

Unit/Theme	Our Great Britain (7 weeks)	British Bridges (6 weeks)	Greenland: Below Zero: (6 weeks)	UK Climate (6 weeks)	World Explorers (6 weeks)	Commotion in the Ocean (7 weeks)	
<b>Destination</b>	To create a leaflet to share with another year group.	To build bridges with parents and test their strength.	To plan and go on an Arctic Expedition.	To design and create their own garden, using IT and share on School Newsletter/Social media.	To read their journey story to children in EYFS.	To present information about the World's oceans.	
<b>Big Question</b>	Why is Britain Great?	What makes a bridge strong?	What's it like in the Arctic circle?	How do plants grow best?	Who discovered the World?	How do living things survive in our oceans?	
<b>STEM</b>	<p><b>STEM Skills</b></p> Problem Solving                Creativity                Inquiry Skills                Observation                Flexibility                Collaboration						
	<b>Science</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>To explore and compare the differences between things that are living, dead or never alive.</li> <li>To identify suitable habitats for animals in Great Britain.</li> <li>Identify and name different plants and animals within habitats of Great Britain.</li> <li>To describe simple food chains within Great Britain.</li> </ul> <b>FOOD CHAIN, SURVIVE</b>	<b>Use of everyday materials</b> <ul style="list-style-type: none"> <li>To explore material properties and identify key uses for that material.</li> <li>To identify the best material to construct a bridge and explain their choice.</li> </ul> <b>CONSTRUCTION, FLEXIBLE, RIGID</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>To compare and contrast Artic (Greenland) habitat with Great Britain (recap from previous unit)</li> <li>To identify how animals have adapted to live in this habitat and how it supports their needs.</li> <li>To contrast food chains in a different habitat.</li> </ul> <b>FOOD CHAINS, ADAPTATION</b>	<b>Plants</b> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants.</li> <li>To investigate different growing conditions for plants.</li> <li>To discover the life cycle of a plant or tree from seed to maturity.</li> </ul> <b>DEAD, LIVING, NEVER BEEN ALIVE</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>To notice that animals have offspring which grow into adults (including humans).</li> <li>To find out about the basic needs of humans.</li> <li>To learn about and describe the importance of exercise and a healthy diet to humans</li> </ul> <b>DIET, EXERCISE</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>To understand the different ocean habitats that animals live in.</li> <li>To understand and explain the different life cycles of sea creatures.</li> <li>To explore ocean food chains.</li> </ul> <b>HABITAT, OCEAN, OFFSPRING, REPRODUCTION</b>
	<b>Computing</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To log on to chrome books</li> <li>To practise typing skills on PPT</li> <li>To create a PowerPoint about Great Britain, adding images, text boxes, slides.</li> </ul> <b>SLIDE, TEXT</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To use an appropriate programme to create a picture of a bridge (Paint).</li> <li>To select and change colours.</li> <li>To change brush thickness.</li> <li>To use the mouse and shape tools to make shapes by dragging the mouse.</li> <li>To save paintings.</li> </ul> <b>TOOLS, FORMAT</b>		<b>Computer Science</b> <ul style="list-style-type: none"> <li>To use Turtle Logo to create a garden outline and program a gardener.</li> </ul> <b>FORWARD/BACKWARDS, LEFT/RIGHT, ALGORITHM, SHAPE, DESIGN</b>		
		NOS: Self-image & Identity <b>AVATAR, IMAGE, IDENTITY</b>	NOS: Online Relationships <b>FRIEND, SAFE, ME, INTERNET</b>	NOS: Online Reputation & NOS: Online Bullying <b>ONLINE, KIND, STOP, BULLY</b>	NOS: Managing Online Information <b>INFORMATION, WEBSITES, SEARCH ENGINES, AUTO COMPLETE</b>	NOS: Health, Wellbeing & Lifestyle <b>SLEEP, TIME, EXERCISE</b>	NOS: Copyright & Ownership & NOS: Privacy & Security <b>OWN, COPY, SECURE, PASSWORD</b>
