



Long Term Planning - Year 5



Topics	Autumn Term – Space	Spring Term – Ancient Egyptians	Summer Term – Invaders and Settlers (Anglo-Saxons and Vikings).
Key Drivers	Working collaboratively Building an aspirational curriculum where children can show perseverance and resilience in all that they do. A love of reading Finding out about the wider world Keeping healthy and fit Explore the place where we live		
SIAMS and value focus.	Perseverance – Let us begin... from small beginnings great things come Respect – Citizens and community – supporting those in need in our locality.	Courage – Our family of faith can move mountains – Justice, fair rights, life, freedom, dignity and global dimensions. Charity Forgiveness – showing we are sorry by having faith in ourselves and others. Aspirational people who have forgiven and made the world a better place.	Compassion – Show compassion and care for all of God's creation. Caring for our amazing universe - awe and wonder. Enterprise Friendship – sharing and celebrating our talents. Showing compassion and trust to others.
Key text(s)	Voices in the Park The Viewer The Many Worlds of Albie Bright A Galaxy of Her Own Clockwork The Highwayman	The Nowhere Emporium The Boy at the Back of the Class The Call of the Wild Fantastically Great Women Who Made History Classic Poetry by Michael Rosen	The London Eye Mystery Cogheart The Wolves of Willoughby Chase The Rattle Bag
English and drama links	Novels/ extended narrative – Sci Fi Pupils write to entertain. Create a story using structure, devices or characters from the novel studied or another story set in the same world. Discuss personal response to the story, showing understanding of ideas, language and themes. Recount Compose a biographical account based on research. Eg. A person from History Narrative Poetry building vocabulary focus on narrative poetry. Writing a prose narrative version of the poem using figurative and poetic language. Suspense and Mystery Develop skills of building up atmosphere in	Fiction from our literary heritage Explore a text in detail. Write in the style of the author to complete a section of a story. Take the plot and theme from the text to plan and write their own contemporary version. Structure of Poetry Cinquain Read, write and respond to cinquains, experiment with writing their own. Persuasion Show through a range of writing an understanding of how persuasive writing can be adapted for different purposes and audiences. Letters, adverts etc. Poetry Read write and perform free verse.	Traditional Tales and Legends Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Report Writing Write a report in the form of an information leaflet. 2 or more subjects to be compared. Instructions Write a set of detailed instructions with clear introductions and conclusions. Poetry Vocabulary building Read write and perform free verse. Discussion



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	writing e.g. passages building up tension - consider setting, structure of sentences and vocabulary choices for effect.	Explanation Writing for a purpose. Poetry Structure RAPs Listen to, read and respond to raps. Experiment with writing their own.	Write a balanced discussion, presenting 2 sides of an argument, following a debate. Poetry appreciation Take one poet. Research a poet. Write about personal responses to poetry by this poet. Recite familiar poems by heart.
Reading	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that the different narrative genres are structured in different ways. Record effective words and language from their own reading to use in their writing. Understand that there will be unfamiliar words in the texts they read. Use dictionaries to check or find the meaning of unfamiliar words. Give a personal point of view about a text, explain their reasons for the viewpoint, using evidence from the text. Listen to others' ideas and opinions about a text. Identify key information from a text and from different parts of a text. Summarise key information in sentences. Understand the difference between fact and opinion. Explain how the words and language create a precise effect.	Understand that an author moves events forward in a text through a balance of dialogue, action and description. Record effective words and language from their own reading to use in their writing. Discuss and explain how and why different books have different structures. Use meaning-seeking strategies to explore the meaning of words in context – including idiomatic and figurative language. Build on others' ideas and opinions about a text in discussion – (debates). Compare different versions of texts. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. Make connections between other similar texts, prior knowledge and personal experiences. Explain why there are connections, using evidence. Compare books with similar themes. Explain why they like a particular text and who else might enjoy it.	Explore how actions are added to move dialogue forward. Understand that writers use precise language for desired effects. Explore how dialogue is used to develop character. Explore how actions are added to dialogue to move events forward. Understand that writers use language to achieve a precise effect. Understand that inferences can be made by reading between and beyond the lines. Evaluate the effectiveness of different versions of texts. Explore how events are viewed from another perspective. Explain the writer's viewpoint with evidence from the text. Read aloud and perform plays. Understand that authors use precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors and personification etc to add effect to text. They will explain their understanding through their



