

Sempringham/Lindisfarne/Phoenix

| | | | | Spring 1 and Spring 2 | | Summer 1 and Summer 2 | |
|--------------------|--|---|--|---|-----------|---|--------------|
| | | Autumn1 | Autumn2 | Anglo-Saxons & Picts | | Walls & Barricades | |
| History/Geography | | Describe and understand key aspects of physical geography, use maps/atlasses/globes to locate features, use grid references (geography) | Understand geographical similarities and differences, name and locate cities of the UK, use compass points and grid references (Geography) Focus on key human features | Roman withdrawal from Britain, Pictsinvasions, Anglo Saxon invasions, Anglo Saxon life and culture, Christian conversions-Lindisfarne (history) | | An understanding of barriers, physical and political and how people can work together to break them down-inc prejudice and discrimination, e.g. Hadrian's Wall, Great Wall of China, Martin Luther King, Rosa Parks, Nelson Mandela, (history) | |
| Enquiry Questions | | Year 4 Where is the water cycle? What are the features of a river? How do we use rivers? What causes river pollution? How does the River Nile support the local population? Year 5 Why is the water cycle a fundamental part of the weather system? How do erosion, deposition and transportation affect the formation of rivers? Can we identify and assess rivers as main transport arteries? How can we reduce river pollution on a national and global scale? What has been the impact of dams on the River Nile | Year 4 Which countries make up eastern Europe? What are the physical features of some key Eastern European areas? How are landscape features affected by latitude? What human geographical features can you identify ? Where would you like to visit What happened at Chernobyl? Year 5 What are the capital cities of key eastern European countries? What are the similarities and differences between the landscape of Swineshead and Eastern Europe? How does latitude affect climate and landscapes? What are the human features of three key Eastern European cities? Where would you like to visit and why? What was the impact of the Chernobyl disaster? | Year 4 Q1 Who were the Anglo Saxons and Picts and why did they invade and settle in Britain? Q2 What was life like for the early settlers? Q3 Why was life difficult for the early settlers? Q4 What evidence do we have for the Anglo-Saxon invasions? Year 5 Q1 Where did the angles, Saxons, jute, Frisians come from and why was there conflict with the Picts? Q2 What challenges did they face in establishing a settlement? Q3 What were the differences between the Saxons and the Picts? | | Year 4 Q1 What do we mean by physical barriers? Q2 What barriers exist in society? Q3 Can we compare the significance of figures studied? Year 5 Q1 what would be some of the advantages and disadvantages of abolishing barriers? Q2 What do we mean by prejudice and discrimination? Q3 Was Nelson Mandela a criminal or a hero? | |
| Text Based writing | | Wind in the willows (Grahame) 3-4 weeks | Hugo-Selznick | Anglo- Saxon Boy – Tony Bradman (3 weeks) | | Macbeth-Garfield 3 weeks Kennings/Haiku-poetry (2 wks.) | |
| Genres | | Poetry | Recount/Diary | Narrative | Narrative | Instructions | Instructions |
| | | Explanation | Non-Chronological Report | Biography | | | |

Themed Week Mountains & Deserts
Describe and understand key aspects of physical geography, use maps/atlasses/globes to locate features, use grid references
Information text
Design and make a bag to carry supplies up a mountain

Themed Week World's Kitchen
Describe and understand land use, economic activity, trade links and distribution of natural resources, cultural impact on Britain
Recipe instructions
National Sports Week
using seasonal ingredients and understand how these are grown/produced