	<b>DT</b>		<b>Technical Knowledge: Structures</b> <ul style="list-style-type: none"> <li>To design, make, test a bridge for a purpose.</li> <li>To build structures, exploring how they can be made stronger, stiffer, more stable.</li> <li>To evaluate a product against a design brief.</li> </ul> <b>DESIGN, MAKE, TEST</b>			<b>Technical Knowledge: Structures</b> <ul style="list-style-type: none"> <li>To create landmarks/architectural structures from around the World, using 3-D Builder</li> </ul> <b>STRUCTURE, LANDMARK, ARCHITECTURE</b>	<b>Technical Knowledge: Textiles</b> <ul style="list-style-type: none"> <li>Experiment with different materials/textiles and how they can be joined together e.g. sea scene/fish weaving.</li> </ul> <b>TEXTILES, LOOM</b>
<b>Maths (&amp; Links)</b>	<b>White Rose Maths Scheme of Learning</b>						
				<b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>To use equipment to measure plant growth.</li> <li>To create tables and graphs of results in a simple format.</li> </ul>			
<b>English (Genre &amp; Key Texts)</b>	- Information Leaflet - Poetry <b>PARAGRAPH, POEM, VERSE</b>  <b>Texts:</b> -We are Britain - Kings and Queens Poetry	- Narrative - Information Text - Bridges <b>PREFIX, SUFFIX</b>  <b>Texts:</b> - The Tower Bridge Cat - The Building Boy	- Diary entry – Artic explorer - Narrative – Artic adventure <b>EDIT, QUESTION</b>  <b>Texts:</b> - The Great Explorer - Pugs of The Frozen North	- Narrative – The Seed - Instructions – Seed planting <b>PAST TENSE, PRESENT TENSE</b>  <b>Texts:</b> - The Seed	- Narrative (share with children in EYFS) - Non-Chronological Report <b>SUMMARISE, ADVERB</b>  <b>Texts:</b> - The Journey – Aaron Beker - Alastair Humphreys' Great Adventurers	- Poetry – Sea - Explanation Text – ocean habitats <b>APOSTROPHE, NOUN PHRASE</b>  <b>Texts:</b> - One Day on our Blue Planet: In the Ocean - Sea Poetry	
<b>Reading (Key Texts)</b>	<b>Texts:</b> - Queen Victoria - V&A - She Heard the Birds - Andrea D'Aquino	<b>Texts:</b> - Rivet Boy - Barbara Henderson	<b>Texts:</b> - Ernest Shackleton - Maria Isabel Sanchaz Vegara - How to Survive Anywhere - Ben Lerwill	<b>Texts:</b> - The Woodland Trust, A Walk in the Woods - Flora Martyn - Mr Gumpy's Motor Car - John Birmingham	<b>Texts:</b> - Emma Jane's Aeroplane - Katie Haworth - Leilong's Too Long - Julia Lui	<b>Texts:</b> - Commotion in the Ocean - Giles Andreae - The Ocean Gardener - Clara Anganuzzi	

<b>History</b>	<p><b>The Lives of Significant Individuals &amp; Significant Historical Events</b></p> <ul style="list-style-type: none"> <li>To understand where kings and queens fit into chronological order (William the Conqueror, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II).</li> <li>To investigate key events in a monarch's life and what impact that had on society.</li> <li>To compare the lives of 2 monarchs (e.g. Elizabeth and Victoria)</li> <li>To discover how democracy in the UK has developed over time. – Houses of parliament and the gunpowder plot.</li> </ul> <p>CHRONOLOGICAL, MONARCHY</p>				<p><b>The Lives of Significant Individuals &amp; Significant Historical Events</b></p> <ul style="list-style-type: none"> <li>To explore the lives of significant explorers (Drake, Shackleton, Edmund Hillary, Tenzing Norgay, David Livingston, Freya Stark) from local and world history.</li> </ul> <p>DISCOVERY, RESEARCH</p>	
<b>Geography</b>			<p><b>Physical Geography &amp; Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To locate the equator and north and south poles on a globe and understand where on the globe is hot and cold and why.</li> <li>To explain the main features of Greenland and what makes it cold.</li> <li>To compare physical and human geographical features of Greenland to GB.</li> </ul> <p>EQUATOR, GLOBAL WARMING</p>	<p><b>Locational Knowledge &amp; Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>To identify the UK, its countries and seas surrounding it.</li> <li>To investigate climate across the UK and how this affects plant growth and where different plants grow.</li> <li>To use aerial photography to identify features of a garden.</li> <li>To create a simple aerial map of their garden with a key.</li> </ul> <p>HUMID, SEASONAL</p>		<p><b>Locational Knowledge, Physical Geography &amp; Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>To identify oceans of the world.</li> <li>To identify the seas surrounding the UK.</li> <li>To begin to use and understand compass directions.</li> </ul> <p>NORTH POLE, SOUTH POLE</p>
