

CREATIVE CURRICULUM OVERVIEW



	Autumn	Spring	Summer
YEAR 1	<p><b>Jungle Explorers</b> Driver: Science - Geography Wow Moments: Ranger Rob with animals <b>Santa's Little Helpers</b> Driver: RE</p>	<p><b>Once Upon a Time</b> Driver: English Wow moments Story teller - Ball in the hall</p>	<p><b>Buckets and Spades</b> Driver: History / Art Wow moments – Trip to the seaside – Art gallery</p>
YEAR 2	<p><b>There's No Place Like Home</b> Driver: History Wow Moments: Witch's Party <b>Step into Christmas - Toys over Time</b> Driver: RE - History</p>	<p><b>Where Wild Things Are!</b> Driver: Science Wow Moments: Visit to Martin Mere</p>	<p><b>Globe Trotters</b> Driver: Geography Wow Moments: Manchester airport</p>
YEAR 3	<p><b>Is Chocolate Fantastic?</b> Driver: Science Wow Moments: Chocolatier – Christmas Fayre <b>A Time for Giving</b> Driver: RE</p>	<p><b>Ciao Bella Italia</b> Driver: Geography Wow Moments: Pizza shop – Italian day</p>	<p><b>Here Comes Summer</b> Driver: Science Wow Moments: - Trip to Formby</p>
YEAR 4	<p><b>Where does Magic Lie?</b> Driver: Science Wow Moments: Mad Scientist – Magic show <b>The 4<sup>th</sup> King</b> Driver: RE</p>	<p><b>Spice of Life</b> Driver: PE Wow Moments: Bollywood Dance <b>Anglo Saxons</b> Driver: History Wow Moment: Classroom Invasion</p>	<p><b>Vive La France</b> Driver: Geography <b>Wheels of Industry</b> Driver: History Wow Moments: Art day – Art exhibition</p>
YEAR 5	<p><b>Here Come the Greeks!</b> Driver: History Wow Moments: Ancient Greek Lifestyle Workshop <b>Deck the Halls</b> Driver: RE</p>	<p><b>The Land of the Free</b> Driver: Geography Wow Moments: America Day</p>	<p><b>Let Me Entertain You</b> <b>Leisure and Entertainment through time</b> Driver: History Wow Moment: Banquet - Theatre</p>
YEAR 6	<p><b>Let the Battle Commence</b> Driver: History War/Peace Workshop – Mock war <b>Twas the Night Before Christmas...</b> Driver: RE</p>	<p><b>Chopsticks</b> Driver: Geography Wow Moments: Banquet – Dragon Dance</p>	<p><b>Extreme Climates</b> Driver: Geography Wow Moments: Expedition – Adopt an animal</p>



AUTUMN		SPRING		SUMMER	
UNIT: Where does Magic Lie? DRIVER: Science/ Literacy Wow beginning: Magician Wow ending: Showcase – capes and magic cocktails.		UNIT: Spice of Life DRIVER: PE Wow beginning: Bollywood dancer. Indian food Wow ending: Perform Indian dance for parents		UNIT: Vive La France DRIVER: Geography Wow beginning: To create a Monet and Cezane art exhibition. Wow ending: Show artwork in an art exhibition for parents and carers	
<p>Possible Learning Outcomes</p> <p><b>Science</b> - Children are to undertake a self-led investigation to explore the 'magic' behind solids, liquids and gases.</p> <p><b>Computing</b> – Children will use Publisher and Word to design invitations and ingredients to give to parents and carers at the magic show case.</p> <p><b>English</b> - Children write instructions on how to make a potion. Explanation text on how to train your dragon.</p> <p><b>D &amp; T</b> - Children to plan, design, create and evaluate magicians' capes. Children will plan, design, create and evaluate magic potions, created during maths. They will firstly undertake market research around the school.</p> <p><b>Maths</b>- Children use appropriate units of measure to take measurements for their own capes. Children will use appropriate units of measure (capacity) when creating magic mocktails. Children will be given recipes which are in l and they will be asked to convert it to ml.</p> <p><b>Art</b> - Children will annotate their cape designs in their sketch books and think of ways to improve them.</p> <p><b>Geography</b> – Children will identify trade links for the materials used to make their capes. Children identify the route from the cotton plant, to cotton mills in Wigan and through to shops.</p> <p>Skills for learning – Make a potion. Children collect ingredients by using a map. Collect ingredients and put it in a bucket. Children must carry the buckets across an obstacle without spilling it. Measure potion before and after obstacle course to see if any has</p>	<p>Resources</p> <p>Magic wands Magician i-pads Atlases Materials for capes Materials for products Netbooks Variety of solids and liquids</p>	<p>Possible Learning Outcomes</p> <p><b>Computing</b> – Use 2simple to create Batik designs to recreate the work of Batik artists. Produce the India reports using Publisher.</p> <p><b>Design Technology</b> - Look at the differences between rich and poor housing (e.g Mumbai and Chembakoli). Design, make and evaluate a poor house for an Indian village using materials such as cardboard, art straws etc. Children could make clay walls and thatched roofing (hay bales). HA make to scale.</p> <p><b>Art</b> – Children research Batik and draw, annotate and evaluate designs in sketch book. Children make the batik using a variety of materials.</p> <p><b>Geography</b> – Exploring and describing key features of rivers (Ganges) and mountains (Himalayas).</p> <p><b>Literacy</b> – Playscripts for Bollywood production. Explanation text of how to prepare an Indian meal. Report on India.</p> <p><b>P.E</b> – Swimming. Research background information of Bollywood productions. Watch clips of Bollywood dance. Explore stories that are told through traditional Indian dances. Watch clips of Indian dance. Children choreograph perform and evaluate their own traditional Indian dance. Explore Bharatanatyam. Discuss origins in the temples and how Lord Shiva is considered to be the god of this dance form. Explore features of this dance form such as: grounded, earthy movements, hand gestures and eye movements.</p> <p><b>Maths</b>- Give children recipes for Indian meals. Children will convert between measures for example kg and g, ml and l. Children will then price</p>	<p>Resources</p> <p>Laptops Batik resources Sketch books World map Atlases Music pieces Bollywood film clips</p>	<p>Possible Learning Outcomes</p> <p>Geography - Locate mountain ranges (Apls), rivers (Seine) in France. Compare this with rivers and mountains in the Lake District. Children will follow maps and use compass directions when mountain biking around the local area in a Tour de France style. Look at the capital city – carry out research to the origins of the Eifel Tower and discover its routes/ events of the French revolution.</p> <p>Art - Children explore the works of famous French artists, such as Claude Monet and Paul Cezane. Children will learn about these artists. Use the techniques of these artists within own art pieces. Children will also draw a French still life.</p> <p>Science - Explore the environmental changes in the Alps (glacier melting in Alps). Compare to similar environment, like Polar regions. Explore why they live there (adaptation). Decide on an appropriate animal to live in the Alps.</p> <p>PE - Children create and perform a Les Miserable- style dance piece.</p> <p>English - Children write reports about France, its culture, currency, etc. Children create tourist brochures. Children explore visual literacy through the French art work. Explore how the pictures tell a story. Explore Paris through the book Madeline and use creative writing to conjure up Madeline adventures.</p> <p>Maths - Using holiday brochures, children calculate cost and plan times (using timetables) for a French holiday. Look at 24 hour clock timetables for catching the train to France on the Euro Star. Children adhere to a budget.</p> <p>Design technology - Children make,</p>	<p>Resources</p> <p>Maps Atlases Bike Hire Art work Madeline book Art materials Measures equipment Bottles, tins, perfume bottle</p>

