

YEAR 1	This is me!	Secret Garden	Weather
<b>Drivers (past present future)</b>	<p><b>Past:</b> What was I like as a baby? Where did I live?</p> <p><b>Present:</b> How have I changed? How has where I live changed?</p> <p><b>Future:</b> What does my future look like?</p>	<p><b>Past:</b> What were our grandparents' gardens like? (flowers, veg patch, minibeasts etc)</p> <p><b>Present:</b> What does my garden look like? What is happening to our wildlife in our garden?</p> <p><b>Future:</b> How can we make sure that the wildlife in our gardens has a place to live?</p>	<p><b>Past:</b> Why was the weather so important to people in the past?</p> <p><b>Present:</b> How have the seasons changed in this country?</p> <p><b>Future:</b> How can we use the weather to help us?</p>
<b>Global themes covered</b>	<p><b>Aspiration</b> – What do I want to be when I am older?</p> <p><b>Being Healthy</b> – How can I take care of my mind and body?</p>	<p><b>Environment</b> – What is your local environment like?</p> <p><b>Human Rights</b> – Should everyone have the right to a green space?</p>	<p><b>Technology</b> – wind, sun, water power (overview – recovered later)</p> <p><b>Equity and Diversity</b> – how can we help people who are affected by the weather?</p>
<b>Charity Link</b>	Bumblebee Conservation Trust		
<b>Visit/ experience linked to the topic</b>	Local Walk	Garden Centre Botanical Gardens (Leicester)	Green screen for weather report
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Three Little Pigs</li> <li>• Rapunzel</li> <li>• Goldilocks and the Three bears</li> <li>• Jolly Postman at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• There's a Tiger in my Garden</li> <li>• The Tiny Seed</li> <li>• The Big book of Blooms</li> <li>• Oliver's Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Once upon a Raindrop</li> <li>• Little Cloud</li> <li>• The Gingerbread Man</li> </ul>
<b>Overall outcome for topic (showcase)</b>	Oracy: present to a friend in their partner school about what they are like, where they live and what they want to be when they are older	Create a small world mini garden for a fairy/ pixie/ gnome with a parent	Use their subject outcomes to play the game 'Guess the Season' with their partner class
<b>English units</b>	<ul style="list-style-type: none"> <li>• RWI phonics</li> </ul>		T4W units

	<ul style="list-style-type: none"> <li>• Get writing format lessons (not get writing books)</li> <li>• Topic application write once per week</li> <li>• Colourful Semantics</li> </ul>		Phonics Colourful Semantics
<b>Subject outcome 1</b>	<b>History:</b> children can sort from a range of objects and create a timeline to show their understanding of old and new	<b>Science (Plants):</b> create a diagram with real parts of flowers to accurately represent a flower: petal, stem, root, leaf and photograph it	<b>Science (Seasons)-</b> I can track the weather over a week and
<b>Subject outcome 2</b>	<b>Geography:</b> create <b>the front</b> of a postcard that accurately represents the village that they live in ready for school to use	<b>Science (Animals):</b> create a poster/ double page spread for a class book native to UK (fish, bird, reptilian or mammal)	<b>Geography:</b> oracy- use weather symbols to describe the weather in parts of the UK (as a weatherman)
<b>Subject outcome 3</b>	<b>Science (Humans):</b> make a gingerbread person and ice it accurately	<b>PSHE: Diversity and Communities Drug Education</b>	<b>PSHE: Personal Safety</b>
<b>Subject outcome 4</b>	<b>Music:</b> create body percussion rhythm for partner to copy	<b>Science (Everyday materials):</b> use their knowledge from sorting materials to decide which would be the most suitable for their Hedgehog home and explain why	<b>Music: after listening to Vivaldi's 4 Seasons, recreate their own '4 seasons piece' with percussion instruments</b>
<b>Subject outcome 5</b>	<b>PSHE: My Emotions</b>	<b>Project:</b> What can we plant in the school grounds to make the environment better?	<b>Project:</b> How can we use the weather to help us?
<b>RE Unit</b>	<b>Who is Christian and what do they believe? How and why do we celebrate special times?</b>	<b>What makes some places sacred?</b>	<b>What does it mean to belong to a faith community?</b>
<b>Art/ D&amp;T Expert Teacher outcome</b>	<b>Art:</b> Create a portrait of a friend	<b>D&amp;T :</b> Create a hedgehog home and explain why they might need one	<b>Art:</b> Use paint and mixing colours to create artwork relating to the seasons
<b>Computing Expert Teacher outcome</b>			

