

Topic/ Question Year Five	Ancient Greece	Ancient Greece	The Americas	The Americas	The Vikings	The Vikings
Specific focus	Greek civilisation	Influences on Modern society	Mid-west Climate Human geography climate	Geography of North America and the division into states Florida	Invasion of GB and reason for it Settlements Struggles and local battles	Invasion of GB and reason for it Settlements Struggles and local battles
Question	What was life like for the Ancient Greeks?	What legacy did the Ancient Greeks leave?	What are the similarities and differences between two areas in N. America?	What effect have humans had on North America?	Why did the Vikings invade and settle in GB? How has our language been influenced by the Norse?	Why did the Vikings invade and settle in GB? How has our language been influenced by the Norse?
Parent visit		Carol concert Greek afternoon			Youlbury	Read own stories to parents Share poetry
English	<p>The Quest by Aaron Becker</p> <p>Fiction - <u>Quest</u> Non Fiction – <u>Explanation Text</u></p> <p>COLD Explanation text on How to look after Guinea Pigs.</p> <p>HOT Not required.</p> <p>OTHER Science - Explanation about air resistance. History - What the Greeks have done for modern society.</p> <p>READ IN PREP FOR TERM 2 The Inventions of Hugo Cabret by Brian Selznick</p>	<p>The Inventions of Hugo Cabret by Brian Selznick</p> <p>Story – <u>Rebirth</u> Non-fiction – <u>Recount (Biography)</u></p> <p>COLD Biography of a family member</p> <p>HOT Science in term 2: Explanation text on Earth and Space.</p> <p>OTHER RE – Recount – Christmas story from a different point of view</p> <p>READ IN PREP FOR TERM 5 The Explorer by Katherine Rundell</p>	<p>The man who walked between the towers by Mordicai Gerstein</p> <p>Story – <u>Rewrite a story from a different point of view.</u> Non-fiction – <u>Discussion</u></p> <p>COLD Discuss if the three wise men should have gone back to Herod?</p> <p>HOT Art: Biography on Andy Warhol.</p> <p>OTHER Geography - Comparing 2 locations</p> <p>READ IN PREP FOR TERM 5 The Explorer by Katherine Rundell</p>	<p>The Explorer by Katherine Rundell</p> <p>Story – <u>Voyage and return</u> Non-fiction – <u>Persuasive text</u></p> <p>COLD Persuade Mrs Farrell why we shouldn't wear school uniform.</p> <p>HOT – Geography: Discuss if people should be allowed to live in areas that are highly effected by hurricanes.</p> <p>OTHER Geography – What to do in the event of a hurricane.</p> <p>READ IN PREP FOR TERM 5: Saga of Erik the Viking</p>	<p>Saga of Erik the Viking by Terry Jones</p> <p>Story – <u>Over Coming the Monsters</u> Non-fiction – <u>Non-chronological report on Viking life</u></p> <p>COLD Report on the facilities at Youlbury.</p> <p>HOT - History: Persuasive text on abolishing trial of ordeals</p> <p>OTHER Instructions for activity at Youlbury – Homework Diary entry from Youlbury - Homework</p>	<p>The Arrival by Shaun Tan</p> <p>Story – <u>Rags to riches</u></p> <p>HOT –RE: Report on how Jesus' sacrifice benefitted mankind.</p> <p>OTHER Letter to new teacher?</p>
Maths	Place value Addition Subtraction	Prime numbers Square and Cube numbers Multiplication Division	Word Problems Tables Fractions	Fractions Continued Decimals Percentages	Roman numerals Angles and shape Position and movement	Measurements Area and Perimeter Volume

<p>Science</p>	<p>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.</p>					
	<p>Sc5/4.2 Forces a) Gravity b) Air Resistance, Water & Friction c) Levers, pulleys & gears</p> <p>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</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Sc5/4.1 Earth & Space Movement of Earth Solar System Moon & Earth Day & Night</p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</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><u>SPACE</u> 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>Sc5/3.1 Properties & changes of Materials</p> <p>Sc5/3.1b Solutions</p> <p>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</p> <p>Sc5/3.1c Separating</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>www.rsc.org/learn-chemistry</p> <p>Royal Society of Chemistry</p> <p>Sc5/3.1a Comparing & grouping properties of materials</p> <p>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</p>	<p>Sc5/3.1 Properties & changes of Materials</p> <p>Sc5/3.1d Everyday materials</p> <p>Sc5/3.1e Reversible Changes</p> <p>Sc5/3.1f Irreversible Changes</p> <p>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> <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>Sc5/2.1 Living things & their habitats</p> <p>Sc5/2.1b describe the life process of reproduction in plants.</p>	<p>Sc5/2.1 Living things & their habitats</p> <p>Sc5/2.1a Mammal, Amphibian, Insect & bird life cycle</p> <p>Sc5/2.1b Reproduction plants & animals</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and 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>Computing</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 web developer</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 web developer</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 robot programmer 1</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</p>	<p>I am a robot programmer 1</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</p>

