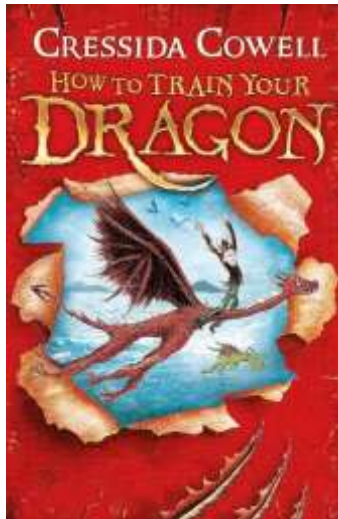




Baslow St. Anne's Church of England Primary School "Life in all its fullness" John 10:10 *Growing healthy minds and hearts together*



Boats, Battles and Beards – Vikings How to Train your Dragon by Cressida Cowell



Pumas Years 4 & 5

Mr. Osborn – Class Teacher

Mrs. Payne (HLTA), Mrs. Allen (HLTA), Mrs. Morello (HLTA) & Mrs. Shore (TLA)

Spring Term 2 Medium Term Planning Summary



WOW Stimulus - English

- History videos about the Vikings including a range of recreational activities
- Sharing stories about accurate history and artistic licence
- Various media portrayals of the Vikings

WOW Stimulus - History

- BBC Bitesize videos
- Author Videos (how I write)
- Horrible History

Purpose and Audience:

- To provide opportunity for pupils to develop research skills
- Increase ability to check facts and distinguish between facts and opinion
- To explore writing and organisational styles
- To be able to create work to share with others (written and oral)

Rich Text/s:

- How to Train your Dragon

Guided/Reciprocal Reading:

- Daily Reading in DEAR (Drop Everything And Read) time
- Focus on individual 1 to 1 reading

Speaking/listening/performing:

- Listening to each other during show and tell.
- Work in groups to bring traditional written stories alive through drama
- Using and applying our VIPERS reading skills
- Listening to poetry and stories, conversations during English/PSHE
- Performing pieces of writing to Mrs Clark

English Medium-Term Plan

Overview Year 4 & 5

<p>Lesson 1 I can use inference clues to understand character's feelings.</p> <p>Children complete emotions graphs for key characters in the novel.</p>	<p>Lesson 2 I can describe a setting using prepositional phrases.</p> <p>Children will write a paragraph using prepositional phrases to describe the dragons' nursery.</p>
<p>Lesson 3 I can use expanded noun phrases to add descriptive detail in narrative writing.</p> <p>Children write a descriptive paragraph describing a dragon.</p>	<p>Lesson 4 I can use simile and metaphor to describe characters and settings.</p> <p>Children will write a paragraph containing similes about a dragon they have designed.</p>
<p>Lesson 5 I can punctuate speech using inverted commas.</p> <p>Children will write a punctuated conversation between two of the novices.</p>	<p>Lesson 6 I am learning to re-tell the events of a story from a character's perspective.</p> <p>Children will re-write part of chapter 2 in the first person, from the perspective of another character.</p>
<p>Lesson 7 I can edit and improve my writing.</p> <p>Children will edit their work and publish in clear, neat handwriting.</p>	<p>Lesson 8 I am learning to use technical vocabulary in a non-chronological report.</p> <p>Children collect technical phrases from non-chronological reports and write sentences to describe their dragon.</p>
<p>Lesson 9 I am learning to construct paragraphs around a theme.</p> <p>Children will organise sentences into themed paragraphs before writing a report.</p>	<p>Lesson 10 I am learning to write a non-chronological report.</p> <p>Children will create a non-chronological report about their own dragon.</p>

Maths Overview

Year 4

<p>Number</p> <hr/> <p>Multiplication and division B</p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p>Length and perimeter</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Fractions</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Decimals A</p> <p>VIEW</p>
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Year 5

<p>Number</p> <hr/> <p>Multiplication and division B</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Fractions B</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Decimals and percentages</p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p>Perimeter and area</p> <p>VIEW</p>	<p>Statistics</p> <p>VIEW</p>
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Topics will not necessarily be taught in this order. For extra information and detail please use this link:

<https://assets.whiteroseeducation.com/resources-2022/mixed-age-4-5/autumn-block-1-mixed/Year-4-and-5-Mixed-Age-Autumn-Block-1-Place-Value.pdf>

Science Medium Term Plan

Properties and Changing Materials

Working At the Expected Level

Scientific Knowledge

- Children can identify the properties of materials with regards to transparency, hardness and magnetism. They can suggest appropriate and inappropriate materials for a range of purposes, giving explanations as to why these materials are suitable or unsuitable.
- Children can explain what an insulator and a conductor are. They can sort and classify materials by their thermal conduction properties and can refer to this when giving recommendations of materials to use for particular purposes.
- Children can explain what an electrical insulator and a conductor are. They can sort and classify materials by their electrical conduction properties and can refer to this when giving recommendations of materials to use for particular purposes.
- Children can describe the process of dissolving and can explain how dissolving differs from melting. They can use the words 'solute', 'solvent' and 'solution' in their explanations.
- Children are able to identify when to use magnetism, sieving, evaporation and filtration to separate a mixture of materials. Children use the processes with a good degree of competence.
- Children can explain the differences between reversible and irreversible changes and can identify some examples of each

Working Scientifically

- Children can plan an investigation to answer a question. They can identify variables that need to be controlled.
- Children can identify which variables in an experiment are independent, dependent and controlled variables. They can explain how they will keep the controlled variables the same.
- Children can explain how precise their results are. They can suggest improvements to their enquiry.
- Children can explore and talk about their ideas and scientific experiences to raise enquiry questions about scientific phenomena.
- Children draw on their experiences of scientific methodology and past results to suggest how to approach further enquiries.
- Children can create informative, labelled scientific diagrams to share the results of enquiries they have carried out.