Year 2:

### School Long Term Planning Overview

YEAR 2	London's Burning!	Location, Location, Location: New Delhi – ASHA/ Leicester	Rainforests
<b>Drivers (past present future)</b>	<p><b>Past:</b> What happened during the Great Fire of London?</p> <p><b>Present:</b> How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p><b>Future:</b> How can we prevent fires from happening?</p>	<p><b>Past:</b> How did we discover the continents and oceans of the world? (link to y6)</p> <p><b>Present:</b> How do we know about the world today? (link to tv, internet etc)</p> <p><b>Future:</b> What do we think the world would be like if everyone had shelter and could go to school?</p>	<p><b>Past:</b> What were the rainforests like in the past?</p> <p><b>Present:</b> Why are the rainforests shrinking?</p> <p><b>Future:</b> How can we save the rainforests for future generations?</p>
<b>Global themes covered</b>	<p><b>Technology</b> – how can technology help to keep us safe from fire?</p> <p><b>Being Healthy</b> - Are some breads healthier than others?</p>	<p><b>Human Rights</b> – everyone has the right to shelter and education – ASHA link</p> <p><b>Aspiration</b> – how does school help us to get ready for a job?</p>	<p><b>Environments</b> – The amazon are the lungs for the earth, what does that mean?</p> <p><b>Equality and Diversity</b>– why do they cut the forest down? Do we need palm oil? link to farming</p>
<b>Charity Link</b>	ASHA		
<b>Visit/ experience linked to the topic</b>	Warburtons Burning of the replica	Temple – Melton Road ASHA talk from David Briggs/ Talk with Shiv	Animal Experience (reptiles) School birdhouse
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• The Great Fire of London 350<sup>th</sup> Anniversary</li> <li>• Biscuit Bear</li> <li>• Mr Wolves' Pancakes</li> <li>• Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• The Same but different</li> <li>• The Tiger Skin Rug</li> </ul>	<ul style="list-style-type: none"> <li>• Dear Greenpeace</li> <li>• Handa's Surprise</li> <li>• The Green, Green Forest</li> <li>• Little Red Riding Hood was Rotten</li> <li>• The Big Bad Pig</li> </ul>
<b>Overall outcome for topic (showcase)</b>	<b>Who's house is this gameshow with parents - guess the house from the clues.</b>	<b>Parent event with enterprise project (sale)</b>	<b>Parent event: presentation to parents on the products that use palm oil and why they should use other things leading to making soap:</b> <a href="#">Which Everyday Products Contain Palm Oil?   Pages   WWF (worldwildlife.org)</a> <a href="https://tinkerlab.com/soap-making-experiments/">https://tinkerlab.com/soap-making-experiments/</a>

### School Long Term Planning Overview

<b>English units</b>	<b>Colourful Semantics (till half term):</b> descriptive writing (characters and settings) linking to Literacy Shed <b>TfW poetry</b> – learn a poem to perform <b>Recount</b> (Samuel Pepys Diary) <b>Instructions</b> – how to make bread <b>Drama</b> – Christmas Show	<b>Posters (non-chorological report)</b> about Leicester to send to children in India – linking to Same but Different book <b>Narrative</b> – retelling a story (looking at planning - story maps and mountains) <b>Recount</b> – trip to Melton Road	<b>Twisted Tales</b> - focusing on settings <b>Letter</b> to naturalist <b>Acrostic poem</b> – RAINFOREST Information text – Headings and diagrams to support parent event
<b>Subject outcome 1</b>	<b>History:</b> diary of Samuel Pepys	<b>Geography (3 weeks?):</b> double page spread 'Same but Different' page to compare Leicester and New Dehli	<b>Science (animals):</b> design a Joe Wicks style workout routine which will help to keep their friends healthy and record it
<b>Subject outcome 2</b>	<b>D&amp;T:</b> Make Bread (link to Warburtons)	<b>PSHE: Diversity and Communities Drug Education</b>	<b>Science (Habitats):</b> write to naturalist (David Attenborough, Steve Backshaw, Twycross Zoo, Greta Thunburg) to persuade them to help us to campaign to save the rainforest
<b>Subject outcome 3</b>	PSHE: My Emotions	<b>Art:</b> 2-Fingered clay pots joined to make a vestibule to contain water (urn, vase, jug)	<b>D&amp;T:</b> make a home for an animal in a tree (add a camera to see what comes in it)
<b>Subject outcome 4</b>	<b>Science (Materials):</b> create a factsheet for a fairy tale builder to help them build a building that is sturdy and safe from fire	<b>Music:</b> create a piece of Indian inspired music to dance to (PE Link)	<b>Science (Plants):</b> poster of a type of plant with explanation as to why that is different to other plants
<b>Subject outcome 5</b>	<b>Project:</b> How can we prevent fires from happening? Fireman talk	<b>Project:</b> enterprise for Asha charity with parental participation	<b>PSHE: Personal Safety</b>
<b>RE unit</b>	Who is Muslim and what do they believe?	Who is Jewish and what they do believe?	How do we care for others and the world and why does it matter?
<b>Art/ DT expert teacher outcome</b>	<b>Art:</b> Charcoal inspired drawings	<b>D&amp;T:</b> create something to sell for enterprise for ASHA charity	<b>Art:</b> Paintings inspired by Henri Rousseau's Tiger in the Grass
<b>Computing Expert Teacher outcome</b>			

