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| **Term** | **1** | **2** | **3** | **4** | **5** | **6** |
| Theme | Through the Ages  Stone Age | Treason, Treachery and Tragedy!  Victorians | In the Melting Pot | Spirit of Hope | Diverse Earth | Diverse Earth |
| **Outcome** | Time Travel Vlog | Victorian Christmas | Cooking Show | Easter Production | Pollution Presentation – Visit local community | Diorama of a Rainforest |
| **Hook** | Make a shelter  /Wheelbarrow   * Objects found outdoors | Victorian Classroom (Trip) | Chocolate Painting | Create Light Jars  -upside down jars | Recycling activity  -Make Instruments | Rainforest Soundscape |
| **Trips/ Visitors** |  | Blaise Castle Victorian Classroom | Cadbury World |  | Mr Baun  Sort it – South Glos  Sue - ASDA |  |
| **Questions** | **How have building materials changed through the ages? What else would you like to find out? If you were to build a … now what would you use?** | What similarities and differences did you spot between your classroom and the Victorian classroom? What else would you like to find out? | What do you know about the process of making chocolate? (Talk about Science). Where does chocolate come from and who is involvced in the process? | What gives you hope? What do you hope for and how can you achieve this? How do we see? | How do you help the planet at home? |  |
| **English** | Key text: Stone Age Boy | Key Text: Street Child  (Guided Reading) | Key text: Charlie and The Chocolate Factory | Key Text: The Bible/The Light Jar | Key text: Flotsam | Key text: The Great Kapok Tree |
| **Maths Yr3** | Number – place value  Addition and subtraction | Multiplication and Division | Multiplication and Division  Measurement | Fractions  Measure | Fractions  Statistics | Shape  Measure |
| **Maths**  **Yr 4** | Number – place value  Addition and subtraction | Multiplication and Division. | Fractions, Decimals | Measures;  Time | Statistics | Properties of shape;  Position, direction and motion; |
| **Science** | Rocks  Extended writing - Information Text  Working Scientifically – Fair testing, recording and observing. | Forces & Magnets  Extended writing – explanation about investigations, share with partner class.  Link to Victorians? Or discreet? | States of matter  Extended writing – Diary entry of water droplet in the water cycle.  **Hygiene/Food preservation** | **Light**  Sources of light- electric, flames , sun-how light travels to eye  Light reflection  Shadows.  Extended writing – persuasive writing about the sun…. hero or villain? | **Simple series circuits and components. Buzzers/ switches/ bulbs.** | Animals  Skeletons and muscles  Nutrition |
| **DT** | Complete  Refine methods and design as work progresses, constantly reassessing design.  Make improvements to established designs and be able to explain why. | Building Houses:  Select appropriate techniques to construct products. | Chocolate Products:  Use correct utensils to hygenically prepare food  Combine ingredients and cook. | Easter props:  Select materials carefully to suit the design and use. |  |  |
| **Art** | Cave paintings. Mash berries and use sticks and paint on brown paper:  Learn how to mix and match colours using dry materials eg blending, layering colour | Lavender bags:  Apply basic stitching techniques (running and cross)  Learn how to use a range of stitches for different purposes and functions (to hold and attach)  Choose colours and textures for effect and suitable for the purpose |  | Clay light jars:  Learn how to pinch out and pull out clay |  | Rainforest painting:  Mix secondary / tertiary colours and tones  Understand how to use light pencil marks, then a wash and then adding layers and detail.  Be able to experiment with and explore brush strokes |
| **History** | Bronze Age  religion,  technology and  travel,  for example,  Stonehenge  **Changes in Ancient Britain**  changes in Britain from the Stone Age to the Iron Age  This could include:  late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae  Bronze Age religion, technology and travel, e.g. Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture | Write a report comparing the Victorian era to today:  Describe features of period studied e.g. clothes, beliefs, homes, attitudes.  Describe similarities and differences between people, events and objects over time. |  | History of the lightbulb – impact of technology |  |  |
| **Geog** |  |  | Diary of a coco bean as it goes through the jopuney to become a choclate bar:  Locate the worlds countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. |  | 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 in North or South America  **Human and physical geography**  describe and understand key aspects of:  physical geography, including rivers, beaches and mountains  human geography, including: types of settlement | 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  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **ICT** | Coding | Data | Online Safety | Coding | Media | Impact of Technology |
| **PE**  **Year 3** | Swimming | | | Gym  Unit M | Real PE | Real PE |
| **PE**  **Year 3** | Basketball | Rugby | Football | Hockey | Tennis | Athletics |
| **PE**  **Year 4** | Swimming | | | Dance | Real PE | Real PE |
| **PE**  **Year 4** | Gym  Units R | Hockey | Tennis | Athletics | Tennis  Unit 1 | Dance – theme based |
| **Music** | Fyfes  Brass | Synth- xmas pop  Recorders  Brass | Music to books- stories (Peter and the Fox)  Fyfes  Brass | Fyfes  Brass | Fyfes  Brass | Show songs  Fyfes  Brass |
| **French** | Parts of the body  Describing with colours. | French Nursery Rhyme – The Farmer in his Den  Masculine and Feminine nouns | Our Sporting Lives | About Me | Animals and their Sounds | French around the world |
| **RE** | What do different people believe about God? | Why are festivals important to religious commitments?  A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.  C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. | Why is Jesus inspiring to some people?  A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. | Why do people pray?  A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.  B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews | What does it mean to be a Hindu in Britain today?  A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.  C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. | Why is the bible important to Christians?  A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.  C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. |