

Topic: China						
	1	2	3	4	5	6
<p><b>Science</b></p> <p>They are conservationists for the living things &amp; habitats in China</p>	<p><b>Start Experiment</b></p> <p>KWL</p> <ul style="list-style-type: none"> <li>- ask scientifically valid questions</li> </ul> <p>Y4: Same, different, change</p> <p>Y5/6: significant, cause, effect, impact</p> <ul style="list-style-type: none"> <li>- Set up potatoes and onions experiment</li> <li>- Take weekly measurements of roots and shoots that grow</li> <li>- Maths: measuring in cm and mm</li> </ul>	<p><b>Plant Reproduction</b></p> <p>(Y4) LO: To record findings about the asexual reproduction of plants using drawings and labels.</p> <ul style="list-style-type: none"> <li>- Draw comic strips for bulbs and runners reproducing</li> </ul> <p>reproduction, roots, shoots, nutrients</p> <p>(Y5/6) LO: To record findings about the sexual reproduction of plants using diagrams and scientific language.</p> <ul style="list-style-type: none"> <li>- Draw and label pollinating flowers</li> </ul> <p>filament, anther, pollen, gametes, pollination, wind, bees, petals, stigma, style, ovule, fertilisation</p>	<p><b>Animal Reproduction</b></p> <p>(Y4) LO: To classify animals to help answer questions about reproduction.</p> <ul style="list-style-type: none"> <li>- Classify animals: eggs or pregnancy?</li> </ul> <p>male, female, reproduction, live birth, egg</p> <p>(Y5/6) LO: To record findings about the reproduction of living things using a classification key.</p> <ul style="list-style-type: none"> <li>- Fill in classification key based on how plants and animals reproduce</li> </ul> <p>Asexual, sexual, gamete, fertilisation, foetus, gestation, incubation</p>	<p><b>Life Cycles</b></p> <p>LO: To identify differences, similarities and changes related to life cycles.</p> <ul style="list-style-type: none"> <li>- Computing: Research life cycles for different Chinese animals and present on PowerPoint</li> <li>- Writing: Explain each stage of the life cycle</li> </ul> <p>Year 4</p> <p>reproduction, fertilisation, gestation, offspring, developing, adult, mating</p> <p>Year 5/6</p> <p>Mammal, reptile, bird, amphibian</p> <p>Challenge: What are the similarities and differences between life cycles?</p>	<p><b>Breeding Endangered Animals</b></p> <p>LO: To present findings from enquiries as oral presentations.</p> <ul style="list-style-type: none"> <li>- The WWF wants an advert that persuades people to donate to their panda breeding program.</li> <li>- Interview a WWF conservationist</li> <li>- Computing: Film an advert on iMovie</li> </ul> <p>habitat, breeding, endangered species, environment, deforestation, population, reproduction, David Attenborough</p>	<p><b>Experiment Results</b></p> <p>(Y4) LO: To present findings using observations, bar charts and simple conclusions.</p> <ul style="list-style-type: none"> <li>- Maths: present data from onions and potatoes as bar graph</li> </ul> <p>(Y5/6) LO: To present results using line graphs, conclusions, predictions and explanations of the degree of trust in results.</p> <ul style="list-style-type: none"> <li>- Maths: present data from onions and potatoes as line graph</li> </ul> <p>KWL</p> <ul style="list-style-type: none"> <li>- explain what they've learnt using scientific vocabulary</li> </ul>
<b>Geography</b>	Autumn 2					

History	Tomb Excavation	Timelines	Research	Daily Life	Battle of Muye	Sources of Info
<p>They are servants living in the Shang Dynasty of Ancient China</p>	<p>KWL - ask historically valid questions Y4: Same, different, change Y5/6: significant, cause, effect, impact</p> <p>(Y4) LO: To use evidence to build up a picture. (Y5) LO: To use evidence to build up a picture of a past event. (Y6) LO: To use a range of sources to find out about an aspect of time past. - Interview Hu Fao - Create the artefacts - Excavate her tomb as archaeologists to see what they could learn about her. Primary source, evidence, excavate, archaeologist, artefacts, oracle, dragon bones, jade, bronze, priestess</p>	<p>(Y4) LO: To place events from period studied on a timeline with dates and BC/AD. (Y5) LO: To sequence key events of