Subject	Learning Hook	Context	Prior Learning
History	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<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. **Music Link: Ancient Egyptians (Aut term)** **Maths link: understanding of chronology.** **Science link: STEM (Engineering)** <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. **Maths link: understanding of chronology.** **Geography link: Physical Geography.**	Ultimate Explorers (English) Understanding of chronology – Ancient Greece, The Victorians, The Romans, The Vikings, The Stone age
Science	Investigate materials Work scientifically	<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. **Maths link: measurements, averages, statistics.** <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	Materials (KS1) States of Matter (Y3/4)

		that may display very different properties, but which still have features in common.	
Geography	Investigate patterns Communicate geographically Investigate places	<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. **Maths link: measurement, statistics.** **Science link: Biology.**	Settlements (Stone Age, Romans and Anglo-Saxons) Local area study Map Skills The Americas (Y5/6) Around the World (Y3/4)
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Steady Hand Game</u> Using their understanding of electrical systems and design, pupils are challenged with designing and creating a steady hand game. Pupils will use nets to create their bases and their knowledge of electrical circuits to build a circuit with a buzzer which closes when the handle makes contact with the wire frame. **Maths link: measurements.** **Science link: electricity.**	Master practical skills (Y1,2,3,4,5,6) Design, make, evaluate and improve (Y1,2,3,4,5,6) Take inspiration from design throughout history(Y1,2,3,4,5,6)
Art and Design	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. **Geography link: Rainforests.**	Describe the work of notable artists, artisans and designers e.g. Banksy, Salvador Dali, Andy Warhol (Y5/6), Mackintosh
Religious Education	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

Languages	Read fluently. Write imaginatively. Speak confidently.	<u>Les Planets</u> Although the planets are mostly cognates, the children (for the first time) will be exposed to complex sentences and asked by the end of the unit to recreate detailed descriptions of each planet on their own. This is a great cross curricular unit and an ideal unit to prepare the children for transition to KS3. We also introduce the children to the concept of adjectival agreement. **Science link: Earth and beyond.** <u>As tu animals? (Do you have a pet?)</u> This is a great unit that provides plenty of stretch and challenge. There will be an opportunity to revise the basics such as "j'ai…" ("I have") but also to learn some important new vocabulary along with some useful connectives to help us expand and develop our skills in French. The children will be introduced to eight nouns for common pets (along with their gender and associated indefinite article (the French word for "a" or "an").	Read fluently. (Y3,4,5,6) Write imaginatively (Y3,4,5,6) Speak confidently (Y3,4,5,6)
Physical Education	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)
Music	Perform Describe Transcribe Compose	<u>Y6 Dynamics, Pitch and Texture</u> Here the children will have the opportunity to appraise the work of Mendelssohn and further developing the skills of improvisation and composition. <u>Y5 – Looping and mixing</u> In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops. **Computing link: software (e.g Sonic Pi).**	Perform (Ukulele) Describe (Y1, 2, 3, 4, 5, 6) Transcribe (Y1, 2, 3, 4, 5, 6) Compose (Y1, 2, 3, 4, 5, 6)
Computing	Code Collect Communicate Connect	<u>Y5 – Mars rover (1)</u> In this topic children will learn about the automated motor vehicle, Mars Rover, exploring how and why the Mars Rover transfers data, understanding how messages can be sent using binary code and experiencing how to; programme a Mars Rover, calculate binary addition and represent binary as text. **Maths link: statistics.**	Code (Y1, 2, 3, 4, 5, 6) Collect (Y1, 2, 3, 4, 5, 6) Communicate (Y1, 2, 3, 4, 5, 6) Connect (Y1, 2, 3, 4, 5, 6)

		Science link: Earth and beyond. <u>Y5 – Mars Rover (2)</u> Exploring how the Mars rover moves, follows instructions, collects and sends data. Children deepen their understanding of how computers work, what data is and how it is transferred as well as developing their 3D design skills. They also examine one of the most useful types of data received from the rover – images- and learn how to reduce the file size so that it can be sent quickly. **Maths link: statistics.** **Science link: Earth and beyond.**	
Maths	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.
English	Understand texts Transcribe Compose Analyse Present	<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. **Geography link: rainforests.** **Science link: Biology.** <u>Animals on the Move</u> In this unit, the children explore the Big Question: Which animal makes the 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.	Understand texts Transcribe Compose Analyse Present

		Science link: Biology (life cycles) <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. **Geography link: Amazon Rainforest.** **History link: discovery and trailblazers.**	
PSHE	Internet safety and harms. Being a good citizen Mental well-being	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. **Computing link: Online safety.** <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. <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	Internet Legends (Year 4/5) Aiming High (Year 3) It's My Body (Year 3)

		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 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. **Science link: Biology.**	