

Topic/ Question Year Five	Ancient Greece	Ancient Greece	The Americas	The Americas	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings
Specific focus	Greek civilisation	Influences on Modern society	Geography of North America and the division into states Florida climate	Mid-west Climate Human geography	Invasion of GB and reason for it	Settlements Struggles and local battles
Question	What was life like for the Ancient Greeks?	What was life like for the Ancient Greeks?	What effect have humans had on North America?	What are the similarities and differences between two areas in N. America?	Why did the Vikings invade/ What did GB have that Viking homeland did not?	Where did the Vikings settle and why? How has our language been influenced by the Norse?
English	Inform the Reader Recount Newspaper report (Auto) biography Diary/journal Recount of event Personal letter CLASS READ: Percy Jackson & the lightning thief	Entertain the Reader Play-script – Greek plays Poetry – mythical beasts Fractured fairy tale Comic strip	Guide the Reader Instructions Recipe Packaging Discussion - comparisons Debate Leaflet Science experiment	Influence the Reader Persuasion Advertisement Travel brochure Letter to editor Book blurb Poster/flier Description of places/people	Engage the Reader Historical story Myths and legends Narrative from other cultures	Explain to the Reader Explanation Technical Science Descriptions
Maths New Curriculum LgFL Each bullet point signifies a week.	<ul style="list-style-type: none"> Place value Place value (decimals) Written + and – including problems Geometry (angles) Geometry and measures (perimeter) Addition and subtraction (statistics) 	<ul style="list-style-type: none"> Mental x and ÷ (factors, multiples) Division including problems Fractions (compare, order, equivalence) Multiplication and measures (area) Statistics and measures (time) Assess and review 	<ul style="list-style-type: none"> Place value, Roman numerals, counting incl. negative numbers Addition and subtraction including problems Mental and written multiplication Measures, (length, mass and capacity) Geometry (reflection and translation) Geometry (angles) 	<ul style="list-style-type: none"> Mental and written division 2D and 3D shape incl. sorting Calculating with fractions Measures (area and volume) Statistics and measures Assess and review 	<ul style="list-style-type: none"> Place value Fractions Measures (time) and statistics Geometry Addition and subtraction Multiplication and division 	<ul style="list-style-type: none"> Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes Assess and review
Science KM	Sc5/1 Working Scientifically Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Sc5/3.1 Properties of Materials Sc5/3.1a Comparing & grouping properties of materials Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Sc5/4.2 Forces a) Gravity b) Air Resistance, Water & Friction c) Levers, pulleys & gears Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Sc5/4.1 Earth & Space (Not in detail in 2014) Movement of Earth Solar System Moon & Earth Day & Night Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b describe the movement of the Moon relative to the Earth	Sc5/2.1 Living things & their habitats Sc5/2.1a Mammal, Amphibian, Insect & bird life cycle Sc5/2.1b Reproduction plants & animals Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b describe the life process of reproduction in some plants and	Sc5/3.1 Properties & changes of Materials Sc5/3.1b Solutions Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Sc5/3.1c Separating Sc5/3.1c use knowledge of solids, liquids and gases to decide how	Sc5/3.1 Properties & changes of Materials Sc5/3.1d Everyday materials Sc5/3.1e Reversible Changes Sc5/3.1f Irreversible Changes Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

		<p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p>SPACE Key facts - Earth & Universe Earth Scapes - satellite images Record Breakers Finding your way around our planet (flight simulator - Google Earth?) Space rockets Rocket man (write in 1st person as astronauts) Nasa training missions - become astronauts (NASA app) Space station - 3d simulation (Bristol Imax website) What planet are you from Clarice Bean (Lauren Childs book)</p>	<p>animals.</p> <p>Sc5/2.2 Animals including humans (Life cycle)</p> <p>Sc5/2.2a describe the changes as humans develop to old age.</p>	<p>mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
<p>Computing</p> <p>JB</p>	<p>I am safe</p> <p>Co 2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am an Architect</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>I am a robot programmer I</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>I am a webdeveloper</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>I am a musician</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>I am a film maker</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p>RE</p> <p>JB 1, 3, 5</p> <p>LW 2, 4, 6</p>	<p>What do the Gospel writers tell us about the life of Jesus? What do I find significant in the life of Jesus?</p>	<p>What do Christians believe about the incarnation? What are my hopes for the future?</p>	<p>How and why do Christians believe they are responsible for the created world? How do others see this responsibility? <i>What responsibilities do I have?</i></p>	<p><i>Minor focus</i> Why is the Torah a sacred text for Jews? How do Jews maintain their identity? <i>What is my identity?</i></p>	<p>How have Christians sought to follow the teachings of Jesus? <i>Who do I admire as a role model?</i></p>	<p><i>Minor focus</i> What is the place of Abraham and Moses in the Jewish faith? How does Passover remind Jews of their identity? <i>What models do I live by?</i></p>

