

Unit/Theme	Romans in Britain/Anglo-Saxons (6 weeks)	Space: Out of this World! (7 weeks)	Vikings (7 weeks)	Our Changing World (6 weeks)	Ancient Maya (6 weeks)	Amazon Rainforest (6 weeks)	
Destination	To create a Saxon tunic and model in a 'Saxon Fashion Show'!	To create a space website.	Perform a Viking song!	To create an environmental radio broadcast.	To create a 3D model of a Mayan temple.	To perform a rainforest inspired piece of music.	
Big Question	How did the Romans Change Britain?	What have humans discovered about space?	Why did invaders settle in Britain?	How can I change the world?	What was life like for the Maya?	Who lives in the rainforest?	
Science	Forces <ul style="list-style-type: none"> To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. AIR RESISTANCE, WATER RESISTANCE, GRAVITY	Earth & Space <ul style="list-style-type: none"> To locate and name the planets of the solar system. To describe the movement of the earth and other planets in relation to the sun. To describe the movement of the moon relative to the Earth. To explain why day and night happen. SOLAR SYSTEM, ROTATE, ORBIT, SPHERICAL Sustainability <ul style="list-style-type: none"> Global Warming Consolidation	Properties of materials <ul style="list-style-type: none"> Electrical conductivity Heat Experiment To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. INSULATOR, CONDUCTOR, THERMAL, INSOLUBLE, SOLUBLE Animals, including humans <ul style="list-style-type: none"> describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. PUBERTY	Animals, including humans <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. PUBERTY Living things and their habitats – Life Cycles <ul style="list-style-type: none"> To explore life cycles of mammals, amphibians, insects and birds. ASEXUAL, FERTILISES	Living things – Reproduction A <ul style="list-style-type: none"> Sexual reproduction in mammals. Reproductive parts in plants. Pollination Cloning experiment Properties of materials <ul style="list-style-type: none"> To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To decide how mixtures might be separated (filtering, sieving and evaporating). To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials (not usually reversible). INSULATOR, CONDUCTOR, THERMAL, INSOLUBLE, SOLUBLE	Sustainability <ul style="list-style-type: none"> Plastic Pollution Living things – Reproduction B <ul style="list-style-type: none"> Findings from cloning experiment Consolidation	
	Computing		Information Technology <ul style="list-style-type: none"> To create a website (in a group) using Google Sites, based on Space. WEBSITE, DESIGN, BUILD		Information Technology <ul style="list-style-type: none"> To plan and create an environmentally-themed radio interview – record on Chromebook) Edit, improve and evaluate AUDACITY, SCRIPT, RECORD	Computer Science <ul style="list-style-type: none"> To create a 3D model of a Mayan temple using TinkerCad. TEMPLATE, DESIGN, TOGGLE	
		Self-image & Identity AVATAR, IMAGE, IDENTITY Online Relationships SOCIAL MEDIA, COMMUNICATE, MESSAGING	Online Reputation TRUSTWORTHY, VALIDITY, OPINION	Online Bullying REPORT, BLOCK, CYBER BULLYING Managing Online Information WEBSITES, SEARCH ENGINE, AUTO COMPLETE	Health, Wellbeing & Lifestyle LIFESTYLE, TECHNOLOGY, DEVICE	Privacy & Security DANGER, LINKED DEVICE, CONTENT SHARING	Copyright & Ownership PLAGERISM, CONTENT, AUTHOR
DT	Technical Knowledge: Textiles <ul style="list-style-type: none"> To investigate Anglo Saxon clothing e.g. tunic from a pillowcase type design. Create own pattern and template. To create their own life-size Anglo-Saxon outfit. To sketch ideas and designs. To combine fabrics using various stitches. FABRIC, TEXTILES, FRAY	Technical Knowledge: Circuits/ICT <ul style="list-style-type: none"> To program and control a Robot space buggy (e.g. Mars Rovers) To apply their understanding of computing to program, monitor and control their products. CONTROL, MOVEMENT, COMMAND				Design, Make & Evaluate <ul style="list-style-type: none"> Use a pulley system to collect water in a rainforest. Talk about how pulleys and drive systems can be driven by motor and computer. Use a range of technical vocabulary to describe the properties and functions of mechanisms. Generate questions to investigate. Know how a belt & pulley system can be used to reverse the direction of rotation. MATERIALS, DESIGN, EVALUATE	
Maths	White Rose Maths Scheme of Learning						
English (Genre & Key Texts)	Year 4/5 - Narrative: Setting Narrative - Recount: Letter Texts: - Farther	Year 4/5 - Narrative: Exploration Narrative - Recount: Formal Mission Log Texts: - When we Walked on the Moon	Year 4/5 - Narrative: Cliff Hanger Narrative - Recount: Formal Event Report Texts: - The Hound of the Baskervilles	Year 4/5 - Narrative: Character Narrative - Persuasion: Bargain Letter Texts: - The Promise	Year 4/5 - Narrative: Survival Narrative - Explanation: Survival Guide Texts: - The Lost Book of Adventure	Year 4/5 - Narrative: Dilemma Narrative - Discussion: Balanced Argument Texts: - King Kong	
	Year 5 - Narrative: Setting Narrative - Recount: Letter Texts: - Farther	Year 5 - Narrative: Exploration Narrative - Recount: Formal Mission Log Texts: - When we Walked on the Moon	Year 5 - Narrative: Cliff Hanger Narrative - Recount: Formal Event Report Texts: - The Hound of the Baskervilles	Year 5 - Narrative: Character Narrative - Persuasion: Bargain Letter Texts: - The Promise	Year 5 - Narrative: Survival Narrative - Explanation: Survival Guide Texts: - The Lost Book of Adventure	Year 5 - Narrative: Dilemma Narrative - Discussion: Balanced Argument Texts: - King Kong	

