

	English & Communication	Maths & Problem Solving	Our World	Creative Thinking	Computing & Online Safety	Healthy Lifestyles	Identity & Wellbeing	Careers & Independence
1	<b>Topic: Gods and Mortals- History</b>		<p>Key Texts</p> <ul style="list-style-type: none"> <li>The Ancient Greek Mysteries - Saviour Pirotta &amp; Freya Hartas</li> <li>Greek Myths - Marcia Williams</li> <li>Who Let the Gods Out? - Maz Evans</li> <li>Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece - Dr Stephen Kershaw &amp; Victoria Topping</li> <li>A Visitor's Guide to Ancient Greece - Lesley Sims</li> </ul>					
	<p>Character profiles; Diaries; Instructions; Myths and legends; Character descriptions</p> <p>P4C: Who is God? Why are the old gods gone? Should we celebrate the old gods? Can you just make up a god? Whose god would we want as our god?</p> <p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience</p>	<p>Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4. Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand</p>	<p>Geography: Ancient and modern-day Greece; Geographical features; Using maps</p> <p>Science: Key Scientists of that time period. Aristotle Archimedes Plato Pythagoras Hypocrites</p> <p>History: Ancient Greece Chronological Athens Sparta – battle of Thermopylae Ancient Olympics – comparison to now <b>Identify similarities and differences between the past and present. Widen variety of artefacts and pictures to compare and to discuss the past</b></p>	<p>Mosaic/collage; Greek art and design-manipulating materials for mosaic; tissue, paper, card. Developing collaborative mural? Greek mythical creatures/beasts.</p> <p>Moving parts and making models. Catapults. Design, make, evaluate.</p>	<p>Using presentation software</p> <p>PowerPoints/variety of software/multimedia presentations – linked to history of science Presenting skills</p> <p><b>Fake News online safety</b> Understand differences between a belief, an opinion and a fact. Give examples of how and where they are shared online</p>	<p><b>PE:</b> Basketball-shooting, team work, passing, using space. Defending attacking games.</p> <p><b>Food tech:</b> Be competent in a range of techniques and a broad range of ingredients; grating, rubbing in, kneading, juicing. Greek food and the culture around this; ingredient choices, Mediterranean lifestyle/ climate.</p> <p><b>MH:</b> What affects our</p>	<p><b>PSHE:</b> Resolving difference</p> <p>Harvest around the world and in the past? Discover and explore personal beliefs – meaning and identity.</p> <p>Take notice and joy in the world around them.</p>	<p><b>Independence:</b> Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p><b>Careers:</b> Locate, investigate and consider opportunities in learning and future work options.</p> <p><b>Personal Safety:</b> Deepens and applies knowledge of keeping safe in the community</p>

	with increasing skill.  Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.	multiple parts of a whole. Shape, Space and Measure: Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.	Increase understanding of the change that has happened across the world through experience, exposure and exploration.			relationships? Exploring healthy and safe relationships- RSHE Links.		and local area independently.
2	<b>Topic: Mighty Metals – Science</b>		<b>Key Texts:</b> <ul style="list-style-type: none"> <li>• The Iron Man- Ted Hughes</li> <li>• The Iron Woman – Ted Hughes</li> <li>• The Tin Forest - Helen Ward</li> <li>• National Geographic, Kids – Robots</li> <li>• Discover Science: Robots - <a href="#">Clive Gifford</a></li> <li>• 100 Inventions That Made History (Dk)</li> <li>• Forces and Magnets (Moving up with Science) Hardcover – Peter Riley</li> </ul>					
	Non-chronological reports; Explanations; Instructions; Poetry; Recounts  P4C: Should we still be mining for precious metals? Blood Diamonds acceptable? Who gave a rock a value? Should developing and vulnerable countries keep their riches like gold and precious materials?	Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4. Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present	Geography: Where metal comes from? Use of maps, atlases to name and locate key areas/continents and countries.  Science: Forces and magnets; gravity, push, pull, magnetism, friction, resistances. working scientifically	Embossed pattern and pictures; making jewellery  DT: Product evaluation; Research; Selecting materials; Building an iron man using clay/ other materials; using tools to design and create textures.	Creating spreadsheets; algorithms  Components of a computer  Coding Begin to control or stimulate physical systems. We do Lego.	PE: Using equipment - New age curling - Boccia - Gymnastics  <b>Food Tech:</b> Food provenance; where does our food come from? Links to factory/man made. Fair trade. Safe food storage. Developing measuring,	RE: Community and emotional transference, cause and effect.  Citizenship: Understand and respect differing approaches to life, challenge stereotypes and discrimination.	<b>Independence:</b> Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.  <b>Careers:</b> Locate, investigate and consider opportunities in learning and future work options.

