

	Term 1		Term 2		Term 3	
Weeks / Theme	It's all Greek to me (9 weeks)	From Dinosaurs to Now (5 weeks)	Victorians Victorian Children (9 weeks)	It's Electrifying (4 weeks)	Up Hill and Down Dale SATs focus (4 weeks, 4 days)	The Wider World Trade and Economics (7 weeks)
Engage (hook for learning)	Toga Party Greek food making	Fossil Observations	Quarry Bank Mill (Styal) Victorian schoolroom	Creating own electrical games	Field Trip to the Peak District National Park	A feast from around the world Bread making day
Learning log starter	What can you find out about the people of Greece? Can you retell a Greek myth?	What can you find out about evolution and adaptation?	What was life like for children in the past? What was it like in Victorian times?	What can you find out about electricity?	Where are the UK's National Parks?	What can you find out about trade – including fair trade?
Suggested texts	Percy Jackson and The Lightning Thief by Rick Riordan Greek mythology	Class choice	Street Child by Berlie Doherty Victorian texts from Literacy Shed Video focus: Alma	Class choice Video focus: Frances Brandywine	Class choice	Treasure Island by Robert Louis Stevenson
Literacy Links	Slow write: Athens description Character Description: Mrs Dodds Newspaper report: Alzheimer's	Debate linked to UK Parliament week Narrative: cinema trip* (Covid) Explanation texts Biography: Mary Anning/Charles Darwin Christmas poetry	Ghostly story: Alma Diary entry: Jim Jarvis Persuasive leaflet: visit to Quarry Bank Mill Non-chronological report: Victorian children	Escape description: Jim Jarvis Thriller narrative: Frances Brandywine	Free choice writing	Persuasive writing: Long John Silver - Hero or villain? Wanted Posters Diary entries in role Persuasive text: Imports and Exports
Science	Sc6/1.3 working scientifically: classification keys, tables, scientific diagrams and labels Sc6/2.1a living things and their habitats: describe how living things are classified including micro-organisms Sc6/2.1b: give reasons for classifying plants and animals. Scientist: Louis Pasteur Edward Jenner	Sc6/2.3a: evolution; recognise living things have changed over time Sc6/2.3b: evolution; living things produce offspring which are not always identical to parents Sc6/2.3c: evolution; how animals and plants adapt to their environment. Scientist: Mary Anning, Charles Darwin	Sc6/1.1: working scientifically: plan scientific enquiries to answer questions including variables Sc6/1.2: take measurements using a range of scientific equipment Sc6/1.3: record data and results in diagrams, labels, tables and graphs Sc6/4.1a: light travels in straight lines Sc6/4.1b: light reflected into the eye Sc6/4.1c: light sources and sight Sc6/4.1d: blocked light causes shadows Scientist: Isaac Newton	Sc6/1.1 working scientifically: plan scientific enquiries to answer questions including variables Sc6/4.2a: electricity; voltage and brightness Sc6/4.2b: compare and give reasons for how components function Sc6/4.2c: circuit diagrams and symbols Scientist: Thomas Edison		Sc6/1.1: working scientifically: plan scientific enquiries to answer questions including variables Sc6/1.2: take measurements using a range of scientific equipment Sc6/1.3: record data and results in diagrams, labels, tables and graphs Sc6/2.2a: animals including humans; identify and name main parts of human circulatory system Sc6/2.2b: animals including humans; recognise impact of diet, exercise, drugs and lifestyle on the way bodies function Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.
History	Hi2/2.4: Ancient Greeks study of Greek life and achievements and their influence on the western world.		Hi/2.2d extended chronological study: aspects of social history focusing on child welfare. Victorians: Victorian life, workhouses and Dr. Barnardo.			
Geography		Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and			Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,	Ge2/1.3b Describe and understand key aspects of human geography – economic activity -trade links and distribution of natural resources