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	Explain how non-fiction texts are structured to guide the reader to specific information. Ask questions to check their understanding. Re-read text to check that the text is meaningful. Use skimming and scanning to find the information they need. Pupils make notes on the information they need. Organise their notes and present information. Find examples of fact and opinion in texts and explain why one is fact and the other is opinion.	Understand that inferences can be drawn from different parts of the text. Make predictions from evidence from evidence found and implied. Summarise the main ideas from a text. Question others' ideas about a text. Explain the similarities and differences between different versions of texts. Explain how books written in different contexts can have similar themes. Identify the point of view in narrative. Understand that a narrative can be told from different points of view – narrator, character etc. Understand that the writer may have a viewpoint.	oral and written answers. Record example of effective techniques and structure from reading to use in their writing. Know that the context in which it was written can affect a text. E.g. a classic text reflects how an audience of that time will react. Explain how the context of a text reflects the reaction of the audience it was written for. Identify the writer's viewpoint; e.g. how different characters are presented. Present an oral overview or summary of a text. Summarise key information from different parts of the text.
Maths	Number and Place Value - Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - Solve number problems and practical problems that involve all of the above - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Multiplication and Division – Written Methods - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - Multiply and divide numbers mentally drawing upon known facts - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Fractions – calculating - Add and subtract fractions with the same denominator and denominators that are multiples of the same number - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Measurement – Area and Volume - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapes - Estimate volume [for example, using 1 cm³



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	Decimals - Round decimals with two decimal places to the nearest whole number and to one decimal place - Read, write, order and compare numbers with up to three decimal places - Solve problems involving number up to three decimal places Geometry – Properties of Shapes - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Addition and Subtraction - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Add and subtract numbers mentally with increasingly large numbers - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Multiplication and Division – Powers of 10 - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Multiplication and Division – Properties of Number - Identify multiples and factors, including	Geometry – Position and Direction - Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Fractions, Decimals and Percentages - Compare and order fractions whose denominators are all multiples of the same number - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] - Read and write decimal numbers as fractions [for example, $0.71 = 71/100$] - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. Measurement – Length, Mass and Capacity - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - Use all four operations to solve problems involving	blocks to build cuboids (including cubes)] and capacity [for example, using water] Geometry – Properties of Shapes - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - Draw given angles, and measure them in degrees. - Identify angles at a point and one whole turn (total 360) - Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180) - Identify other multiples of 90 - Use the properties of rectangles to deduce related facts and find missing lengths and angles - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Measurement – Time - Solve problems involving converting between units of time Statistics - Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables.
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	finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Recognise and use square numbers and cube numbers, and the notation for squared and cubed. • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	measure [for example, length, mass, volume, money] using decimal notation, including scaling.	
Science	Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments.		
	Earth and Space • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties of Materials • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday	Living Things and Their Habitats • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.



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	Forces - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	materials, including metals, wood and plastic Changes of Materials - Demonstrate that dissolving, mixing and changes of state are reversible changes - 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.	Animals, including humans. Describe the changes as humans develop to old age.
History	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. The Space Race A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- Develop a chronologically secure knowledge and understanding of British, local and world history. - Securely use historical vocabulary and terms in work. - Effectively use sources to understand how our knowledge of the past is constructed. Ancient Egyptians The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	- Aware of connections, contrasts and trends over time. - Establish clear narratives within and across the periods they study. - Pose and answer questions about change, cause, similarity and difference, and significance of the periods of study. Anglo-Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	Locational Knowledge ♣ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locational Knowledge ♣ 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 ♣ 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



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	Place knowledge ♣ 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 within North or South America Geographical skills and fieldwork ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ Use the eight points of a compass, four and six-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 ♣ 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.	Geographical skills and fieldwork ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ Use the eight points of a compass, four and six-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 ♣ 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.	Human and physical geography 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 Geographical skills and fieldwork ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ Use the eight points of a compass, four and six-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 ♣ 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.
DT	Cooking and Nutrition ♣ Understand and apply the principles of a healthy and varied diet ♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Evaluate ♣ Investigate and analyse a range of existing products ♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Design ♣ 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 ♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Technical knowledge ♣ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Make ♣ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technical knowledge ♣ Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ Understand and use electrical systems in



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	♣ Understand how key events and individuals in design and technology have helped shape the world		their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ Apply their understanding of computing to program, monitor and control their products.
Key piece of music/composer	Holst – The Planets David Bowie – Space Odyssey	Ancient Egyptian musical instruments. The Bangles - Walk Like an Egyptian!	Wagner – Ride of the Valkyries Black Sabbath - Valhalla
Music	♣ Listen with attention to detail and recall sounds with increasing aural memory ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ Develop an understanding of the history of music.	♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ Use and understand staff and other musical notations
Key piece of art/artist	Peter Thorpe – Abstract space paintings	Hieroglyphics and artwork within pharaoh's tombs. Drawing in profile. Oil pastel.	Norse Traditional Art
Art and Design	♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ about great artists, architects and designers in history		
	♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
PE	Dance, Handball and Netball ♣ Use running, jumping, throwing and catching in isolation and in combination	Dance, Gymnastics and Hockey ♣ Use running, jumping, throwing and catching in isolation and in combination	Dance, Athletics, Frisbee and Cricket ♣ Use running, jumping, throwing and catching in isolation and in combination