	<p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p>	<p>data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole. Shape, Space and Measure: Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>		<p>Music; performing with instruments. Metallic compositions. Non-standard instruments. Rhythms, computerised music.</p>		<p>stirring, peeling, sieving.  <b>MH:</b> Links to RE. Emotional Transference. How we behave and feel effects those around us.</p>		<p><b>Personal Safety:</b> Deepens and applies knowledge of keeping safe in the community and local area independently.</p>
<b>3</b>	<p><b>Topic: Tribal Tales- History</b></p> <p>Key Texts: <a href="#">Stig of the Dump - Clive King (class text)</a>  <a href="#">The Cave Painter of Lascaux by Roberta Angeletti (class text)</a>  <a href="#">The First Drawing by Mordicai Gerstein</a></p>							
	<p>Information texts; Adventure narratives; Fact files; Letters; Poetry</p> <p>P4C: Should uncontactable tribes be left alone? Should rain forest tribes be forced to move for greater demand for food? Should tribes follow the rules of the country?</p>	<p>Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4. Functional Maths:</p>	<p><b>Geography:</b> Fieldwork; Using maps and aerial images; can we find the location of pre-historic caves in Chauvet &amp; Lascaux Cave in France? Aerial photographs of local areas of significance/history i.e. Castle Hill; creating own aerial models linked to significant locations OR Neolithic caves.</p>	<p>Neolithic art; cave paintings using handmade paints, fingers, handprints, sticks etc. Working on paper, stone, pebbles etc.</p> <p>Drama: Perform short roleplays- link to English/ My Independence.</p>	<p>History of computers. Understanding the differences between now and then.</p> <p>History of gaming.</p> <p>Trip to national media museum in Bradford. VLOG?</p>	<p>PE: Badminton Serving Aiming team working Or Dodgeball – aiming team work communication.</p> <p>Food tech: exploring food linked to different</p>	<p>RSHE: Celebrating diversity between people and the wide range of relationships. Lives of others.</p> <p>Citizenship: Begin to make links between their skills and the wider world of work.</p>	<p>Local Farm/ Agricultural places Stirley Farm</p> <p>Allotment visits</p> <p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-</p>