| | | | | | | | |
|----------------------|---|---|--|---|--|---|--|
| | Narrative | Persuasion (Y5) | | Recount/Diary | | Poetry | |
| | | | | Letter | | Newspaper Report | |
| | | | | Discussion/Debate | | Playscript | |
| Linked Subject Texts | River Story (Hooper) Geog A River (Martin) Geog Stickdog dreams of Ice cream (Watson) Science | The Little Mole knew it was none of his business (Holzworth) Science | | History Detectives Anglo Saxonx(Tonge) HistoryMen, Women and Children in Anglo saxon times (Bingham) History | | | |
| Science | States of Matter – differences between solids, gases and liquids, effect of temperature, insulation, water cycle | Animals inc humans Yr 4 Digestive system and teeth, | | Forces and magnets Yr3 review Yr 5 Gravity, air resistance | Force, Yr 5 friction (newtons)levers and pulleys | Living Things and Habitats Yr 4 classification, | Sound Yr 4 -vibrations. Pitch and volume, distance and sound, sound insulators |
| Enquiry Questions | Year 4 Q1 What do we mean by states of matter? Q2 How can different states be identified? Q3 how does temperature affect state? Q4 What is the particle model? Q5 How do we insulate from the cold? Q6 What is the water cycle? Year 5 Q1 What are the characteristics of solids, liquids and gases? Q2 How can we use these definitions to group materials? Q3 Why does temperature affect state? Q4 How does the particle model explain states of matter? Q5 when do materials melt? Q6 How does this explain the water cycle? | Year 4 Q1 What is the digestive system? Q2 What are the main parts of the digestive system? Q3 How many teeth do we have? Q4 How do teeth vary? Q5 How can we prevent decay? Year 5 Q1 what can we recall about the digestive system? Q2 what are the functions of the key parts of the digestive system? Q3 Does the number of teeth we have vary? Q4 What is the difference between the teeth of herbivores and carnivores? Q5 How do we look after our teeth? | | Yr 4/yr 5 Q1 how can magnets make some objects move and does the same object move the same way on different surfaces? Q2 How strong are magnets? Q3 are all metals magnetic ? Q4 Do opposites attract? Yr 4 Q1 What is gravity? Q2 how does canopy size affect rate of descent? Q3 what is water resistance? Yr 5 Q1 Why don't people fall off the bottom of the earth? Q2 how can we use air resistance to slow down? Q3 when do we need high or low water resistance? | Year 4 Q4 what is friction? Q5 what is the difference between mass and force Q6 what does a pulley do ? Q7 How do gears help? Yr 5 Q4 what is the best surface to prevent people from slipping? Q5 how do you use a forcemeter? Q6 what force is used to lift a load ? Q7 What effect do different sized gears have?? | Year 4 Q1 How can we group animals into fish amphibians reptiles birds and mammals? Q2 What is the difference between a vertebrate and invertebrate? Q3 What is a dichotomous key? Q4 How can we identify different types of invertebrate? Q5 How can we identify different types of organisms from the local area? Year5 Q1 how can we use body features, behaviour and life cycles to group animals? Q2 how can we classify vertebrates and invertebrates? Q3 how can we use a dichotomous key to identify different animals | Year 4 Q1 how do sounds travel? Q2 How are sounds blocked? Q3 what is the difference between pitch and volume? Q4 how do string instruments make sound Q5 how is volume measured? Q6 how are distance and volume linked? Year 5 Q1 how do vibrations cause sound Q2 what materials are effective at insulating sound? Q3 how do pitch and volume vary and what causes this? Q4 how does length affect pitch? Q5 what happens when different balls are dropped? |

