

Autumn Theme:	Battle of the Ages
Driver: (Mantle of Expert)	Letter arrives asking for help. Letter is from the future and is asking about when it was best to live - Victorian times, Tudor times or now? Children are to help the future child by finding out and reporting back.
Main NC subjects	History Art Design Technology PE
Purpose	Children are transported back to the Victorian and Tudor periods to compare what life was like at that time. They will consider how children were treated, monarchs of the time and crime and punishment during the eras. The end result will be to make a choice about when they would have rather lived.
Cross curricular	Learning Objectives
History	<p><u>Chronological Understanding</u></p> <p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p><u>Knowledge and interpretation</u></p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain what is meant by a <i>peasantry, empire and parliament</i>?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world? <i>E.g. The Empire, Henry VIII, Gladys Aylward (missionary in China).</i></p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?</p> <p><u>Historical Enquiry</u></p> <p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>
Science	<p><u>Forces</u></p> <p>Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the</p>

<p>Forces Living things and their habitats</p>	<p>earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? <u>Living things and their habitats</u> Can they describe the life cycles of common plants? Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)</p>
<p>DT <i>Project: Mechanical Systems Victorian Toy Cams/Levers</i> Cutting -Shaping -Joining -Finishing</p>	<p><u>Developing and communicating ideas</u> Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each? <u>Working with tools</u> Can they explain why their finished product is going to be of good quality? Can they explain how their product will appeal to the audience? Can they use a range of tools and equipment expertly? Do they persevere through different stages of the making process? <u>Evaluating processes and products</u> Do they keep checking that their design is the best it can be? Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria? <u>Mechanical systems</u> Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?</p>
<p>Art Great Artist/Designer <i>William Morris & Charles Rennie Mackintosh</i> Projects to include:</p>	<p><u>3D and textiles</u> Do they experiment with and combine materials and processes to design and make 3D form? Can they create projects that show their awareness of size to create correct proportions? Can they sculpt clay and other mouldable materials? Can they use wire frameworks for stability? <u>Knowledge</u> Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>
<p>Drawing PE Games</p>	<p><u>Acquiring and developing skills</u> Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? <u>Evaluating and improving</u> Can they compare and comment on skills, techniques and ideas that they and others have used?</p>

Dance	<p>Can they use their observations to improve their work?</p> <p><u>Health and fitness</u></p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p><u>Dance</u></p> <p>Do they plan and perform dances confidently?</p> <p>Can they compose motifs and plan dances creatively and collaboratively in groups?</p> <p>Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?</p> <p>Can they perform different styles of dance clearly and fluently?</p> <p>Do they organise their own warm-up and cool-down exercises?</p> <p>Do they show an understanding of safe exercising?</p> <p>Can they recognise and comment on dances, showing an understanding of style?</p> <p>Can they suggest ways to improve their own and other people's work?</p> <p><u>Games</u></p> <p>Can they gain possession by working as a team?</p> <p>Can they pass in different ways?</p> <p>Can they use forehand and backhand with a racquet?</p> <p>Can they field?</p> <p>Can they choose the best tactics for attacking and defending?</p> <p>Can they use a number of techniques to pass, dribble and shoot</p>
<p>Music</p> <p><i>Play/Perform</i></p> <p>Listen</p> <p>Compose</p> <p>Notation</p>	<p><u>Performing</u></p> <p>Do they breathe in the correct place when singing?</p> <p>Can they sing and use their understanding of meaning to add expression?</p> <p>Can they maintain their part whilst others are performing their part?</p> <p>Can they perform 'by ear' and from simple notations?</p> <p>Can they improvise within a group using melodic and rhythmic phrases?</p> <p>Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</p> <p><u>Composing</u></p> <p>Can they change sounds or organise them differently to change the effect?</p> <p>Can they compose music which meets specific criteria?</p> <p>Can they use their notations to record groups of pitches (chords)?</p> <p>Can they use a music diary to record aspects of the composition process?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p>

