

Discovery MAT
Years 4 and 5 Long Term Curriculum Plan 2024-2025- Year B

Unit/Theme	Shang Dynasty (7 weeks)	Journey through North America (6 weeks)	Ancient Greece (6 weeks)	Australia (6 weeks)	Ancient Rome (6 weeks)	Inventions which Changed the World (7 weeks)
Destination	To create a quiz based on the Shang Dynasty.	To explain and present the process of the Water Cycle to another year group.	To publish a tourist guidebook about Ancient Greece.	To create an aboriginal art gallery for parents to visit.	To tell the story of Ancient Rome through a performance.	To present the greatest invention to adults in school and explain why.
Big Question	What caused the fall of the Shang Empire?	How does water travel through North America?	What legacy did the Ancient Greeks leave on the western world?	How is life different in Australia?	How did Rome become an Empire?	Which inventions have changed the world?
Science	<p>Living things and their habitats – Group and Classify Living Things</p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To classify and organise living things based on their characteristics – classification keys <p>ENVIRONMENT, CLASSIFICATION, KEY, IMPACT, MIGRATE</p> <p>Living things and their habitats – Data Collection A</p> <ul style="list-style-type: none"> Living things investigation <p>States of matter</p> <ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. <p>WATER CYCLE, MATTER, CHANGING STATES, SOLID, LIQUID, GAS</p>	<p>States of matter</p> <ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). To create a labelled diagram of the water cycle and use technical vocabulary to describe this process. (use North American geography) <p>WATER CYCLE, MATTER, CHANGING STATES, SOLID, LIQUID, GAS</p>	<p>Sound</p> <ul style="list-style-type: none"> To identify how sounds are made. To recognise that vibrations from sounds, travel through a medium to the ear. To find patterns in the pitch and volume of a sound and how that links to vibrations To carry out an experiment which recognises that sounds get fainter as the distance from the sound source increases. <p>VIBRATIONS, PITCH, VOLUME, VIBRATE, VIBRATION</p> <p>Living things and their habitats – Data Collection B</p> <ul style="list-style-type: none"> Living things investigation 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To recognise that environments can change and how this can impact on living things To classify and organise living things based on their characteristics – classification keys <p>ENVIRONMENT, CLASSIFICATION, KEY, IMPACT, MIGRATE</p> <p>Electricity</p> <ul style="list-style-type: none"> To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts. To identify whether or not a lamp will light. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators. <p>CIRCUIT, BULB, BUZZER</p> <p>Sustainability</p> <ul style="list-style-type: none"> Energy 	<p>Animals, including humans</p> <ul style="list-style-type: none"> To identify the basic function of the digestive system. To identify teeth and know how to keep them healthy. To construct and interpret a variety of food chains. <p>DIGESTIVE SYSTEM, OESOPHAGUS, INTESTINE, RECTUM</p> <p>Living things and their habitats – Data Collection C</p> <ul style="list-style-type: none"> Living things investigation and Conclusion <p>Living things and their habitats</p> <ul style="list-style-type: none"> To recognise that environments can change and how this can impact on living things. To classify and organise living things based on their characteristics – classification keys <p>Sustainability</p> <ul style="list-style-type: none"> Deforestation 	<p>Electricity</p> <ul style="list-style-type: none"> To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts. To identify whether or not a lamp will light. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators. <p>Animals, including humans – The Digestive System</p> <ul style="list-style-type: none"> To identify the basic function of the digestive system. To identify teeth and know how to keep them healthy. To construct and interpret a variety of food chains. <p>CIRCUIT, BULB, BUZZER</p> <p>Animals, including humans – Food Chains</p> <ul style="list-style-type: none"> To construct and interpret a variety of food chains. <p>DIGESTIVE SYSTEM, OESOPHAGUS, INTESTINE, RECTUM</p>
Computing	<p>Information Technology</p> <ul style="list-style-type: none"> To create a storyboard in Word/Publisher relating to the Shang Dynasty. <p>APPLICATION, EDITOR, PHOTOGRAPH</p> <p>NOS: Self Image and Identity AVATAR, IMAGE, IDENTITY</p>		<p>Information Technology</p> <ul style="list-style-type: none"> To use the internet to research Ancient Greece. <p>RESEARCH, SEARCH ENGINE, NOTE</p> <p>NOS: Online Bullying REPORT, BLOCK, CYBER-BULLYING</p>		<p>Computer Science</p> <ul style="list-style-type: none"> To create a Roman themed animation using Stop Motion Animator on Chromebook. <p>ANIMATION, FRAME, SEQUENCE</p> <p>NOS: Privacy and Security STRANGER, SECURITY, PERSONAL</p>	