been spilt.

**Discrete**

**SMSC – Being me in my community, Celebrating differences**

**History** –Anglo Saxon refer to Romans previously -discrete  
**RE-** Three kings –Advent and Christianity

**PE-**Swimming

**Music** –Instrument tuition and singing

**MFL** – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.

up the meal.

**Discrete**

**PE-Swimming**

**RE- Lent –Judaism the Passover**

**Music – Instrument tuition and singing**

**MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.**

**Science – Sound**

**History – The wheels of industry timeline**

**SMSC – Healthy lifestyles, Relationships**

design and evaluate an Eiffel tower using art straws.

Skills for learning – Children will have a French camping day. Children will plan out equipment needed. Children will need to assemble a tent to camp in and make their own lunch.

**Discrete**

**SMSC – Technology, Changes**

**MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.**

**Science – Animals including humans.**

**ICT – Brochures, 2Simple Claude Monet**

**Music – Violins, singing, cello**

**R.E – 5 Pillars of Islam**

**History – The wheels of industry timeline**

<b>Year Group: 4</b>	<b>UNIT TITLE: Where does Magic Lie?</b>													
<b>WOW Launch:</b> Magician														
<b>WOW Ending:</b> Showcase – capes and magic mocktails														
Learning session 1: Designing capes for show case.														
Subject: Design and Technology/ Art														
Children to plan, design, create and evaluate magicians’ capes. Children will take measurements when making and designing capes. Children will annotate their designs in their sketch books and think of ways to improve capes. <b>SMSC: To understand theirs and others’ unique potentials, in order to help promote good discussion.</b>														
Learning session 2: Trade links for cape materials.														
Subject: Geography														
Children will identify trade links for the materials used to make their capes. Children identify the route from the cotton plant, to cotton mills in Wigan and through to shops. <b>SMSC: To understand their weaknesses and work upon improving these to help achieve.</b>														
Learning session 3: The magic behind solids and liquids and how they change.														
Subject: Science														
Children are to undertake a self-led investigation to explore the ‘magic’ behind solids, liquids and gases. <b>SMSC: To work as a team to reach a common outcome in order to subsequently work on.</b>														
Learning session 4: Design invitations using ICT.														
Subject: Computing														
Children will use Publisher and Word to design invitations and ingredients to give to parents and carers at the magic show case. <b>SMSC: To show an increasing willingness to participate and make an active contribution to the democratic process of collaborative work.</b>														
Learning session 5: Children investigate measures for magic mocktails.														
Subject: Maths/Design technology														
Children undertake market research for mocktails. Children will use appropriate units of measure (capacity) when creating magic mocktails. Children will be given recipes which are in l and they will be asked to convert it to ml. <b>SMSC: use of imagination and creativity in their learning</b>														
Learning session 6: Instructions and explanations.														
Subject: English														
Children write instructions on how to make a potion. Explanation text on how to train your dragon. <b>SMSC: use of a range of social skills in different contexts,</b>														
Learning session 7: Skills														
Make a potion. Children collect ingredients by using a map. Collect ingredients and put it in a bucket. Children must carry the buckets across an obstacle without spilling it. Measure potion before and after obstacle course to see if any has been spilt. <b>SMSC: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</b>														
<b>Creative links:</b>														
Magicians – Dynamo, Harry Houdini, David Blaine														
<b>Subjects that will be taught discreetly during this unit:</b>														
SMSC – Being me in my community														
Music – Instrument tuition and singing														
MFL – Explore the patterns of sounds and language through songs and rhyme. Speak in sentences using familiar vocabulary, phrases and basic language structures.														
History – Anglo Saxon														
Geography – Collect weather data. Use globes and atlases to identify trade links for outside the UK and within. Use 4 figure grid references to locate places.														
R.E – Christianity.														
PE – Swimming														
<b>COVERAGE</b> Colour fill as appropriate	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE

