

Autumn 1 - 2/9/20 (6 pieces of work)	28/9/20 (5 pieces of work)	12/10/20 (1 final piece and sketch book)
<p><u>Volcanoes & Earthquakes</u></p> <ul style="list-style-type: none"> • <u>Why is the Earth violent?</u> • What is the Earth made of? • What are tectonic plates? • Why do Earthquakes happen? • Where do Earthquakes happen? • How are volcanoes created? • Where do volcanoes occur? 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • <u>How are rocks formed?</u> • How are rocks different from each other? • How are different rocks formed? • What is a fossil? • What can we learn from fossils? • What is dirt made from? 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Sarah Winkler - layering and watercolours • Intent - To enable children to create sketchbooks to record their observations and use them to review and revisit ideas. • Implementation - To study the work of Sarah Winkler, focussing on watercolour techniques and the use of minerals to create texture. • Impact - Children will have a final piece based on a volcanic landscape in the style of Sarah Winkler.
<p><u>Texts:</u> Escape from Pompeii - Christina Balit (Guided) Bear Grylls - The Earthquake challenge - Bear Grylls (Read Aloud) Stone girl, bone girl - Laurence Anholt (Guided) Journey to the centre of the Earth - Jules Verne (Read Aloud)</p>		
<p><u>Trips:</u></p>		

Autumn 2 - 2/11/20 (9 pieces of work)	23/11/20 (6 pieces of work)	7/12/20 (3 pieces of work)
<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • <u>When did civilisations begin in Britain?</u> • When was the Stone Age? • What was a Stone Age lifestyle like? • Where did Stone Age civilisations live? • When was the Bronze Age? • How was the Bronze Age different to the Stone Age? • Where were the Bronze Age settlements? • When was the Iron Age? • How was the Iron Age different to the Stone Age and Bronze Age? • How can early civilisations influence modern life? 	<p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> • <u>What is a force?</u> • <u>What is a force and how does it work?</u> • <u>What is magnetic force?</u> • <u>What objects attract or repel magnets?</u> • <u>How do magnetic poles affect how they work?</u> 	<ul style="list-style-type: none"> • <u>RE - Has Christmas Lost its True meaning?</u> • What is the true meaning of Christmas? • How is the true meaning different to the modern one? • How can the true meaning of Christmas fit with the modern one?
<p><u>Texts:</u> Stone Age Boy Satoshi Kitamura (Guided) Secrets of Stonehenge - Manning and Granstrom (Guided) The boy with the Bronze axe - Kathleen Fidler (Read aloud)</p>		
<p><u>Trips:</u></p>		

Spring 1 - 4/1/21 (7 pieces of work)	18/1/21 (1 final piece and sketch book)	1/2/21 (5 pieces of work)
<p><u>Europe - Italy - Rome</u></p> <ul style="list-style-type: none"> • <u>What are the geographical features of Italy?</u> • Where is the continent Europe? • Where is the country Italy? • What physical features of Italy can we identify? • What human features of Italy can we identify? • Where is Rome? • What physical features of Rome can we identify? • What human features of Rome can we identify? 	<p><u>Art</u></p> <ul style="list-style-type: none"> • <u>Antoni Gaudi- Mosaic</u> • Intent - For children to create sketchbooks to record their observations and use them to review and revisit ideas. • Implementation - To study the work of Antoni Gaudi, focussing on techniques of creating mosaic pictures using tiles. • Impact - Children will have a final mosaic piece in the style of Antoni Gaudi. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • How is light important? • What is light? • What is reflection? • How are shadows formed? • Why do shadows change size? • How is light from the sun dangerous?
<p><u>Texts:</u> Romeo and Juliet - William Shakespeare (Guided) Sky Song - Abi Elphinstone (Read Aloud)</p>		
<p><u>Trips:</u></p>		

