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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 Space  Forces | |  | 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, Islam  Festivals: Yom Kippur, Christmas (Story of Jesus) | | | | Why are certain people, places and times sacred?  Religious foci: Judaism, Christianity, Islam  Festival: Holocaust memorial day, Passover | | | Why do people need to express their beliefs?  Religious foci: Judaism, Christianity, Islam  Festival: Eid | | |
| **PE** | Gym (Floor Work)  Netball | | Athletics – Olympics  Tennis | | Dance  Tag Rugby | | Gym (Apparatus)  Football | Dodgeball  Cricket | | O.A.A  Brazilian 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 | | Economic  Enterprise 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.  Hobbies  Opinion verbs | | School with opinions. Subjects.  Festivals: Winter | | Descriptions of people. Wanted posters  Animals.  Animal riddles  Valentines day – poem. You are the \_\_\_\_ to my \_\_\_\_. Using dictionaries.  Revision of weather  Festival: Valentine’s day | | My week (time and routine)  Festival: Easter – Semana Santa | Week 1 -  Healthy eating  Café – ordering food. Roleplay.  Festival: UN Spanish Language day  23rd April | | Rooms in the house. Use the book from the library.  Writing to a friend about what they will do in the holidays. |