| | | | | | | | | |
|-------------------|--|---|--|--|---|---|--|--|
| | | | | | | Q4 how can we use a dichotomous key to identify centipede slugs worms snails ants beetles spiders and millipedes | Q6 how does height over vibrating object affect the volume of sound produced ? | |
| RE | LAS Additional-Pilgrimage , exploring local and global pilgrimage sites for different faiths. | LAS God-Islam How do Muslim's worship? | | LAS-God-Hiinduism How do Hindus worship? | Creation –and Fall UC2a.1 What do Christians learn from the Creation story? | In depth study Judaism-Jewish beliefs, worship and community, persecution and identity | | |
| Enquiry Questions | Q1. What is pilgrimage? Q2. How does a pilgrim prepare for the journey? Q3 What does Hajj mean to a Muslim? Q3. What does a pilgrim do when they get there? Q4. What do they leave at the site and what do they bring away with them? Q5. How does a pilgrim feel at different stages of the journey? Q6. Is a pilgrim different to a tourist? | Q1. Why do they think it's important to follow the 5 pillars? Q2. Would it ever be ok if a Muslim chose sometimes not to follow the 5 pillars? Q3. Why do they think these rules from Surah are included in the Qur'an? Q4. Are they relevant today? Q5. Why are these rules good/bad? Q6. The Qur'an teaches that children should care for their parents. Is this a purely Muslim value. Q7. Can you make any comparisons to any other religion or belief? | | Enquiry Questions Q1 What is sacred to Hindu's? Q2. How is Hindu beliefs expressed in practice? Q3. Are there any similarities between a Hundi worship and a Christian place of worship? Q4. Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Q5. Is having a local Temple important to Hindus? Q6. How could Hindu beliefs help make the world a better place? Q7. What is the best way for a Hindu to show commitment to God? | Is the world good? Is it easier to be bad than to be good? Is it easy to resist temptation? Is it good to be forgiven? | 1. Why do Jews believe they are God's chosen people? 2. What is the significance of the Torah and the siddur? 3. what impact does shabbat have on Jewish lives? 4. How might a Jewish person show their membership of the Jewish community? 5. what is tzedakah and how is this reflected in daily life? 6. how might Jews feel wearing the Star of David and why? | | |
| Art/DT | Construction-Design, build and evaluate a bridge | Famous artists-Explore the life and paintings of LS Lowry | | Anglo saxon art-manuscripts and tapestries | | Portraits- from different artists in pencil/charcoal and sculpture | | |
| Enquiry Questions | Year 4 Q1 What are the different types of bridge design (| Year 4 Q1 Who was LS Lowry? Q2 What colours did he use | | Yr 4/5 Q1 what are illuminated letters ? Q2 how are they formed ? | | Yr 4/5 Q1 Who was Julian Opie and how did he create movement in his drawings? | | |