time studied with dates and relevant historical terms. - put events and dates in order dates, BC/AD, period of time - Maths: place value of 4 digit numbers (Y6) LO: To place the current study on a timeline with other studies using historical terms. - put time periods in order and label decades, centuries, millenniums</p>	<p>(Y4) LO: To use the library and internet for research and choose relevant material to present a picture of one aspect of life. (Y5) LO: To use the library and internet with increasing confidence and select and present relevant sections of information. (Y6) LO: To confidently use the library and internet for research and bring knowledge from several sources together in a fluent account. - Computing: Research daily life - Read story books and info texts Secondary source, fact, fiction, opinion Challenge: Compare the beliefs and behaviour of people in the Shang Dynasty and Norman Norwich.</p>	<p>(Y4) LO: To use evidence to reconstruct life in the time studied. (Y5/6) LO: To find out about the characteristics and beliefs of different people. - Transform the classroom into a Shang city - Spend a day in the life of the ruling family, priests, merchant, warrior, farmer and slave. - Writing: diaries about their day in the Shang dynasty Same, different, change, slave, merchant, noble warrior, priest, government, craftsmen, peasant farmers</p>	<p>(Y4) LO: To offer a reasonable explanation for an event and the effects in the time studied. (Y5) LO: To examine the cause and effects of an event and the impact on people. (Y6) LO: To explain an event in terms of cause and effect using evidence. - Interview a warrior from the battle as newspaper reporters - Writing: write a newspaper report about the Battle of Muye - Computing: layout using Word significant, cause, effect, impact, Shang Dynasty, Zhou Dynasty, King Wu, 1046 BC, uprising</p>	<p>(Y4) LO: To begin to evaluate the usefulness of different sources. - Rank sources of info they used (Y5) LO: To compare accounts of events from different sources and offer some reasons for different versions of events. (Y6) LO: To check the accuracy of interpretations by suggesting omissions and working out how different conclusions were arrived at. - As historians evaluate the sources of info they used fact, fiction, opinion, primary source, secondary source, reliable</p> <p>KWL - explain what they've learnt using historical terms, people, artefacts and events.</p>

<p><b>DT</b></p> <p>The high priestess wants a healthy savoury snack for her children</p>	<p><b>Healthy Eating</b></p> <p>KWL</p> <p>LO: To know about healthy eating and balanced diets</p> <ul style="list-style-type: none"> <li>- label the benefits of each food group</li> <li>- sort foods onto a healthy eating plate</li> <li>- <b>Maths:</b> fractions and percentages</li> </ul> <p>Carbohydrate, dairy, vegetables, fruit, sugar, fat, salt, protein, energy, calcium, fibre</p>	<p><b>Brainstorm</b></p> <p>LO: To generate ideas, considering the purpose.</p> <p>LO: To identify a purpose for their product and generate ideas through brainstorming.</p> <p>LO: To use research to develop a design specification.</p> <ul style="list-style-type: none"> <li>- Research healthy Chinese snacks</li> <li>- Decide which healthy snack to make</li> </ul>	<p><b>Investigate</b></p> <p>(Y4) LO: To evaluate products and identify criteria that can be used for their own designs.</p> <p>(Y5/6) LO: To use results from investigations and research using ICT to develop design ideas.</p> <ul style="list-style-type: none"> <li>- <b>Computing:</b> use the internet for research</li> <li>- Read recipes</li> <li>- Taste ingredients</li> <li>- Identify criteria for their snack</li> </ul>	<p><b>Write a Recipe</b></p> <p>(Y4/5) LO: To develop a clear idea of what has to be done, planning how to use materials, equipment and processes.</p> <p>(Y6) LO: To plan the order of my work, choosing appropriate materials, tools and techniques.</p> <ul style="list-style-type: none"> <li>- <b>Writing:</b> write a recipe with ingredient tools and steps.</li> </ul> <p><b>Challenge:</b> What mistakes or difficulties might you face?