**Curriculum overview 2020/2021**

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| **Years 1 and 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Cycle A** | **Memory Box** | **Wriggle and Crawl** | **Bright Lights, Big City** | **Muck, Mess and Mixtures** | **Land Ahoy** | **Enchanted Woodland** |
| Memorable experience | Teddy bears' picnic | Visit local woodland, heathland or countryside area to do a Minibeast hunt. | Tea with the Queen | Messy mixtures morning | Make a boat, sink a ship and sing a sea shanty!  Grace Darling Museum visit | Visit a local woodland |
| Innovate challenge | Special memories box | Lifecycle presentation | Marley the meerkat's trip to London | Big messy art exhibition | Search the school grounds for Captain Greenbeard’s treasure | A woodland party for Mr Fox |
| Main Learning Themes | **English:**  Recounts  Diary writing  Rhymes and mnemonics  Descriptions  Information books  **Geography:**  Fieldwork in the local environment  **History:**  Changes within living memory | **English:**  Lists and Leaflets  Instructions  Reviews & information books  Poetry  Writing for different purposes.  **Science:**  Living Things and their Habitats  Animals, including Humans  Working Scientifically | **English:**  Recounts  labels & captions  Adventure Narrative  Instructions  E mails  **Science:**  Everyday materials Working scientifically  **Geography:**  Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities and differences  **History:**  Great Fire of London | **English:**  Labels, lists and captions.  Recipes  Poetry  Narrative  Leaflets  **Science:**  Everyday Materials Working Scientifically  **Art and DT:**  Printing Food landscapes  Mixed media pictures and collages  Colour mixing  Using clay  Food tasting  Origins of food  Healthy meals  Following recipes  Designing an outdoor kitchen | **English:**  Narratives  Information books  Descriptions  Poetry  Postcards  **Science:**  Everyday materials  Working scientifically  **Geography:**  Using and making maps  Location knowledge  Using and giving direction  **Art and Design:**  Observational drawing and printing  **ICT:**  Programming and using presentation software  **D&T:**  Mechanisms and structures  **History:**  Significant historical people- Captain James Cook and Grace Darling  The sinking of the Titanic  **Music:**  Sea shanties | **English:**  Recounts  Information books & letters  Lists & instructions  Narratives  **Science:**  Plants and animals Identifying and classifying  **Geography:**  Making maps  **Art and DT:**  Working with natural materials  Drawing and painting  Building structures Making party food |
| **Cycle B** | **Dinosaur planet** | **Moon Zoom** | **Splendid Skies** | **Street Detectives** | **The Scented Garden** | **Beachcombers** |
| Memorable experience | Visit a natural history museum to see real life dinosaur bones, models and fossils.  Hancock Museum visit/ Walking with dinosaurs | Alien Crash | Nature’s treasures walk | Become street detectives! Explain that the children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area over the years. | Visit to a garden centre or florist | Seaside Visit/ Rock Pooling |
| Innovate challenge | Share your dino knowledge with another class − or even another school! Open your own dinosaur museum or exhibition and help others understand more about these fascinating creatures. | Help the alien find his way. | Flying balloons | Respond to the Lord Mayor’s letter to improve the community | Make a fragrant gift | Create a sea creature |
| Main Learning Themes | **English:**  Fact files  Poetry and riddles  Non-chronological reports  Narrative  Writing for different purposes  **History:**  Events beyond living memory  Significant individuals- Mary Anning  **Art and Design:**  Large and small scale modelling  **ICT:**  Programming a floor robot  Stop motion animation  **DT:**  Design and making  **Geography:**  Locating continents and oceans  Music:  Percussion  **PE:**  Dance and tactile games  **Science:**  Plants and animals | **English:**  Posters  Character profiles  Non-chronological reports Adverts  Science fiction  **Science:**  Properties of everyday materials  Working scientifically  **History:**  Significant people - Astronauts; Changes within living memory | **English:**  Recounts  Performance Poetry  Postcards  Non-chronological reports  **Science:**  Seasonal changes  **Geography:**  Seasonal and daily weather patterns  **History:**  Significant individuals - Sir Francis Beaufort | **English:**  Recounts and captions  Nursery rhymes  Instructions  Adverts  Diary writing  **History:**  