| | | | | | | | | |
|-----------------------|--|--|--|--|---|---|--|--|
| | <p>beam/pillars/piers /arch/suspension)</p> <p>Q2 What is the characteristic of each type?</p> <p>Q3 What is the construction method of each type?</p> <p>Q4 What bridge type will I build?</p> <p>Q5 how can I test my design? Year 5</p> <p>Q1How has bridge design changed since early days?</p> <p>Q2 What materials are associated with each type?</p> <p>Q3 How are the properties of these materials appropriate for the design?</p> <p>Q4 What type of construction method best suits my design brief?</p> <p>Q5 How can I test my design meets my brief?</p> | <p>Q3 Who were the Matchstick Men</p> <p>Q3 What is the difference between fore, mid and background?</p> <p>Q4 how do I colour mix to add depth?</p> <p>Year 5</p> <p>Q1 What do we know about the style Lowry used in his paintings?</p> <p>Q2 What do we mean by primary colours, shades, tints and tones?</p> <p>Q3 How did Lowry create perspective?</p> <p>Q4 How can I recreate his style?</p> | | <p>Q3what colours were used in illuminated letters? Q4 can I create my own illuminated letter?</p> <p>Q5 what is a tapestry</p> <p>Q6 what does the bayeaux tapestry show?</p> <p>Q7 How were tapestry's created</p> <p>Q8 can I create an animal picture using tapestry?</p> <p>Q9 what colours and textures of thread would I need to use</p> | <p>Q2 How can I use charcoal to create a drawing in the style of Henry Moore</p> <p>Q3 How can I draw a picture with one colour?</p> <p>Q4 What is a maquette?</p> <p>Q5Who was Giacometti and how do I use him as my inspiration?</p> <p>Q6 How can I dress my maquette?</p> | | | |
| Music (music express) | <p>4.1 Poetry (performance) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>What are rhythms and dynamics in a performance poem?</p> <p>What is the structure of the poem?</p> <p>Can you use notation to learn a rhythmic vocal ostinato to accompany a poem?</p> <p>Can you use body percussion and instruments to add rhythms to a vocal ostinato?</p> <p>Can you explain what canon is?</p> <p>Can you perform a poem in canon to a steady beat?</p> <p>Can you perform, evaluate and refine your performance?</p> <p>What is beatbox?</p> | <p>4.6 Around the world (Pitch) Use and understand staff and other musical notations</p> <p>Q1 What is a pentatonic scale?</p> <p>Q2 Can you read graphic notation?</p> <p>Q3. What are listening skills needed to listen to music?</p> <p>Q4. How can you describe music?</p> <p>Q5 Do you know musical and non-musical terms when describing music?</p> <p>Q6. Can you play a pentatonic song with leaps?</p> <p>4.8 Singing Spanish (Pitch) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>What are the features on the Spanish- style greeting song?</p> <p>Can you sing in Spanish, learning the greetings?</p> <p>Can you sing to a question and answer song?</p> | | <p>4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1 What are verse and chorus song structure?</p> <p>Q2. What is texture?</p> <p>Q3. What is layered structure in a rhythmic ostinato piece?</p> <p>Q4. Can you describe the structure of a piece of orchestral music?</p> <p>Q5. Can you read a clock score to play a piece combining</p> | <p>5.3 Life Cycles (Structure) 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>Q1 Can you read a melody and staff notation?</p> <p>Q2. Can you listen and accompany a song with tuned and untuned instruments?</p> <p>Q3. Can you show understanding of structure and compose and perform?</p> <p>Q4. Can you combine vocal sounds in performance?</p> | <p>5.4 Keeping Healthy (Beat)Plan perform in solo and then ensemble context using their voices and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>Q1 What is the beat?</p> <p>Q2 What is the tempo?</p> <p>Q3 Can you learn to sing to scale? Q4 Can you add movements to pack to match the pitch shape?</p> <p>Q5 Can you perform your part in a song?</p> <p>Q6 Can you perform a song in Unison?</p> | <p>5.5 At the movies (Composition) Improvise and compose music for a range of purposes using interrelated dimensions of music</p> <p>Q1. What is music narrative?</p> <p>Q2. Can you interpret notation?</p> <p>Q3. Can you use a storyboard to structure sounds?</p> <p>Q4. How do movies use sound effects?</p> <p>Q5. What is narrative structure?</p> <p>Q6. Can you use your knowledge of sound effects to compose</p> | |

| | | | | | | | | |
|--|--|--|--|--|--|--|---|--|
| | <p>Can you combine body percussion with vocal patterns? How can you record, evaluate and improve your performance?</p> <p>4.2 Environment (Composition) 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>What is the poem describing? What is the key descriptive vocabulary in the poem? Can you sort the instruments by timbre to match each verse? Can you explore the musical dimensions to create descriptive musical pieces? Can you listen and evaluate your musical pieces? Can you discuss what you hear in Vivaldi's four seasons? Can you learn a song in a minor key with awareness of patterns in the melody? Can you follow a score to play an accompaniment? Can you perform a song with tuned percussion accompaniment? Can you select instruments depending on their timbre? Can you perform a song with descriptive sounds, drone and ostinato accompaniments? What are the similarities and differences of the way the two composers have described the Antarctic environment? What do the lyrics mean? Can you compose a descriptive song introduction with two contrasting sections? Can you perform, record and evaluate your descriptive song?</p> | <p>Can you use instruments to create sound pictures to represent times of the day? Can you accompany a song with descriptive sounds in three groups? Can you learn and sing a counting song? Can you sing a song in melody in hocket (one single melody shared between one or more voices or instruments)? Can you identify and sing in the pitch of the melody for your allocated group? Can you listen and learn to sing a traditional singing game in Spanish? Can you follow notation to accompany a song with instruments? Can you develop and perform a traditional Spanish song?</p> | | <p>drone and melodic ostinato? Q6. What is drone? Q7. What is a rondo structure? Q8. Can you use rondo structure to build a performance?</p> <p>4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Q1 What is a structure in a song? Q2 Can you learn the words and sing the chorus of a song? Q3 Can you explore the phrasing of a song melody? Q4 What are the dynamics in a song? Q5 What are the layers in piece of music? Q6 What is the process of composition in minimalism?</p> | <p>Q5. How can you develop a structure to combine sounds? Q6. How do you create musical effects using contrasting pitch? Q7. What is music from an early opera like? Q8. What is descriptive music?</p> | <p>Q7 Can you read a grid or staff notation? Q8 Can you follow a score?</p> | <p>sound effects for a movie? Q7. Can you identify changes in tempo and their effects? Q8. What is the phrase structure of a song melody? Q9. How do movies soundtracks use musical clichés? Q10 What techniques are used in movie soundtracks?</p> | |
|--|--|--|--|--|--|--|---|--|

