



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aspirations Condition	Belonging / Confidence to take Action	Leadership and Responsibility	Curiosity and Creativity	Heroes	Spirit of Adventure	Fun and Excitement
School Thread:	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
Driving Question(s)	How should the World prepare for natural disasters? Title: Disaster!	What do we know about life during the Shang Dynasty? Title: Earliest Civilisations: Shang Dynasty	Can we find out how natural selection will perhaps shape our future? Title: Survival of the fittest?	How can we demonstrate the important lessons learnt from the 20th Century Conflicts? Title: Battle of Britain	Can you formulate the secret recipe for personal success? Title: Marvellous me	Can we explore what the biggest population challenge is, of our time? Title: Yes Minister!
Outcomes	A survival guide for a challenging environment (3D models) of volcanic/earthquake warning system	Write a Biography for a famous Shang Emperor.	Report as evolutionary biologist - As scientists can we find out why animals and humans adapt?	Plan and organise a VE day celebration for next term (May)	Workshop to teach and guide an audience. (Invite parents)	Persuasive letter to an MP about Homelessness - what can be done
Subjects Covered in Assignment	English, Geography, Science, Design and Technology, Computing	History, Geography, English, RE, Art, Computing	English, Geography, Science	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
21st Century skills	Sense making, Productivity and accountability, Collaboration and Resilience.	Sense making Media Literacy Transdisciplinary Cognitive load management Resilience	Sense making Transdisciplinary Cognitive load management Resilience	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
Business/Careers links	Seismologist	Curator	biologist, biophysicist, and neuroscientist	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>	<i>Tbc (Curriculum being written for September 2021)</i>
Real life skills	Ordnance map reading skills, Roll down a hill; picnic; Foraging	Perform in front of an audience		World map reading; compass skills	Visit Capital City - London	Perform in front of an audience
Real life experience	Forest school- Designing shelters to withstand torrential rain.	Christmas Carols	Forest School- How to read a map and use a compass.			Year 6 production Forest School- Water cycle in a jar.

Community link	Local walk - Banbury		Compare UK and Galapagos Island	WW2 base near Banbury	Banbury theatre group - Mill?	Invite Local MP to present DQ
Trip/Visitor (inc. cost)	Residential / Local walk	IMPS	Junior Citizen	Chipping Warden	Theatre trip - London	Audience - family / school
Maths	Number; Negative numbers; Data	Percentages, decimals, fractions and the relationships Co-ordinates; Angles	Area/Perimeter; Measures	Time 3D shapes / nets (city)	SATS 3D shapes / nets (city)	Decimals Money – taxes Enterprise skills.
English	Book suggestion: Survivors Non-fiction: Earth Shattering Events!: The Science Behind Natural Disasters	Book suggestion: Firework Maker's Daughter The Willow Pattern Story (art)	Book suggestion: Charles Darwin on the origin of Species	Book suggestion: Our Castle by the Sea Letters from the Lighthouse Billy's Blitz Rose Blanche Goodnight Mr Tom Carrie's War	Book suggestion: You are Awesome Crossover - Kuame Wilma Unlimited - Kathleen Krull Salt in his shoes (Michael Jordan)	Book suggestion: Goldfish Boy Varmintz Way Home The Viewer
Science	Electricity SCIENTIST: SAMUEL MORSE SCIENTIST: NIELS BOHR	Living things and their habitat SCIENTIST: ROSALIND FRANKLIN SCIENTIST: OSWALD AVERY	Adaptation (humans), Evolution and Inheritance Re-visit Rocks (yr3) - Fossils SCIENTIST: CHARLES DARWIN	Light SCIENTIST: ISAAC NEWTON	Animals incl. Humans SCIENTIST: WILLIAM HARVEY	Plants - adaptation SCIENTIST: GREGOR MENDEL
Computing	Computer Sciences Use Microbit to create a disaster warning system. These projects may be useful: Tilt alarm Pressure switch alarm Thermometer Max-Min Thermometer Door alarm Digital literacy Online safety	IT Design a fact file then evaluate it against a set of criteria. Must include hyperlinks. Collaborate with other children to edit and improve work. Use google slides/docs. Digital Literacy Online relationships	Computer Sciences To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. Digital Literacy Health, well-being and lifestyle	Computer Science Use a Microbit to create a: sunlight sensor; night light; light alarm. Digital Literacy Privacy and security	IT Using spreadsheets to create computational models to solve real world problems Computer networks	IT Students create a blog on a subject of their choice. Students can then transfer their written blog into either a vlog or a podcast. Digital Literacy Self image and Identity

<p>Geography</p>	<p>Locational knowledge Natural Disasters Pompei</p>		<p>Place knowledge Human and physical geography Galapagos Island: Compare with locality</p>			<p>Place knowledge Human and physical geography Re-cap water cycle (yr4/5) Human geography: the distribution of natural resources including energy, food, minerals and waste</p>
<p>History</p>		<p>Contrast with a non-European society that provides contrasts with British history- What do we know about life during the Shang Dynasty?</p> <p>Outcome: A Biography for a famous Shang Emperor.</p>	<p>Charles Darwin</p>	<p>Life of a child during WW2. WW2- A significant turning point in British history- WW2/Battle of Britain. Crime and punishment from WW2 to the present day. Changes in an aspect of social history - Use The Journey (text)</p>	<p>Locational knowledge Shackleton's Journey Human Feats</p>	
<p>Art & Design</p>	<p>Experiment in an open ended way with a wide variety of materials (artists as scientists) Patterns can be created through overprinting Colour to reflect mood (Matisse?) Texture - embellishing</p>	<p><i>Text to link - The Willow Pattern Story</i></p> <p>How art has shaped history and culture Have a broad knowledge of artists and art movements across culture</p> <p>Experiment in an open ended way with a wide variety of materials (artists as scientists) Digital resources can be combined to create art – animation Technology provides us with a range of tools to create and edit art.</p>	<p>Textiles - needle felting in DT - sketch skeletons to understand how wire frames can be used in needle-felting</p> <p>Colour studies experimenting with different combinations for the finished animal</p>	<p>How art has shaped history and culture Link to specific techniques, tools and media used by those artists/those movements Henry Moore – Drawing from observation can help us to add realistic detail and to understand scale and proportion Sculpture (Construction) How art has shaped history and culture Have a broad knowledge of artists and art movements across history - propaganda</p> <p>Artists use feedback to amend and improve their art.</p>		