<b>Year Group:4</b>	<b>UNIT TITLE: THE FOURTH KING</b>													
<b>WOW Launch: The Fourth King visits to tell his story</b>														
<b>WOW Ending: Community Event - Cards, Candles and Christmas Fayre</b>														
Learning session 1: The fourth King Subject: RE														
Look at the story of the 4 <sup>th</sup> King to discuss a different perspective. SMSC: Spiritual-reflect on their own beliefs religious or otherwise, and demonstrate an interest in and respect for different people's faith														
Learning session 2: Diary entries for the fourth King Subject: Literacy														
Write a diary entry in role as the 4 <sup>th</sup> King. SMSC: Spiritual- reflect on their own beliefs religious or otherwise, and demonstrate an interest in and respect for different people's faith														
Learning session 3: Crowns and gifts Subject: Art and Design														
Design and create crowns and gifts for the parents and Christmas cards. SMSC: Spiritual-use of imagination and creativity in their learning														
Creative links:														
Subjects that will be taught discreetly during this unit:														
<b>COVERAGE Colour fill as appropriate</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>	<b>Computing</b>	<b>Geography</b>	<b>History</b>	<b>Music</b>	<b>Art</b>	<b>D&amp;T</b>	<b>PE</b>	<b>MFL</b>	<b>RE</b>	<b>PSHE</b>

<b>Year Group:4</b>		<b>UNIT TITLE: Spice of Life</b>												
<b>WOW Launch: Bollywood dancers. Indian food.</b>														
<b>WOW Ending: Bollywood dance for parents.</b>														
<b>Learning session 1: Bollywood dancing</b>														
<b>Subject: PE</b>														
Research background information of Bollywood productions. Watch clips of Bollywood dance. Explore stories that are told through traditional Indian dances. Watch clips of Indian dance. Children choreograph perform and evaluate their own traditional Indian dance. Explore Bharatanatyam. Discuss origins in the temples and how Lord Shiva is considered to be the god of this dance form. Explore features of this dance form such as: grounded, earthy movements, hand gestures and eye movements. <b>SMSC/ British values: Cultural –an understanding of history which has shaped their cultural heritage/Wider World understanding of cultural differences and interdependence</b>														
<b>Learning session 2: Rivers and mountains</b>														
<b>Subject: Geography</b>														
Children will explore and describe key features of rivers (Ganges) and mountains (Himalayas). <b>SMSC/ British values: Spiritual- awe and wonder of natural world</b>														
<b>Learning session 3: Indian meal</b>														
<b>Subject: Maths</b>														
Give children recipes for Indian meals. Children will convert between measures for example kg and g, ml and l. Children will then price up the meal.														
<b>Learning session 4: Batik</b>														
<b>Subject: Art</b>														
Children research Batik and draw, annotate and evaluate designs in sketch book. Children make the batik using a variety of materials. <b>SMSC/ British values: Social-Moral understand how society works show respect for somebody else's view</b>														
<b>Learning session 5: 2simple batik and reports.</b>														
<b>Subject: Computing</b>														
Use 2simple to create Batik designs to recreate the work of Batik artists. Produce the India reports using Publisher. <b>SMSC/ British values: Spiritual- awe and wonder of natural world</b> <b>SMSC-Cultural- a sense of personal enrichment through encounter with cultural media</b>														
<b>Learning session 6: Indian village house</b>														
<b>Subject: Design and Technology</b>														
Look at the differences between rich and poor housing (e.g Mumbai and Chembakoli). Design, make and evaluate a poor house for an Indian village using materials such as cardboard, art straws etc. Children could make clay walls and thatched roofing (hay bales). HA make to scale. <b>SMSC/ British values: Spiritual- explore creativity</b> <b>SMSC/ British values: Spiritual awe and wonder architecture</b> <b>SMSC/ British values -moral consider money and the need for charity in rich societies.</b>														
<b>Learning session 7: Indian film scripts and meals.</b>														
<b>Subject: English</b>														
Playscripts for Bollywood production. Explanation text of how to prepare an Indian meal. Report on India. <b>SMSC/ British values: Culture- cultural understand current cultural values and influences</b>														
<b>Subjects that will be taught discreetly during this unit:</b>														
PE - Swimming. Playing Games –skills y4-evaluate and improve SMSC/ British values – Relationships and healthy lifestyles. MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures. Science – Sound, electricity Computing - Use Alex to create algorithms, debug programs, follow instructions. (Special effects cinema – characters in films that are not really there). Music – Violins R.E - Easter – Christianity, Judaism – Passover														
<b>Creative links: Artists, Musicians, Architects to be studied throughout the unit:</b>														
Architecture - Libon Foster and partners, Artists - Mural artists – Banksy, Agatharcus Music - John Williams (composed Harry Potter music)														
<b>COVERAGE</b> Colour fill as appropriate	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>	<b>Computing</b>	<b>Geography</b>	<b>History</b>	<b>Music</b>	<b>Art</b>	<b>D&amp;T</b>	<b>PE</b>	<b>MFL</b>	<b>RE</b>	<b>PSHE</b>