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	♣ 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 ♣ Perform dances using a range of movement patterns ♣ Take part in outdoor and adventurous activity challenges both individually and within a team Swimming and water safety ♣ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	♣ 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 ♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ Perform dances using a range of movement patterns ♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety ♣ Swim competently, confidently and proficiently over a distance of at least 25 metres	♣ 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 ♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ Perform dances using a range of movement patterns Swimming and water safety ♣ Perform safe self-rescue in different water-based situations
Computing	E-Safety! Digital Literacy ♣ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	E-Safety! Information Technology ♣ 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 ♣ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ 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	E-Safety! Computer Science ♣ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
RE	U2.1: What does it mean for Christians to believe that God is loving and holy? (God) Design a god. Ideas of God from the Bible and Christian songs. Cathedral design to reflect aspects of God.	U2.8: What does it mean to be a Muslim in Britain today? (Overview) Abraham story and Hajj. Qur'an + other authorities. Muslim charities. Mosque design	U2.9: Why is the Torah so important to Jewish people? (God/Torah) God as central; Shema, mezuzah, tefillin, names of God. How Torah produced. TeNaKh (law, prophets, writings). Torah in daily life: kosher,



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	U2.3: Why do Christians believe that Jesus was the Messiah? (Incarnation) News articles + wanted posters about Messiah. Investigate Matthew's gospel. Link Christmas to Christian action	U2.4: How do Christians decide to live?-What would Jesus do? (Gospel) Jesus' 2 "rules". Parable of 2 houses. Sermon on the Mount. Centurion's servant. Themes of: prayer, justice, illness/healing, enemies, generosity. Easter story: following Jesus' example	food laws. Diversity in Judaism (Orthodox + Progressive Jews) U2.10: What matters most to Humanists and Christians? (Thematic) <i>Good</i> and <i>bad</i> behaviour: where does it come from? Compare codes for living (Xn + Humanist). What is valuable? Explore some moral concepts eg. Freedom
PSHE	Me and My Relationships • Collaboration Challenge! • Give and take • How good a friend are you? • Relationship cake recipe • Being assertive • Our emotional needs • Communication Valuing Difference • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • It could happen to anyone	Keeping Myself Safe • 'Thinking' about habits • Jay's dilemma • Spot bullying • Decision dilemmas • Play, like, share • Drugs: true or false? • Smoking: what is normal? • Would you risk it? Rights and Responsibilities • What's the story? • Fact or opinion? • Rights, responsibilities and duties • Mo makes a difference • Spending wisely • Lend us a fiver! • Local councils	Being my Best • Getting fit • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid Growing and Changing • How are they feeling? • Taking notice of our feelings • Changing bodies and feelings • Growing up and changing bodies • Help! I'm a teenager - get me out of here! • Dear Ash • Stop, start, stereotypes
French	♣ Listen attentively to spoken language and show understanding by joining in and responding ♣ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ Speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ Present ideas and information orally to a range of audiences* ♣ Read carefully and show understanding of words, phrases and simple writing ♣ Appreciate stories, songs, poems and rhymes in the language ♣ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		



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	♣ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ Describe people, places, things and actions orally* and in writing ♣ Understand basic grammar appropriate to the language being studied, including (where relevant): 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, to build sentences; and how these differ from or are similar to English.		
	Getting to Know You All About Ourselves	That's Tasty Family and Friends	School Life Time Travelling
Cultural diversity/SMCS	A Galaxy of Her Own – Exploring the role of key women in the space industry (including women of all races). Awe and Wonder – Space topic. Creation story in worship.	Boy at the back of the class – refugees Islam – studying the religion and where it originated.	Judaism – studying the religion and where it originated.
P4C links	News/ Values – Remembrance Topic – Animal astronauts/ Cost of space travel	News – Refugees – Boy at the Back of the Class Topic – Egyptians – sacrifices to the gods as part of the burial process. Values – Forgiveness – is it easy to forgive?	News – Transition/ moving on Topic – Vikings – heroes – glory of battle, Valhalla. Values – Friendship – disagreeing/ losing
Trips/visit to school	National Space Centre - Leicester	Museum and Art Gallery, Bristol	Workshop in school