

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?	
STEM	STEM Skills	Problem Solving	Creativity	Inquiry Skills	Observation	Flexibility	Collaboration
	Science	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	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	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	Properties and changes of materials <ul style="list-style-type: none"> To compare and group together everyday materials on the basis of their properties. 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. 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). To research new materials produced by chemists. INSULATOR, CONDUCTOR, THERMAL, INSOLUBLE, SOLUBLE		Living things and their habitats <ul style="list-style-type: none"> To explore and classify living things from the rainforest. To explore how animals have adapted to live in these areas. To recognise how environments can change and pose dangers to living things. To explore life cycles of animals of the amazon. ASEXUAL, FERTILISES
	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. 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"> To make a percussion musical instrument – rain stick, xylophone, panpipes. To plan, discuss and reason about the order of the main stages of making. Explain, list and select tool and equipment choices with reasoning. Select from a range of materials. Justify and consider design idea throughout the making process. Critically evaluate the quality of the design. MATERIALS, DESIGN, EVALUATE
Maths (& Links)	White Rose Maths Scheme of Learning						
	Mathematical Links: <ul style="list-style-type: none"> Roman Numerals. 	Mathematical Links: <ul style="list-style-type: none"> Solar System, distance of planets from the Sun. 					
English (Genre & Key Texts)	- Narrative - Beowulf - Explanation Texts Texts: - Beowulf - Anglo Saxon Boy	- Narrative – Cosmic - Poetry – Space Texts: - CosmiC	- Instructions (make Viking boats – link to Science) - Poetry (Kennings) Texts:	- Explanation Text – Plastic pollution effects - Persuasive Letter – environmentally linked Texts: - This Book is not Rubbish - One Plastic Bag	- Diary Entry – Rain Player - Narrative – Middle World Texts: - Rain Player - Middle World	- Information Text Fact File – animal/plant - Narrative – Journey to The River Sea Texts: - Journey to The River Sea - The Explorer	

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	MODAL VERB	RELATIVE PRONOUN	- Viking Long Ship RELATIVE CLAUSE	PARENTHESIS	BRACKET	DASH
Reading (Key Texts)	Texts: - The Princess Who Hid in a Tree - Jackie Holderness - The Captive Celt - Terry Deary	Texts: - The Skies Above my Eyes - Charlotte Guillian - Homework on Pluto - Lou Treleven	Texts: - There is a Viking in my Bed - Jeremy Strong - The Dragon's Hoard - Lari Don	Texts: - Climate Action - Georgina Stevens - Sky Dancer - Gill Lewis	Texts: - The Great Kapok Tree - Lynne Cherry - Why were Mayan games so deadly - Tim Cooke	Texts: - Escape to the River Sea - Emma Carroll - My Name is River - Emma Rea
History	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 understand the Scots invasions from Ireland to north Britain (now Scotland). To know about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life To investigate Anglo-Saxon art and culture To learn about the Christian conversion – Canterbury, Iona and Lindisfarne 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				Human & Physical Geography <ul style="list-style-type: none"> To locate lines of longitude and latitude on maps and atlases. 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. To identify human and physical features of South America. To name rivers and mountains of South America. To compare South America to the UK. 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	Just Like a Roman – Sing Up! <ul style="list-style-type: none"> To learn the song and sing it as part of an ensemble. ENSEMBLE, MELODY, BREATH	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. To use musical notation to write a piece of music about a planet. COMPOSE, PERFORM, NOTATION	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. 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"> Classroom instructions and opinions Sports and opinions 	<ul style="list-style-type: none"> Emperor's new clothes. Masculine and feminine forms 	<ul style="list-style-type: none"> Revise hobbies. Pets 	<ul style="list-style-type: none"> Numbers 1-31, sums Months and dates revision 	<ul style="list-style-type: none"> Tortoise birthday story, verb 'aller' Revise 'aller' 	<ul style="list-style-type: none"> Possessive adjectives Prepositions



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	<ul style="list-style-type: none"> Sports, opinions and sports clothing Revise 'avoir' with negative/adjectival agreement 	<ul style="list-style-type: none"> Weather Describing the weather Hobbies Christmas: the snowman 	<ul style="list-style-type: none"> Fox and Crow story Poems Verb être 	<ul style="list-style-type: none"> Revise 1-31, practise sums Schools subjects and French schools Schools subjects, preferences Easter: Mardi Gras 	<ul style="list-style-type: none"> Transport Transport types Classroom items 	<ul style="list-style-type: none"> Pronunciation Simple future
PSHE	What makes up a person's identity? ACCIDENT, EMERGENCY, RESPONSE	What decision can people make with money? BUDGET, INVESTMENT, GAMBLING	How can we help in an accident or emergency? TALENTS, DETERMINATION, COMMITMENT	How can friends communicate safely? E-SAFETY, REPORTING, CEOP	How can drugs common to everyday life affect health? LEGAL, ILEGAL, HABIT	What jobs would we like? QUALIFICATIONS, STEREOTYPES, CAREER
PE	Invasion games Gymnastics 1 OUTWIT SUCCESS	Invasion games Gymnastics 2 TENSION FLOW	Invasion games Dance 1 RHYTHM MALIPULATION	Games- striking and fielding Dance 2 SCORING OPPONENTS	Games- striking and fielding Athletics STRENGTH WEAKNESS	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.

House Days:

Date	Subject and Objectives	Outcome