

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<p><u>Ancient Egypt</u> This Ancient Egypt unit will teach your class in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p> <p><u>The Indus Valley Civilisation</u> This Indus Valley unit will teach your class about the early civilisation of the Indus Valley. They will learn about significant events from the time and order these events chronologically on a timeline of early world history. The children will also use their geographical skills to locate where in the world the Ancient Indus Valley civilisation existed and investigate the physical features of the landscape. In addition to this they will learn about some of the key people who led the discovery of the Indus Valley civilisation.</p>	Ultimate Explorers (English) Understanding of chronology – Ancient Greece, The Victorians, The Romans, The Vikings, The Stone age
<b>Science</b>	Investigate materials Work scientifically	<p><u>Materials:</u> <u>Everyday materials</u> In this module children further develop their knowledge and understanding of materials, achieving an in-depth knowledge of the properties of certain materials and how and why those specific properties make them suitable for particular uses</p> <p><u>Get sorted (Chemistry)</u> In this module children identify, compare and classify a variety of materials according to both their properties and their uses. They explore familiar materials in a wide range of contexts and begin to recognise that a single material name, like 'metal' or 'plastic' can describe a considerable number of different materials that may display very different properties, but which still have features in common.</p>	Materials (KS1) States of Matter (Y3/4)
<b>Geography</b>	Investigate patterns Communicate geographically Investigate places	<p><u>The Amazon</u> In this Unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They will also explore some of the conservation issues surrounding the destruction of rainforest habitats.</p>	Settlements (Stone Age, Romans and Anglo-Saxons) Local area study Map Skills The Americas (Y5/6) Around the World (Y3/4)
<b>Design and Technology</b>	Master practical skills Design, make, evaluate and	<p><u>Super Seasonal Cooking</u> This unit of work will teach your class about the importance of buying seasonal</p>	Food hygiene Dips and Dippers (Y3/4)

	improve Take inspiration from design throughout history	food. The first part of the unit provides an opportunity for children to learn where, when and how a variety of ingredients are grown, reared, caught and processed. Children will then have the chance to sample some spring seasonal food before designing their own balanced seasonal meal. They will learn how to cook with the seasonal ingredients following their own recipes and using a wide range of preparation and cooking techniques. Finally, children will evaluate their product against their design criteria. Children will learn appropriate hygiene rules for handling meat and fish and safe preparation skills.	Bread making (Y3/4) Global food (Y5/6)
<b>Art and Design</b>	Develop ideas Master techniques Take inspiration from the greats	<u>Henri Rousseau</u> Here the children will explore the features of Rousseau's work, in order to create their own pieces of art in the style of the artist. They will collect information, sketches and resources and present ideas imaginatively in a sketch book. Also, they will combine colours, tones and tints to enhance the mood of a piece or to reflect a particular atmosphere or weather condition such as driving rain.	Describe the work of notable artists, artisans and designers e.g. Banksy, Salvador Dali, Andy Warhol (Y5/6), Mackintosh
<b>Religious Education</b>	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	The children will have the opportunity to discuss and explore the follow questions in detail: <u>Is anything eternal? (Christianity/other religions)</u> <u>Did God intend for Jesus to be crucified? (Christianity)</u>	Showing commitment to God (Y5/6) Christmas Nativity
<b>Languages</b>	Write imaginatively Speak confidently	<u>Le weekend (the weekend)</u>  In this unit the children will learn how to: <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>	Vocabulary for telling the time Vocabulary for activities Vocabulary for days of the week
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics Dance Striking and Fielding Alternative sports	Gymnastics (Y3/4) Dance (Y3/4) Striking and Fielding (Y3/4) Alternative sports (Y3/4)

<b>Music</b>	Perform Describe Transcribe Compose	<p><u>Exploring street dance: Growth</u> The children will explore Ravel’s Bolero through rhythmical mime and through learning songs with instrumental accompaniments.</p> <p><u>Exploring mini musical performance: Roots</u> The children will learn traditional Ghanaian songs and percussion rhythms, completing musical performances about the effects of slavery in West Africa. They will also learn how to put music to stories, including Anansi the Spider.</p>	Perform (Ukulele) Describe Transcribe Compose
<b>Computing</b>	Code Collect Communicate Connect	<p><u>Kodu Programming</u> This unit introduces children to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor. It is designed to be accessible by children and enjoyable by anyone. As well as on PC, Kodu is also available via Xbox 360, which adds appeal for many children. If you are unfamiliar with Kodu, then a useful starting point are the sample games and tutorials that are provided as ‘Built-in Worlds’. Each sample game is editable so after playing, they can be opened up to see how they work.</p>	Coding (Scratch)
<b>Maths</b>	Multiply and divide Use statistics Use measures Understand the properties of shape Use fractions.	A range of contexts	Multiply and divide Use statistics Use measures Understand the properties of shape Use fractions.
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<p><u>Eye of the Wolf</u> The children study the text, paying close attention to the author’s use of language and specific devices such as flashback and character viewpoint - and how point of view affects our view of events. They consider examples of adding more detail in a variety of ways using noun phrases. They look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). For composition they rewrite a scene from the perspective of a different character and complete the unit by retelling a section of the story from the point of view of one of the animals.</p> <p><u>Animals on the Move</u> In this unit, the children explore the Big Question: Which animal makes the</p>	Understand texts Transcribe Compose Analyse Present

		<p>toughest migration? They read the interactive eBook, using the skills of skimming and scanning to find answers to questions and using the organisational features of the eBook to find information. They revise and develop using relative clauses to present information clearly. In their writing task, children plan and write a chronological report about a specific animal migration.</p> <p><u>Ultimate Explorers</u>          In this unit, the children explore the Big Question: What makes someone a great explorer? They read the interactive eBook, and use other sources, to research challenges faced by explorers. They understand and explain different viewpoints. They look for evidence about what qualities successful explorers would need. They recap features of report texts and write an advert using persuasive language. They answer the Big Question, planning and writing a handbook for a new junior explorer.</p>	
<p><b>PSHE</b></p>	<p>Internet safety and harms.          Being a good citizen          Mental well-being</p>	<p>Tween Safe Workshops          These sessions will be delivered by an external agency and will provide children with support about how to be safe on line. They will explore how to protect themselves from harm online, including how to protect their information, *****</p> <p><u>Aiming High</u>          In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p> <p><u>It's My Body</u>          In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things</p>	<p>Internet Legends (Year 4/5)          Aiming High (Year 3)          It's My Body (Year 3)</p>

		that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them.	
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