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| Theme | Settlers, Raiders and Traders | Space | Greeks | Animals  | Brazil |
| Subjects that will be covered in that theme | **History** *Using sources of evidence to understand the Anglo-Saxon and Viking settlement in Britain and where it fits on the chronological timeline.***Art***Experiment with different textures when creating a Viking money pouch.***Design Technology***Designing and constructing model of an Anglo-Saxon villages and money pouches***Music***Anglo-Saxon/Vikings chants and drones, singing in pairs or groups. Using their voice as an instrument.* | **Science***Investigating Space and Earth***Art** *Using colour and pattern to create art inspired by Space using artists such as Peter Thorpe***Music***Describing the pitch and dynamics of Holst ‘The Planets’ and creating their own piece of music for their own planet* | **History***Studying the impact of the Ancient Greeks both socially and culturally, identifying significant historical events and changes.***Geography***Understanding the key features of mountains***Design Technology***Design, construct and evaluate a Greek pot.***Art***Form a Greek pot using clay.***P.E.***Create a sequence of dance moves inspired by the Ancient Greeks* | **Science** *Understand further about animals including Humans.* **Art***Draw animals including humans in the style of artists such as Frieda Khalo.* | **Geography***Comparing England to Brazil.* *Understanding natural resources and their importance.* *Using maps, atlases and digital imaging***Science***Animals in their habitats with a focus on the rainforest***Art***Creating prints with various materials for a traditional South American Carnival costume.* **Design Technology***Create food for a Brazilian Carnival***Music***Create a piece of music for the Brazilian rainforest* |
| Curriculum Enhancement | Danelaw – Murton Park | VR experience | Greek Day |  | Carnival Day |

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|  | **Autumn 1 (8 weeks)** | **Autumn 2 (7 weeks)** | **Spring 1 (6 weeks)** | **Spring 2 (5 weeks)** | **Summer 1 (7 weeks)** | **Summer 2 (6 weeks)** |
| **Theme** | Anglo-Saxons | Properties of materials | Vikings | Forces | Space | Greeks | Greeks | Animals including humans | Brazil and living things in their habitat |
| **English - Reading** | Shackleton’s journey | The Song from Somewhere else | The Adventures of Odysseus | Varmints | Journey from the River Sea |
| **Maths** | Place value | Four operations | Four operations /Fractions | Fractions | Shape/Measure | Statistics |
| **Science** | Properties and changes of material |  | Earth and SpaceForces |  | Animals including Humans | Living things and their habitats  |
| **Computing** | Coding | Multimedia | Modelling & Information Literacy | Data Handling | Sound and Music | Visual Media – Green screen? |
| **Art** |  | Experimenting with texture | Using colour and pattern to create abstract art | Form a Greek Pot | Drawing still life of Animals including Humans | Print with various materials to create authentic South American dress  |
| **DT** | Anglo-Saxon village | Viking money pouch  | Pulleys and levers | Greek Pots |  | Prepare and cook traditional Brazilian food |
| **RE** | Why are there different beliefs about God?Religious foci: Judaism, Christianity, IslamFestivals: Yom Kippur, Christmas (Story of Jesus) | Why are certain people, places and times sacred?Religious foci: Judaism, Christianity, IslamFestival: Holocaust memorial day, Passover | Why do people need to express their beliefs?Religious foci: Judaism, Christianity, IslamFestival: Eid |
| **PE** | Gym (Floor Work)Netball | Athletics – OlympicsTennis | DanceTag Rugby | Gym (Apparatus)Football | DodgeballCricket | O.A.ABrazilian Football |
| **Music** | **To perform.** Singing in pairs or groups. Using their voice as an instrument. Anglo-Saxon/Vikings chants and drones.  | **To compose and transcribe.** To transcribe/compose the ‘song’ from song from somewhere else.  | **To describe music** Holst – The Planets.  Describe pitch, dynamics etc. Identify instruments. Create their own piece of music for their own planet. Peer reviews.  | **To perform.** Understanding and performing harmony.  | Link with ICT. **To describe music/To compose music.** – look at film/TV music. Describe and analyse. Using IT programme (sonic Pi). Chn to compose music for the Varmints film.  | **To compose and perform.** Chn to create a piece of music for the Brazilian rainforest. Chn to perform in groups.  |
| **PSHE** | Identity | Citizenship | Health | Relationships | Risk | EconomicEnterprise Day |
| **SEAL** | New beginnings | Getting on and falling out (Anti- bullying week) | Changes | Going for goals | Good to be me | Relationships |
| **MFL – (Spanish)** | Recap numbers to 69, then up to 100. Recap classroom instructions. HobbiesOpinion verbs  | School with opinions. Subjects. Festivals: Winter | Descriptions of people. Wanted postersAnimals.Animal riddlesValentines day – poem. You are the \_\_\_\_ to my \_\_\_\_. Using dictionaries. Revision of weatherFestival: Valentine’s day | My week (time and routine)Festival: Easter – Semana Santa  | Week 1 - Healthy eatingCafé – ordering food. Roleplay. Festival: UN Spanish Language day23rd April | Rooms in the house. Use the book from the library. Writing to a friend about what they will do in the holidays.  |