DT	Programme, monitor and control their warning products.		Express creativity and imagination Design, Make and evaluate: Island for an adapted animal (animals from Galapagos) by needle felting		Design and make real and purposeful products Enterprise skills. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Design and make real and purposeful products Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	Cross country and fitness Understand the importance of following rules Tag Rugby Understand the importance of following rules Lead a team Design plans for a game	Dance Takes responsibility for planning and combining sequences using their own style Gymnastics	Hockey (Cross year group tournament) Understand the importance of following rules Lead a team Design plans for a game Sports Hall athletics Understand the importance of following rules	Tennis Understand the importance of following rules Ensuring the rules of the game are followed fairly Basketball Understand the importance of following rules Lead a team Design plans for a game	Rounders Understand the importance of following rules Ensuring the rules of the game are followed fairly Cricket Understand the importance of following rules Lead a team Design plans for a game	Athletics (lead an athletics activity/lesson for year 2 children) Understand the importance of following rules Ensuring the rules are followed fairly Orienteering How maps are designed and the importance of considering safety and dangers
Music	Express emotions and feelings through music Improvise and compose music by exploring the interrelated dimensions of music to express a range of feelings and emotions. Musical notations and staff understanding.	How music has shaped history and culture Appreciate and understand a wide range of high-quality music drawn from different traditions To listen with attention to detail and recall sounds with increasing aural memory (Christmas carol songs)		The impact music has on their lives and the lives of others Develop an understanding of the history of music. Listen, review, and evaluate music across history, genres, and traditions		Express emotions and feelings through music Experiment with voices and musical instruments with control, fluency and expression To listen with attention to detail and recall sounds with increasing aural memory (Production songs)
MfL	i) To communicate about themselves, their lives and their local community Greetings and saying your name Spanish names Saying how you feel • ¿qué tal? • 4 answers to	i) To communicate about themselves, their lives and their local community. iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Counting to 15 and	i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)	i) To communicate about themselves, their lives and their local community iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) En mi estuche (in my	i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject	iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) ii) To celebrate creativity, diversity and cultural identity through language Mi bandera - my flag

	<p>the question</p> <p>Phonics: h, ll, ñ, a, o, e, i, u, qu</p>	<p>saying your age numbers 1-15</p> <p>¿Cuántos años tienes? años</p> <p>Phonics: ce / ci / z, b/v, cu, ñ</p>	<p>Los colores</p> <p>12 colours</p> <p>¿De qué color es? de color</p>	<p>pencil case)</p> <p>Gender of singular nouns</p> <p>Singular indefinite articles</p> <p>6 x school equipment sí/no</p> <p>Phonics: ce / ci / z, b/v, cu, ce / ci / z, b/v, cu, ñ</p>	<p>specific vocabulary (e.g. numbers)</p> <p>Mi familia y yo: members of the family, their names and ages, pets, their names and ages.</p> <p>Possessive adjective mi</p> <p>Notion of gender</p> <p>Plurals of nouns</p> <p>Use of no to make verb negative</p> <p>Members of the family</p> <p>Numbers 1-15</p> <p>¿Cómo se llama?</p> <p>¿Cuántos años tiene?</p> <p>Names</p> <p>9 x pet words</p> <p>Phonics: h, ll, ñ, z, j.</p>	<p>use of conjunction y</p> <p>Possessive adjective mi</p> <p>Plurals of nouns</p> <p>Adjectival agreement (fem. sing.)</p> <p>Phonics: j, ci, a</p>
PSHE/SRE	Me and my relationships	<p>Valuing Difference</p> <p>Link to WW2</p> <p>Me and my relationships</p> <p>(anti-bullying week)</p>	<p>Keeping Myself Safe</p> <p>(Junior Citizens)</p> <p>Maintaining physical, mental & emotional health & wellbeing</p>	<p>Rights and Responsibilities</p> <p>Enterprise skills.</p>	Being My Best	Growing and changing
RE - Christianity, Humanism, Sikhism and Values	<p>Stories: How and why did the universe begin? (Christianity - Creation story, Humanism - Big Bang)</p>	<p>Expressions, Places and Symbols: Are the Sikh Black Lions encouraging role models? What does it mean to be brave? (Sikhism - Sikh Black Lions)</p>	<p>Celebrations: How do we celebrate the beginning of a new year? (Sikhism - Vaisakhi – Sikh New Year – link to Harvest)</p>	<p>Inspiration (Ideas of God): How can religion influence people's lives? (Christianity - Famous Christians)</p>	<p>Me and Others: What is the meaning of life?</p>	<p>Big Questions: What is the best way to influence community cohesion? Enterprise skills.</p>