### School Long Term Planning Overview

YEAR 3	In My Element	The Ground Beneath my Feet	It's all Greek to me!
<b>Drivers (past present future)</b>	<p><b>Past:</b> Why were elements/ materials important in the past? How have they helped us to live better lives?</p> <p><b>Present:</b> What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc) – link to Smart Meter</p> <p><b>Future:</b> What would happen if we run out of resources? How can we prevent this?</p>	<p><b>Past:</b> Pompei - what did we learn from the disaster?</p> <p><b>Present:</b> Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud</p> <p><b>Future:</b> How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future.</p>	<p><b>Past:</b> The right to vote: how did the vote change from being only available for men?</p> <p><b>Present:</b> What is the UK voting system like? How do we have a voice?</p> <p><b>Future:</b> How can we give everyone a voice? What new ways might be developed to help people to vote?</p>
<b>Global themes covered</b>	<p><b>Aspiration: how to better ourselves</b></p> <p><b>Equity and Diversity: linking to Iron Man text</b></p>	<p><b>Environment:</b> Positive and negative effects of modern-day life on the environment</p> <p><b>Technology: house design</b></p>	<p><b>Human Rights: Democracy</b></p> <p><b>Being Healthy: Olympics (Health and Fitness)</b></p>
<b>Charity Link</b>	UNICEF		
<b>Visit/ experience linked to the topic</b>	Bradgate Park: ranger talk on Stone Age	Creswell Crags visit (social distancing dependent)	Greek workshop
<b>Key Texts</b>	<p><b>The Iron Man</b></p> <p>The Stone Age Boy</p> <p>How to wash a woolly mammoth</p>	The Pebble in my Pocket	Aesop's fables/playscripts / myths and legends
<b>Overall outcome for topic (showcase)</b>	Make promotional materials for parents about saving natural resources – recycle, reuse, reduce	Letter to architect/ scientists to help them to build successful skyscrapers to survive disasters	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase
<b>English units</b>	<p><b>Character description and settings</b></p> <p><b>Instructions:</b> How to wash a woolly mammoth</p> <p><b>Narrative:</b> show not tell</p> <p><b>Non-chronological report</b> about Present and Future driver</p>	<p><b>Drama – Class Performance</b></p> <p><b>Explanation text:</b> How a volcano works</p> <p><b>Letter:</b> to architect</p>	<p><b>Narratives:</b> Myths and Legends</p> <p><b>Report</b> – impact of Greeks on us today</p> <p><b>Persuasion</b> – Linking to drivers (democracy)</p>