History	Ancient Greece Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world Timelines Welcome to Year 800BC Greek Alphabet Spartan's Survival Guide Warriors & rivals Greek Navy TROY Battle music Education - Ancient Greek Scholar A male world - role of women Houses Menus Ancient Greek Toys Olympics Theatre Role & Importance of Religion, Gods Temples Columns Architect - new temple Build temple? Ancient Greek Hall of Fame				Anglo-Saxons & Vikings Hi2/1.3 Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i> A Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire B Scots invasions from Ireland to north Britain (now Scotland) C Anglo-Saxon invasions, settlements, kingdoms: place names, village life D Anglo-Saxon art and culture E Christian conversion – Canterbury, Iona and Lindisfarne Origins - place names- where is OLD around us? Early settlers - where from and what did they need? Saxon settlers - village Map Saxon Settlement Building tools & techniques Model village Sutton Hoo (Time Team style) Saxon Riddles Meet the Vikings - homelands, postcards & passports. Plot invasions Mapwork & Viking explorer games Attacks & raids Super Sailors- Longboats Runes Danelaw Viking Sagas Archeological Dig Homes & buildings Living like a Viking (Jorvik)	
Geography	Ge2/1.4 Maps & fieldwork Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge2/1.4b use the 8 points of a compass, 4 and 6-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 Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.1c 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)					
	Locational Knowledge Ge2/1.4 Maps & fieldwork Greece Physical layout of Greece - Where in the world are we? Problems caused, key cities/states.	Locational Knowledge Ge2/1.4 Maps & fieldwork Greece	North America Ge2/1.2 Place Sims & diffs North America Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Ge2/1.3 Human & Physical Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	North America Ge2/1.2 Place Sims & diffs North America Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Ge2/1.3 Human & Physical Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	UK GE2/1.3 Settlements Ge2/1.3b describe and understand key aspects of human geography Ge2/1.3b describe and understand key aspects of 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	UK & Scandinavia GE2/1.2 Place Sims & diffs (Scandinavia) Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America GE2/1.3 Human & Physical (Scandinavia) Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,

			<p>Ge2/1.3b describe and understand key aspects of 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</p>	<p>Ge2/1.3b describe and understand key aspects of 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 BRAESIDE Ge2/1.4c use fieldwork to observe, measure, record and present</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of 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</p>
Art	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.</p>					
	<p>Ar2/1.2 Sculpture (Clay) Ar2/1.2 to improve their mastery of art and design techniques of sculpture with a range of materials Term 1 – clay pots taught as a block Term 2 – papier mache masks for Greek plays</p> <p>Ar2/1.3 Architecture Columns - Greek Temples Understand the period in which they were built and be able to recognise each style eg. Doric</p>		<p>AR2/1.3 American Artist Study Painting (eg Pollock etc) Ar2/1.3 about great artists and designers in history. Study and compare two artists, then paint in the style of one.</p>		<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Over two terms, create black/white sketches and link to Highwayman and Frankenstein. Ar 2/1.3 Study sketches from range of artists.</p>	
Music	<p>Please work through each unit as prescribed and pick 3 cross-curricular extension activities to complete alongside each term. Please also print off and use the activity manual for warm up activities each session (the rhythm grid in the toolkit on the website are fab for this too).</p>					
	Lean on me – gospel with additional focus on notation using music tool kit. (Charanga)	Christingle service – including music from 5 gold rings?	Benjamin Britten – A tragic story. Western classical/ blues/Jazz.	Stop! Classical/Bhangra./ tango/Latin fusion/ grime.	Classroom Jazz I with focus on composition and notation.	Mama Mia. – Song structure.
	<p>MU2/1.4 Notation ←</p> <p>Mu2/1.4 use and understand staff and other musical notation</p> <p>MU2/1.3 Aural Memory</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>MU2/1.1 Solo & ensemble (Voice - harmonies)</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>MU2/1.5 Variety of Music</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>MU2/1.1 Solo & ensemble (Voice - harmonies) (Christingle performance)</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>MU2/1.2 Composers</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>MU2/1.6History of Music (genres)</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>MU2/1.5 Variety of Music HOLST (Planets)</p> <p>Mu2/1.5 appreciate and understand a wide range of high-</p>	<p>Garageband? MU2/1.2 Composers</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>MU2/1.6History of Music (genres)</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>MU2/1.5 Variety of Music</p> <p>Mu2/1.5 appreciate and understand a wide range of high-</p>	<p>MU2/1.2 Improvise & Compose</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>MU2/1.2 Improvise & Compose (Parents invited in)</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>

