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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 BeamishQueen Victoria’s birthday party.Dorman Museum- Christopher DresserAir 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 ITCollageSculpture | DrawingPrintingKnowledgeUse of IT | KnowledgeTextileSketch 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.pdfC:\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 LineThe 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
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| Purple Mash 5.7: Concept Maps | Purple Mash 5.3: Spreadsheets | Purple Mash 5.2: Online SafetyPurple 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.
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| Charanga: Living on a PrayerWeekly singing and recorder lessons | Charanga: Classroom Jazz 1Weekly singing and recorder lessons | Charanga: Make you Feel my LoveWeekly singing and recorder lessons | Charanga: Fresh Prince of Bel AirWeekly singing and recorder lessons | Charanga: Dancing in the StreetWeekly singing and recorder lessons | Charanga: Reflect Rewind and ReplayWeekly 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
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| 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
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| FootballGymnastics | FitnessIndoor Athletics | HockeyTennis | OrienteeringBasketball | HandballRounders | CricketAthletics |
| **PHSE** | Relationships, Family relationships,Mental WellbeingRelaxation Skills | Relationships, Family relationships,Mental WellbeingRelaxation 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? |