History Medium Term Plan

British history 4: Were the Vikings raiders, traders or something else? :

Intended outcome of the unit		Week					
Key Vocab		1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils who are secure will be able to:</p> <p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p> <p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>		<p>Lesson 1: When and why did the Vikings come to Britain?</p>	<p>Lesson 2: Were the Vikings raiders, traders or something else?</p>	<p>Lesson 3: Where were the Viking trading routes and why was trade important?</p>	<p>Lesson 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?</p>	<p>Lesson 5: What were the impacts of Viking raids and settlements on local communities in Britain?</p>	<p>Lesson 6: What were the Vikings' achievements and how did they impact the world?</p>
exchange	trade route	To explain when and why the Vikings came to Britain.	To evaluate ideas about the Vikings using sources.	To understand the importance of Viking trade and trading routes.	To compare different versions of Viking sagas.	To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	To evaluate achievements of the Vikings.

Computing Overview – Data Handling

Data handling: Comparison cards databases :

Intended outcome of the unit	Week 1	Week 2	Week 3	Week 4	Week 5
<p>Pupils who are secure will be able to:</p> <p>Explain what is meant by field, record and data.</p> <p>Compare paper and computerised databases.</p> <p>Put values into a spreadsheet.</p> <p>Sort, filter and interpret data in a spreadsheet.</p> <p>Create a graph.</p> <p>Explain the purpose of visual representations of data.</p>	<p>Lesson 1: Records, fields and data</p>	<p>Lesson 2: Race against the computer</p>	<p>Lesson 3: Sorting and filtering - Google</p> <hr/> <p>Lesson 3: Sorting and filtering - Microsoft</p>	<p>Lesson 4: Representing data - Google</p> <hr/> <p>Lesson 4: Representing data - Microsoft</p>	<p>Lesson 5: Planning a holiday</p>
	<p>To understand the terminology around databases.</p>	<p>To compare paper and computerised databases.</p>	<p>To sort, filter and interpret data.</p> <hr/> <p>To sort, filter and interpret data.</p>	<p>To represent data in different ways.</p> <hr/> <p>To represent data in different ways.</p>	<p>To sort data for a purpose.</p>

Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Understand that passwords need to be strong and that apps require some form of password.
- ✓ Recognise some types of online communication and know who to go to if they need help with any communication matters online.
- ✓ Search for simple information about a person, such as their birthday or key life moments.
- ✓ Know what bullying is and that it can occur both online and in the real world.
- ✓ Recognise when health and well-being are being affected in either a positive or negative way through online use.
- ✓ Offer some advice and tips to combat the negative effects of online use.

Why do Christians call the day that Jesus died 'Good Friday'?

Year Four
Learning
Pathway

Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

Key Vocabulary

- Salvation
- Jerusalem
- Resurrection
- Forgiveness
- Crucifixion
- Palm Sunday
- Disciples
- Sin
- Easter
- Calvary



PE Medium Term Plan

Football – Each week we will focus on the following skills – Weather permitting, we will aim to use the sports field to allow us more space!

Use this Unit of Work to master basic movements in Football, including running, passing, crossing and shooting. Children can participate in team games, developing simple tactics for attacking and defending.

lesson 1 – introduction

lesson 2 – ball skills

lesson 3 – passing

lesson 4 – shooting

lesson 5 – simple games

lesson 6 – final lesson



Curriculum Map Pumas Year 4/5 Spring 2 2026

Boats, Battles and Beards - Vikings

<p><u>English</u></p> <ul style="list-style-type: none"> To develop our Reading and writing skills focusing around 'How to Train your Dragon'. Metaphors and Similes. Noun phrases. 			<p><u>Maths</u></p> <ul style="list-style-type: none"> Multiplication Division Fractions Decimals Percentages
<p><u>Science</u></p> <ul style="list-style-type: none"> Exploring the properties of materials and why certain materials are chosen for specific jobs. Develop our investigation skills by becoming experimental scientists. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Where did the Vikings come from and where did they go? How do we know about them? Did they just steal and raid or did they trade? 	<p><u>Computing</u></p> <ul style="list-style-type: none"> Online Safety – How to keep our data safe on the internet. Passwords and search engines. Data collection to present our own weather forecasts. 	<p><u>PE</u></p> <ul style="list-style-type: none"> Football at the sports field. Passing, shooting and small games. Year 5 will have a hockey tournament against other local schools this term. We will relearn skills to help us be competitive and confident!
<p><u>RE</u></p> <ul style="list-style-type: none"> Why do Christians call the day Jesus died 'Good Friday'? 	<p><u>Music</u></p> <ul style="list-style-type: none"> Year 5 will be exploring music through Handbells this term whilst year 4 continue Violins. 	<p><u>French</u></p> <ul style="list-style-type: none"> Mrs. Payne will be teaching French this term using her fantastic French skills 	<p><u>PSHCE</u></p> <ul style="list-style-type: none"> Healthy Me – How to look after ourselves focusing on hygiene, diet and exercise. <p><u>Art</u></p> <p>Discovering the artistic style of Turner Prize Nominees, Zadie Xa</p>

