

TERM 1 **Brunel in Victorian Bristol**

Enrichment: Visit SS Great Britain; Victorian school day

Visit: SS Great Britain

Visitors: Theatre company – Romeo and Juliet play

Hot seat: Brunel

Literacy: Diaries; recounts; non-chronological reports; classic narrative poetry.

Numeracy: Problem solving – patterns; mental calculations; place value and working with decimals through measure and money.

Science: Independent investigations.

ICT: Acceptable Use of Technology – E-Safety. **Communicating Information** - Powerpoint of an aspect of Victorian life.

RE: Continuing to follow Life's Journey – looking at the end of life.

History: Brunel and the Victorians – look at evidence and see the reliability; how did Brunel change transport in Britain? How do Victorian school life, clothes and entertainment differ from today's? Use some dates and BC/AD to help sequence periods studied. Identify and explain the differences in experiences of people who lived in a particular period. Begin to test evidence by looking at its context. Is it reliable? Is it useful?

Art: Objects and meanings- still life drawing, drawing of artefacts from the Victorian period.

DT: Structures – suspension bridges.

Music: Roundabout – exploring sounds pitch/texture.

PSHE: Going for goals; setting and meeting goals.

PE/Games: Gymnastics and dance.

MFL: French – Quel temps fait-il? (Weather)

Outcome: Design , test and make their own bridge structures; class assembly on the Victorians – Brunel and the SS Great Britain

TERM 2**The Olympics/Ancient Greeks**

Enrichment: Mini-Olympic games; Greek feast; children choose what they want to learn about in the topic; retell myths; act out myths and make masks (Greek theatre day); presentations about Greece; modern day Greece brochures.

Hot seat: A Spartan and Athenian warrior

Literacy: Myths and legends; persuasive brochures.

Numeracy: Using a calculator to solve 1 and 2-step problems; investigating properties of 2D and 3D shapes; collecting and organising data; finding the mode and probability.

Science: At1 skills

ICT: Acceptable Use of Technology – E-Safety. Modelling and simulations.

RE: Faith in the local community – what faiths/denominators are expressed in your local community? How do people of faith express their values through action in the local community? How can we make a difference to our local community?

History: Ancient Greece – identify and explain differences in the experience of people who lived in a particular period. List the types of evidence used and rank them in order. Which are the most reliable and why? Use some dates and BC/AD to help sequence periods studied. Evaluate and use a range of sources.

Geography: Draw out information from a range of maps and other secondary sources (Greek Empire; settlements; its place in Europe); using the contents and index pages of an Atlas to find places quickly; using prior knowledge of the seven continents to locate places in the contents.

Art: Greek vases painted with (replica) primary evidence. Designing, making & evaluating with tactile media (clay); clay vases, complex techniques, theatre masks.

DT: CAMs - cut balsa and soft woods with the appropriate tools unaided; use certain tools safely on a 1-2-1 basis.

Music: Exploring musical process – duration/pitch.

PSHE: Relationships; managing feelings and considering stereotypes.

PE/Games: Striking and fielding games and gymnastics.

MFL: French – Les vêtements (Clothes)

Outcome: Greek vases depicting Greek life to form main part of class display; Olympic games; theatre masks; plays

TERM 3**The Power of Parliament**

Enrichment: Visit to Houses of Parliament. DVD of a visit around Robben Island and Nelson Mandela's life

Role play : Discrimination (gender, eye colour)

Hot seat: Nelson Mandela, Guy Fawkes and a Suffragette

Literacy: Journey to Jo'burg – narrative, stories from other cultures and persuasion.

Numeracy: Place value, addition, subtraction, multiplication, division, problem solving.

Science: Explicit- AT1 skills - solids, liquids and gases.

ICT: Acceptable use of technology – E-Safety. Work with Flowol.

RE: Life's Journey (how do different religions mark significant life events? How does my family mark the significant events in Life's Journey?) Harvest celebrations.

History: South Africa – Nelson Mandela, apartheid, how this related to the rest of the world. Identify ways in which beliefs of attitudes influenced the society studied. Give more than one reason for an important change and identify obvious links and connections. What is Parliament? The right to vote in the UK.

Art: African batiks – textures and patterns.

Music: Cyclic patterns - exploring rhythm and pulse.