Changes within living memory  Local significant people  Places and events in the local area- farmers market  **Art and Design:**  Famous local artists  Painting, drawing and collaging views from the local area  **ICT:**  Photo stories  Algorithms  **D&T:**  Selecting tools and materials  Baking form Farmers Market  Sign making  Designing building  **Geography:**  Fieldwork in the local area  Human and physical features  Using and making maps with keys  Looking at aerial images  **Science:**  Identifying everyday materials  Identifying plants in the local area  **P.E:**  Measurement and statistics | **English:**  Recounts;  Non-chronological reports;  Instructions; Narrative; Information books  **Science:**  Plants  **Geography:**  Plants in the local environment  Plants of the world  **Art and DT:**  Observational Drawing  Sculpture  Flower-pressing  Famous Artist Van Gough  Making fragrant products | **English:**  Labels, Lists and captions; Tongue twisters  Narrative  Letters  Non-fiction books  **Science:**  Habitats  Living and Non-living Things  Food Chains  Basic Needs of Animals; Working Scientifically  **Art and DT:**  Sketchbooks; 3-D modelling  Sand art  Seascapes  Finger puppets |

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| **Years 3 and 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Cycle A** | **Tribal Tales** | **Potions** | **Gods and Mortals** | **Blue Abyss** | **Tremors** | **Burps, Bottoms and Bile** |
| Memorable experience | Discover a prehistoric site in the local area by studying Ordinance Survey maps and searching online. Before visiting, ask the children to use a range of resources, including maps, plans, websites and aerial images, to find out as much as they can about the site and share information through discussion.  Visit Castlerigg | Alice in Wonderland discovery trail | Meet Zeus | Visit the aquarium at Tynemouth to gain a unique insight into the world of the deep. Observe aquatic life, finding out about the different species that live in the depths of the world’s seas and oceans. | Take part in a rock hunt, unearthing rocks, stones and fossils from an interesting outdoor location such as the seashore, a river bed, or a rocky outcrop. | Visit a local dentist |
| Innovate challenge | You can choose to use earth, timber or stones to build it, but it must face the direction in which the sun rises. You must work together as a tribe to construct your monument. | Create a potion | Pandora’s Box | To promote the beauty and magic of the world’s oceans, you have been asked by the Ocean Conservation Society to create a 3-D art exhibition about the intriguing phenomenon of bioluminescence in deep sea creatures! | Write a letter with urgent concern | Make a model of the digestive system |
| Main learning themes | **English:**  Information books  Adventure narrative  Fact files  Letters  Poetry using similes and metaphors  **History:**  Pre-historic Britain from Stone Age to Iron Age  **Art and Design:**  Neolithic art  Clay beakers  Iron age jewellery  D&T:  Tool design and making  Building structures  **Geography:**  Field work  Human and physical geography  Using maps and aerial images  **Science:**  Plants, light and working scientifically | **English:**  Labels & Instructions  Letter writing  Play scripts  Non-chronological reports  Classic poetry  **Science:**  States of matter  **History:**  Historic use of potions  **Art and Design:**  Design  Clay work  Crayon art  Photography  **DT:**  Product development  **Music:**  Improvising  Performing  **PE:**  Dance  Invasion Games Swimming  **ICT:**  **E safety** *Cyber bullying*  Presenting information | **English:**  Character profiles  Diary writing  Instructions and commands  Myths and Legends  Character descriptions  **History:**  Ancient Greece  **Art and Design:**  3D Sculptures  Greek art and design  **ICT:**  Using presentation software  **D&T**  Moving parts  Model making  **Geography:**  Ancient and modern day Greece  Geographical features  Using maps  **PE:**  Athletics  Battle formation  Dance | **English:**  Poetry using personification  Dilemma stories  Biography  Persuasive letters  Ballads  **Art and design:**  Observational drawings  3D models  Clay sculptures  Anthony Gormley  Boutiques art  Printing  Famous seascapes  **ICT:**  Programming  Video editing  Multimedia presentations  **D&T:**  Submarine design  Working models  **Geography:**  Seas and oceans of the world  The great barrier reef  Environmental issues  **History:**  19th Century ocean exploration  **Science:**  Living things and their habitats  Animals including humans  