

Unit/Theme	Prehistoric Britain (6 weeks)	Master of Disaster (6 weeks)	Dinosaurs and Fossils (7 weeks)	Food and Farming (6 weeks)	Egyptians (6 weeks)	Plymouth Hoe: Our City (7 weeks)	
Destination	A classroom exhibition across Prehistoric ages.	Create a class non-fiction book about volcanoes.	Create a class directory of fossils and dinosaurs.	Prepare and serve a meal for parents (with seasonal ingredients)	Perform an Egyptian play to parents/another year group.	Art gallery showcasing Plymouth (in the style of Brian Pollard)	
Big Question	How different was life in Prehistoric Britain?	Why do natural disasters happen?	What are fossils?	Where does food come from?	What made the Egyptians successful?	What makes our city great?	
Science	Animals including humans (Skeletons/Movement) <ul style="list-style-type: none"> To identify that humans and some other animals have skeletons and muscles for support, protection and movement. MUSCLES, SKELETON, NUTRITION Nutrition and Diet <ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. 	Sustainability <ul style="list-style-type: none"> Food Waste Rocks <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks. To recognise that soils are made from rocks and organic matter. FOSSIL, MINERALS, SEDAMENTRY, IGNEOUS, METAMORPHIC	Rocks (Fossils/Soils) <ul style="list-style-type: none"> To describe in simple terms how fossils are formed when things that have lived are trapped within rock. FOSSIL, MINERALS, SEDAMENTRY, IGNEOUS, METAMORPHIC	Light <ul style="list-style-type: none"> To understand where light comes from. To explain how shadows are formed. To find patterns in the way that the size of shadows change. LIGHT, STRAGHT, REFLECTING	Plants A <ul style="list-style-type: none"> To identify parts of plants and their functions. To understand what plants need to survive. To explain the life cycle of flowering plants. To conduct a fair test experiment on plant living conditions. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. PHOTOSYNTHESIS, POLLENATION, TRANSPORT, DISPERSAL	Forces & Magnets <ul style="list-style-type: none"> To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing. PUSH, PULL, ATTRACT, REPEL Plants B <ul style="list-style-type: none"> Findings Sustainability <ul style="list-style-type: none"> Biodiversity 	
	Computing		Information Technology <ul style="list-style-type: none"> To use Word Processing in Publisher to create a Volcano explanation text with pictures. TYPING, FONT, DOCUMENT		Information Technology <ul style="list-style-type: none"> To use the internet to research where foods come from. To explain how search engines work and use then to gather information. INFORMATION, GATHER, INQUIRE	Computer Science <ul style="list-style-type: none"> To use the Scratch program to help a mummy escape from a tomb. ALGORITHM, MOTION, PROJECT	
		NOS: Self-image & Identity AVATAR, IMAGE, IDENTITY NOS: Online Relationships SOCIAL MEDIA, COMMUNICATE, MESSAGING	NOS: Online Reputation TRUSTWORTHY, VALIDITY, OPINION	NOS: Online Bullying REPORT, BLOCK, CYBER-BULLYING NOS: Managing Online Information WEBSITES, SEARCH ENGINES, AUTO COMPLETE	NOS: Health, Wellbeing & Lifestyle LIFESTYLE, TECHNOLOGY, DEVICE	NOS: Privacy & Security STRANGER, SECURITY	NOS: Copyright & Ownership PERSONAL
	DT		Technical Knowledge (Structures) <ul style="list-style-type: none"> To investigate how structures, survive in an earthquake zone. To design a structure to withstand an earthquake or other natural disaster! Evaluate and improve design based upon previous results. EVALUATE, STRUCTURE, ROBUST		Cooking & Nutrition <ul style="list-style-type: none"> To use cooking utensils to prepare a meal based on seasonality. To understand what makes a balanced diet. To evaluate and improve meal design. Talk about where the food they are cooking comes from. SEASONALITY, CROPS, BLANACED DIET	Technical Knowledge (Textiles) <ul style="list-style-type: none"> To design and make Egyptian Pharaoh's collar/tunic to wear when performing their play. To join fabrics using running stitch, over sewing, back stitch To explore fastenings and recreate some e.g. sew on buttons and make loops To use appropriate decoration techniques e.g. appliqué (glued or simple stitches) SEW, STITCH, FASTENINGS	
Maths	White Rose Maths Scheme of Learning						
English & (Genre & Key Texts)	- Narrative: Approach Threat Narrative - Explanation: Trap Explanation Texts: - The Iron Man	- Narrative: Fable Narrative - Information: Foxes Information Report Texts: - Fox	- Narrative: Setting Narrative - Recount: River Information Leaflet Texts: - Rhythm of the Rain	- Narrative: Return Narrative - Information: Letters Texts: - Jemmy Button	- Narrative: Egyptian Mystery Narrative - Information: Secret Diary Texts: - Egyptology	- Narrative: Lost Narrative - Recount: Newspaper Report Texts: - Into the Forest	