	<p>MU2/I.5 Variety of Music</p> <p>Mu2/I.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		quality live and recorded music drawn from different traditions and from great composers and musicians	quality live and recorded music drawn from different traditions and from great composers and musicians		
<p>PE</p> <p>JB – Net/wall</p>	<p>PE2/I.IF Evaluation</p> <p>PE2/I.If compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
<p>LW - Dance</p>	<p>PE2/I.1a,b&c Net & Wall Basketball in MUGA culminating in Y5 tournament</p> <p>PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1d Dance Val Sabin (Y6 Theseus and the Minataur) Paired sequence dance that tells story to music</p> <p>PE2/I.1d perform dances using a range of movement patterns</p>	<p>PE2/I.1a,b&c Net & Wall Netball in MUGA culminating in Y5 tournament</p> <p>PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1d Dance Val Sabin (Y6 Theseus and the Minataur) Paired sequence dance that tells story to music</p> <p>PE2/I.1d perform dances using a range of movement patterns</p>	<p>PE2/I.1b Football 7 a-side games</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c Gym Perform in pairs, a sequence of balances on large apparatus</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p>	<p>PE2/I.1b Football 7 a-side games</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c Gym Perform in pairs, a sequence of balances on large apparatus</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p>	<p>PE2/I.1e Outdoor Games & adventurous activities (Braeside) PE2/I.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/I.1a&c Athletics PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1b Tennis</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To be able to complete a rally in pairs.</p>	<p>PE2/I.1a&c Athletics</p> <p>PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1b Striking & Fielding (Rounders)</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Play inter-class competition</p>
<p>DT</p>	<p>DT2/I.1 Design</p> <p>DT2/I.1a 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</p> <p>DT2/I.4d apply their understanding of computing to programme, monitor and control their products. Lego Mindstorm To program to be able to demonstrate an Olympic sport .</p>		<p>DT2/I.4a Strengthen, stiffen & reinforce complex structures</p> <p>DT2/I.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/I.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To construct a model of the Golden Gate bridge that can support model cars.</p>		<p>DT2/2.1 Cooking & Nutrition Relate to topic and to Braeside trip.</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes</p> <p>DT2/2.1d understand the source, seasonality and characteristics of a broad range of ingredients Link to Braeside</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p>	

French	<p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL2/1.2d present ideas and information orally to a range of audiences* FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3b appreciate stories, songs, poems and rhymes in the language FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL2/1.4b describe people, places, things and actions orally* and in writing FL2/1.4d basic grammar: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance,</p>					
	<p>FL2/1.1-1.4 ← Numbers – counting, telling time. Asking useful questions. Being able to respond effectively</p>	<p>FL2/1.1-1.4 Enroute pour l'école *Unit 10: Lessons 45-49</p>	<p>Bon appetite *Unit 11: Lessons 50-54 Recipe</p>	<p>The Planets *Unit 12: Lessons 55-60 Writing Sentences</p>	<p>The Four Seasons *Unit 13: Lessons 61-65 Poetry & Classical Music</p>	<p>The beach scene *Unit 14: Lessons 66-70 Writing & Performing Poem</p>
PSHE	New Beginnings/ Relationships	Value/Friendship Fortnight	Getting On and Falling Out/ Going For Goals	Value/ Sex & Relationships Education (Sc5/2.2)	Good to be Me/ Changes	Value/ Drugs, Alcohol and Tobacco
Spirituality	Why was education important to the Greeks? Why and how is education important to me? What have we learnt from the development of Democracy? How important to have freedom of speech? How might this impact others?		How do American values differ from British ones? What are the rights and wrongs of American values? Should we be allowed to carry guns? Is the death penalty just? What about the injustice of black people?		Celebrity culture is it a force for good or bad?	
Outside	Use the amphitheatre to perform a Greek Play	Ge2/1.4c fieldwork to observe, measure & record H&P features Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Sc5/2.1 Living things & habitats Mammal, Amphibian, Insect & bird life cycle Sc5/2.1a describe differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b describe the life process of reproduction in some plants and animals.	Ar2/1.1 Sketchbooks Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	Use the Fort perform an Saxon battle re-enactment against the Viking invaders
Trips/ Visits / Parent engagement	Greek visitor Greek experience day	Christingle Service Greek Gallery of Art & Sculpture? Miming theatre/Hobgoblin theatre?	Science Dome (Planets) Climate Cops	Visit to Braeside Parents in for taste testing?	Ge2/1.4b - Map work Ge2/1.4b 8 points of a compass, 4 and 6-figure grid references, symbols and key - OS maps) to build their knowledge of the UK	
Characteristics of Learning	Independence responsibility	Resilience perseverance	creativity	Patience Tolerance of others	Teamwork Problem Solving	Responsibility Forward planning Independence
Gifted and talented opportunities	nrich activities in problem solving maths – group work Specific team roles/thinking ideas Ancient Greece – archaeological	Create your own 'stick on' maths Making games in grammar/maths	Use of extended targets AF7 skills in reading Write your own drama section of class assembly	Recite and perform complex poetry	Debates – Who was more influential the Vikings or the Anglo-Saxons	Independent team project