Working scientifically | **English:**  Recounts  Historical narrative  Narrative using personification  Newspaper reports  Poetry  **Geography:**  Volcanos and earthquakes  **Art and design:**  Sculpture  Photography  **ICT:**  Presenting information  **D&T:**  Structures  **History:**  Ancient Rome  Pompeii  **Music:**  Composition  **PE:**  Outdoor and adventure challenges  **Science:**  Rocks | **English:**  Fact files  Explanations using idioms  Fantasy narrative  Slogans  Persuasive texts  **Science:**  Teeth types  Tooth decay and hygiene  Digestive system  Working scientifically  **ICT:**  Digital images  Algorithms  Videos  **D&T:**  Healthy foods  Textiles  Working models  **Music:**  Composing lyrics |
| **Cycle B** | **1066** | **Predator** | **I am Warrior** | **Urban Pioneers** | **Traders and Raiders** | **Scrumdiddlyumptious** |
| Memorable experience | Choose children to play Harold and his challengers. Backed by a council of advisers (the Witan), each challenger and Harold should present their claim to the throne. | Organise an animal experience so that children can observe a range of predatory birds, insects, reptiles, amphibians and other animals. Invite an animal expert or ranger to run a hands-on workshop, talking about each of the animals and encouraging the children to observe how they move and feed. | Invaders! Divide the children into two groups and give each a different coloured tag. Tell one group they are the Celts, tribespeople who lived in England over 2000 years ago. The second group are Romans, a vast and sophisticated army who have travelled from Italy to invade Great Britain. | Let the children get a multisensory feel for busy, buzzing urban life! Hop on public transport and take a trip to the local city or town centre. Visit important buildings such as the city or town hall, main square and tourist office, and make a simple sketch map of their route using symbols and a key. | Challenge the children to make their own sailing boats, big enough to carry them and their fellow Saxons along with all their weapons, tools, belongings, supplies and farm animals. Each boat must seat at least eight oarsmen, with room for some supplies, and be strong enough to fend off attacks! | Visit a local shop or supermarket to find out about different types of food sold, reading signs and labels to find out where produce is from. Choose a selection of fresh fruits and vegetables that can be brought back to the classroom to investigate. |
| Innovate challenge | Design a castle | Combine plants, animals and humans to make the ultimate predator. | Join our legions, footmen and cavalry with Pugio and Gladius aloft, to invade and conquer. | Urban artists create art about where they live. It often reflects their experience, opinions and passion for city life.  As part of the New Urban Art movement, you have been commissioned to create an exclusive piece of collaborative art. Use your creativity to show how you feel about your town or city. | Although the Vikings and Anglo-Saxons were at loggerheads most of the time, they actually had much in common. Both civilisations contained farming people, warriors and raiders who were determined to conquer new lands.  Today is a rare occasion! The Vikings and Anglo-Saxons are meeting at a Trade Fair to talk, share expertise and trade their wares. | We are currently seeking ideas for a range of fresh and tempting new smoothie recipes to add to our existing menu, to be sold in our worldwide stores. Winning applicants will have the opportunity to become part of our highly regarded design and development team- create an award winning smoothie! |
| Main learning themes | **English:**  Job applications, Kennings, Diaries, Play-scripts, Letters  **History:**  1066-The Norman Conquest  **Art & Design:**  The Bayeux Tapestry, Drawing, Embroidery  **Computing:**  Searching the web, Online maps, Creating presentations  **D&T:**  Making Norman helmets, Designing drawbridges and castles, Making a Domesday Book  **Geography:** Human and Physical features in the local area  **Mathematics:**  Data handling  **PE:**  Target games, Attacking and defending games  **PSHE:**  Dealing with conflict | **English:**  Recounts, Leaflets, Poetry, Dilemma stories, Speeches  **Science:**  Food chains, Fossils, Plant parts and function, Water transportation in plants, Skeletal systems, Working scientifically  **Art & Design:**  3-D scale models  **Computing:** Algorithms, Flow diagrams, Online research, Using logical reasoning, Graphics software, Digital presentations  **D&T:**  Selecting and using materials (collage and textiles)  **Geography:**  Fieldwork, Using maps to locate countries and continents.  **PE:**  Comparing performances, Competitive games (attack and defence tactics) | **English:**  Soliloquies, Historical narrative, Play scripts, Instructions, Invitations and menus, Letters  **History:**  The Roman Empire and its impact on Britain  **Art & Design:**  Drawing, Sculpture, Mosaic, Jewellery making  **D&T:**  Shields and helmets, Roman food, Roman design  **Geography:**  Comparing Britain and Italy, Using maps, Locational knowledge, Human and physical geography  **PE:**  Competitive games, Building strength and agility  **PSHE:**  Recognising achievements | **English:**  Leaflets, Free verse poetry, Autobiography, Email, Signs and slogans  **Art & Design:**  Photography, Graffiti art, Observational drawing  **Computing:**  Digital maps, Programming, Audio recording, Using search engines effectively  **Geography:**  Geographical skills and fieldwork  **History:**  A local history study  **PSHE:**  Being safe, Presenting own opinions | **English:**  Reports, Character profiles, Myths and Legends, Poetry, Historical narrative  **History:**  Anglos Saxons and Vikings  **Art and Design:**  Patterns and print making  **Computing:**  Animation, Digital images  **D&T:**  Jewellery and weapon making, Models of Anglo-Saxon homes, Clay rune stones  **Geography:**  Using maps, Settlements, Europe  **Music:**  Singing and composing lyrics  **PE:**  Competitive games, Attack and defence skills | **English:**  Recounts, Recipes and Instructions, Nonsense poetry, Non-chronological reports, Adverts  **D&T:**  Cooking and nutrition  **Art & Design:**  Sculpture  Computing: Web searches, Emails  **Geography:**  Food miles and fair trade  **History:**  Significant individuals- James Lind  **Languages:**  Food vocabulary  **Music:**  Vegetable orchestra  **PE:**  Exercise  **Science:**  Nutrition |

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| **Years 5 and 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Cycle A** | **Pharaoh’s** | **Gallery Rebels** | **Peasants, Princes and Pestilence** | **ID** | **Off with her head** | **Revolution** |
| Memorable experience | Dim the lights, wait for quiet and roll your sleeves up to create a shadow play mummification scene! | Visit a local or national art gallery to view an art exhibition. Engage in conversations about work seen, discussing artistic features such as composition, colour, form and meaning. | Meet ‘Pestilence’ (a hooded and shady character spoiled with foul-smelling boils and revolting sores) and hear his tragic tale of death and destruction. Encourage children to listen carefully, asking questions to find out who, where, what and why. Pestilence could also have a pet rat by his side and a range of artefacts to show, including medicinal herbs and a cross. Encourage the children to probe the meaning of these. | Meet John Doe! He is an unidentified male figure with no distinguishing features. He has no identity of his own and needs help to create his own persona, drawn from the best features of those he meets. He carries a bag in which he collects traits and features, and uses these to generate a new (if a little mixed up) identity. When the children hear John Doe’s sorry tale, encourage them to offer him a slip of paper on which they have written down their best feature or trait. Explain to John Doe why they have offered him that feature. John Doe could be a visiting adult wearing a featureless mask or even a plain morph suit hired from a local fancy dress shop! | Meet the ailing figure of Elizabeth I as she speaks from her deathbed in front of an imposing portrait of her beloved father, King Henry VIII. She waits until she cannot be overheard… then reveals a miniature portrait of her mother, Anne Boleyn, executed on the orders of her own father when Elizabeth was just two years old. Elizabeth is still desperate to know the truth about her parents’ disastrous relationship and whether her mother was really guilty. Can you help her? | Visit a Victorian classroom or living history centre to experience what school was like for children in Victorian times. Write on slates, learn the three ‘Rs’ and take part in practical lessons such as woodwork, cooking and sewing. Find out about the daily routines of the Victorian school day and make comparisons with life in schools today. Children should come dressed in role and be prepared to be punished for any sniggering or unruly behaviour! Back at school, look back at photographs of the day and remember important learning points about Victorian schools. |