Spring 2 - 22/2/21 (6 pieces of work)	8/3/21 (Final piece)	22/3/21 (3 pieces of work)
<p><u>Romans</u></p> <ul style="list-style-type: none"> • <u>How did the Roman Empire influence Britain?</u> • How big was the Roman Empire? • When did the Roman Empire come to Britain? • Why was the Roman Army so powerful? • What happened when the Romans met the Britons? • Where was the Romanisation of Britain? • What impact did the Romans have on Britain? 	<p><u>DT</u></p> <ul style="list-style-type: none"> • <u>Construction - catapult</u> • <u>Design - 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.</u> • <u>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern-pieces and computer aided design.</u> • <u>Make - Select from and use a wider range of tools and equipment to perform practical tasks accurately.</u> • <u>Select from and use a wider range of components and materials, including construction materials, according to their</u> 	<p><u>RE - What is 'good' about Good Friday?</u></p> <ul style="list-style-type: none"> • When is Good Friday? • What happened on Good Friday? • What is 'good' about Good Friday?

	<p>functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> • <u>Evaluate - Investigate</u> and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. • <u>Technical knowledge - Apply</u> their understanding of how to strengthen, stiffen and reinforce more complex structures. 	
<p><u>Texts:</u> Across the Roman wall - Theresa Breslin (Guided) Revolt against the Romans - Tony Bradman (Read Aloud)</p>		
<p><u>Trips:</u></p>		

Summer 1 - 19/4/21 (5 pieces of work)	3/5/21 (5 pieces of work)	17/5/21 (3 pieces of work)
<p><u>Mountains</u></p> <ul style="list-style-type: none"> • <u>What is a mountain?</u> • <u>What makes a mountain?</u> • <u>How are mountains formed?</u> • <u>What are the parts of a mountain called?</u> • <u>Where are the United Kingdom's highest peaks?</u> • <u>Where are the mountain ranges of the world?</u> • <u>Where are the world's highest mountains?</u> 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • <u>How do plants keep themselves alive?</u> • <u>What are the different parts of a plant?</u> • <u>What job does each part of a plant do?</u> • <u>What are the stages of a plant's life cycle?</u> • <u>What does a plant need to grow?</u> • <u>How does water travel through a plant?</u> 	<p><u>RE: Creation + Origin of Buddhism</u></p> <ul style="list-style-type: none"> • <u>Who was Siddharta Guatama?</u> • <u>Where and when did Buddhism begin?</u> • <u>What are the key Buddhist beliefs?</u>
<p><u>Texts:</u> Running on the roof of the world - Jess Butterworth (Guided) No summit out of sight - Jordan Romero (Read Aloud)</p>		
<p><u>Trips:</u></p>		

Summer 2 - 7/6/21 (4 pieces of work)	21/6/21 (final piece)	5/7/21 (3 pieces of work)
<p><u>Animals inc. humans</u></p> <ul style="list-style-type: none"> • <u>How do we group animals?</u> • <u>What is a human skeleton like?</u> • <u>How do human muscles work?</u> • <u>What is nutrition?</u> • <u>What nutrition is good for humans?</u> 	<p><u>DT</u></p> <ul style="list-style-type: none"> • <u>Cooking - Healthy Eating</u> • <u>Design</u> - 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. • <u>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</u> • <u>Make</u> - Select from and use a wider range of tools and equipment to perform practical tasks accurately. • <u>Select from and use a wider range of components and materials, including ingredients, according to their functional properties and aesthetic qualities.</u> 	<p><u>Britain before Anglo Saxons</u></p> <ul style="list-style-type: none"> • <u>What were the 'Dark Ages?'</u> • <u>When and why did the Romans leave Britain?</u> • <u>What was Britain like when the Romans left?</u> • <u>What happens when in early British history?</u>

	<ul style="list-style-type: none">• <u>Evaluate</u> - Investigate and analyse a range of existing products.• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.• Understand how key events and individuals in design and technology have helped shape the world.	
<p><u>Texts:</u> What's on your plate? Exploring the world of food - Stewart and Engel (Guided) Charlie and the Chocolate factory - Roald Dahl (Read Aloud)</p>		
<p><u>Trips:</u></p>		