

**Maple: Cycle 2 – Autumn 1**

Core School Value	Curriculum Question	Core Text(s)	Beginning Hooks (enrichment days and trips)	Exciting End (showcasing learning/published outcomes/celebration)	Parental Involvement (celebrating learning alongside their children)	Pupil Led Learning (What have the children asked to learn about?)
<b>Inquisitive</b>	<b>What did Edward confess to?</b>	<b>How to train your dragon Viking Boy</b>	<b>Viking Drumming and Singing Workshop</b>	<b>Viking Museum</b>	<b>Show and Share</b>	<b>Make a Viking Long Boat Edward the Confessor Alfred the Great</b>
<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use a thesaurus.</li> <li>write legibly, fluently and with increasing speed by</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>Interpret negative numbers in context count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>Use negative numbers in context, and calculate intervals across zero.</li> <li>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>Round any whole number to a required degree of accuracy.</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Solve number and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Perform mental calculations, including with mixed operations and large numbers.</li> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>... be discerning in evaluating digital content.</li> </ul>	<ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Edward the Confessor and his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>develop an understanding of the history of music.</li> </ul>
		Materials the Vikings used and their suitability. Solids, liquids and gases. Viking mixtures and drinks.	Blogging the life of a Viking	Life of the Vikings	Comparison of a locality between Viking time and modern day.	Viking chanting Viking drumming
		<b>RE</b>	<b>MFL</b>	<b>PE/Games</b>	<b>Art</b>	<b>Design and Technology</b>
		<ul style="list-style-type: none"> <li>Identify the type of text that Psalm 8, and its purpose</li> <li>Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation</li> <li>Make clear connections between Psalm 8 and some ways Christian respond to God as Creator</li> <li>Show understanding of why some Christians find science and faith compatible</li> <li>Respond to the idea that humans have great responsibility for the Earth</li> <li>Weigh up well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>understand how key events and individuals in design and technology have helped shape the world.</li> <li>apply their understanding of how to strengthen, stiffen and reinforced more complex structures.</li> </ul>
Diary Instruction Writing Narrative Newspaper Report		Creation/Fall: Creation and Science: Conflicting or Complementary	Revise greetings and introductions. Homes/ Rooms	Netball/Basketball	Designing and making broches out of clay	Making a Viking longboat that can float