</p>	<p><b>Cook</b></p> <p>(Y4/5) LO: To use skills in using different tools and equipment safely and accurately.</p> <p>(Y6) LO: To use tools safely and accurately, making modifications as I go along.</p> <ul style="list-style-type: none"> <li>- make their snack using their recipe and choice of ingredients</li> <li>- <b>Maths:</b> measures grams, millilitres, weigh, measure</li> </ul>	<p><b>Evaluate</b></p> <p>(Y4) LO: To evaluate their products carrying out appropriate tests.</p> <p>(Y5) LO: To evaluate a product against the original design specification.</p> <p>(Y6) LO: To evaluate against my criteria and suggest ways that my product could be improved.</p> <ul style="list-style-type: none"> <li>- taste test and record comments</li> </ul> <p>KWL</p>
<p><b>RE</b></p> <p>How do Buddhists make sense of the world?</p>	<p><b>Theology</b></p> <p>KWL</p> <p>LO: To understand the origin of Buddhism.</p> <ul style="list-style-type: none"> <li>- comic strip of the story of the Buddha and their holy book the Tipitaka.</li> </ul> <p>Buddha, Tipitaka, enlightenment, Buddhist, monks</p>	<p><b>Theology</b></p> <p>LO: To compare Buddhist beliefs with other religions.</p> <ul style="list-style-type: none"> <li>- (Y4) Compare with Christianity.</li> <li>- (Y5/6) plus Islam and Judaism</li> </ul> <p>5 precepts, dukkha, karma, Noble Eight-Fold Path, Nirvana, enlightenment</p>	<p><b>Philosophy</b></p> <p>LO: To think about my understanding of a Buddhist concept.</p> <ul style="list-style-type: none"> <li>- Debate about karma: What if you do a bad thing for a good reason?</li> </ul> <p>karma, philosophy</p> <p><b>Challenge:</b> What is your philosophy and why?</p>	<p><b>Human/Social Sciences</b></p> <p>LO: To find out about a Buddhist's spiritual practices.</p> <ul style="list-style-type: none"> <li>- meditation and mindfulness (mandala colouring)</li> </ul> <p>Meditation, mindfulness, enlightenment</p>	<p><b>Human/Social Sciences</b></p> <p>LO: To find out about Buddhism in China.</p> <ul style="list-style-type: none"> <li>- <b>Computing:</b> Research and make PowerPoint Presentation</li> </ul> <p>Vesak, pagodas, Hangzhou</p>	<p><b>Big Question</b></p> <p>LO: How do Buddhists make sense of the world?</p> <ul style="list-style-type: none"> <li>- Label a Buddhist with: I think ... I believe ... I live by ...</li> </ul> <p>KWL</p> <ul style="list-style-type: none"> <li>- Explain key concepts and beliefs</li> </ul>

Art	Research and Plan	Test Media	Mixing Paint	Brush Strokes	Paint Shang Art	Evaluate Artwork
<p>The high priestess wants paintings of Chinese nature.</p>	<p>KWL</p> <p>(Y4) LO: To show increasing independence and creativity with the painting process. - Use pics for inspiration</p> <p>(Y5) LO: To create imaginative work from a variety of sources.</p> <p>(Y6) LO: To work from a variety of sources, inc. those researched independently. - <b>Computing:</b> Internet research</p>	<p>(Y4) LO: To choose paints and implements appropriately.</p> <p>(Y5) LO: To work on preliminary studies to test media and materials.</p> <p>(Y6) LO: To choose appropriate paint, paper and implements to adapt and extend their work. - Use and evaluate different paints, brushes and papers</p>	<p>(Y4) LO: To make and match colours with increasing accuracy.</p> <p>(Y5) LO: To demonstrate a secure knowledge about colours.</p> <p>(Y6) LO: To create shades and tints using black and white. - Mix paints to create colour wheels and shade strips <b>Primary, secondary, complementary, contrasting, tint, tone, shade, hue.</b></p>	<p>(Y4) LO: To plan and create different effects and textures with paint.</p> <p>(Y5/6) LO: To carry out preliminary studies, test media and materials and mix appropriate colours. - Practise painting different elements of the final piece using different media</p> <p><b>Challenge:</b> How could you improve? Which design is the best and why?</p>	<p>(Y4/5) LO: To paint Chinese nature inspired by Shang art.</p> <p>(Y6) LO: To paint Chinese nature inspired by Shang art, showing an awareness of composition. - Final piece of artwork</p>	<p>LO: To identify what I've done well and what I can improve. - Peer feedback (compliments) - Self-evaluation (star and a wish) <b>complementary, contrasting, tint, tone, shade, hue, brush stroke, blend, style, shadow</b></p> <p>KWL - explain what they have learnt (knowledge, vocabulary and skills)</p>