Reading (Key Texts)	Texts: - Stone Girl Bone Girl - Laurence Anholt - The abominables – Eva Ibbotson - Stone Age Boy - Stone Age Poems	Texts: - Earthshattering events – Sophie Williams - Ratty's Big Adventure - Lara Hawthorne	Texts: - Lightning Mary - Anthea Simmons - Dinosaur pie – Jen Wallace - Mungo & the Dinosaur Island - Mary Anning	Texts: - Faruq and the Wiri Wiri - Sophia Payne - The Great (Food) Bank Heist - Onjali Q. Rauf - Seeds to Bread	Texts: - The Story of Tutankhaman- by Patricia Cleveland Egyptian Cinderella – Shirley Climo - Marcy and The Riddle of The Sphinx - Flat Stanley and the Great Egyptian Grave - Robbery	Texts: - A Lighthouse Story - Holly James - Iron man - Ted Hughes - A range of leaflets about Plymouth	

History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> To create a timeline covering prehistoric periods. To research dates to go on the timeline from books and the internet. To generate questions about what people hunted and gathered in the Stone Age. To understand the different roles and responsibilities within Prehistoric Britain. To investigate the Neolithic settlement of Skara Brae <p>SETTLEMENT, ANCESTOR</p>				<p>Early Civilisations</p> <ul style="list-style-type: none"> To identify significant events in the Egyptian society. To identify achievements of Egyptian civilisation and explain why they are important (pyramids, paper, writing). To create timelines to show chronology. <p>ANCIENT, CIVILISATION, BC/CE</p>	
Geography		<p>Human & Physical Geography</p> <ul style="list-style-type: none"> To locate where tectonic plates around the world are and label (with symbols) key mountain ranges, volcanoes' names and major historical earthquakes. What mountains are and how mountains are formed. Describe how volcanoes are created. Describe how earthquakes are created. To understand what life is like in an earthquake zone. Understand the similarities and differences between the UK and either Greece or Italy through a study of human and physical features. Introduce the idea of time zones through comparing the time in the UK to the time in Greece or Italy <p>ERUPTION, RICHTER SCALE, NATURAL DISASTER</p>		<p>Locational Knowledge & Human Geography</p> <ul style="list-style-type: none"> To explore food miles and the impact on the environment. To use maps, atlases, globes, and digital/computer mapping to locate countries and climates of different foods – bananas, chocolate, pineapples. Identify the position and significance of latitude, longitude, and equator. To explore fair trade. To explore local produce and how it is grown. <p>FAIRTRADE, IMPORT, EXPORT</p>		<p>Locational & Place Knowledge</p> <ul style="list-style-type: none"> To understand the key physical and human features of our city. To explore the significance of key landmarks – Smeaton's Tower, breakwater, citadel To create a timeline of historic events of our city. To explore why people choose to live in a village or a city. To understand why amenities and service are built in certain locations – train station, shops etc. Name and locate contrasting counties and cities in the UK comparing them to Plymouth through a study of their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <p>LANDMARKS, INQUIRY, PORT</p>
Art	<p>Drawing</p> <ul style="list-style-type: none"> To create a prehistoric drawing. To recap primary and secondary colours. To show tone using different grades of pencil and through coloured pencils. To detail to sketches through pattern. To explore the effect on paint of adding water, glue, sand and sawdust. To experiment drawing with charcoal. Understanding the importance of using faint lines/guide lines. To sketch portraits proportionally. To sketch 3D shapes with growing confidence. To use contrast and lines to create 3D optical illusions. <p>CHARCOAL, REPLICA, TONAL, SCALE</p>		<p>Sculpture</p> <ul style="list-style-type: none"> To create mod-roc dinosaurs and plaster of Paris fossils – linked to Anning discoveries. To choose and manipulate materials to create needed shapes. To use Mod-roc/papier mâché creation to create a sculpture. To paint sculpture using texture techniques such as adding salt, sand or sawdust. To add pattern to final design to create animal skin, e.g. scales. <p>3-DIMENSIONAL, SCULPTURE, SURFACE, TEXTURE</p>			<p>Painting</p> <ul style="list-style-type: none"> To create a piece of art inspired by Brian Pollard (Architects: Smeaton and Eddystone). To paint using colour mixing. To recap and practise colour mixing (primary & secondary), moving into tertiary colours. To recap on cool and warm colours. To discuss contrasting, vibrant and dull colours. To add detail to painting through patterns. To explore the effect on paint of adding water, glue, sand, sawdust. To understand the importance of using faint lines/guidelines. To begin to discuss and use proportion – objects in the background are smaller. To use all available white space. To use seen shapes to create landscape. <p>PRIMARY, SECONDARY, INSPIRATION</p>