| | | | | | | | | |
|----------------------------|--|--|--|--|---|--|---|--|
| Computing(teach computing) | Lindisfarne-4.1 computing systems and networks-the internet | Lindisfarne 4.2 Creating media-audio editing | | Lindisfarne 4.3 creating media-photo editing | Lindisfarne 4.4 data and information-data logging | Lindisfarne 4.5 Programming A repetition in shapes | Lindisfarne 4.6 Programming B-repetition in games | |
| Enquiry Questions | Q1 How do networks physically connect to other networks? Q2 How do networked devices make up the internet? Q3 How are websites shared via the World Wide Web? Q4 How can content be added and accessed on the World Wide Web? Q5 Who creates the WWW? Q6 Is content reliable? | Q1 How can sound be digitally recorded? Q2 How are recordings stored? Q3 How do we change an audio? Q4 How can different types of audio be combined and played together?: | | Q1 How can we change images? Q2 What is composition? Q3 Why would we change an image? Q4 What tools would I use? Q5 Are all images real? Q6 How do we improve an image? | Q1 How do I gather data automatically? Q2 How do I gather data overtime? Q3 How can I use data to find information? Q4 What data do I need to collect? | Q1 Why do we have to be accurate using logo? Q2 What is a text-based language? Q3 What does repeat mean? Q4 How do I change a count control loop to produce a given outcome? Q5 How do I use count-controlled loops to produce a given outcome? Q6 What do I do if it doesn't work? | Q1 How do I use count-controlled loops? Q2 What is the difference between infinite loops and count control loops? Q3 How do loops run at the same time? Q4 How do I change a given loop? Q5 Can I use repetition? | |
| | Sempringham-5.1 computer systems and networks-sharing information | Sempringham 5.2 creating media-vector drawing | | Sempringham 5.3 creating media-video editing | Sempringham 5.4 data and information-flat file databases | Sempringham 5.5 Programming A - selection in physical computing | Sempringham 5.6 Programming B-Selection in quizzes | |
| Enquiry Questions | Q1 What are systems? Q2 How do we use the internet? Q3 How can we share information? Q4 How can we collaborate on a project? | Q1 What do we use drawing tools for? Q2 What is a vector drawing? Q3 How do we create layers Q4 How do we group objects | | Q1 What is a video? Q2 How do you record video? Q3 What makes a good video? Q4 How do I make mine better? | Q1 How can I record information? Q2 Which is better, paper or a computer? Q3 How does grouping and sorting data allow us to answer questions? Q4 How do I select specific data? Q5 How can I present data visually? | Q1 What is a microcontroller? Q2 How do you write a programme that includes count-controlled loops? Q3 How can you stop a loop? Q4 How do you check a condition? Q5 What can I use microcontrollers to do? | Q1 What is selection? Q2 What is a conditional statement? Q3 How does selection direct the flow of a programme? Q4 Can I design and create a programme which uses selection? Q5 Can I improve my programme? | |
| MFL | 4.1 Encore-describing people | 4.2 Quelle heure est'il?-telling the time | | 4.3 Les fetes-french festivals and presents | 4.4 Ou vas-tu?-cities, directions and weather | 4.5 On mange food and nutrition | 4.6 Le cirque-francophone countries | |
| | Q1 Can you describe someone? Q2 Which country do you come from? | Q1 What do we do and when do we do it? Q2 What time is it? | | Question 1 What are the dates of festivals? | Question 1 What city are you going to? Question 2 What's the weather like? | Q1 What food would you like to buy? Q2 How much does it cost? | Q1 What language do you speak? Q2 What colour is your dress? | |