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<b>Subject outcome 1</b>	<b>History:</b> debate – which was most influential in shaping our lives today: Stone Age or Iron Age?	<b>Geography:</b> use maps to make a report about why some areas are more susceptible to natural disaster	<b>Geography:</b> using aerial images, identify key human features in Greece and their locations. What do you notice? Investigate and share as a news report.
<b>Subject outcome 2</b>	<b>Science (Light):</b> working scientifically investigation: light sources to create shadows (using fire, torches, solar lights and other bulbs)	<b>PSHE: Diversity and Communities Drug Education</b>	<b>History:</b> Investigate the lifestyles of the Greeks and how they have influenced our lives today. Create a report to share with WH/ACC. Subject areas can include, Olympics, voting, food etc.
<b>Subject outcome 3</b>	<b>PSHE:</b> My Emotions	<b>Science (Rocks):</b> <i>investigate the most appropriate rock type to build a house on. Share findings on a ppt presentation to inform parents.</i>	<b>Science (Plants):</b> create a bee-friendly area in school by selecting the most appropriate plants.
<b>Subject outcome 4</b>	<b>Science (Forces and Magnets):</b> investigation: what kind of metal can we feed Iron Man (magnetic metals) and record a cooking video of their recipes	<b>Music:</b> <i>Using a video clip of a volcano exploding, create a musical composition for the video.</i>	<b>Music:</b> listen to a variety of Greek music/instruments and create a dance, showing a variety of rhythm and pitch.
<b>Subject outcome 5</b>	D&T: make an Iron Man with moving limb	<b>Project:</b> enterprise project to raise money for their chosen charity	<b>PSHE: Personal Safety</b>
<b>RE unit</b>	Hinduism – What does it mean to be a Hindu in Britain today? Autumn 1 What does it mean to be a Christian in Britain today? Autumn 2	Why do people Pray? Spring	What do people believe about God? Summer 1&2
<b>Art/ DT expert teacher outcome</b>	<b>Art: collage</b>	<b>Art: modern art</b>	<b>Art (Clay):</b> from the archaeological dig, design and create a Greek clay pot, including a Greek myth as the design.
<b>Computing Expert Teacher outcome</b>			

YEAR 4	World of Water	What did the Romans do for Leicester?	Insides Out!
<b>Drivers (past present future)</b>	<p><b>Past:</b> How was water used in the past? (Canals, water mills, steam power, hygiene)</p> <p><b>Present:</b> What are we doing to help our water stay clean?</p> <p><b>Future:</b> Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion)</p>	<p><b>Past:</b> Why did the Romans build roads?</p> <p><b>Present:</b> How are roads adapted to cope with the growing amount of traffic? (Traffic Survey)</p> <p><b>Future:</b> How will transport evolve in the future?</p>	<p><b>Past:</b> How were illnesses treated in the past?</p> <p><b>Present:</b> How far has medicine advanced (Covid 19 Vaccine)</p> <p><b>Future:</b> How can we stop future pandemics? (Covid, SARS, MERs, Ebola)</p>
<b>Global themes covered</b>	<p><b>Environment</b> - saving water</p> <p><b>Human Rights</b> – our right to have clean water</p>	<p><b>Technology</b> – inventions that have influenced the world today (baths, heating systems, aqueducts, roads)</p> <p><b>Aspiration</b> – how can we be innovators?</p>	<p><b>Being Healthy</b> – what we need to do to stay healthy and how do we adapt? (Covid link)</p> <p><b>Equity and Diversity</b> – how does society support equality and diversity</p>
<b>Charity</b>	Water Aid		
<b>Visit/ experience linked to the topic</b>	Improving a local area: Litter picking	Theatre trip in Leicester & Jewry Walk Roman Baths, Peacock and Blackfriars Mosaic	Day/ stay at Beaumanor (COVID dependent) - look how our bodies can do incredible things!
<b>Key Texts</b>	Oliver and the Sea wigs  <i>The last Castaways</i>	Romans on the Rampage	Demon Dentist
<b>Overall outcome for topic (showcase)</b>	Post box trip- Writing letters to supermarkets- reduce plastic waste campaign.	Look at future transport methods – design new system/transport type and do a dragon’s den pitch to a panel	Design a 2-course meal and cook it for parents/ family to raise money for Water Aid.
<b>English units</b>	<p><b>Newspaper reports</b> - linking to news about water disasters</p> <p><b>Persuasive Letters</b> – supermarkets to reduce plastic</p> <p><b>Narrative</b> – how to hook the reader</p>	<p><b>Drama</b> – class assembly</p> <p><b>Narrative</b> – cliff hangers</p> <p><b>Recount</b> – linking to the trip</p> <p><b>Poetry</b> – Haiku</p>	<p><b>Narrative</b> – dialogue</p> <p><b>Explanations</b> – digestive system</p> <p><b>Instructions</b> – recipe for their meal</p>

