

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Theme/Topic Title | If the shoe fits... | In a land far away | The Reign of the Romans | Kids Rule | Teacup | |
| Focus Subject(s) | History and DT | Geography | English and DT | English, Art | DT | |
| 1. Bang Event (Wider Experiences/Opportunities) | Context Days – Immersion into traditional tales and the story of Cinderella. | Content Day – Going to Southbourne Beach to investigate the scenery. The children will be able to take pictures and create art whilst at the beach. No Pencil Day – Children will spend the day pretending to be explorers. They will get to investigate animals in the forest, create a new report and create their own land. | Context Day – Look at the day in the life of a Roman. Compare rich and poor Romans. Look at what life was like in Britain pre-Romans. No Pencil Day – look at Polly Flint story, predicting what may happened, getting to know the character. Active learning to fully understand the story. | Context Day – children will get to create a campaign team about tackling school issues. They will create a manifesto and debate it with year 4! Children will hold a debate between each class and the ‘audience’ will get to vote for which campaign team they would like in power. Children will have the chance to run for the role of ‘Principal’s Advisor’ and use their writing to create a persuasive text. | School trip - Going to Southbourne Beach to investigate the scenery. The children will be able to take pictures and create art whilst at the beach. The children will bring back a cup of soil, like in our text, and use it to plant their own seeds. Children will create their own ‘teacup’ in DT, like in the book to grow their own plant. | |
| 2. Oracy Opportunities | Curating key vocabulary on the context days for a word bank resource. Discussion about characters. | Children will work on a news report about an animal and a make-believe land. Children will curate key words from our stories to use in our writing. We will also have a Curiosity Cube in class which will provide opportunities for children to discuss their ideas. | There will be opportunities for debates, active learning and presentations throughout the term. Children will get to act out being a Roman and recreate the Battle of Watling Street. | Children will create a speech for their campaign and have a go at an actual debate. Children will also create a persuasive speech to perform for Mr Edmonds in order to earn the position of ‘Principal’s Advisor’. | Children will get to discuss their findings at the beach in pairs to use in a short recount of the day. We will also have a No Pencil Day to allow opportunities for children to use drama, debates and presentations in their learning. | |
| 3. Cultivating Readers Key Text(s) | Cinderella The Egyptian Cinderella Classic Fairy tales | The Giant and the Sea The Land of Neverbelieve | The Secret World of Polly Flint | The Accidental Prime Minister | Teacup | |

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| <p>4. Broaden Horizons (ambition / aspirations)</p> | <p>Children will get to experience hands on learning as they take a journey through ancient Egypt. They will also get</p> | <p>Children will have a beach experience in a new part of the UK.</p> | <p>Children will get to experience hands on learning as they take a journey through Roman times. They will get to</p> | <p>Children will experience what it is like to be on a campaign team and work in a position of leadership. Children will</p> | <p>Children will get to go to Southbourne Beach to explore the geography of the land.</p> | |
| | <p>to experience being an author as they write their own version of Cinderella.</p> | <p>Children will get to have an experience of being a reporter.</p> | <p>feel like time travellers as we take them on an adventure to distant times using the power of imagination.</p> | <p>also experience what a general election is like and exercise their right to vote and uphold the British value of Democracy.</p> | <p>Children will also explore what life is like for a refugee as that is what our book centres around. It will allow them to use our British Values such as respect and tolerance of others.</p> | |
| <p>5. Key Vocabulary</p> | <p>Cinderella Step-sister Prince Ball Fairy God Mother Ancient Egypt Pharaoh Hieroglyph Pyramid Mummy</p> | <p>Giant Sea Beach Global Warming Pollution Reporter David Attenborough Land</p> | <p>Roman Invasion Settlement Vesuvius Pompeii Diary Time traveller Julius Caesar Claudius Germanicus Boudica Celts</p> | <p>Prime Minister Leadership Power Persuasion Speech Campaign Manifesto</p> | <p>Refugee Traveller Destination Beach</p> | |
| <p>Applause Opportunities (<i>how work is to be celebrated</i>)</p> | <p>Ancient Egypt Museum – school will be invited to come and see our writing and information booklets.</p> | <p>Children are going to create a piece of art work using what a picture they took at the beach. Children will have the opportunity to write their own sequel to our story.</p> | <p>Children will create their own cardboard house to add to our cardboard city. This will be held up on display for all to see. Children will also make their own mosaic portrait.</p> | <p>Children will work on their speech throughout the first half of the term and deliver it in front of the LKS2 team and our Principal. In the second half of the term, the children will study Frida Kahlo and create their own portrait. We will put our work on display in a museum like event.</p> | <p>Children will get to create their own tea cup for their plants. Children will get to write their own version of the story from the POV of the little girl at the end of the text and use their writing skills to showcase what they have learned.</p> | |

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| English | Cinderella | Outcome one: writing a sequel to 'The Giant and the Sea'. Outcome two: Children are going to write a recount about visiting their own land. | Outcome one: diary entry Outcome two: children will write an explanation text about Claudius Germanicus. | Outcome one: write a persuasive speech to become the Principal's Advisor. Outcome two: write a new chapter for our story 'The Accidental Prime Minister'. | Outcome one: Children will write a different version of the story from the POV of the girl with the egg cup. | |
| Maths | Place Value | Properties of Shapes | Fractions Addition and Subtraction | Multiplication and Division | Fractions and Time | |
| | Geometry: Properties of Shapes | Multiplication and division | | Geometry | | |
| Geography | | Locational and Place European Cities | | Earth Processes | Local Pollution | |
| History | Ancient Egypt | | Romans | | | |
| Science | Animals Including Humans | States of Matter | Electricity | Living things and their Habitats | Living thing and their habitats | |
| Music | Charanga | Charanga | Charanga | Charanga | Charanga | |
| PE | Invasion games, football, boccia, badminton | Gymnastics Quicksticks | Football Dodgeball | Swimming Basketball | Tennis Outdoor Adventure | |
| RE | Why are festivals important to religious communities? | Why are festivals important to religious communities? | Why are festivals important to religious communities? (Islam) | Why do people pray? | What can we learn from religions about deciding what is right and wrong? | |
| Art | | A study of Paul Signac and his work. Children will get to produce their own landscape pictures. | | A study of Frida Khalo. | | |
| DT | Design and create a canopic jar. | | Design and make a mosaic. | | Making a tea cup out of clay. | |
| PSHE/Values (including RHE) | Being Me | Celebrating difference/ Bravery | | Healthy Me | Relationships | |
| Computing | Information Technology | Digital Literacy | Computer Science | Information Technology | Digital Literacy | |
| French (KS2 Only) | Introduction to French: Welcome phrases. | Food and drinks Conversation phrases | Travel | Weather & Dates | Animals | |