Breckon Hill Primary School – Making the Most of Everyday.

	Theme 1	Theme 2	Theme 3 and 4	Theme 5 and 6	
Driver	**History/Geography** 8 weeks	**History** 7 weeks	**Cross curricular** 12 weeks	**History/ Geography** 12 weeks	
Theme Title	**Who were the Mayans and where did they live?**	**How did WW2 impact people's lives?**	**Who inspires us and why?**	**What was special about the Ancient Egyptians?**	
Why this topic and why now? (Rationale)	To consider with 'The Day of the Dead' celebration. To develop the children's understanding of other cultures and the history of another country.	To consider with Remembrance day. Developing chronological knowledge of world history from what they have learned previously. Understand the impact on the UK and local area.	To learn about various people who are well-known for different things to inspire children. To motivate children for choices they will make heading towards transition and secondary school.	To develop children's understanding of early civilizations, building on chronologically from Lower Key Stage 2 and build on historical enquiry skills.	
Enrichment	Robin Wood	VE Day Celebration	Visits from Local People	Park Visit	Air trail and Bell Boating Sports week
Remembering experience	Parent share	Quiz	Exhibition		Y6 Assembly
Science	The human circulatory system, the heart, Blood vessels and blood Diet, exercise, drugs nutrients and water are transported within animals, including humans.	Electricity micro-organisms, plants and animals	Living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Light	
Geography	• name and locate the world's countries, using maps to focus on Europe (including the location of	• Locate the world's countries, using maps to focus on Europe	• to locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	

	Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	including trade links, and the distribution of natural resources including energy, food, minerals and water	• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History	• a non-European society that provides contrasts with British history Mayan civilization c. AD 900 **Mayans**	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **WW2**		• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Ancient Egyptians**
ART **Core Experiences** **M=Major focus** **m=minor focus**	Drawing **m** Painting **M** Printing (found objects/rubbings) **M**	Drawing M Painting Sculptures m	Drawing Painting Printing **m** Sculpture (clay) **M**	Drawing **m** Painting **Sculpture(clay) M**

Breckon Hill Primary School – Making the Most of Everyday.

Artists Designers Craft makers	Mayan sculpture https://www.incredibleart.org/lessons/elem/loganmayan.html	Henry Moore- Shelter drawings	Banksy https://www.bing.com/images/search?q=Stencil+Art+Kids&FORM=RESTAB Stencil art	Ancient Egypt https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt
Design and Technology	Clay mask, make Mexican food **(Geography/History Link)**	Design and make an Anderson Shelter	Development of the Hoover, Design a healthy meal.	Research, plan and design a Shaduf **(History Link)**
Computing	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			

	- use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information				
	Purple Mash 6.1: Coding	Purple Mash 6.2: Online Safety	Purple Mash 6.4: Blogging Purple Mash 6.5: Text Adventures		Purple Mash 6.7: Quizzing
Music	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.				
	Charanga: Happy	Charanga: Classroom Jazz 2	Study the music of Beethoven		Charanga: You've Got a Friend
MFL	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally and in writing				
	Rigolo Unit 7: Le week-end (The Weekend)	Rigolo Unit 8: Les vetements (Clothes)	Rigolo Unit 9: Ma journee (Daily Routine) Rigolo Unit 10: Les transports (Transport)	Rigolo Unit 11: Le sport (Sport)	Rigolo Unit 12: On va faire la fete

Breckon Hill Primary School – Making the Most of Everyday.

PE	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best					
	Tag Rugby Golf	Boot Camp Indoor Athletics	Table Tennis Netball	Basketball Dance	Cricket Badminton	Athletics Dodgeball
PHSE	Democracy Gender Stereotypes: Discrimination and Equal Opportunities Sexual Orientation	Anti bullying Keeping Safe Relationships Peer pressure	Feelings Careers			Transition
RE	**R.E Today Services** Key Question – Unit 2.7: What matters most to Christians and to Humanists?	**R.E Today Services** Key Question – Unit 2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?	**R.E Today Services** Key Question – Unit 2.5: Is it better to express your religion in arts and architecture or in charity and generosity?			**R.E Today Services** Key Question – Unit 2.3: What do religions say to us when life gets hard?