DT	<p>Technical Knowledge (Mechanisms) SHANG DYNASTY CHARIOT</p> <ul style="list-style-type: none"> To research transport during Shang dynasty To design a Shang chariot based on research and design brief. To use a range of tools and materials to construct a functioning Schariot. To understand and use mechanical systems in their products. To evaluate their final design against the design brief and plan. <p>MECHANISM, PROCESS, FUNCTION</p>				<p>Cooking & Nutrition – ROMAN BREAD</p> <ul style="list-style-type: none"> To explore how food is grown and processed today. To explore how food was grown and processed in the Roman times. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -link to the Romans. <p>HARVEST, SOW, YEAST</p>	<p>Technical Knowledge (Circuits/ICT)</p> <ul style="list-style-type: none"> To research lighthouses from around the world. To design a model lighthouse with a shell or frame. To incorporate a circuit with a bulb or buzzer. To evaluate the design against the design brief. <p>CONTROL, SWITCH, MOTOR</p>
Maths (& Links)	White Rose Maths Scheme of Learning					
English (Genre & Key Texts)	<p>- Narrative: Setting Narrative – Other Cultures - Recount: Newspaper Report Explanation Text</p> <p>Texts: - Tales from China - Willow Pattern Story - The Firework Maker's Daughter - PREPOSITION, PRONOUN The Whale</p>	<p>- Narrative: Outsider Narrative – The Flood - Information: Polar Bears Information Text Poetry – Rivers</p> <p>Texts: - Flood - River Poetry</p>	<p>- Narrative: Myth Narrative – Adventure - Information: Defeating a Viking Monster –Text - Tourist Guide (final destination)</p> <p>Texts: - Theseus and The Minotaur - The Adventures of Odysseus</p>	<p>- Diary Entry – Journey Narrative: Twisted Narrative - Information Letter – School in Australia Persuasion: Letter</p> <p>Texts: - Where the Forest Meets the Sea</p>	<p>- Narrative: Refugee Narrative – Myths/Legends - Recount: Diary Instructions</p> <p>Texts: - Escape from Pompeii - Romans on The Rampage - Hero's Quests - Romulus and Remus</p>	<p>- Biography Narrative: Invention Narrative - Persuasive Argument – See Final destination Recount: Jacques Cousteau Biography</p> <p>Texts: - Famous Inventors Biographies - Inventors – Incredible Stories of the Worlds – Ingenious Inventions</p>

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		PATTERN, SIMILES	BULLET-POINTS, FACTUAL RESEARCH	FORMAL/INFORMAL, THIRD-PERSON	IMPERATIVE-VERBS, ADVERBIAL-PHRASES	SUBHEADINGS, DEBATE
Reading (Key Texts)	Texts: - Tales from China - The Broken Dragon - Karen McCombie - Willow Pattern Story - The Firework Maker's Daughter	Texts: - The Rhythm of the Rain - Grahame Baker-Smith - Why Water's Worth It - Lori Harrison - Flood - River Poetry	Texts: - Greek Tales, The Boy who Cried Horse - Terry Dreary - Athena - Imogen Greenberg - Theseus and The Minotaur - The Adventures of Odysseus	Texts: - When the Mountains Roared - Jess Butterworth - Where the Forest Meet the Sea - Jeannie Baker	Texts: - So, You Think You've Got It Bad: A Kid's Life in Ancient Rome - Chae Strathie - My Family and Other Romans - Marie Basting - Escape from Pompeii - Romans on The Rampage - Hero's Quests - Romulus and Remus	Texts: - Leonora- Secret Inventor - Lucy Brandt - Steve Jobs - Maria Isabel Sanchez - The wild robot - Peter Brown - Inventors - Incredible Stories of the Worlds - Ingenious Inventions
History	Early Civilisations <ul style="list-style-type: none"> To find out where China is and where the Shang Dynasty ruled. To create a timeline of the Shang Dynasty using BC and AD. To evaluate the reliability of different sources about the Shang. To discuss and present their evaluation of the reliability of different sources. To create a quiz on the Shang Dynasty (final destination). DYNASTY, EMPIRE, CULTURE		Ancient Greece <ul style="list-style-type: none"> To compare the people of Sparta and Athens. To explore significant figures from Ancient Greece – Alexander the Great, Archimedes, Aristotle, Pythagoras. To identify specific achievements of the Ancient Greeks. To explore the history of the Olympics. To understand how the Greeks influenced the western world. COMPARE, ARTIFACT, INFLUENTIAL		The Roman Empire <ul style="list-style-type: none"> To identify key dates in the expansion of the Roman Empire on a timeline. To explore what life was like for people living in Ancient Rome, including: housing, jobs, lifestyle and leisure activities. To identify what life was like as a Roman soldier and why the Roman Army was so powerful. To explore what we can learn about Ancient Rome from the disaster in Pompeii. To understand how the Romans influence grew to create an Empire. To explore significant events in the Roman invasion of Britain. EXPANSION, CONQUER,	