Music	<p>ENO Opera Graphic Score Musical Vocabulary</p> <ol style="list-style-type: none"> Finish This Imagine This Interpret This 	<p>ENO Opera Graphic Score Instrument</p> <ol style="list-style-type: none"> Create This Annotate This Rehearse This Record This 		<p>The Useful Plough - Benjamin Britten</p> <ul style="list-style-type: none"> To use percussion to create a piece of music and record using musical notations. <p>COMPOSE, IMPROVISE</p>	<p>Recorder B A G Notes</p>	<p>'No Place Like' – Kerry Andrew</p> <ul style="list-style-type: none"> To write a song about Plymouth. To perform with confidence in small groups. To use percussion instruments to keep a steady beat. <p>BEAT, TEMPO</p>
RE	<p>What do Christians learn from the Creation Story? (Creation)</p>	<p>What is it like for someone to follow God? (People of God)</p>	<p>How do festivals and worship show what matters to a Muslim? (Ibadah)</p>	<p>How do festivals and family life show what matters to Jews? (God/Torah/the People)</p>	<p>How and why do people try to make the world a better place?</p>	<p>What kind of world did Jesus want? (Gospel)</p>
Languages	<ul style="list-style-type: none"> Phonetics I I am learning French 	<ul style="list-style-type: none"> Animals 	<ul style="list-style-type: none"> Instruments 	<ul style="list-style-type: none"> I am able... I know how... 	<ul style="list-style-type: none"> Fruits 	<ul style="list-style-type: none"> Ice Creams

PSHE	How can we be a good friend? KINDNESS, CONSIDERATION, CARING	What keeps us safe? RISKS, REGULATIONS, INAPPROPRIATE CWP: Valuing & Difference and Keeping Safe 1	What are families like? DIVERSITY, LOVING, SUPPORTIVE	What makes a community? COHESION, COMMUNICATION, ETHOS CWP: Valuing & Difference and Keeping Safe 2	Why should we eat well and look after our teeth? DECAY, BACTERIA, ENAMEL	Why should we keep active and sleep well? REJUVINATION, GROWTH, CONCENTRATION CWP: Valuing & Difference and Keeping Safe 3
PE	Beechwood Striking and Fielding – Cricket Gymnastics 1 Oakwood/Weston Mill Games– ball handling Gymnastics 1 DODGE AVOID CONFIDENCE	Beechwood Invasion Games – Bee Netball Gymnastics 2 Oakwood/Weston Mill Games- ball handling Gymnastics 2 ATTACK DEFEND FEEDBACK	Beechwood Invasion Games – Tag Rugby Martial Arts Oakwood/Weston Mill Games- multi-skills Dance 1 STATIC COORDINATION	Beechwood Striking and Fielding – Rounders Dance 1 Oakwood/Weston Mill Games- striking and fielding Dance 2 TACTICS POSITION SEQUENCE	Beechwood Striking and Fielding – Golf Athletics Oakwood/Weston Mill Games- striking and fielding Athletics PACE TECHNIQUE	Beechwood OAA Athletics/Swimming Tasters Oakwood/Weston Mill OAA Athletics TRAIL KEY
SMSC and British Values	- Social Development – how roles and responsibilities have developed.	- Moral Development – developing empathy for local and global community. - British Values – Mutual respect	- Spiritual Development – fascination in learning about natural world.	- Moral Development – understanding ethical and moral issues (food miles and carbon footprint). - Cultural Development – awareness of different cultural economies.	- Cultural Development – awareness of different religious features. - Social Development – awareness of developments of farming and transport.	- Social Development – learning about ourselves. - British Values – local identity
Rich Experiences		French Christmas traditions	- Natural History Museum – fossil tour	- Visit local farm shop/pick your own farm		- Treasure Hunt on Plymouth Hoe - Brian Pollard visit
Discovery List <i>(some flexibility and overlap with these experiences)</i>	- Join a library. - Learn to skip. - Have a historical event.	- Sing in a public performance. - Sing carols around a Christmas tree.	- Explore the outdoors on a wintery day. - Play in the snow. - Make something out of papier-mâché.	- Feed and stroke a school pet. - Identify 10 British trees. - Identify 10 British wildflowers. - Visit a farm.	- Represent your school in a competition. - Compete in a sport event.	- Make giant bubbles. - Build a den. - Ride a train across the Royal Albert Bridge into Cornwall. - Help out at a community event.