					correct errors in algorithms and programs	correct errors in algorithms and programs
RE	God: Understanding Christianity. What does it mean if God is holy and loving?	Incarnation: Was Jesus the Messiah?	Islam: What does it mean to be a Muslim in Britain today?	Islam: What does it mean to be a Muslim in Britain today?	Salvation: What did Jesus do to save human beings?	Salvation: What did Jesus do to save human beings?
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 Warriors & rivals Education - Ancient Greek Scholar Greek Alphabet A male world - role of women Houses Theatre Menus – Greek Experience Day Olympics Role & Importance of Religion, Gods Temples Architect - new temple Columns The Parthenon		The Americas To understand that historical events influence and shape the future. Discuss influx of population, e.g into Florida in early 1900s and effect it has on wildlife.		Anglo-Saxons & Vikings Hi2/1.3 Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots <i>E Christian conversion – Canterbury, Iona and Lindisfarne</i> Meet the Vikings - homelands. Plot invasions Mapwork & Viking explorer games Viking Longboats – compare with Greek Triremes Attacks & raids - Danelaw Homes & buildings - Living like a Viking (Jorvik – Viking Experience Day) Runes – writing and education Viking Sagas – Ivarr the Boneless Compare types of primary and secondary evidence.	
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. Introduce Geoguessr to encourage discussion language	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, and a region in North 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, and a region in North 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 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	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 BRAESIDE Ge2/1.4c use fieldwork to observe, measure, record and present 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,	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 GE2/1.3 Human & Physical (Scandinavia) 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

				including energy, food, minerals and water	plans and graphs, and digital technologies.	
Art	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>					
	<p>Ar2/1.2 Sculpture (Clay)</p> <p>Term 1 – research, design, and make clay pots</p> <p>Ar2/1.2 to improve their mastery of art and design techniques of sculpture with a range of materials</p> <p>Term 2 – research, design and make papier mache masks of Greek God/ess or mythical character</p> <p>Ar2/1.3 Architecture Columns - Greek Temples</p> <p>Understand the period in which they were built and be able to recognise each style eg. Doric</p> <p>Balloons, papier mache, wallpaper paste, terracotta clay,</p>	<p>AR2/1.3 American Artist Study Painting</p> <p>Andy Warhol (supermarket art / own version of ‘16 Jackies’.</p> <p>Edward Hopper (Water-colour paintings / 3D sketching)</p> <p>Ar2/1.3 about great artists and designers in history.</p> <p>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</p> <p>Ar 2/1.3 Study sketches from range of artists.</p> <p>Quentin Blake – Roald Dahl/David Walliams</p> <p>E.H Shephard – M.M Milne</p>			
Music	<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>Mu2/1.6 develop an understanding of the history of music.</p> <p>MU2/1.4 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>MU2/1.1 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>Gustav Holst – The Planets</p> <p>Wagner – Ride of the Valkyries</p> <p>Ella Fitzgerald – American jazz</p>	<p>Garageband?</p> <p>MU2/1.2 Composers</p> <p>Swindon Music Festival</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>MU2/1.2 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>
PE	<p>PE2/1.1F Evaluation</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
	<p>PE2/1.1a,b&c Net & Wall Netball in MUGA culminating in Y5 tournament</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d Dance</p> <p>Val Sabin (Y6 Theseus and the Minotaur)</p> <p>Paired sequence dance that tells story to music</p>	<p>PE2/1.1a,b&c Net & Wall Netball in MUGA culminating in Y5 tournament</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d Dance</p> <p>Val Sabin (Y6 Theseus and the Minotaur)</p> <p>Paired sequence dance that tells story to music</p>	<p>PE2/1.1b TAG 7 a-side games</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c Gym</p> <p>Real Gym Syllabus</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p>PE2/1.1b TAG 7 a-side games</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c Gym</p> <p>Real Gym Syllabus</p> <p>Perform in pairs, a sequence of balances on large apparatus</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p>PE2/1.1e Outdoor Games & adventurous activities (Braeside)</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1b Striking & Fielding Cricket (Kwik / Full)</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>PE2/1.1a&c Athletics</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1b Striking & Fielding (Rounders)</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Play inter-class competition</p>