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			- The Hound of the Baskervilles			
Reading (Key Texts)	Texts: - The Princess Who Hid in a Tree - Jackie Holderness - The Captive Celt - Terry Deary - The queen of darkness – Tony Bradman - Beowulf - Anglo Saxon Boy	Texts: - The Skies Above my Eyes - Charlotte Guillian - Homework on Pluto - Lou Treleaven - Cosmic	Texts: - There is a Viking in my Bed - Jeremy Strong - The Dragon's Hoard - Lari Don - Viking Long Ship	Texts: - Climate Action - Georgina Stevens - Sky Dancer - Gill Lewis - The last bear – Hannah Gold - This Book is not Rubbish - One Plastic Bag	Texts: - Oh Maya gods – Maz Evans - Why were Mayan games so deadly - Tim Cooke	Texts: - Journey to the river sea. Eva Ibbotson - My Name is River - Emma Rea
History	Romans in Britain <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army British resistance, for example, Boudica 'Romanisation' of Britain. Anglo-Saxons <ul style="list-style-type: none"> To explore the impact of Roman invasions on people living within Britain. To discover how Anglo-Saxon life developed from Roman Britain life. To understand the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. To know about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life DEVELOPED, CLANS, KINGDOM		Vikings <ul style="list-style-type: none"> To find out about Viking raids and invasion. To investigate how, when and why the Vikings invaded Britain. To find out how life in Britain changed because of it. To learn about the resistance by Alfred the Great and Athelstan, first king of England To explore further Viking invasions and Danegeld To learn about Anglo-Saxon laws and justice VIKING, RAID, PILLAGE		Non-European Society – Mayans <ul style="list-style-type: none"> To identify significant achievements in Maya history. To compare Maya history to chronology in world history. To explore propaganda related to Spanish invasions. To give reasons why historical accounts may vary. To explore Maya calendar system and writing systems. EVIDENCE, CALENDAR	
Geography		Space <ul style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) 	Vikings <ul style="list-style-type: none"> Plot Viking settlements and Viking homelands on a map. Locate and label countries from United Kingdom and Europe on a map. 	Human & Physical Geography <ul style="list-style-type: none"> To locate lines of longitude and latitude on maps and atlases. Use 4 figure grid referencing, building on our key and symbol knowledge. To name and locate major rivers and mountains in the world. To explore different temperate zones and how these have changed over time. To explore sustainable development and the use of renewable energy. ATLAS, TROPICS OF CAPRICORN/CANCER, SUSTAINABILITY		Place Knowledge & Human & Physical Geography <ul style="list-style-type: none"> To locate South America and its countries using maps and atlases Use 4 figure grid referencing, building on our key and symbol knowledge. To identify human and physical features of South America. To name rivers and mountains of South America. To compare South America to the UK through a study of the human and physical features of the region looking at the geographical similarities and differences. To explore the lives of people living in the Amazon Rainforest. RAINFALL, CLIMATE ZONE, TROPICAL RAINFORSET
Art		Printing <ul style="list-style-type: none"> To create a Space print, using a polystyrene tile print (relief printing). Use the style of the artist Andy Warhol. To use a variety of lines to create pattern. To design a printing tile, understanding the relief process (indented places will not print). To choose colours to show a contrast between background and print. PRINT, RELIEF, POP ART		Painting <ul style="list-style-type: none"> To look at the work of Van Gough and Picasso. To recap and practise colour mixing: primary, secondary and tertiary colours. Recap the addition of black and white for tone/tint. To create different textures and patterns by using lines and tones. Show perspective through tone/objects further away are smaller, portraits in proportion. Produce a Picasso style painting. SECONDARY, TERTIARY, PERSPECTIVE		Painting <ul style="list-style-type: none"> To review colour mixing to paint. To explore the work of John Dyer. To create a rainforest painting in the style of John Dyer. BALANCE, PERSPECTIVE, VIBRANT
Music	Recorder and vocal B A G E D Notes	Mars – Gustav Holst <ul style="list-style-type: none"> To compose and perform an individual 30 second piece of music about a planet. Inspired by Holst – the planets. 	A Viking House – Donna Pinto <ul style="list-style-type: none"> To work as a group to perform this piece of music. To discuss and evaluate this piece of music. 		Musicians Throughout History Stand-alone lesson	

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		<ul style="list-style-type: none"> To use musical notation to write a piece of music about a planet. COMPOSE, PERFORM, NOTATION	PITCH, VOLUME, DICTION			
RE	What does it mean for Christians to believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe that Jesus is the Messiah? (Incarnation)	Why is the Torah so important to Jewish people?	How do Christians decide how to live? What would Jesus do?	What matters most to Christians and Humanists?