	<p>Which came first the tribes or the society?</p> <p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p>	<p>Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure: Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>	<p><b>Science:</b> Plants; identify functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, parts of plants and life cycles. Animals; looking at nutrition for skeletons, muscles for support, protection and movement (removed light as Unit in Cycle 1) Working scientifically; planning and carrying out investigations.</p> <p><b>History:</b> Prehistoric Britain- Stone Age to Iron Age; chronology, where does this fit with our understanding of history and time? Link to Geography. Explore the most famous Cave Paintings in the world.</p>	<p>Improvise short sequences including mime and tableau.</p>	<p>Using presentation software to present what has been learnt.</p>	<p>cultures, religions, and beliefs. Celebrating and understanding diversity. Developing cutting skills; see Food for life skills sheet.</p>	<p>RE: Diversity in faiths and belief systems. Exploring in all religions.</p>	<p>organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
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4	<b>Topic: Scrumdiddlyumptious- DT</b>		<p>Key Texts: Charlie and the Chocolate Factory – Roald Dahl  Chocolate Cake- Michael Rosen (poem)  Fairtrade First- Sarah Ridley  Animals, vegetables and minerals from A-Z- Sallie O’Donnell  The Adventurous Chef; Alexis Soyer- Ann Arnold  Granny Torrelli Makes Soup- Sharon Creech</p>					
	<p>Recounts; Recipes; Poetry; Non-chronological reports; Adverts</p> <p>P4C: Should we be charged for wasted food?</p> <p>Where do we draw the line on animals to eat vs pets?</p> <p>Should the world go veggie?</p> <p>A country is growing their own meat? Are we okay with this?</p> <p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes.</p>	<p>Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4. Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole. Shape, Space and Measure: Deepen and apply their understanding of shapes,</p>	<p><b>Geography:</b> Food miles and Fair Trade. Developing understanding of global industry and food production. Using large scale maps and pin pointing locations to explore and understand the origin and distance of our consumer demands.</p> <p><b>Science:</b> Nutrition; identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Link to food tech. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Sculpture – sculpting from clay or actual fruit to sculpt and carve with. Fruity faces. Making sweets. Using real materials and dye or chicken wire with papier mâché to create heads/faces.</p> <p>Playing instruments; performing Songs about food Singing in a group Rhythms in a group/solo Writing songs</p>	<p>Web searches; Researching recipes. Online shopping? Online banking? Web fraud</p> <p>Emails Set up an account. Practice composing emails. Passwords and data safety.</p>	<p>PE: Exercise; Volleyball team working communication Aiming Communication Co operation</p> <p>Food Tech: Exploring food waste, super saving leftover recipes. Developing skills of puree, stir fry etc that links to left over food. Link to science and nutrition.</p> <p>MH: Lifestyle choices linked to emotional state.</p>	<p>RSHE: Developing advanced cooperation and collaboration skills. Team work.  Citizenship: social media- how does our behaviour effect what we do online? What are our responsibilities online towards how our behaviour affects others? Digital community.</p> <p>RE: Respectfully ask &amp; respond to questions about what individuals or communities do &amp; why.</p>	<p>Employee Rights  Planning and costing a trip to Castle Hill</p> <p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of</p>

	<p>Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p>	<p>measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>	<p><b>History:</b> Significant individuals, James Lind. Case study and exploration using research; link to English.</p>					<p>keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
5	<p><b>Topic: Emperors &amp; Empire – History</b></p>		<p>Key Texts: Roman Tales: The Goose Guards- Terry Deary Rotten Romans- Horrible Histories Ancient Rome- Egemitners Encyclopedia Roman Tales- The Goose Guard Escape from Pompei- Christia Bahit Romulus &amp; Remus- The twins who made Rome</p>					
<p>Biographies; Letters; Myths; Poetry</p> <p>P4C: this is my land- is it?</p> <p>Should the commonwealth still have a head of state?</p> <p>Should the present apologies for empire's past?</p> <p>Should people belong where they are from?</p>	<p>Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4. Functional Maths: Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read,</p>	<p><b>Geography:</b> non-specific subject; link to History on locations and areas.</p> <p><b>Science:</b> Rocks and Soils; links to geography; where do different rocks come from? How are they different? Why does it matter?</p> <p><b>History:</b> chronology; everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman</p>	<p>Roman art/ pottery – mosaics using different materials; self-portraits of Roman Emperors/ Gladiators. Research, plan, create, evaluate.</p> <p>Drama: Roman battle formations.</p> <p>Gladiators story improvisation or</p>	<p>Presenting information; Timelines, fact files etc.</p>	<p>PE: Football – shooting dribbling passing defending / attacking</p> <p>Or</p> <p>Rugby passing attacking / defending Team work</p> <p>Or</p>	<p>RSHE: Relationships, consent, boundaries and how to report abuse.</p> <p>Citizenship: Debate rights and responsibilities, understand democracy.</p> <p>RE: awareness of differing views and conflict. Religious</p>	<p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of personal hygiene routines and domestic tasks and completes</p>	