<b>Year Group:4</b>	<b>UNIT TITLE: Viva la France</b>													
<b>WOW Launch:</b> High school teacher French lesson with a continental breakfast (MFL).														
<b>WOW Ending:</b> Show artwork in an art exhibition for parents and carers.														
Learning session 1: Locate mountain ranges (Apls), rivers (Seine) in France. Compare this with rivers and mountains in the Lake District. Children will follow maps and use compass directions when mountain biking around the local area in a Tour de France style. Look at the capital city – carry out research to the origins of the Eiffel Tower and discover its routes/ events of the French revolution. Subject: Geography														
SMSC: Cultural –an understanding of history which has shaped their cultural heritage/Wider World understanding of cultural differences and interdependence														
Learning session 2: Children explore the works of famous French artists, such as Claude Monet and Paul Cezane. Children will learn about these artists. Use the techniques of these artists within own art pieces. Children will also create a French still life drawing. Subject: Art														
SMSC: Spiritual awe and wonder architecture														
Learning session 3: Explore the environmental changes in the Alps (glacier melting in Alps). Compare to similar environment, like Polar regions. Explore why they live there (adaptation). Decide on an appropriate animal to live in the Alps. Subject: Science														
SMSC: Social-Moral understand how society works show respect for somebody else’s view														
Learning session 4: Children create and perform a Les Miserable- style dance piece. Subject Physical Education														
SMSC: Social-Moral understand how society works show respect for somebody else’s view														
Learning session 5: Children write reports about France, its culture, currency, etc. Children create tourist brochures. Children explore visual literacy through the French art work. Explore how the pictures tell a story. Explore Paris through the book Madeline and use creative writing to conjure up Madeline adventures. Subject: English														
SMSC: Spiritual- awe and wonder of natural world														
Learning session 6: Using holiday brochures, children calculate cost and plan times (using timetables) for a French holiday. Look at 24 hour clock timetables for catching the train to France on the Euro Star. Children adhere to a budget. Subject: Maths														
SMSC: Spiritual- explore creativity														
Learning session 7: Children make, design and evaluate an Eiffel tower using art straws. Subject: Design Technology														
SMSC: Culture- cultural understand current cultural values and influences														
Learning session 8: Children will have a French camping day. Children will plan out equipment needed. Children will need to assemble a tent to camp in and make their own lunch. SMSC: explore creativity.														
Subjects that will be taught discreetly during this unit: SMSC – Technology MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures. Science – Animals including humans. ICT – Brochures, 2Simple Claude Monet Music – Violins, singing, cello R.E – 5 Pillars of Islam History – The wheels of industry timeline														
<b>Creative links:</b> Artists: Monet, Ceazane														
<b>COVERAGE</b> Colour fill as appropriate	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE



AUTUMN		SPRING		SUMMER	
<p><b>UNIT:</b> Here Come the Greeks!  <b>DRIVER:</b> History  <b>Wow beginning:</b> Ancient Greece workshop  <b>Wow ending:</b> Olympic Games and Ceremony</p>		<p><b>UNIT:</b> The Land of Free: North and South America  <b>DRIVER:</b> Geography  <b>Wow beginning:</b> Samba Day  <b>Wow ending:</b> American Awards Ceremony</p>		<p><b>UNIT:</b> Entertainment &amp; Leisure(Local)  <b>DRIVER:</b> History  <b>Wow beginning:</b> Class Banquet  <b>Wow ending:</b> Trip to Wigan Little Theatre</p>	
<p><u>Possible Learning Outcomes</u>  <u>Art</u> - buildings, sculptures, columns (create a range of these, sketching)  <u>D+T</u> - design and make ships for travelling and battling (design process)  <u>History</u> - growing up in Greece, expansion of Athens, Greek wars - Athens vs Sparta, education  <u>Geography</u> - map of Greece in Europe, key landmarks, economic activity, settlement identifications (Troy),  <u>Music</u> - greek theatre music from different traditions,  <u>PE</u> - re-enact the Olympic games - skills based athletics,  <u>RE</u> - Greek Gods, factfile with evaluations and analysis,  <u>English</u> - comparative report (Sparta to Athens), re-write mythical story, description of mount Olympus, story of Pandora's box, Olympic poetry  <u>Maths</u> - Greek Alphabet code cracking, Conversion from currencies, Greek numerical system (Herodyanic) compared to Roman numerals, Geometry (Thales), Pythagorus' number patterns, Arcchimedes' – volume of objects, irregular shapes  <u>Skills based lesson</u> - building own temple and greek columns using wide range of materials, creating own Olympic games/stadium, create own theatre to perform in (prototype)</p>	<p><u>Resources</u>  Mod-roc, materials for building, art straws, Greek books, ancient maps of Greece, theatre music from ancient Greece, Greek myth books, Pandora's box story, Pandora's Box, Poetry books, Olympic equipment</p>	<p><u>Possible Learning Outcomes</u>  <u>Geography</u> - compare North and South America, topographical features, mountain ranges, compare UK features, continental drift,  <u>Art</u> – design based on famous American artists,  <u>D+T</u> - Yellowstone volcanic area,  <u>History</u> -, 9/11, famous American inventors  <u>Music</u> -, Rise of American music (history), composers within America, inter-related dimensions of music (performance)  <u>PE</u> - Futsal, Volleyball,  <u>RE</u> - 9/11 motives (responses), Christianity/Catholicism,  <u>English</u> - exploration narrative, biography of presidents, comparative report on climate, comprehension through music lyrics.  <u>Maths</u> - plan holiday touring America, American sports statistic, interpreting graphs and charts, conversion – money, time, travelling distance, coordinates, interpret weather patterns – daily, monthly, yearly,  <u>Skills based lesson</u> - Setting up camp in unknown environment and overcome barriers of food and shelter problems, plan own holiday to N/S America with budgets, etc.,</p>	<p><u>Resources</u>  Drawing materials, tissue paper, materials for building, documentaries of 9/11, south American music, samba drums, dancing (Michaela Griffiths), Futsal and Volleyball equipment, American History books</p>	<p>Possible Learning Outcomes  <u>Art</u> - create own board game, Design new Robin Park, Godfrey Talbot, Cityscapes, Ian Murphy inspired artists,  <u>D+T</u> - food cooking in banquets, create their own board game,  <u>History</u> - timeline of entertainment, timeline of leisure,  <u>Geography</u> - Local map work (Haigh Hall), physical knowledge compared to other part of country, economic activity (trade links) within entertainment and leisure, land use patterns (Robin Park)  <u>Music</u> - Wigan casino and growth of it, musical notation for brass instruments, George Formby, Rise of WISH FM, Richard Ashcroft,  <u>PE</u> - Rugby League, Football, Study of Sporting Superstars (Jenny Meadows, Sam Tomkins,  <u>RE</u> - Are Football: the new religion? Christianity,  <u>English</u> - Report on Wigan, George Orwell - Road to Wigan Pier, Stuart Maconie (Poetry - Pies and Prejudice), Ian McKellen,  <u>Maths</u> - Fantasy Football Transfers, Create own 'entertainment' settlement and calculate budget, board games, theatre mathematics – ticket prices, seating allocation. Weights and measure, timetables etc. football stadium profit and loss,  <u>Skills based lesson</u> - create own board game with rules etc to follow and set up business, set up own leisure business to offer coach tours, etc., create own sport with clear set of rules, objectives, etc.</p>	<p>Resources  Board games, Ian Murphy (day), food for banquet, examples of entertainment, local maps, instruments, Wigan casino resources, coach to Haigh Hall/Wigan Park, Visit from local sports star,</p>

<b>Year Group: 5</b>	<b>UNIT TITLE: Here Come The Greeks!</b>													
<b>WOW Launch:</b> Greek workshop														
<b>WOW Ending:</b> Greek festival of sport														
<b>Learning session 1: Maps of Ancient Greece</b>														
<b>Subject: Geography</b>														
Children to learn about the location of Greece in comparison to the UK and its position within Europe, and extend their knowledge of the physical characteristics of the country and how the Greek population adapted to these. <b>SMSC:</b> an appreciation of the diversity and interdependence of culture.														
<b>Learning session 2: The world of Ancient Greece</b>														
<b>Subject: History</b>														
Teach pupils when, in the context of a historical timeline, Ancient Greece was. Pupils will learn about the culture of ancient Greece: people's job roles, how Greece was ruled and how people lived. <b>SMSC: To learn about different groups and communities</b>														
<b>Learning session 3: Greek clay pottery</b>														
<b>Subject: Art</b>														
Pupils will research pottery styles from both Ancient Greece and contemporary styles, then create their own clay pottery, taking influence from various areas of their research and designs. Pupils will decorate their pottery in a style suited to Ancient Greece, <b>SMSC: to learn about the traditions of cultures around the world</b>														
<b>Learning session 4: create your own Greek salad</b>														
<b>Subject: D&amp;T</b>														
Look at Greek inspired food and what is meant by healthy eating, then pupils must create their own salad from a range of food choices, selecting appropriate healthy foods and understanding why not to choose certain food types <b>SMSC: how to make informed choices about health and wellbeing</b>														
<b>Learning session 5: explore musical rhythm and triple time</b>														
<b>Subject: Music</b>														
Pupils will explore the rhythms that were used in Ancient Greece, focusing particularly on theatre. They will then create their own simple rhythms and patterns using a variety of musical instruments, before performing them in small groups to the rest of the class. <b>SMSC: work collaboratively towards shared goals</b>														
<b>Learning session 6: Greeks at War</b>														
<b>Subject: History</b>														
Pupils will learn about the Pelloponesian War: the politics behind it and its main events. Pupils will study primary and secondary sources surrounding the war, improving their understanding and developing an informed critique of the war itself. <b>SMSC: the differences between people that arise from differences in culture and diversity</b>														
<b>Learning session 7: Greek festival of sport</b>														
<b>Subject: P.E.</b>														
Pupils will learn about the birth of the Olympics and how it has developed up until modern day. Pupils will learn a range of throwing techniques in a range of situations, and learn about different approaches to running based on race length. To finish, pupils will compete in a festival of sport based on the original Olympics. <b>SMSC: how to maintain physical, mental and emotional health and wellbeing</b>														
<b>Creative links:</b> use P.E. and drama to explore history of Ancient Greece and it's artistic culture, use drawings to interpret where words may not be appropriate														
<b>Cross-curricular English links:</b> Mini-Biography of famous Greeks, Greek mythology reading, write up own Greek story														
<b>Cross-curricular Maths links:</b> Greek market using Greek coins and monetary system, history of Geometry, Greek Gods at the fair (mathematical investigation),														
<b>Cross-curricular Science links:</b> A history of astronomy in ancient Greece – link directly with space unit of science														
<b>Subjects that will be taught discreetly during this unit:</b> RE – Greek Gods and their place within science SMSC – an understanding and appreciation for another culture, along with views and beliefs Greek language lesson														
<b>COVERAGE</b> Colour fill as appropriate	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE

<b>Year Group: 5</b>	<b>UNIT TITLE: DECK THE HALLS</b>													
<b>Learning Purpose:</b> To learn more about the story of Christmas and traditions involved in Christmas.														
<b>WOW Launch:</b> Christmas postcard competition														
<b>WOW Ending:</b> Christmas themed day, including party day														
<b>Learning session 1: To create a Christmas based postcard.</b>														
<b>Subject: Art and Design</b>														
Children to create a Christmas themed postcard, using a wide range of techniques, to enter into a school wide competition.														
<b>Learning session 2: To understand more about the Christmas Story.</b>														
<b>Subject: SMSC - Moral</b>														
Introduce children to the Christmas story (differentiated) and children to re-order and re-enact the Christmas story, before writing own version in books.														
<b>SMSC: An awareness and understanding of their own and others' beliefs.</b>														
<b>Learning session 3: Create a Christmas card to send to a loved one</b>														
<b>Subject: Art and Design</b>														
Children to create a card based on Christmas theme, using a wide range of materials to create 3D effect. Children to write an emotive message inside to send to a loved one.														
<b>SMSC: A respect for themselves and others</b>														
<b>Learning session 4: Create Christmas calendar</b>														
<b>Subject: Art and Design</b>														
Children to create a Christmas calendar, using the notion of seasonal colour schemes, to take home for the new year.														
<b>SMSC: Benefit from advice offered by those in authority.</b>														
<b>Learning session 5: Learn a Christmas song for performance.</b>														
<b>Subject: Music</b>														
Teach children a song to learn for the Christmas Carol performance, focusing on tone, volume, pitch and timbre within voices.														
<b>SMSC: A desire to explore their own and others' views.</b>														
<b>Creative links:</b>														
Art and Design - children to create a lot of art and design pieces during the week														
Maths - Christmas themed problem solving														
Computing - children to use range of software to enhance the art and design, researching existing products.														
Music - immerse with Christmas themed music in background														
<b>Subjects that will be taught discreetly during this unit:</b>														
Science - forces (levers and pulleys)														
PE - gymnastics														
MFL - greeting and asking questions														
English - King Arthur legend narrative														
<b>COVERAGE Colour fill as appropriate</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>	<b>Computing</b>	<b>Geography</b>	<b>History</b>	<b>Music</b>	<b>Art</b>	<b>D&amp;T</b>	<b>PE</b>	<b>MFL</b>	<b>RE</b>	<b>PSHE</b>