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		<p>earthquakes, and the water cycle.</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>			<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
Art & Design	<p>Making masks: improving mastery of art techniques including sketching, painting and use of mixed media. Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p>	<p>Card and calendar making: improving mastery of art techniques including drawing.</p> <p>Fossil wax resist.</p>	<p>AR2/1.3 Great artist: - William Morris: patterns (overlying patterns to create a design)</p> <p>Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p>		<p>Ar2/1.1 - 1.2 improve mastery of art including drawing – collage. Use of sketchbooks to collect, record, review, revisit and evaluate ideas.</p>	
DT	<p>DT2/2.1b – cook a variety of savoury dishes</p> <p>DT2/2.1c – use awareness of taste, texture and smell to decide on seasoning and combining of ingredients.</p> <p>Make Tzatziki and pitta bread</p>			<p>DT2/1.1b; use research and develop design criteria to inform the design of innovative and appealing products that are fit for purpose</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>Design a prototype using electrical components</p>		<p>DT2/2.1a – understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b – cook a variety of savoury dishes</p> <p>DT2/2.1c – use awareness of taste, texture and smell to decide on seasoning and combining of ingredients.</p> <p>Making bread</p>
Music	<p>Listening: A Bao A Qu by Mason Bates</p> <p>Improvising and composing rhythms and simple tunes to represent mythical creatures</p>	<p>Listening: Fossils by Saint Saens Jurassic Park theme; compare their structure and place in history</p>	<p>Listening: Music Hall songs</p> <p>Music hall* (Covid) – Daisy Bell, cockles and mussels (traditional songs) and their cultural influences</p>	<p>Listening: Alpha by Vangelis</p> <p>Develop understanding of Gospel and Spiritual songs* (Covid) and their cultural influences</p>	<p>Listening: blues/scat</p> <p>Sing* (Covid) favourite songs</p>	<p>Listening: compare and Contrast African and Indian music with Western music</p> <p>Sing* (Covid) sea shanties and traditional songs</p>
PSHE	Discrete	Discrete	Discrete	Discrete	Discrete	Discrete
RE	<p>What do religions say when life gets hard?</p> <p>U2.3 new syllabus beliefs about death.</p>	<p>Christmas unit: How are stories depicted through art and word?</p>	<p>Is it better to Express your religion in art and architecture or in charity and generosity?</p>	Easter unit	<p>What matters most to Christians and Humanists?</p>	<p>What difference does it make to believe in Ahmsa, Grace and Ummah?</p>
Classics	To be able to introduce oneself & greet another	To know the role of slaves in Roman times. To know how verbs are	To understand the life of the slave Candidus under Roman rule. To	To understand the Roman Army. To give commands – (bossy	To understand life in the Roman Army. To use	To become familiar with how death and burials are dealt with in Roman

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	<p>To know what the Romans ate.</p> <p>To understand the ways Romans entertained.</p> <p>To know how nouns & adjectives are used in Latin.</p>	<p>used in Latin. To know how the ending of a verb changes depending upon who is doing the action.</p> <p>To understand the education system in Roman times. To revise nouns, adjectives and verbs in Latin.</p>	<p>introduce the use of adverbs in Latin.</p> <p>To understand travel in Roman Britain. To consolidate the use of nouns, adjectives verbs and adverbs in Latin.</p>	<p>verbs!) To know what happens to the word when a command is given to more than one person.</p> <p>To understand the purpose of the Roman baths and the role of the doctor in Roman Britain. To name parts of the body based upon their Latin derivatives.</p> <p>To revise the use of adverbs and bossy verbs in Latin.</p>	<p>prepositions accurately in Latin.</p> <p>To become familiar with the jewellery, clothes and cosmetics worn by Roman women. To use conjunctions accurately in Latin.</p>	<p>life. To understand the concept of subject & object in Latin sentences.</p> <p>To become familiar with the part religion played in Roman life. To revise the grammar learned in previous chapters.</p>
PE	Tag Rugby	Athletics	Basketball	Gymnastics – Counter Balance and Tension	Netball	Rounders
	Hockey		Team Building and Problem Solving (OAA)	Gymnastics – Flight	Ultimate Frisbee	
			Dance – Victorians			Yoga
End of Term Show and Share or Work to Display	Greek Masks	<p>Debates centred around Climate Change and linked to UK Parliament week.</p> <p>Wax resist fossils.</p>	William Morris designs.	Electricity work.	Map work and field work.	Leaver's assembly