| Innovate challenge | My name is Ramose and I work here in the Beautiful House preparing bodies of the rich for their journey into the afterlife. My usual assistant, Ammit, is a little under the weather and so I’m asking for your help.  I am expecting the arrival of the body of a young wealthy male. I will prepare his body but would ask you to do the rest. I will oversee the quality of your work. | I’m working on a fun, miniature section of the exhibition to attract a younger audience called ‘Suspended Treasures’.  I need lots of exhibits! Could you help me? You’ll need to use your science skills as well as your art skills! Let me know if you’re interested and how you get on! | Scientists worked tirelessly overnight, excavating the group of bodies carefully. However, passers-by were concerned to see that the scientists appeared to be working without masks. Professor of Bacteriology, Bob Bailey told us, ‘This bacteria has lain dormant for over 700 years, the public do not have to worry about anything’. The Museum of London Archaeology hopes to rebury the bodies on the site or at a cemetery.  On leaving the excavation site, Bob Bailey begins to feel a little unwell. Sniffing and sneezing he makes his way home on the London Tube. | A teaching assistant’s handbag has been taken from the school staff room. When police arrive on the scene the room is in a mess, coffee cups are everywhere and coats and bags are strewn about the floor.  The police have surveyed the scene and say there is little they can do. Look at the crime report below and decide what you would do. | Meet the tragic figure of Queen Anne Boleyn, speaking from her room in the Tower. She has been arrested, and is about to stand trial in front of 2000 spectators.  Find out who she thinks has framed her and what she thinks of her husband, King Henry VIII.  Next, Henry has his turn to speak and present his case. He wants you to support him and rid both him and his country of this wicked traitor who has borne him no heir.  Whose side will you take on this reopened case? | It is 1851, the year of the Great Exhibition at the Crystal Palace. Queen Victoria is holding an end-of-exhibition dinner, which will be attended by some of the richest and most influential politicians and businessmen of the time!  In keeping with the nature of the exhibition, she has decided to invite extra guests who are promoting special social and industrial causes. She has given her royal permission for each of these guests to have two minutes in which to present their cause to the party and attract sponsorship and investment.  This is a fantastic opportunity to persuade the Queen and other people of influence to help you with your cause… over to you! |
| Main learning themes | **English:**  Chronological reports, Fact files, Research skills, Mystery stories, Play scripts  **History:**  Ancient Egypt  **Art & Design:**  Drawing artefacts, Headwear, Hieroglyphic amulets  **D&T:**  Clay water carriers, Egyptian food, Model tombs and pyramids  **Geography:**  Human and physical features of Egypt, The River Nile, Tourism  **PSHE:**  Moral issues, Customs and beliefs, Role playing Egyptian citizens | **English:**  Research, Short narrative, Expressionist poetry, Surrealist narrative, Explanations  **Art & Design:**  Great artists of the 19th and 20th centuries  **Computing:** Collecting, evaluating and presenting information  **D&T:**  Selecting and using tools and materials  **Geography:**  Locational knowledge  **Music:**  Listening, improvising and composing  **P.E:**  Dance  **PSHE:**  Emotions  **Science:**  Light | **English:**  Narrative using personification, Journals, English poetry, Persuasive speech, Letters  **History:**  14th Century England  **Computing:**  Collecting, evaluating and presenting data and information  **D&T:**  Sketch books, Printmaking, Historical recipes  **Geography:**  Using maps  **Music:**  Composing and singing  **PE:**  Dance, Historical games, Battle re-enactment  **Science:**  Working scientifically, Living things | **English:**  Descriptions/ narrative, Non-chronological reports, Adverts, Facts and opinions/ tributes, Calligrams  **Science:**  Classification, Families and inheritance, Working scientifically  **Art & Design:**  Portraiture and figurines  **Computing:**  Select, use and combine a variety of software, Photo stories , E-Safety  **D&T:**  Using tools, Design, Fashion and clothing  **Geography:**  Local community  **History:**  Social reformers  **Music:**  Appraising, Listening to voices  **PE:**  Physical challenges  **PSHE:**  Identity, Personal views and opinions, My place, Recognising strengths | **English:**  Biographies, Poetry and riddles, Newspaper reports, Persuasive letters, Dialogues  **History:**  The Tudors  **Art & Design:**  Portraits, Sketching Tudor fashions, 3D Modelling  **Computing:**  Research, Data handling, Presentation  **Geography:**  Historic maps  **Music:**  Tudor music, Composition  **PE:**  Tudor dance  **PSHE:**  Rules and consequences | **English:**  Non-chronological reports, Historical fiction, Biographies, Limericks, Diary writing/ Journals  **History:**  The Victorians  **Art & Design:**  Artists of the Victorian period, Printing  **Computing:**  Digital photography  **D&T:**  Victorian home craft, Model building  **Geography:**  Cities and transport in Victorian times, Using maps  **Music:**  Victorian parlour songs  **PE:**  Exercise  **PSHE:**  Reflecting on achievements  **Science:**  Electricity |
| **Cycle B** | **Scream machine** | **Alchemy Island** | **Hola Mexico** | **Allotment** | **Frozen Kingdom** | **A Child’s War** |
| Memorable experience | Hold on tight and get ready to roll! Take the children on a class visit to a fairground, theme or adventure park and invite parents and carers along to help. Encourage children to go on or watch rides that swing, spin, roll and loop. Can they investigate and take photos of the rides’ mechanisms? How do the different rides work and what forces are at play? Ask them to explain how the rides affect their bodies, describing the impact of different forces. Make sure that they soak up the atmosphere, including the whiff of hot dogs and the screams of delight. It’s going to be a fun-packed day, so remember to capture the excitement with a digital recorder. If a real visit isn’t possible, replace it with the Computing activity on page 5. | Dim the lights and play some eerie music to create a magical atmosphere as you welcome the Chief Alchemist’s apprentice into your classroom. Under his arm, he carries a golden box containing a map, a key for the map, a riddle and a range of scientific samples from a magical place called Alchemy Island. Wait for the Chief Alchemist’s apprentice to read the riddle and give the children their first task. Can they work out where their journey begins? | Listen to and watch a traditional Mexican musical performance, such as the mariachi or ranchera. Encourage the children to move their bodies freely to the music, using percussion such as tambourines, maracas and hand drums to accentuate and drive their movement. After all that exertion, take a refreshing sip of Latin limeade or a cool sangrita made from tomato and orange juice! Music is very important in Mexican culture and is always part of a celebration, whether big or small. Remember to take lots of video footage and digital photographs to record and remember the experience! | Visit a local allotment site to observe what the local community members are growing and how the land is used. Notice the structures created on the allotment plots: you’ll probably spot greenhouses, storage sheds and growing frames. Pre-arrange with an allotment holder who is willing to meet the children and share their passion for allotment work. On site, take photographs, draw sketch maps and ask questions of those who tend the land. Find ways to measure the perimeter of different plots. Perhaps the children can join in with some digging, weeding, planting, propagating and harvesting! Take samples of food grown at the allotments back to school to taste and enjoy. | Make a giant iceberg! Freeze water in a large balloon or clear plastic bag overnight. Once frozen, remove and place in a large container of water. Observe how the iceberg sits in the water and how it changes over time. | Imagine leaving home for an unknown period of time, packing your belongings in a small box, no bigger than a shoe box. Ask children to think carefully what they would need and to bring their box of belongings into school. |
| Innovate | Engineers should design a model ride that:   * can carry two people in a single carriage * uses a cam, pulley or geared mechanism * includes safety features that protect the rider.   Submissions must be in the form of a working prototype, with a range of evidence that proves it can protect two uncooked eggs from breaking on a test ride. Submissions must include any data from test results and photographic evidence.  Shortlisted design teams will receive a visit from an engineering representative. | The UK’s largest video game company is making a new game based on your adventure on Alchemy Island.  The game needs a soundtrack that will wow gamers as they play their way through the trickiest levels.  