| | | | | | | | | |
|-------------------|---|--|--|--|--|---|---|--|
| | | | | Question 2 What would you like for Christmas? Question 3 How far can you count? | Question 3 How do I get there? | Q3 What will you do at the party? | | |
| PE | Games- football and hockey | Dance- movement and phrases | | Gymnastics- working towards a team sequence | Outdoor activities- orienteeing symbols and maps | tennis and rounders- playing competitive games | Athletics- individual and team performance | |
| Enquiry Questions | Q1 why do we warm up and cool down? Q2 How do we move in these games to gain possession? Q3 How do we dodge opponents? Q4 What ways can we mark an opponent? Q5 How can we intercept a pass? | Q1 how can I respond to stimuli? Q 2 what dance techniques can I use? Q 3 how can I work in a group? Q4 can I represent objects and actions through dance q 5 how do I put a range of movements together? Q 6 how do I make it better? | | Q1 How many different jumps can I perform? Q2 What is a straddle? Q3 How can I link movements together/ Q4 how can I work in a small group to perform a gymnastic sequence? | Q1 What is teamwork? Q2 How do I follow directions? Q3 what is a symbol? Q4 How do I create my own symbols? Q5 How can I use my symbols to create my own orienteeing Maps? | Q1 What do we mean by forehand and backhand shots? Q2 How do we follow the ball? Q3 How do we win points in tennis? Q4 How do we bowl a rounders ball accurately? Q5 Where do we field from on around this pitch? Q6 How do we make a safe capture around his ball? | Q1 How do I take part in a relay race? Q2 How do I combine running and jumping in a triple jump? Q3 How do I work as part of a team in a relay? Q4 How do I throw over a longer distance? | |
| PSHE/RSE | Topic One-Families and Peoples- healthy relationships, changes over time, marriage and commitment | Topic Two -Friendship and Communities- rights and responsibilities | | Topic Three Respect- similarities and differences, stereotyping, disagreements and conflict | Topic Four E-Safety- online friendships, profiles, personal data | Topic Five Being safe- sharing, privacy and personal boundaries | Topic Nine Economic Well being- fundraising | |
| Enquiry Questions | 1.What kinds of loving relationships are there? 2.How do we know these are kind and loving? 3.How should people within a loving relationship behave? 4.How can relationships change over time? How do people in close relationships show they love each other? 5. What does it mean to get married or have a civil partnership? | Q1 Why do children need their own human rights? Q2 Whose responsibility is it to meet a child's human rights? Q3How important are human rights? hat is the difference between a right and a responsibility? Q4How are rights related to responsibilities? Q5What are we responsible for? Q6How can people be organised? Q7 What impact can we have on the environment? | | Q1 What makes up our identity? Q2 What do we mean by stereotyping? Q3 What does agree to disagree mean? | Q1 Is a friend you have met online the same as a friend you know personally? Q2 Is the profile picture of someone online actually them? Q3 How can you keep safe online? Q4 If you put something on internet, is it removed if you delete it? | Q1 What sorts of things do people like sharing together – with whom? Q2 Is this the same for everyone? Q3 When is it more (or less or never) important for privacy to be kept? Q4How does the need for privacy change as we grow up? | Q1 Have you ever been persuaded to buy something because of advertising? Q2 Does social media influence the things you want? Q3 Which has more influence – social media or advertising on TV or in magazines? | |

| | | | | | | | | |
|--|---|--|--|--|--|---|---|--|
| | 6. Why might people decide to get married? 7. Do people have to get married? | | | | Q5 Can people put personal information about you on the internet? | Q5 What do people keep private? Share with others? Q6 What if something private gets shared? | Q4 Is it important to be mindful of the environment/social issues when buying something? | |
|--|---|--|--|--|--|---|---|--|