<p>MFL Present ideas orally Read carefully Broaden Vocabulary</p>	<p><u>Listening and Responding</u> Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p><u>Speaking</u> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><u>Reading and responding</u> Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?</p> <p><u>Writing</u> Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt?</p>
<p>Computing -E Safety -Word processing and multi media -Digital Imagery -Music and Sound -Control and Sensing -Finding Things Out: Handling Information -Finding Things Out: Research</p>	<p><u>Using the internet</u> Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer?</p> <p><u>Algorithms and programs</u> Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperate using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?</p> <p><u>Databases</u> Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents?</p>
<p>Opportunities for RE</p>	<p>Pupils will consider the development and importance of Christianity in this period</p>
<p>Opportunities for English and maths</p>	<p>Novel – Street Child Non-narrative – persuasion</p>

Spring Theme:	Spy Kids
Driver: (Mantle of Expert)	Pupils become agents for MI6.5 after receiving secret message. Spies undertake spy training in order to defeat Dr Doom. Pupils will go on a range of expeditions across the world to complete their training, learning about a range of environments and terrains
Main NC subjects	Geography Design Technology
Purpose	To complete spy training and defeat Dr Doom
Cross curricular	Learning Objectives
Geography North/South America Countries of South America Major cities Region in N or S America Climate zones Vegetation belts Trade links Atlases/Globes DT Project: Healthy diet Savoury dish <i>Pie/</i> <i>South American Dish</i> Seasonality	<p>Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas? Can they collect information about a place and use it in a report? Can they map land use identifying patterns such as land use, climate zones, population densities and height of land? Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they describe how some places are similar and others are different in relation to their human features? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they plan a journey to another part of the world which takes account of time zones? Chile Can they describe and understand the terms: climate zones, biomes and vegetation belts, regions, time zones, trade links, longitude and latitude?</p> <p><u>Developing and communicating ideas</u> Can they come up with a range of ideas after they have collected information? Do they take a user's view into account when designing? Can they produce a detailed step-by-step plan? Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p><u>Cooking and nutrition</u> Can they describe what they do to be both hygienic and safe? How have they presented their product well?</p>
Science Science <i>Life cycles and</i> <i>reproduction</i>	<p><u>Working Scientifically</u> Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? Can they make a prediction with reasons? Can they use test results to make predictions to set up comparative and fair tests?</p>

<p><i>Animals/Humans changes</i></p>	<p>Can they present a report of their findings through writing, display and presentation? Can they take measurements using a range of scientific equipment with increasing accuracy and precision? Can they take repeat readings when appropriate? Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? Can they report and present findings from enquiries through written explanations and conclusions? Can they use a graph to answer scientific questions? Can they describe the changes as humans develop to old age? <u>Life cycles and puberty</u> Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the changes experienced in puberty?</p>
<p>Art Aztec art Zentangles Project: Sculpture</p>	<p><u>Drawing</u> Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections and shadows? Can they explain why they have chosen specific materials to draw with?</p>
<p>PE Games Gymnastics</p>	<p><u>Acquiring and developing skills</u> Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements? <u>Evaluating and improving</u> Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? <u>Health and fitness</u> Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? <u>Gymnastics</u> Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent? <u>Games</u> Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending?</p>

<p>Music Play/Perform Listen Notation</p>	<p>Can they use a number of techniques to pass, dribble and shoot?</p> <p><u>Performing</u> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</p> <p><u>Appraising</u> Can they describe, compare and evaluate music using musical vocabulary? Can they contrast the work of famous composers and show preferences?</p>
<p>MFL Present ideas orally Read carefully Broaden Vocabulary</p>	<p><u>Listening and Responding</u> Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p><u>Speaking</u> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p>
<p>Computing Communicating, Collaborating and Publishing Finding Things Out: Research -Computer Sciences E Safety -Word processing</p>	<p><u>Using the internet</u> Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer?</p> <p><u>Presentation</u> Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they use ICT to record sounds and capture both still and video images? Can they make a home page for a website that contains links to other pages? Can they capture sounds, images and video? Can they use the word count tool to check the length of a document? Can they use bullets and numbering tools?</p>
<p>Opportunities for RE</p>	<p>God's creation – while undertaking training spies can marvel at God's creation Good will always overcome evil</p>
<p>Opportunities for English and maths</p>	<p>Novel – Stormbreaker Recounts – diary of spy adventures Explanation – how to use a spy gadget Discussion texts – should Alex Rider accept his mission?</p>