Use your experience and the skills you’ve learnt to recreate the magic of Alchemy Island with sounds and music. Then pitch your ideas to the game company’s board of directors!  You’ll have just 90 seconds to impress them! | To be held at Chichén Itza temple on the third day of the new moon.  Your village is invited to play for the gods, in a processional march, to fill the air with musical sounds, the beat of drums, the rattle of shells and the haunting sound of pottery flutes.  Do not be late and remember to dress for the occasion. | Farmers’ Markets, where local farmers and growers can sell their produce directly to the public, are increasingly popular in the UK.  Use your connections with the folks down at your local allotment to stock your stalls and hold your very own farmers’ market. You can also sell the produce and goods you’ve grown or made yourself.  The money you raise can help maintain or buy something new for your school. | **S.O.S**  **Urgent Memo FAO: Rescue staff @ Ice Station 54**  You have a window of 12 hours maximum to devise a rescue plan, after which it is estimated the ship will become submerged and lives lost. | **War is Over!**  ‘Yesterday morning, at 2:41am, at General Eisenhower’s Headquarters, General Jodl, the representative of the German High Command and of Grand Admiral Doenitz, the designated head of the German State, signed the act of unconditional surrender of all German land, sea and air forces in Europe to the Allied Expeditionary Force, and simultaneously to the Soviet High Command.’  **Winston Churchill  May 8th 1945** |
| Main learning themes | **English:**  Poetry, Short Narrative with dialogue, Signage and emails, Adverts, Non-fiction books  **Science:**  Forces, Properties of everyday materials, Mechanisms, Working scientifically  **Art & Design:**  Photography and image editing  **Computing:**  Digital photography, Creating digital maps, Effective online research, Logical reasoning and algorithms, Safe and respectful use of technology, Online discussion, Digital posters  **D&T:**  Ride design, Programming models, Mechanical systems, Working models, Evaluation, Food  **Geography:**  Theme parks in the UK and overseas  **PSHE:**  Discussion and debate | **English:**  Fantasy narrative, Non-chronological reports, Soliloquies, Poetry, Lyrics  **Music:**  Composing, Recording and editing software, Atmospheric music, Graphic scores  **Computing:**  Digital photography, Debugging programs, Gaming  **D&T:**  Electrical circuits, Designing a board game  **Geography:**  Map reading, Using co-ordinates, Human and physical features  **Science:**  Properties and change of materials, Working scientifically | **English:**  Invitations, Postcards, Instructions, Myths and legends, Poetry  **Music:**  Mexican music, Musical notation  **Art & Design:**  Sculpture, Maya art, Carving  **Computing:**  Online research, Digital presentation  **D&T:**  Food of Mexico, Evaluating and making instruments  **Geography:**  Using maps, Human and physical geography of Mexico  **History:**  Ancient Maya civilisation  **PE:**  Mexican dance  **Science:**  Light and shadows | **English:**  Non-chronological reports, Instructions, Explanations, Narrative, Poetry  **Geography:**  Land use, Food origin, Geographical skills and fieldwork, Map work, Climate  **Art & Design:**  Botanical drawing and painting, Wire sculpture  **Computing:**  Using the web, word processing  **D&T:**  Cooking and nutrition, Making planters, Making structures for growing plants  **PSHE:**  Taking responsibility  **Science:**  Plant reproduction and life cycles, Life cycles of mammals, amphibians, insects and birds, Working scientifically | **English:**  Chronological reports, Short narrative, Diaries, Haiku poetry, Letter writing  **Geography:**  Features of the polar regions  **Art & Design:**  Photography, Painting, Block printing  **Computing:**  Collecting, Evaluating and presenting information  **D&T:**  Building an igloo  **History:**  Emigration and exploration in the early 1900’s  **Music:**  Soundscapes  **PE:**  Outdoor adventure, Orienteering  **PSHE:**  Care of the environment  **Science:**  Living things and their habitats | **English:**  Letters, Diaries, Persuasive writing, Narrative dialogue, Speeches  **History:**  The Second World War  **Computing:**  Using search technologies, Using presentation software  **D&T:**  Following recipes, Building structures  **Geography:**  Human geography, Cities of the UK  **Music:**  Listening, performing and composing  **PE:**  Competitive games, dance  **PSHE:**  Empathising with people in different times |