Languages	<ul style="list-style-type: none"> Phonetics 1-3 Seasons 	<ul style="list-style-type: none"> Ice creams 	<ul style="list-style-type: none"> Presenting Myself 	<ul style="list-style-type: none"> My family 	<ul style="list-style-type: none"> At the Tea Room At the Cafe At the Restaurant 	<ul style="list-style-type: none"> My Home
PSHE	What makes up a person's identity? ACCIDENT, EMERGENCY, RESPONSE	What decision can people make with money? BUDGET, INVESTMENT, GAMBLING CWP: Puberty 1	How can we help in an accident or emergency? TALENTS, DETERMINATION, COMMITMENT	How can friends communicate safely? E-SAFETY, REPORTING, CEOP CWP: Puberty 2	How can drugs common to everyday life affect health? LEGAL, ILEGAL, HABIT	What jobs would we like? QUALIFICATIONS, STEREOTYPES, CAREER CWP: Puberty 3
PE	Beechwood Year 4/5 Striking and Fielding – Cricket Gymnastics 1 Oakwood/Weston Mill Invasion games Gymnastics 1 OUTWIT SUCCESS	Beechwood Year 4/5 Invasion Games – Bee Netball Martial Arts/Gymnastics 2 Oakwood/Weston Mill Invasion games Gymnastics 2 TENSION FLOW	Beechwood Year 4/5 Invasion Games – Tag Rugby Martial Arts/Gymnastics 2 Oakwood/Weston Mill Invasion games Dance 1 RHYTHM MALIPULATION	Beechwood Year 4/5 Striking and Fielding - Rounders Dance 1/Swimming Lessons Oakwood/Weston Mill Games- striking and fielding Dance 2 SCORING OPPONENTS	Beechwood Year 4/5 Striking and Fielding - Golf Athletics Oakwood/Weston Mill Games- striking and fielding Athletics STRENGTH WEAKNESS	Beechwood Year 4/5 OAA Athletics Oakwood/Weston Mill OAA Athletics NAVIGATION ORIENTATION
SMSC and British Values	- Social Development – influence of Romans on human life	- Spiritual Development – awe and wonder.	- Social Development – impact on demographics. - Cultural Impact – changing communities. - British Value – Rule of Law	- Moral Development – extending and generating knowledge of international issues. - Moral development – global footprint/our impact on the world we live in.		- Moral Development – our impact/global impact of human action. - Spiritual Development – awe and wonder!
Rich Experiences	- Create homemade vegetable dyes for the fabric for DT.	- Space Dome French Christmas traditions		- Incinerator Trip - Fair Trade Speaker		- Dartmoor – Ausewell Woods and Wistman's Woods. Examples of temperate Rainforests.
Discovery List <i>(some flexibility and overlap with these experiences)</i>	- Learn a greeting in three languages. - Join a library. - Camp out in a tent and stargaze.	- Sign in a public performance. - Sing carols around a real Christmas tree. - Paint with your hands and feet.	- Explore the outdoors on a wintery day. - Play in the snow.	- Grow vegetables or fruit and eat them. - Learn to whistle with a blade of grass. - Feed and stroke a school pet.	- Bake a cake, a loaf of bread or a pasty. - Build a den. - Represent your school in a competition.	- Compete in a sport event. - Make and fly a kite. - Help out at a community event.