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	<b>Non-Chronological</b> – double page spread linking to Geography outcome		
<b>Subject outcome 1</b>	<b>Geography:</b> <i>investigate the water cycle and how it can determine where people live, what factors are taken into consideration. Produce a video clip in the style of a documentary.</i>	<b>History</b> – children to create a Rotten Romans video clip related to Roman life	<b>Science</b> – create an interactive, creative labelled poster showing digestive system in the human body.
<b>Subject outcome 2</b>	<b>Science:</b> <i>double page spread on how animals adapt to their environments and what can happen when their environment is threatened (link to sea turtles and effects of traffic, polar bears and melting ice caps, Great Barrier Reef and bleaching of coral)</i>	<b>PSHE: Diversity and Communities Drug Education</b>	<b>PSHE: Personal Safety</b>
<b>Subject outcome 3</b>	<b>PSHE: My Emotions</b>	<b>DT</b> – design and make a product for a Roman soldier using a 3-D printer	<b>Science – sound</b> -Using musical instruments create pitch and vibration to explain how sounds travel through the ear. Video the outcome.
<b>Subject outcome 4</b>	<b>Science:</b> Chemistry – Interactive water cycle collage	<b>Music</b> – use a tuned instrument to create a piece of music suitable for a Roman march	<b>Music</b> – linked to ‘Stomp.’ Create a music video based on the work of Stomp. How can we use body parts and objects to create mood in a piece of music?
<b>Subject outcome 5</b>	<b>Science: Electricity</b> – how can you power a circuit without a battery?	<b>Geography</b> – create a map of Roman Leicester to explain the impact of Roman settlements in our area	<b>DT</b> – make a 2-course meal from locally produced food,
<b>RE unit</b>	L2.3 Why Is Jesus inspiring to some people? L2.5 Why are festivals important to religious communities?	L2.6 Why do some people think live is a journey?	L2.9 What can we learn from religious about what is right and wrong?
<b>Art/ DT expert teacher outcome</b>	<b>Art:</b> after analysing a range of artists who have created art with the theme of water, create a piece of art linked to movement and water.	<b>Art</b> - - sculpture of Roman artefact (mosaic)	<b>Art: relating to topic about bodies</b>
<b>Computing Expert Teacher outcome</b>			

### School Long Term Planning Overview



Year 5	Planet Earth	Home from home (Vikings)	Egyptians
<b>Drivers (past present future)</b>	<p><b>Past:</b> How did people use the sun, moon and stars in their everyday life?</p> <p><b>Present:</b> How does the sun affect our everyday life? (time zones, 24 hour lifestyles, farming, daylight hours in different places)</p> <p><b>Future:</b> How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)</p>	<p><b>Past:</b> Why did people invade other places?</p> <p><b>Present:</b> Why do people migrate today? (jobs, war, famine, persecution)</p> <p><b>Future:</b> Where will everyone go? (if our population continues to grow)</p>	<p><b>Past:</b> How did the ancient Egyptians improve our world?</p> <p><b>Present:</b> What has survived from the Ancient Egyptians that we still use today?</p> <p><b>Future:</b> How will we be remembered? What will we still use in the future?</p>
<b>Global themes covered</b>	<p><b>Environment</b> – importance of the sun</p> <p><b>Being Healthy</b> – how can we protect ourselves from the sun?</p>	<p><b>Human Rights</b> – Should everyone be able to move around freely?</p> <p><b>Equity and Diversity</b> – How can everyone be given an equal chance?</p>	<p><b>Technology</b> – What advances did the Egyptians give us?</p> <p><b>Aspiration</b> – What legacy do you want to leave behind?</p>
<b>Charity Link</b>	Children’s Cancer trust		
<b>Visit/ experience linked to the topic</b>	Trip to National Space Centre	Hire actors in – re-enactment, artefacts. Viking school visits.com	British Museum Visit & Theatre Trip (Joseph and his technicoloured dream coat)- London
<b>Key Texts</b>	<p><b>Class read:</b> Cosmic- Frank Cottrell Ask an Astronaut: My guide to life in space</p>	<p><b>Class read:</b> <i>How to train a dragon</i> <i>Viking Boy by Tony Bradman</i></p>	<p><b>Class read:</b> <i>Secrets of a Sun King by Emma Carroll</i>  <i>My mummy ate my homework by Thiago de Moraes</i></p>
<b>Overall outcome for topic (showcase)</b>	<p>Presentation on how people can protect our planet (linking to what might happen if our planet is uninhabitable in the future – 50 minutes to save the world <a href="https://www.youtube.com/watch?reload=9&amp;v=wthTmQHmuZO">https://www.youtube.com/watch?reload=9&amp;v=wthTmQHmuZO</a></p>	<p>Write a letter to MEP to share their thoughts about their future freedom to be able to travel and settle where they desire. (COVID, Brexit, Immigration links)</p>	<p>Create a 3D pyramid time capsule to house artifacts from now that children think would help people in the future know about our lives today</p>