Summer Theme:	Space
Driver: (Mantle of Expert)	Pupils become Space cadets after mysterious objects and messages are found.
Main NC subjects	Science Design Technology Art Music
Purpose	To gain a thorough understanding of Space to solve the mysteries that they are presented with
Cross curricular	Learning Objectives
Science Properties and changes of materials Earth and Space	<p><u>Working Scientifically</u></p> <p>Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?</p> <p>Can they make a prediction with reasons?</p> <p>Can they use test results to make predictions to set up comparative and fair tests?</p> <p>Can they present a report of their findings through writing, display and presentation?</p> <p>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</p> <p>Can they take repeat readings when appropriate?</p> <p>Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p>Can they report and present findings from enquiries through written explanations and conclusions?</p> <p>Can they use a graph to answer scientific questions?</p> <p><u>Earth and Space</u></p> <p>Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?</p> <p>Can they explain how seasons and the associated weather is created?</p> <p>Can they describe and explain the movement of the Moon relative to the Earth?</p> <p>Can they describe the sun, earth and moon as approximately spherical bodies?</p> <p>Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p> <p><u>Materials and their properties</u></p>

	<p>Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?</p> <p>Can they explain how some materials dissolve in liquid to form a solution?</p> <p>Can they describe how to recover a substance from a solution?</p> <p>Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?</p> <p>Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?</p> <p>Can they describe changes using scientific words? (evaporation, condensation)</p> <p>Can they demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?</p> <p>Can they use the terms 'reversible' and 'irreversible'?</p>
<p>DT <i>Project: Construction Shelters</i> Technical Knowledge Design, Make and Evaluate</p>	<p><u>Developing and communicating ideas</u></p> <p>Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user's view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p><u>Working with tools</u></p> <p>Can they explain why their finished product is going to be of good quality?</p> <p>Can they explain how their product will appeal to the audience?</p> <p>Can they use a range of tools and equipment expertly?</p> <p>Do they persevere through different stages of the making process?</p> <p><u>Evaluating processes and products</u></p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p> <p><u>Stiff and flexible sheet materials</u></p> <p>Are their measurements accurate enough to ensure that everything is precise?</p> <p>How have they ensured that their product is strong and fit for purpose?</p>
<p>Art <i>3 projects over the year</i> to include: Painting</p>	<p><u>Painting</u></p> <p>Can they create a range of moods in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p> <p>To paint using water colours and acrylics</p> <p><u>Knowledge</u></p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other</p>

<p>MFL Present ideas orally Read carefully Broaden Vocabulary</p>	<p>Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they contrast the work of famous composers and show preferences?</p> <p><u>Listening and Responding</u> Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p><u>Speaking</u> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><u>Reading and responding</u> Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?</p> <p><u>Writing</u> Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt?</p>
<p>Computing Word processing and multi media -Digital Imagery -Communicating, Collaborating and Publishing -Music and Sound Modelling and Simulations</p>	<p><u>Using the internet</u> Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer?</p> <p><u>Presentation</u> Can they use a range of presentation applications? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they use ICT to record sounds and capture both still and video images? Can they make a home page for a website that contains links to other pages? Can they capture sounds, images and video? Can they use the word count tool to check the length of a document? Can they use bullets and numbering tools?</p> <p><u>Data retrieving and organising</u> Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity? Can they select music from open sources and incorporate it into multimedia presentations?</p>

	Can they work on simple film editing?
Opportunities for RE	Pupils will look at the story of Creation
Opportunities for English and maths	Novel – A Wrinkle in Time Non-narrative - Discussion and persuasive writing