Geography		Locational Knowledge, Place Knowledge & Human & Physical Geography <ul style="list-style-type: none"> To identify countries of North America. To compare climate of different regions of North America. To locate mountain ranges and rivers on a map of North America. To understand how a river changes from source to the sea. To locate major cities and significant landmarks of North America. Understand the similarities and differences between the UK and North America through a study of human and physical features. Identify the different time zones and understand how the location of a place has a different time (linked to unit of work - Australia and North America). OXBOW-LAKE, DELTA, MEANDER		Locational Knowledge, Place Knowledge & Human & Physical Geography <ul style="list-style-type: none"> To explore why people choose to live in urban and rural areas. To identify key human and physical features of Australia. To compare similarities and differences between human and physical features of the UK and Australia. To identify the position and significance of latitude, longitude and the tropics. Identify the different time zones and understand how the location of a place has a different time (linked to unit of work - Australia and North America). INDIGENOUS/NATIVE, LATITUDE, LONGITUDE		
Art		Drawing <ul style="list-style-type: none"> To research landscape pictures by a famous artist – Monet. To use pastels in short strokes like Monet. To draw a piece of landscape art using design ideas. To evaluate a finished piece of art work. Recap colour mixing, with addition of black and white for tone. To add texture by adding details such as feathers. To explore tone through shading techniques such as hatching, cross-hatching and stippling. To create an optical illusion with a vanishing point. 	Sculpture <ul style="list-style-type: none"> To research famous clay sculptors/potters – Bernard Leach To design a clay pot with a Greek influence. To show an awareness of texture, form and shape by recreating an image in clay. To create a pinch pot, or coil pot. PINCH POT, SLIP, SCULPT	Painting <ul style="list-style-type: none"> To research Australian artist Clifford Possum Tjapaltjarri. To create a piece of Australian art inspired by aboriginal art work. To recap and practise colour mixing (primary & secondary), with the addition of black/white for tone/tinting. To create a paint tonal scale using one colour and adding small amounts of black. To experiment adding texture to painting with different utensils for stippling – stippling brush, cotton bud, end of pencil. To use dots to create art. To show a greater awareness of space and white space when painting. NATURAL, CULTURAL, STIPPLING		

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House-Days:

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		<ul style="list-style-type: none"> To show a greater awareness of space and white space when drawing. HATCHING, SHADING, LANDSCAPING				
Music	<u>Types of instruments.</u> Categorising instruments. Brass Woodwind String Percussion Stand-alone lesson	Mambo - Leonard Bernstein (see BBC Ten Pieces <ul style="list-style-type: none"> To discuss the stylistic features of this piece of music. To create a four-layered piece of music inspired by this piece of music. DECRESCENDO, CLASSICAL, MAMBO	<u>Musical Timeline</u> Stand-alone lesson		The Roman Calendar – Donna Minto <ul style="list-style-type: none"> To use instruments, including voice to play along with the song. To perform the song in a group and give feedback to other groups using musical vocabulary. DECRESCENDO, STYLISTIC, MOTIFS	<u>Recorder</u> <u>B A G E Notes</u>
RE	What is the 'Trinity' and why is it important for Christians? (God/Incarnations) RE Links: To find out about which gods the Shang Dynasty people worshipped.	What do Hindus believe God is like? (Bramen/Atman)	What does it mean to be Hindu in Britain today? (Dharma) RE Links: <ul style="list-style-type: none"> To identify Greek gods. 	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	For Christians, when Jesus left, what was the impact at Pentecost? (Kingdom of God) RE Links: <ul style="list-style-type: none"> To understand the religious beliefs of the Romans. To identify some Roman gods and explain what they represented to the Roman people. 	How and why do people mark the significant events of life?