<p>PSHE &amp; RSE</p> <p>Safety and Feelings</p>	<p><b>Online Safety</b></p> <p>LO: To use search technologies safely, effectively &amp; responsibly. - Make a quiz for each other <b>Challenge:</b> Do you think the Internet is good or bad?</p>	<p><b>Road Safety</b></p> <p>LO: To explain how to be safe on the road on foot, by bike or in a car. - <b>Computing:</b> Make an iMovie with facts and advice for other kids.</p>	<p><b>Stranger Safety</b></p> <p>LO: To understand how to keep safe around strangers and in public places. - Design a stranger safety superhero</p>	<p><b>Water Safety</b></p> <p>LO: To know the risks and safety advice for pools, the sea and other bodies of water. - Design a safety poster for a pool or the beach.</p>	<p><b>RSE: My Feelings (Y4)</b></p> <p>- Whole class</p>	<p><b>RSE: My Feelings (Y5/6)</b></p> <p>- Just Y5/6</p>

Computing	Profile About Me	Online Safety	Online Research	Recipe	Poster	Newspaper Report
<p>Using Word and the Internet</p>	<p>KWL</p> <p>(Y4) LO: To use font sizes and effects appropriately.</p> <ul style="list-style-type: none"> <li>- Change the font, size and colour of text</li> </ul> <p>Font, bold, underline, italics and highlight</p> <p>(5/6) LO: To use images from a digital camera.</p> <ul style="list-style-type: none"> <li>- Take and add a picture of themselves</li> </ul> <ul style="list-style-type: none"> <li>- Make a profile about themselves on Word</li> <li>- PSHE: one page profile</li> </ul>	<p>LO: To know how to use the Internet safely.</p> <ul style="list-style-type: none"> <li>- identify age appropriate websites.</li> <li>- know the information they should and shouldn't share.</li> <li>- know how/when to block and flag things that concern them.</li> </ul> <ul style="list-style-type: none"> <li>- Make a quiz about internet safety</li> </ul>	<p>(Y4/5) LO: To use the Internet to find information using keywords and search engines.</p> <p>(Y6) LO: To copy and paste from the Internet, acknowledging the source of information.</p> <p>Search engine, copy, paste, copyright</p> <ul style="list-style-type: none"> <li>- History: Research daily life in the Shang Dynasty</li> <li>- DT: Find recipes for spring rolls</li> <li>- Art: Research Shang art</li> </ul>	<p>(Y4) LO: To organise text on screen using bullet points.</p> <p>(5/6) LO: To use editing tools to write different genres of texts.</p> <ul style="list-style-type: none"> <li>- Make a page from a cookbook for spring rolls</li> </ul> <p>Headings, bold, underline, italics, highlight, bullet points, numbering</p> <ul style="list-style-type: none"> <li>- Writing: instructions</li> <li>- DT: cooking and nutrition - spring rolls</li> </ul>	<p>(Y4) LO: To organise text on screen using insert.</p> <p>text boxes, Word Art, shapes</p> <p>(Y5/6) LO: To create hyperlinks to find information.</p> <ul style="list-style-type: none"> <li>- Add links to websites for info</li> </ul> <p>Hyperlink, web address</p> <ul style="list-style-type: none"> <li>- History: Make a poster persuading people to visit the tomb of Fu Hao</li> <li>- Challenge: How could you improve your poster for the reader?</li> </ul>	<p>(Y4) LO: To edit and re-organise text.</p> <p>spellcheck, delete, cut, paste</p> <p>(Y5) LO: To use a variety of media to create suitable presentations for particular audiences.</p> <p>(Y6) LO: To design pages which present the user with clear information.</p> <ul style="list-style-type: none"> <li>- Write a newspaper report about the Battle of Muye</li> <li>- Writing: report</li> <li>- History: Shang Dynasty</li> </ul> <p>KWL</p>
<p>PE</p>	<p>Games: Tag-Rugby</p>	<p>Games: Tag-Rugby Cross Country: Lo warm -up and down effectively</p>	<p>Games: Tag-Rugby Swimming or Cross Country: Lo: maintain stamina</p>	<p>Games: Tag-Rugby Swimming or Cross Country LO: body position</p>	<p>Games: Tag-Rugby Swimming or Cross Country</p>	<p>Games: Tag-Rugby Swimming or Cross Country</p>