### School Long Term Planning Overview

<b>English units</b>	<b>Persuasive presentation –</b> <b>Non-Chronological report –</b> Planet Earth <b>Biography</b> - one of the main characters in Cosmic <b>Narrative –</b> fantasy stories	<b>Letters</b> - linked to overall topic outcome <b>Discussion report – history outcome</b> <b>Narrative –</b> starting with the action	<b>Explanation –</b> History outcome <b>Drama –</b> class assembly <b>Poetry</b> - narrative poetry <b>Recount –</b> Howard Carter’s diary
<b>Subject outcome 1</b>	<b>Science: Earth and Space</b> Create a 3D model of the Earth, Moon and Sun and the orbital relationships between the two	<b>Geography:</b> Present a ‘Location, Location, Location’ style video to persuade a Viking where is best to settle (Horrible Histories style)	<b>History:</b> Create a double page spread to explain the achievements of the Egyptians using evidence gathered from a range of sources
<b>Subject outcome 2</b>	<b>Science: Forces (Gravity)</b> Design a parachute to support a Rocket landing on the moon/ returning to Earth – thinking about shape, size etc	<b>History:</b> Create a discussion report to compare Vikings and Saxons and their impact on Britain (double page spread?)	<b>Science: (Chemical Changes)</b> use knowledge of solids, liquids and gases to filter dirty water: who can make the cleanest water?
<b>Subject outcome 3</b>	<b>Geography:</b> create a fact file about the physical features of our planet: what makes up our Earth?	<b>PSHE: Diversity and Communities</b> <b>Drug Education</b>	<b>Geography:</b> create an explanation video to accompany a presentation to explain how a river is formed
<b>Subject outcome 4</b>	<b>Science: Living Things</b> Compare how reproduction rates are changing for different species (e.g. endangered animals and baby booms)	<b>Science: Forces</b> Modify a basic ship design to make the fastest ship to move through water, considering water resistance and levers (oars)	<b>DT</b> <ul style="list-style-type: none"> <li>Using knowledge of levers and pulleys, make a successful shaduf to carry water from one place to another</li> </ul>
<b>Subject outcome 5</b>	<b>PSHE: My Emotions</b>	<b>Music:</b> Create a musical piece to accompany a Viking Saga to add atmosphere and appropriate mood	<b>PSHE: Personal Safety</b>
<b>RE unit</b>	<b>Why do some people believe God exists? What does Jesus do?</b> <b>Can we live by the values of Jesus in the 21<sup>st</sup> Century?</b>	<b>What does it mean to be a Muslim in Britain today?</b>	<b>If God is everywhere why go to a special place to worship?</b>
<b>Art/ DT expert teacher outcome</b>	<b>Art:</b> after analysing a range of artists who have created art with the theme of water, create a piece of art linked to movement and water.	<b>Art</b> - – sculpture of Roman artefact (mosaic)	<b>Art-</b> Created papier mâché masks using careful observations of their own faces/ hieroglyphs?
<b>Computing Expert Teacher outcome</b>			