	PE2/1.1d perform dances using a range of movement patterns	PE2/1.1d perform dances using a range of movement patterns				
DT	DT2/1.1 Design DT2/1.1a 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 – Papier mache masks and pots. DT2/2.1b GREEKS Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.		DT2/1.4a Strengthen, stiffen & reinforce complex structures DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures To construct a model of the Golden Gate bridge that can support model cars.		DT2/2.1 Cooking & Nutrition Relate to topic 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. DT2/2.1d understand the source, seasonality and characteristics of a broad range of ingredients link to Viking times and what was available at the time DT2/2.1b VIKINGS Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.	
French	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,					
	FL2/1.1-1.4 ← Numbers, colours, parts of the body, telling time and basic conversation. Asking useful questions. Being able to respond effectively	FL2/1.1-1.4 The Planets *Unit 12: Lessons 55-60 Writing Sentences	Enroute pour l'école *Unit 10: Lessons 45-49	Bon appetite *Unit 11: Lessons 50-54 Recipe	The Four Seasons *Unit 13: Lessons 61-65 Poetry & Classical Music	The beach scene *Unit 14: Lessons 66-70 →
PSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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?		Celebrity culture is it a force for good or bad?	
Global learning	Globalisation Realise the impact and influence of the Ancient Greeks on life in Britain today	Poverty and development Develop deeper notions of fair and unfair, just and unjust in relation theirs and other lives	Globalisation and interdependence Migration, diversity and culture, aspect of economy	Sustainability Explore how people and environments are linked, eg. some causes of change to local and distant environments (manatees)	Sustainability Debate – how complex issues can be resolved, holders of power and barriers to change, how to campaign for change	Developing countries Look at a variety of developmental issues and nations in the context of controversial and topical issues. Describe diversity and appreciate that there are differing versions of the past
Outside	Use the amphitheatre to perform a Greek Play Group Presentation of 'Author Homework'	Measure perimeters of areas using a trundle wheel to solve problems.	Ge2/1.4c fieldwork to observe, measure & record H&P features Data Handling – Birds/Cars - surveys	Use the den building area, to create a den. Relate to Braeside and outside survival.	Youlbury 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	Use the Fort perform an Saxon battle re-enactment against the Viking invaders Ar2/1.1 Sketchbooks Ar2/1.1 to create sketch books to record their observations and

					maps, plans and graphs, and digital technologies. Record PE eg running times, jumps, and create a graph	use them to review and revisit ideas Sc5.2.1 Describe differences in the lifecycles of mammals, amphibians, insects and birds. Sc5/2.1b Describe the process of reproduction in some plants/animals
Trips/ Visits / Parent engagement		Christingle Service Greek experience day Greek Gallery of Art & Sculpture? Parents invited to watch dance of Theseus and the Minataur Wyvern Theatre – pantomime Space virtual reality workshop		Visit Catalent Science Lab – Science Week	Visit to Youlbury Youlbury Assembly - Parents	Viking Experience Day Viking parent/child activity afternoon
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 Brookfield poetry day	Brookfield maths days	Inter-school debate Create your own ‘stick on’ maths. Making games in grammar/maths. Create a match/no match synonym game.	Inter-school quiz competition	Write your own drama section of class assembly - Youlbury	French Spelling Bee Team Maths Challenge Brandon Forest Enrichment Days Archery Fencing Tournament

Tier 2 vocab	RE - God, , holy, loving, eternal, omnipotent, omniscient		English Migrant, Bewildering, Indecipherable, sympathetic Impoverished, incomprehensible, Prospects The Americas: Ancestors, inspiration, attractions, ICT: Collaboration, navigating, destination, landscape, environment, exploration, regions,	Journey to the river sea Governsssess, Orphan		
Tier 3 vocab			Science: Solubility, Transparency, Conductivity, magnetism, solution, dissolve, filtering, sieving, evaporating. The Americas: Biomes, vegetation belt, micro climates, tropical, polar, artic, monsoon, equatorial. latitude, longitude, geographical			