, position and direction</b>	
<b>Religious Education</b>	Christianity, Islam and Sikhism  <b>Oxford Diocese Scheme of Work &amp; Big Questions:</b> <ol style="list-style-type: none"> <li>What role does worship play in the life of a Sikh?</li> <li>Was Jesus the Messiah?</li> </ol>	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?	→
<b>Scientific and Technological understanding (SC / DT / Computing)</b>	<b>Science: Light</b> <ul style="list-style-type: none"> <li>Recall facts about how shadows are formed.</li> <li>Investigate how we can change shadows.</li> <li>Understand how our eyes allow us to see.</li> <li>Understand how we see objects.</li> <li>Investigate reflection and learn about refraction.</li> <li>Investigate the colours in white light.</li> </ul> <b>Earth and Space</b> – <ul style="list-style-type: none"> <li>Describe the movements of the Sun, Earth and Moon.</li> <li>Explore how the rotation of the Earth creates day and night.</li> <li>Learn about how the Earth's tilt creates seasons.</li> <li>Learn about the phases of the moon.</li> <li>Discover how theories about our solar system have changed.</li> <li>Investigate planets of the solar system.</li> </ul> <b>DT:</b> Design and make a theatre for a puppet show  Clay replica Viking artefact  <b>Computing:</b> Research and study skills; presenting our findings.	<b>Science: Living things and habitats</b> – <ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <b>Forces</b> – <ul style="list-style-type: none"> <li>Identify forces acting on an object</li> <li>Explore and measure the effect that gravity has on an object</li> <li>Investigate the friction caused by different surfaces</li> <li>Investigating how different mechanisms work (see DT also)</li> <li>Investigating the effects of air resistance</li> <li>Investigating the effects of water resistance</li> </ul> <b>DT:</b> Design and make an Elizabethan theatre that incorporates mechanisms investigated in Science.  <b>Computing:</b> Internet Safety	<b>Science: Animals, including humans</b> – <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> • 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.  <b>DT:</b>  <b>Computing:</b> Electronic music	
<b>Historical, geographical and social understanding (Hist / Geog / French)</b>	<b>Geography:</b> Not taught this term  <b>History:</b> <b>Invaders and Settlers – Anglo-Saxons and Vikings</b> 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.	<b>Geography:</b> <b>Exploring Brazil:</b> location, physical features, the importance of the rainforest, urbanisation, investigative work into the importance of a Brazilian city (Rio de Janeiro), the impact of tourism on the physical and human geography of Brazil, Brazilian culture)  <b>History:</b> Not taught this term	<b>Geography:</b> Not taught this term  <b>History:</b> 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.	

	<p>Find out about the end of the Viking era in Britain. Self-guided investigation into an aspect of Anglo-Saxon or Viking life.</p> <p><b>French:</b> Conversation and greetings Numbers</p>	<p><b>French:</b> Conversation and greetings Months, days and colours</p>	<p><b>French:</b> Conversation and greetings Clothing</p>
<b>Understanding the arts (Art / Mu)</b>	<p><b>Art:</b> <u>Drawing</u> – Viking patterns.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Exploring musical notation (using the glockenspiel)</li> </ul>	<p><b>Art:</b> Painting inspired by Henri Rousseau Tingatinga art</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Compose a simple piece of music on the glockenspiel.</li> </ul>	<p><b>Art:</b> Sculpture: Greek pottery and comedy/tragedy masks.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Songs for the Summer Production.</li> </ul>
<b>Understanding physical development, health and wellbeing</b>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Swimming (x10 weekly lessons)</li> <li>OAA (Yenworthy residential)</li> <li>Netball / hockey</li> </ul> <p><b>PSHE (SCARF):</b> <u>Me and My Relationships</u> (Y6 unit) <u>Valuing Difference</u> (Y6 unit)</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul> <p><b>PSHE (SCARF):</b> <u>Keeping Safe</u> (Y6 unit) <u>Rights and Respect</u> (Y6 unit)</p>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>Tennis</li> <li>Athletics</li> </ul> <p><b>PSHE (SCARF):</b> <u>Being My Best</u> (Y6 unit) <u>Growing And Changing</u> (Y6 unit) –</p>