Languages	<ul style="list-style-type: none"> Phonics 1 and 2 Fruits 	<ul style="list-style-type: none"> I am able... I know how... 	<ul style="list-style-type: none"> Vegetables 	<ul style="list-style-type: none"> Presenting Myself 	<ul style="list-style-type: none"> In the classroom 	<ul style="list-style-type: none"> At the Tearoom At the Café At the Restaurant
PSHE	What strength, skills and interests do we have? ATTRIBUTES, HOBBIES, CONFIDENCE	How do we treat other people with respect? MUTUAL RESPECT, EMPATHY, PERSPECTIVE CWP: Growing Up! 1	How can we manage our feelings? REGULATION, AWARENESS, STRATEGY	<i>How will we grow and change?</i> PUBERTY, PERSONAL, HYGIENE CWP: Growing Up! 2	How can our choices make a difference to others and the environment? RESPONSIBILITY, CONCERN, COMPASSIONATE	How can we manage risk in different places? IMPACT, PERMISSION, APPROVAL, LAWS CWP: Growing Up! 3
PE	Oakwood/Weston Mill Games- ball handling Gymnastics 1 CRITERIA CREATIVITY	Oakwood/Weston Mill Games- ball handling Gymnastics 2 FLEXIBLE STRETCH MARKING	Oakwood/Weston Mill Games- multi-skills Dance 1 AGILITY AWARENESS	Oakwood/Weston Mill Games- striking and fielding Dance 2 ACCURACY AND RALLIE	Oakwood/Weston Mill Games- striking and fielding Athletics FOCUS DETERMINATION	Oakwood/Weston Mill Athletics
SMSC and British Values	- Cultural Development – stories from other cultures. - British Values – Mutual Respect/Rule of law (hierarchy). - Spiritual Development – relating feelings to music.	- Spiritual Development – fascination of the world. - Cultural Development – celebrating learning about differences.	- Spiritual/Social Development – developing wider knowledge and a love for learning.	- Cultural Development – appreciation of different art. - Moral Development – respecting different communities and their way of life.	- Social Development – influence of Romans on human life.	- Social/Spiritual Development – fascination of learning and sense of enjoyment.
Rich Experiences		- French Christmas traditions		- Pen-pals in Australia - Surfing/body boarding/paddle boarding		
Discovery List <i>(some flexibility and overlap with these experiences)</i>	- Make a mud potion. - Build a den. - Feed and stroke a school pet.	- Sing in a public performance. - Sing carols around a real Christmas tree.	- Explore the outdoors on a wintery day. - Play in the snow. - Toast marshmallows on a campfire. - Build a den. - Camp out in a tent and stargaze.	- Compete in a school event.	- Play an instrument. - Represent your school in a competition. - Learn how to maypole dance.	- Join a library. - Help out at a community event.

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Date	Subject and Objectives	Outcome