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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 Day  Tropical 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 dishes  Where does it come from? |
| **English - Reading** | Shackleton’s journey  Letter | | | Varmints  Newspaper Report | | | Space  Narrative writing  Instruction writing | | | The Adventures of Odysseus | | The Day the Crayons Quit  Persuasive formal letter | | | Poetry  Brazil – 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/translation  Place value recap – long multiplication | | | 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** | Anglo-Saxon village | | | Experimenting with texture  Viking 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, Islam  Festivals: Yom Kippur, Hannukah, 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 (PPA)** | COGNITIVE  Unit 1  Gymnastics | | | CREATIVE  Unit 2  Static Balance | | | Competitive and  Cooperative Games  Football | | | PHYSICAL  Unit 4  Dynamic Balance to Agility  Static Balance | | HEATH AND FITNESS  Unit 2  Gymnastics | | | PERSONAL  Unit 6  Coordination  Agility | |
| **PE (Teachers)** | COGNITIVE  Unit 1  Coordination  Agility | | | CREATIVE  Unit 1  Dance | | | SOCIAL  Unit 3  Dynamic Balance  Counter Balance | | | Competitive and  Cooperative Games  Netball | | HEALTH AND FITNESS  Unit 5  Static Balance  Coordination | | | Competitive and  Cooperative Games  Cricket | |
| **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 | | | Hobbies  Winter | | | At School/Time  Valentine’s Day | | | The Weather | | Clothes | | | Rooms of the house | |