<b>Art</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To create a landscape painting of an area of Great Britain.</li> <li>To revisit primary and secondary colours.</li> <li>To practice colour mixing.</li> <li>To discuss and mix warm and cool colours.</li> <li>To create patterns from different brushstrokes – dab, sweep, thickness of lines.</li> <li>To use shapes to build pictures.</li> <li>To use different tools for texture and pattern.</li> </ul> <p>TEXTURE, TOOLS</p>			<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To look at the work of the artist, William Morris</li> <li>To design and make a printing block with found objects onto card (e.g. string, seeds, match sticks, wool etc). Roll with ink and print into sketchbooks.</li> <li>To explore pattern and shape with found objects.</li> </ul> <p>TONE, PRINT</p>		<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To use a range of different textiles and materials to create an ocean scene collage with sea creatures (using shapes).</li> <li>To discuss warm and cool colours, and contrasting colours.</li> <li>To look at the work of the artist, Megan Coyle</li> <li>To choose from torn, cut edges.</li> <li>To add textures by mixing materials (print, magazine, fabric)</li> <li>To add line for definition.</li> <li>To experiment sorting and arranging materials</li> </ul> <p>TEXTILE, COLLAGE</p>
<b>Music</b>	<p><b>The British National Anthem</b></p> <ul style="list-style-type: none"> <li>To learn and sing the British National Anthem and national songs e.g. Rule Britannia.</li> </ul> <p>LYRICS, ORCHESTRA, WORLD MUSIC</p>	<p><b>Ship on the Ocean - Mike Reinstein &amp; Reina James-Reinstein</b></p> <ul style="list-style-type: none"> <li>To sing songs collaboratively</li> <li>To understand melody, pulse and rhythm.</li> </ul> <p>RHYTHM, COLLABORATION, PULSE</p>			<p><b>Earth – Hans Zimmer</b></p> <ul style="list-style-type: none"> <li>To create and perform a musical journey using tuned or untuned instruments.</li> <li>Create simple melodies from five or more notes.</li> <li>To begin to explore musical notation.</li> </ul> <p>HIGH PITCH, LOW PITCH, NOTATION</p>	
<b>RE</b>	Who is a Muslim and how do they live? (God/Tawhid/Badah/Iman)	Why does Christmas matter to Christians? (Incarnation)	Who is a Muslim and how do they live? (God/Tawhid/Badah /Iman)	Why does Easter matter to Christians? (Salvation)	What is the 'Good News' Christians say Jesus brings? (Gospel)	What makes some places sacred to believers?
<b>Languages</b>						
<b>PSHE</b>	What makes us a good friend? FRIENDSHIP, KINDNESS, BULLYING	What is bullying? BULLYING, UNKIND, REPORT	What jobs do people have? JOB, VOLUNTEERING, PAID	What helps us to stay safe? ONLINE, SAFETY, BULLYING	What helps us grow and stay healthy? GROW, HEALTHY, CARE	How do we recognise our feelings? HAPPY, SAD, ANGRY, COPING
<b>PE</b>	Fundamentals 1 Gymnastics 1 ACCURATE CONTROL	Fundamentals 1 Gymnastics 2 STRIKE DRIBBLE	Fundamentals 2 Dance 1 SEQUENCE SIMILARITIES	Fundamentals 2 Dance 2 EVALUATE IMPROVE	Games- multi-skills Athletics REACT RESPOND	Games- multi-skills Athletics RULES SPEED ACCURACY
<b>SMSC &amp; British Values</b>	- British Values – national identity, tolerance. - Cultural Development – recognising and respecting differences within our country. - Moral Development – sharing food (Harvest)	- Social Development – exploring local communities.	- Cultural Development – understanding different countries. - Spiritual Development – significant explorers (fascination in learning about the world around them)	- Moral Development – caring for plants and animals.	- Spiritual Values – respecting religious celebration. - Spiritual Development – significant explorers, learning about the world.	- Moral Development – respecting different forms of life. - Spiritual Development – fascination of learning the world around us - British Values – mutual respect
<b>Rich Experiences</b>		- Tamar Bridge visit.				- Marine biologist visit – interview



<b>Discovery List</b> <i>(some flexibility and overlap with these experiences)</i>	- Find and stroke a school pet	- Make something with sticks - Sing in a public performance - Sing carols around a real Christmas tree	- Explore the outdoors on a wintery day - Play in the snow	- Identify 10 British birds - Bird watch from a hide - Visit a church	- Represent a school in a competition - Join a library	- Compete in a sport event - Go rock pooling
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**House Days:**

Date	Subject and Objectives	Outcome