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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.**Designing and constructing model of an Anglo-Saxon villages***Design Technology***Design and create a Viking longship that floats***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 DayTropical world  |

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|  | **Autumn 1 (7 weeks)** | **Autumn 2 (7 weeks)** | **Spring 1 (7 weeks)** | **Spring 2 (6 weeks)** | **Summer 1 (5 weeks)** | **Summer 2 (7 weeks)** |
| **Theme** | Anglo-Saxons(3) | Art - village(2) | Properties of materials(2) | Vikings(4) | Art – pouch(2)DT Viking Long ships (2) | Space(3) | Art(2) | Forces(3) | DT Forces(2) | Greeks (4)(Cook – Greek day) | DT/Art Pots(2) | Animals including humans(2) | 1 week – still life art | Brazil Living things in their habitat | Cooking different Brazil dishesWhere does it come from? |
| **English - Reading** | Shackleton’s journeyLetter |  VarmintsNewspaper Report | SpaceNarrative writingInstruction writing | The Adventures of Odysseus | The Day the Crayons QuitPersuasive formal letter | PoetryBrazil – Non-chron |
| **Guided Reading** | Retrieval Vocab  | Fact and Opinion Summarising  | Inference | Author’s Language | Genres | Mixture of all reading skills |
| **Maths** | Place value/Four operations  | Fractions | Measure | Shape/angles | Reflection/translationPlace value recap – long multiplication | 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** | Anglo-Saxon village | Experimenting with textureViking money pouch | 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** |  | Create a Viking longship |  | Pulleys and levers |  | Prepare and cook traditional Brazilian food |
| **RE** | Why are there different beliefs about God?Religious foci: Judaism, Christianity, IslamFestivals: Yom Kippur, Hannukah, 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 (PPA)** | COGNITIVEUnit 1Gymnastics | CREATIVEUnit 2Static Balance | Competitive andCooperative GamesFootball | PHYSICALUnit 4Dynamic Balance to AgilityStatic Balance | HEATH AND FITNESSUnit 2Gymnastics | PERSONAL Unit 6Coordination Agility  |
| **PE (Teachers)** | COGNITIVEUnit 1CoordinationAgility | CREATIVEUnit 1Dance | SOCIALUnit 3Dynamic BalanceCounter Balance | Competitive andCooperative GamesNetball | HEALTH AND FITNESSUnit 5Static BalanceCoordination | Competitive andCooperative GamesCricket |
| **Music** | **Music Teacher - Recorders** | **Music Teacher - Recorders** | **Music Teacher - Recorders** | **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 describe music/To compose music.**  | **To compose and perform.** Chn to create a piece of music for the Brazilian rainforest. Chn to perform in groups.  |
| **PSHE** | Me and My Relationships  | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being my Best | Growing and Changing |
| **SEAL** | New beginnings | Getting on and falling out (Anti- bullying week) | Changes | Going for goals | Good to be me | Relationships |
| **MFL – (Spanish)** | What is the date?El dia de los Muertos | HobbiesWinter | At School/TimeValentine’s Day | The Weather | Clothes | Rooms of the house |