### School Long Term Planning Overview

	<b>A Child's War</b>	<b>Discovery and Exploration</b>	<b>My heart in Mexico</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> What was the impact of WWII on the lives of children?</p> <p><b>Present:</b> How is war impacting the lives of children today?</p> <p><b>Future:</b> How can we protect future children from war?</p>	<p><b>Past:</b> What discoveries were made when explorers first travelled the worlds</p> <p><b>Present:</b> Who are our modern-day explorers and where do they explore? (link to space y5)</p> <p><b>Future:</b> Where will humans go next and how will we evolve?</p>	<p><b>Past:</b> What did we learn from the Mayans? (Pok-a-tok, chocolate, calendar, gods etc)</p> <p><b>Present:</b> How has life changed for people from this area? (Mexico)</p> <p><b>Future:</b> The Mayans ended due to draught. How can we stop this from happening to others?</p>
<b>Global themes covered</b>	<p><b>Equity and Diversity</b> – why are people not treated equally? (persecution)</p> <p><b>Human Rights</b> – everyone has the right to be free</p>	<p><b>Environment</b> – What can we do to help our environment? (icecaps)</p> <p><b>Aspiration</b> – What are your aspirations? No limits</p>	<p><b>Being Healthy</b> – Healthy heart</p> <p><b>Technology</b> – clocks, building, chocolate</p>
<b>Charity Link</b>	World Wildlife Fund		
<b>Visit/ experience linked to the topic</b>	Holocaust Centre – Joint? Residential – Bude	West End Theatre & Natural History Museum	Warning Zones
<b>Key Texts</b>	<p><b>Class read:</b> <b>Spring 1:</b> Goodnight Mister Tom <b>Spring 2:</b> Once</p> <p>Rose Blanche Anne Frank Otto Autobiography of a Bear Letters from the Lighthouse Carrie's War The Lion and the Unicorn Our Castle by the Sea</p>	<p><b>Class read:</b> The Explorer Boy in the Tower Ice Trap Shackleton's Journey Inside the Beagle The Origin of Species Charles Darwin Around the World Adventure Island Moth</p>	<p><b>Class read:</b> <b>Summer 1:</b> Wonder <b>Summer 2:</b> Some Places more than others</p> <p>Rain player The Maya Infographics The Chocolate Tree The Great Kapok Tree The Corn Grows Ripe The History detectives: Mayan Civilisation</p>

<b>Overall outcome for topic (showcase)</b>	Presentation to parents to share their project	<b>Create an animation to show evolution of man over time including how they think our bodies will evolve in the future – linking to <a href="#">Study Models What The Human Hand Would Look Like If It Evolved For Gaming, Creates Nightmares (thegamer.com)</a></b>	<b>Pop-up gallery showcasing topic</b>
<b>English units</b>	<b>Newspaper</b> – related to war Explanation Historical story (Otto Autobiography of a Bear or the Arrival) Narrative alternative ending (Rose Blanche)	Poetry mountains (Dreadful Menace Literacy Shed) Newspaper Ernest Shackleton (Shackleton’s journey) Discussion on endangered animals (Can We Save the Tiger?) Narrative on nature (The promise) Charles Darwin Biography	<b>Summer 1:</b> Diary (Day of The Dead Festival) Persuasive letter (Little Freak Literacy Shed) Essay (Rain Player) <b>Poetry transition (Some place more than others)</b>  <b>Drama</b> - production
<b>Subject outcome 1</b>	<b>History:</b> Double page spread: how the war impacted on British Lives	<b>Geography:</b> World maps Make a biome to represent accurately represent a habitat	<b>History:</b> Mayan Civilization Video presentation as a Mayan to explain why their civilisation ended (drought) and how we can help others today
<b>Subject outcome 2</b>	<b>Science:</b> Light & Electricity (3 weeks) Blackout link – what are the best materials to block light so that our house does not get bombed	<b>Science:</b> Evolution Presentation: impact of Darwin	<b>Science:</b> The human body Double page spread of the heart
<b>Subject outcome 3</b>	<b>PSHE:</b> My Emotions	<b>Science:</b> Living things and their habitats Double page spread: why animals choose to live in certain environments and how they are adapted to survive there	<b>Geography:</b> North and South America Create a Sway presentation to persuade people to come to Mexico
<b>Subject outcome 4</b>	<b>Music</b> Analyse different songs from then and create a playlist that would boost morale in wartime today	<b>PSHE:</b> Diversity and Communities Drug Education	<b>PSHE:</b> Personal Safety
<b>Subject outcome 5</b>	Project: impact of war: refugees: forced migration/ conflict induced displacement today	<b>Project:</b> endangered animals: how do we protect animals at risk of becoming extinct	<b>Project:</b> do all countries have the right to independence and how do they get it? (Wall between Mexico and USA – what impact will this have on Mexico? Where are the

### School Long Term Planning Overview

		and what is the impact of animals that now are extinct?	similarities to other countries? Cyprus & Turkey, England and Scotland, North and South Korea)
<b>RE unit</b>	What difference does it make?	What do religions say to use when life gets hard?	Is better to express beliefs in art or charity? What matters most to Christians and humanists?
<b>Art/ DT expert teacher outcome</b>	<b>D&amp;T:</b>  <b>Wartime cooking</b>	<b>Art – Darwin inspired drawings</b>	<b>Art: Day of the Dead inspired art</b>
<b>Computing Expert Teacher outcome</b>			