PSHE: New Beginnings (belonging and valuing each other), smoking and alcohol health consequences and choices and internet safety.

PE/GAMES: Gymnastics (balances), ball games.

MFL: French – Notre école (Our school)

Outcome: Class assembly on Mandela or Parliament and a non-chronological report on Nelson Mandela, Guy Fawkes or a Suffragette.

Term 4**Amazon rainforest.**

Enrichment: Clips of the Amazon rainforest, 'Journey to the River Sea' – Eva Ibbotson

Role play area: Amazon rainforest

Literacy: Novels and stories by significant authors – writing in role, story endings.

Numeracy: Fractions, decimals and percentages, ratio, measuring weight and length, co-ordinates, time, reading timetables and calendars, area and perimeter.

Science: Solids, liquids and gases (Sc1 skills).

ICT: Communicating Information - digital communication and publishing – powerpoints.

RE: Christmas story and celebrations.

Geography: The Amazon rainforest – an environmental issue caused by a change in the environment. Pupils are aware that there are different points of view and opinions on geographical matters; pupils describe the physical and human features of places, making comparisons between individual features, they explain in detail why two places differ using geographical information. Children can tell how they have been shaped and how they might change in the future. Give two sides of an environmental issue.

Art: Composition & balance, developing the use of colours in images & designs.

DT: Biscuit making - join food ingredients together; using sufficient liquid to form dough with growing independence; cut certain foods using the appropriate knife independently, but under supervision; use a range of mixing techniques and equipment including a variety of scales; use heat and cutting devices or kneading to mould and shape designs independently; be able to identify 'bad' mixes independently.

Music: Exploring sound sources, soundscape of Amazon rainforest.

PSHE: Getting on and falling out; friendship skills – conflict and resolution, anger management, bullying and cyber bullying.

PE/Games: Swimming; Amazon dancing.

MFL: French – Joyeuses Pâques! (Easter)

Outcome: Power Points of Amazonian wildlife

TERM 5**Water**

Enrichment: Water Aid – raising money for a charity

Visit:

Visitors:

Role play area:

Hot seat:

Literacy: Stories from other cultures; instructions.

Numeracy: Handling data – organising our water diaries into a graph; measuring; multiplication and division; angles; fractions and percentages; ratio and proportion.

Science: Water cycle; gases around us/changing states; growing a garden in a jar.

ICT: Work with Flowel.

RE: Easter story and celebrations.

Geography: Water and its effects on landscape and people, including the physical features of rivers or coasts and the processes of erosion and deposition that affect them. Carry out fieldwork and use ICT to record findings; use results to form judgements; discuss the validity of their results.

Art: Objects and meanings; looking at artists who capture water, then doing our own water sketches and paintings (tone/depth; line drawing; colour mixing).

Music: Roundabout – exploring sound dynamics.

PSHE: Good to be me; dealing with emotions; social responsibility – water aid.

PE/Games: Gymnastics; striking/fielding.

MFL: French – La Chenille Qui Fait Des Trous (The Hungry Caterpillar Story)

Outcome: Raising money for water aid; making a garden in a jar

TERM 6**The Body**

Enrichment: Make a healthy lunch; measure heart rates; healthy eating

Visit: SBL – look at gym, sports hall and equipment

Visitors: Health professional/athlete

Hot seat: Main characters from stories used in Literacy

Literacy: Poetry, narrative.

Numeracy: Estimating and measuring capacity; drawing and measuring angles using a protractor; reading and plotting co-ordinates; solving problems involving ratio and proportion; find fractions and percentages of shapes and numbers; find equivalent fractions, decimals and percentages.

Science: Keeping healthy; circulation; exploring the skeleton.

ICT: Control Technology – co-ordinates.

RE: Faith in the local community – what faiths/denominators are expressed in your local community? How do people of faith express their values through action in the local community? How can we make a difference to our local community?

History:

Geography:

Art: People in action – drawing different movements.

Music: Exploring musical processes – composing and performing.

PSHE: Changes; responses to change; secondary taster days; puberty; conception; birth; sex education.

PE/Games: Athletics and outdoor activities, sports day.

MFL: French – Le Corps (The Body)

Outcome: Warning posters about substances that are bad for your health; a healthy lunch; a composition