

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Topic and Question: Hola Mexico How might Ancient Maya inspire us?		Topic and Question: Alchemy Island Is it possible to make gold?		Topic and Question: A Child's War What was it like for a child in	
	Hook: Dia de los muertos – Day of the dead party		Hook:		Hook: Creating evacuee masks - evacuee day (duck and cover)	
	Visit: The Chocolate Story		Visit: none		Visit: Eden Camp	
	Exhibition: Make and sell chocolate		Exhibition:		Exhibition:	
History	Learn about a non- European society that provides contrasts with British history –; Mayan civilization c. AD 900 Examining and drawing out key deductions about aspects of Mayan civilisation (lifestyle, food, homes, clothing, jewellery, religious services, beliefs etc), use of timelines, contributions to modern society.		□ Ancient Greece – a study of Greek life and achievements and their influence on the western world Explore an Ancient European culture-Ancient Greeks. (lifestyle, food, homes, clothing, jewellery, religious services, beliefs, key figures, using sources, making deductions etc), use of timelines, contributions to modern society.		Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study-The Sheffield Blitz Create timelines, consider the different treatment of people belonging to different groups in society within Nazi Germany, research key details about the London Blitz, wartime homes, daily life for children during the war, use of photographic sources to explore similarities and differences, understand the legacy of WW2	
Geography	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. Use world maps and satellite images to locate Mexico, identifying the hemisphere it is located in and the surrounding countries. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South American. Locate the Chihuahuan Desert. Identify the climate and key geographic features found there. Find out what daily life is like for children in Mexico. Compare life in cities to rural areas. Use maps, atlases, globes and digital/computer, mapping to locate countries and describe features studied. Locate some of the main cities of Ancient Maya on a map of South America. Note their positions in relation to the Southern Hemisphere, the equator and countries in South America. Describe any geographical features and regional climates.		Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Use Alchemy map to identify human and physical geography. Design a fantasy map incorporating both human and physical features, applying knowledge of what features would be close together. Use four and six figure grid references to locate features on an Ordnance Survey or world map. Use co-ordinates to plot a route across the Alchemy Island map. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use co-ordinates and directions to plot a route across the Alchemy Island map. Plot a route across the map applying knowledge of the above.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps to identify the location of the Allies and Axis powers Explore how borders of countries/country names have changed. Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems. Identify key areas in Britain where children were evacuated to and why.	
P.S.H.E	Global Difference and Diversity	Growing up - Relationships	Growing Up – Responsibilities	Transition to Secondary School	The caring school	Rollercoaster: The Ups and Downs of Puberty
R.E	Muslim and Christian Who is Inspiring?		Christian Aid and Islamic Relief		What will make Rotherham more tolerant	
French	Quick re-cap of some basic phrases.	Quick re-cap of some basic phrases.	Getting to know you (Y5) Look what I can do! When I grow up...	All around town (Y4) Where do you live? In my town	Let's go shopping (Y6) Shopping conversation At the shops	All in a day (Y6) O'clock, ½ past, ¼ past and ¾ to Am/pm

	<p>All about Me (Y3) Classroom instructions Body Actions Colour Clothes</p>	<p>Time (Y3) Numbers Days Months Birthdays Date Yesterday, today and tomorrow</p>	<p>How do you spell that? How are you feeling? What am I going to do? Je me presente</p>	<p>My address How do you say...?</p>	<p>Clothes French money Shopping lists A shopping experience</p>	<p>5 minute intervals 24 hour time At the airport The school week</p>
Music	<p>Use and understand staff and other musical notations. Listen to "El Jababe Tapatio" and identify the instruments they hear. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Learn a traditional Mexican song, such as "La Cucaracha". Create a musical performance incorporating all the elements featured this term. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen to different examples of Mayan music. Choose a favourite piece and describe the emotions it evokes. Create glyphs to symbolise its instrument. Listen with attention to detail and recall sounds with increasing aural memory. Explore instruments that use wind to make a sound. Investigate how they work and how different sounds are created.</p>		<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use software/keyboards etc to create "magical sounds" that they might hear upon their entry to Alchemy Island. Create a soundtrack to reflect the mood and atmosphere of one of the island's kingdoms using copyright-free music and sounds (audio Network). Compose a melody/ tune to fit their lyrics. 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. Composer study- Beethoven Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Compose a rap/jingle Listen with attention to detail and recall sounds with increasing aural memory. Identify how music makes us feel and what it makes us think of. Use and understand staff and other musical notations. Create their own graphic score using shapes and symbols to represent the different instruments they have used.</p>		<p>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. Listen to sounds of war (air-raid siren, gas rattle etc) and identify how it makes people feel. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Learn to sing popular wartime children's songs. Create a performance of wartime songs for an audience. Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop a class song about the Blitz using the melody of a well-known wartime song.</p>	
P.E						
Science	<p><u>Living Things and their habitats</u> -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics.</p>		<p><u>Properties and Changes of Materials</u> -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new</p>		<p><u>Light</u> -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <u>Electricity</u> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	

		materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	-use recognised symbols when representing a simple circuit in a diagram.
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use mapping technologies, such as Google Earth, to explore Mexico from above. Visit the deserts, mountains and urban areas and draw comparisons with other areas of the world.</p> <p>Use the web to find out about the ancient Maya writing system. Divide their name into syllables and by finding them on a syllabary chart. Cut and paste examples into word documents.</p> <p>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.</p> <p>Use Google maps to visit Maya landmarks. Capture images from Street View and describe using simple, everyday language. Type the sentence into Google Translate and listen to the translation in Spanish. Record and insert sound file with the image.</p>	<p>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.</p> <p>Look for potential portals they could use to reach Alchemy Island. Take photographs and add effects using photo effects programmes/software.</p> <p>Make a digital image of themselves as a gaming character.</p> <p>Make a review of the best computer games for children under ten. Possibly upload to the schools website (GDPR permitting) and monitor the number of hits the review receives.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use Scratch to trace a route across Alchemy Island. Identify and rectify the error.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use the web to find about a key battle/point of WW2. Create a digital timeline of the events.</p> <p>Create an animated presentation to summarise their learning over the project.</p>
Art	<p>Find out about great artists, architects and designers in history.</p> <p>Research and appreciate the intricate designs of Maya Stelae</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].</p> <p>Design and paint a sugar skull.</p> <p>Make 3d sugar skulls.</p> <p>Use clay/polystyrene block to create a Maya Stelae using ideas from their sketch book.</p> <p>To create a 3d animal using collage and painting techniques in the style of Mexican pattern art.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Create sketches of a Maya Stelae.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To create sketches of traditional images as seen in CS Lewis's Chronicles of Narnia</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].</p> <p>To use pastels to explore different types of portals and what they may look like.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].</p> <p>Use washes, collage and pastel techniques to create an image depicting the London skyline under attack.</p> <p>Find out about great artists, architects and designers in history.</p> <p>Learn about the life and work of LS Lowry.</p> <p>Create their own version of a war picture in the style of Lowry using pencil techniques.</p>
D&T	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Make a range of recipes for traditional and contemporary Mexican fruit drinks. Create their own version of a fruit drink.</p> <p>Evaluate their recipes.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Use tools appropriately to cut and mix.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Follow a recipe for Mayan hot chocolate. Experiment with adding</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Design a new board game called "Alchemy Island" using a graphics package.</p> <p>Understand and use electrical systems in their products.</p> <p>Exploration of how to make a battery last longer by creating a gap in the circuit and using conductive materials to make switches.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Find recipes and make popular wartime foods.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Create miniature Anderson shelters.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Choose the best materials for a task, showing an understanding of their working characteristics.</p> <p>Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.</p> <p>Make a simple toy from the WW2 era.</p>

	<p>ingredients to change the taste and texture. Understand and apply the principles of a healthy, balanced diet. Taste foods enjoyed by the Maya culture. Consider if the diet is balanced/healthy.</p>					
50 Things	<p>Climb a climbing wall Make something to sell at a fair Enter a competition</p>		<p>Recite a poem to an audience Take part in a sponsored event to raise money Represent your school</p>		<p>Do something for charity Attend a school disco Write a thank you letter Name 5 trees by their leaves</p>	
Enterprise	Focus: collaborate	Focus: plan	Focus: design	Focus: vision	Focus: energy	Focus: communicate
Core Stories	<p>Kensuke's Kingdom Holes</p>		<p>Room 13 Street Child</p>		<p>Kensuke's Kingdom</p>	