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|  | **Theme 1** | **Theme 2** | **Theme 3** | **Theme 4** | **Theme 5** | **Theme 6** |
| **Driver** | **Science** | **History** | **Geography** | **Geography** | **History** | **Science** |
| **Theme Title** | **Will we ever return to the moon?** | **Were the Tudors terrific or terrible?** | **How and why do towns and cities grow?** | **Why do people visit France?** | **What was life like in Victorian Britain?** | **Do all animals and plants start life as an egg?** |
| **Why this topic? Why now?** | To build on previous knowledge of gravity and introduce new scientific knowledge in relation to Earth and beyond. | To develop children’s understanding of post 1066 history, building on chronologically from Lower Key Stage 2 and build on historical enquiry skills. | To find out about buildings and structures from around the world. To give children the opportunity to create and re-evaluate their own work. | To extend the children’s understanding of the world by studying the location and culture of a European Country | To continue the children’s chronological knowledge of British history | To build on children’s previous knowledge of how plants and animals grow and develop. To coincide with teaching of children’s own self-awareness and development. |
| **Enrichment** | Planetarium visit to us | Tudor Banquet | Visit Transporter Bridge | French Cultural Day | Victorian day at Beamish  Queen Victoria’s birthday party.  Dorman Museum- Christopher Dresser  Air Trail visit | Sports’ week |
| **Remembering Experience** | Neil Armstrong Assembly | Parent share museum experience | Bridge Building Competition | French Geographical and Cultural Quiz | Victorian School Day | Create picture books to explain life cycle. |
| **Science** | **Earth and space** | **Properties and changes to materials** | | **Forces**  **Magnetism** | **Animals (including humans)** | **Animals (including humans)** |
| **Geography** |  | **Geographical skills and**  **Fieldwork**  Use map , atlases, globes and  digital mapping to locate  countries and describe features  studied.    Use the six grid reference  symbols and keys with the 8  compass points. (map of Tudor  village) | Local area Study of physical and human features.  Linking the growth of Middlesbrough to Dubai. | European country similarities and differences of human features France and UK | Study of a typical Victorian Street in Middlesbrough – comparing photographic evidence identifying land use and change over time. |  |
| **History** | **Moon Landing**  **Neil Armstong** | **Tudors**  [**http://primaryhomeworkhelp.co.uk/tudors/dailylife.htm**](http://primaryhomeworkhelp.co.uk/tudors/dailylife.htm) |  | **The Victorians** |  |
| **Art**  **Core Experiences/**  **Skills to be taught** | Drawing  Painting  Printing | Drawing  Painting  3D/Textiles | Drawing  3D/Textiles | Use of IT  Collage  Sculpture | Drawing  Printing  Knowledge  Use of IT | Knowledge  Textile  Sketch book |
| **Artists**  **Designers**  **Craft makers** | **Peter Thorpe**  **C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\12984C51.tmp**  **Pandora artwork** | The Ambassadors **Hans Holbein**  https://www.national gallery. org.uk/media/31357/notes \_holbein-ambassadors.pdf  C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C2BB730B.tmp | Architects –  **Sir Christopher Wren**  **Antonio Gaudi**  **Zaha Hadid** | French Artists –  **Henri Matisse**  Fauvism  *Michelle Reader*  *Ptolemy Elrington*  *Tim Noble*  *Sue Webster* | **William Morris**  **Christopher Dresser** (Dorman Museum)  **C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FAC8E387.tmp** | **Robert Hooke, Rosalind Monks, Joel Armstrong**  **C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A7041E2D.tmp** |
| **DT** | Design and build a rocket  **(Science Link)** |  | Cantilevers, bridges  **(History Link)**  **Build To The Line The Design and Construction Challenge for age 8-11**  <https://www.data.org.uk/resource-shop/build-to-the-line-class-pack/> |  | Children to design and make a moving toy  **(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 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 * 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. * 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 * 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. * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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 | | | | | |
| Purple Mash 5.7: Concept Maps | Purple Mash 5.3: Spreadsheets | Purple Mash 5.2: Online Safety  Purple Mash 5.4: Databases | Purple Mash 5.5: Game Creator | Purple Mash 5.6: 3D Modelling | Purple Mash 5.1: Coding |
| **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: Living on a Prayer  Weekly singing and recorder lessons | Charanga: Classroom Jazz 1  Weekly singing and recorder lessons | Charanga: Make you Feel my Love  Weekly singing and recorder lessons | Charanga: Fresh Prince of Bel Air  Weekly singing and recorder lessons | Charanga: Dancing in the Street  Weekly singing and recorder lessons | Charanga: Reflect Rewind and Replay  Weekly singing and recorder lessons |
| **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 1:Salut Gustave! (Introductions) | Rigolo Unit 2: A l’ecole  (School) | Rigolo Unit 3: La nourriture  (Food and nutirition) | Rigolo Unit 4:En ville  (Directions) | Rigolo Unit 5: En vacances  (Holidays) | Rigolo Unit 6: Chez moi  (My house) |
| **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 | | | | | |
| Football  Gymnastics | Fitness  Indoor Athletics | Hockey  Tennis | Orienteering  Basketball | Handball  Rounders | Cricket  Athletics |
| **PHSE** | Relationships, Family relationships,  Mental Wellbeing  Relaxation Skills | Relationships, Family relationships,  Mental Wellbeing  Relaxation Skills | Online Safety | Keeping Safe: Good Touch, Bad Touch | My Body | Life Cycles |
| **RE** | **RE Today Services**  Key Question - Unit 2.1: Why do some people believe God exists? |  | **RE Today Services**  Key Question – Unit 2.4: If God is everywhere, why go to a place of worship? | **RE Today Services**  Key Question – Unit 2.2: What would  Jesus do? Can we live by the values of Jesus in the 21st century? |  | **RE Today Services**  Key Question – Unit 2.6: What does it mean to be a Muslim in Britain today? |