	<p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher-level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p>	<p>interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole. Shape, Space and Measure: Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>	<p>army; Roman invasion of Britain; Significant people- Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p>	<p>scripted work if able. Stage combat.</p>		<p>Rounders- bowling catching, batting</p> <p>Food Tech: Meals we have taken and adapted to make our own; the cultural immersion of different foods into modern British cuisine. Developing skills of stir fry, mashing, layering, grilling.</p> <p>MH- links to personal safety.</p>	<p>oppression; all angles.</p>	<p>with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
6	<b>Topic: Road Trip USA – Geography</b>		<b>Key Texts: The Enchanted Moccasins &amp; Other Native American Legends</b>					
<p>Postcards; Emails; Diaries; Myths and Legends; Poetry</p> <p>P4C: Is it okay that America has been at war for nearly as long as it has been a country?</p> <p>Who owns America? The natives or the migrants?</p>	<p>Operations: Fluency with mathematical application of the 4 operations at an abstract, formal stage to 1000 and beyond. Applying all 4 operations to problem solving and real-life contexts. Calculation Policy- Year Stages 3-4.</p> <p>Functional Maths:</p>	<p><b>Geography:</b> power and control; political maps. Who owns where in the world? Why? Explore back to Pangaea, Gondwana and Laurasia.</p> <p><b>Science:</b> Electricity; create an American Diner style sign. How can we use electricity to make light? Circuits,</p>	<p>Traditional and Cultural music American Folk songs – blues, soul, evolution of music.</p> <p>Drama: American Sitcoms influences. Stagecraft – how to make a production.</p>	<p>Big Tech Companies and the Silicon Valley Facebook Twitter Snapchat Google etc.</p> <p>Safety measures linked to these.</p> <p>Using Google Maps to plan a</p>	<p>American food; American diversity in food. Cut, chop, slice, decorate, garnish.</p> <p>PSHCE: Expressing opinions; Stereotypes and discrimination</p>	<p>RSHE: Peer pressure, negative influences, drugs abuse.</p> <p>Citizenship: Aware of how the media can present information, be able to debate issues and present opinion.</p>	<p>Independence: Deepens and applies understanding of self-confidence, self-motivation and self-organisation to a range of situations.</p> <p>Personal Needs: Deepens and applies knowledge of</p>	

	<p>Is America the land of the free? Highest population in prison in the world.</p> <p>Should you be allowed to be a president for longer than 8 years?</p> <p>Should Donald Trump be remembered as good or bad?</p> <p>Communication: Deepen and apply their knowledge of appropriate reciprocal interactions with a wider audience, in a range of settings, and for a range of purposes. Adapt communication approaches to meet the needs of the audience with increasing skill.</p> <p>Reading: To deepen and apply their knowledge of higher level reading skills to further their understanding and enjoyment of a wide range of texts and a wide range of purposes, both in a shared environment and independently.</p>	<p>Abstract application of mathematical skills into problem solving, real life experiences and scenarios to read, interpret and present data. Notation, decimals and budget management with money. Fractions, percentages and decimals to understand multiple parts of a whole.</p> <p>Shape, Space and Measure: Deepen and apply their understanding of shapes, measures, directions and angles into formal calculations and problems. Make comparisons and convert different measures. Increase knowledge of associated language.</p>	<p>switches, theory of electricity.</p> <p><b>History:</b> Native Americans. Developing understanding of the plight of Native Americans and First Nation People. What happened? Why did it happen? What has the social impact been today?</p>	<p>Broadway Musicals. Hamilton! Annie</p>	<p>road trip across America. Look at maps and journey planning. Link to budgeting.</p>	<p>PE: Athletics Jumping Sprinting Javelin Relay games</p> <p>Cricket: batting, bowling fielding catching,</p>	<p>RE: Moments of wonder and joy. Celebrating, appreciating, recognising, valuing.</p>	<p>personal hygiene routines and domestic tasks and completes with confidence and independence.</p> <p>Personal Safety: Deepens and applies knowledge of keeping safe in the community and local area independently.</p> <p>Careers: Locate, investigate and consider opportunities in learning and future work options.</p>
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