<b>Year Group: Year 5</b>	<b>UNIT TITLE: The Land of the Free</b>													
<b>WOW Launch:</b> America's Day														
<b>WOW Ending:</b> Trip to Wigan to study Americanization														
<b>Learning session 1:</b>														
<b>Subject: Geography/Science</b>														
Prior learning – America: what do you know? Children will learn about the key countries across both continents and analyse data (population, country area size etc.). Study the key physical features of Yellowstone National Park (volcano, environment and weather) and compare to UK. Analyse statistical data surrounding Yellowstone National Park – line graphs and charts Learn about climate zones of South America and compare to local environment – Amberswood. Describe the differences in life cycles of plants and animals within a climate zone of North and South America														
<b>Learning session 2:</b>														
<b>Subject: Music</b>														
<ul style="list-style-type: none"> <li>• Sorting activity – timeline of musicians, nationality, genres of music</li> <li>• Listen and appreciate a range of music from different traditions</li> <li>• Complete project focusing on Hans Zimmer: life study, Lion King, other pieces of work.</li> </ul>														
<b>Learning session 3:</b>														
<b>Subject: History/D&amp;T</b>														
<ul style="list-style-type: none"> <li>• Compare different sources and accounts of America gaining its independence and understand reliability</li> <li>• Study the history of famous American inventors</li> <li>• Follow design process to create own invention to improve life within school</li> </ul>														
<b>Learning session 4:</b>														
<b>Subject: Art</b>														
<ul style="list-style-type: none"> <li>• Research and compare the lives and work of two American artists; Andy Warhol and Keith Haring</li> <li>• Experiment with pop art style to create pop art fabric displays</li> </ul>														
<b>Learning session 5:</b>														
<b>Subject: Physical Education</b>														
<ul style="list-style-type: none"> <li>• Discuss and learn about the major sports across north and south America, understanding similarities and differences</li> <li>• Play a range of American sports to practice throwing and catching, tactics and invasion</li> </ul>														
<b>Creative links: Artists, Musicians, Architects to be studied throughout the unit:</b>														
Hans Zimmer   Muddy Waters   Michael Jackson   Otis Redding   Brese Dylan   Keith Haring Andy Warhol   David Bowie   Thomas Edison   Gary Newman   Ben Franklin   Henry Ford Mark Zuckerburg   Robert Moog														
<b>Cross-curricular English links/Assessment Opportunities:</b>														
<u>Speaking and Listening</u> – discussion and debate about music, product research within school, <u>Reading</u> – comprehension through lyrics, historical sources and accounts, inventor biographies and profiles, American environment and climate reports, sports magazines and reports <u>Writing</u> – comparative reports of climates, artists and inventors, evaluation of designs, sports article														
<b>Cross-curricular Maths links/Assessment Opportunities:</b>														
<u>Measure</u> – area and perimeter within geography <u>Data and Statistics</u> – climate zones, line graphs, bar charts, timetables <u>Reasoning</u> – plan a holiday tour of America														
<b>Skills for Learning:</b>														
Setting up camp in an unknown environment, overcoming barriers such as lack of food and water through following instructions and working as a team														
<b>SMSC:</b>														
<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues concerning health and well-being across both continents</li> <li>• To understand that universal rights are there to protect everyone, and debate their effectiveness and whether they are still relevant today</li> <li>• To explore and critique how the media present information</li> </ul>														
<b>COVERAGE Colour fill as appropriate</b>	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE

<b>Year Group: 5</b>	<b>UNIT TITLE: Let me entertain you!</b>													
<b>WOW Launch:</b> Class banquet														
<b>WOW Ending:</b> Trip to Wigan Little Theatre														
<b>Learning session 1: Timeline</b> <b>Subject: History</b>														
Children to learn about a range of entertainment and leisure and place appropriately on a timeline, taking chronology into account. Children to give viewpoint on which would be the best if they had to choose one other than the own entertainment they had nowadays. <b>SMSC:</b> share views and opinions with others, and work towards consensus.														
<b>Learning session 2: Cook food in banquet style</b> <b>Subject: Design Technology</b>														
Children to learn key skills for preparing and cooking a banquet. Children to learn what is appropriate for a medieval and a modern day banquet and compare the two. <b>SMSC:</b> work successfully as a member of a group or team														
<b>Learning session 3: Design own board game</b> <b>Subject: Art and Design/Design Technology</b>														
Children to research and create traditional board games to compare how people entertained themselves in groups. Children to go through the design process to make an aesthetic board game with set of rules. <b>SMSC:</b> the ability to use language and understand images and icons														
<b>Learning session 4: Design new Robin Park</b> <b>Subject: Art and Design</b>														
Look at Robin Park. Children to design a new Robin Park which caters for the leisure needs of the local people, taking into consideration budget, space, cityscape, pollution, etc. <b>SMSC:</b> a willingness to participate in artistic and cultural enterprises														
<b>Learning session 5: Study and compare local maps</b> <b>Subject: Geography</b>														
Study and compare local maps from past and modern day. Compare what was around, in relation to leisure, identifying trade links and land use patterns, and how this contributed to the rise of entertainment and leisure. <b>SMSC:</b> an appreciation of the diversity and interdependence of culture														
<b>Learning session 6: Local Sporting Superstars</b> <b>Subject: PE</b>														
Children to complete a study of local sporting stars, past and present, and participate in the most popular local sports/games. Children to also complete fantasy football team budget related to the local teams (Wigan Athletic/Bolton Wanderers). <b>SMSC:</b> a respect for themselves and others;														
<b>Learning session 7: Rise of Music (including Wigan Casino)</b> <b>Subject: Music</b>														
Children to investigate the rise of Northern Soul and the effect that clubs had, including Wigan Casino and the Twisted Wheel. Children to learn about music notation and how this has developed in popular music from the past. <b>SMSC:</b> an understanding of the influences which have shaped their own cultural heritage														
<b>Creative links:</b> use music and drama to explore history, use drawings to interpret where words may not be appropriate, <b>Skills for Learning Lesson</b> - create own sport with a set of rules and objectives to pitch to rest of class for a vote, using a range of key skills.														
<b>Cross-curricular English links:</b> Report on Wigan, George Orwell - Road to Wigan Pier, Stuart Maconie (Poetry - Pies and Prejudice), Ian McKellen, set of rules for board game														
<b>Cross-curricular Maths links:</b> Fantasy Football Transfers, Create own 'entertainment' settlement and calculate budget,														
<b>Cross-curricular Science links:</b> Describe the changes as humans age – how they used to entertain (History), why people who get older don't do certain things.														
<b>Subjects that will be taught discreetly during this unit:</b> RE - Is Football the new Religion? SMSC – Changes and Technology French -														
<b>COVERAGE Colour fill as appropriate</b>	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE

AUTUMN 1		SPRING 1		SUMMER 1			
<p><b>UNIT:</b> Let the Battle Commence  <b>DRIVER:</b> History  <b>Wow beginning:</b> War and Peace Workshop.  <b>Wow ending:</b> Mock Civil War on site.</p>		<p><b>UNIT:</b> Chopsticks  <b>DRIVER:</b> Geography  <b>Wow beginning:</b> Chinese Banquet  <b>Wow ending:</b> Dragon Dance presentation to parents.</p>		<p><b>UNIT:</b> Extreme Climates  <b>DRIVER:</b> Geography Driver  <b>Wow beginning:</b> Extreme Climate Expedition  <b>Wow ending:</b> Endangered Animal Adoption Vote</p>			
<p><b>Possible Learning Outcomes</b>  <u>History</u> - Chronological coverage of famous battles through history, including causes and consequences.  <u>History</u> - Local History Study of the English Civil War.  <u>Geography</u> - Six figure grid references to explore locations of battles in Britain.  <u>Geography</u> - Canals and transport links during.  <u>D &amp; T</u> - Make and develop armour, use D&amp;T skills.  <u>Art</u> - Explore music, art and poetry inspired by famous battles in Britain.  <u>R.E</u> - Explore religious causes for battles in history, war memorials.  <u>D &amp; T</u> - Making transport/catapults.</p> <p><b>English Links:</b></p> <ul style="list-style-type: none"> <li>Letters home from soldiers.</li> <li>Biography of war lords.</li> <li>Information Texts about different battles.</li> </ul> <p><b>Maths Links:</b>            Area and perimeter of battle fields.            Co-ordinates “battle ships”.</p> <p><b>Skills for Learning</b>            Capture the Flag: Ambers wood battle plan</p>		<p><b>Possible Learning Outcomes</b>  <u>History</u> - Compare and contrast empires and royalist societies.  <u>D &amp; T/ Science</u> - Design healthy, balanced Chinese recipes for the children to cook and evaluate against the brief.  <u>History</u> – Terracotta army and empires.  <u>R.E</u> - Buddhism  <u>Creative Arts</u> - Shang Music and Chinese Dancing.  <u>Art</u> - Explore ancient Chinese art and recreate some using a variety of media.  <u>Geography</u> - Land use and trade links.  <u>History</u> - Compare Shang Dynasty and their legacy to the Mayans (metal work, rituals and the afterlife, king and royal family)</p> <p><b>English Links</b>            Explanations, comparison reports.</p> <p><b>Maths Links:</b>            Weights, ratios and proportions for Chinese banquets.            Chronology and numerals.            Comparing and converting currency.            Population graphs and density to compare with different countries.</p> <p><b>Skills for Learning</b>            Chinese dragon modelling from a range of everyday materials.</p>		<p><b>Possible Learning Outcomes</b>  <u>Science</u> - Explore biomes across the planet, comparing and contrasting.  <u>Geography</u> - Explore animals and habitats within this temperature.  <u>Geography</u> - Explore geographical changes of climate over time.  <u>Science/Geography</u> - Explore coastline erosion, its causes and consequences.  <u>Science</u> - Explore natural phenomenon and their effects and consequences (volcanoes, earthquakes, tsunamis).  <u>Science/Geography</u> - Deforestation, causes, consequences and effects.  <u>D &amp; T</u> - Shelter building and preparing for emergencies, tent pitching.</p> <p><b>English Links</b></p> <ul style="list-style-type: none"> <li>Persuasive Leaflets for climate change.</li> <li>Speeches for assembly.</li> <li>Information texts, endangered animals.</li> </ul> <p>• <b>Maths</b>            Precipitation, weather charts and graphs.</p> <ul style="list-style-type: none"> <li>Calculate supplies.</li> </ul> <p><b>Skills for Learning</b>            Extreme Climate Expedition</p>		<p>Resources  <a href="http://www.thesealedknot.org.uk">www.thesealedknot.org.uk</a></p> <p>Pulleys, levers and materials for building transport materials /armour and weapons.</p> <p>Resources            Ingredients, chinese music,</p> <p>Resources            Shelter building materials, Expedition things.</p>	

<b>Year Group: 6</b>	<b>UNIT TITLE: Let the Battle Commence</b>														
<b>WOW Launch: Visit a battle site – local historian visit</b>															
<b>WOW Ending: Battle in Ambers Wood.</b>															
Learning session 1: Chronological Timeline of Battles within England Subject: History/Geography															
Look at famous battles in history and place in chronological order; add to the class timeline, including causes and consequences. Discuss political state at the time of each war and how the masses were affected. Look at maps of England and where the battles took place. SMSC: Moral issues surrounding wars and battles linked to current wars.															
Learning Session 2: Battles in and around Platt Bridge Subject: History															
An in depth study at the battles that took place in the local area. The English civil war. Round heads and cavaliers. Compare battle of Britain to other battles mentioned in the chronology session and the techniques used that were different. Explore the politics and the weaponry used and the causes and consequences.  SMSC: Religious causes for battles across England															
Learning Session 3: Exploration of battle sites in the local area Subject: Geography															
Visit local battle sites, look at where they took place and why? What features did a good battle site need? Conduct fieldwork of the physical geography of the local area. Local changes of battle sites over time.  SMSC: Creativity and development. Understanding cultures and people.															
Learning Session 4: Armour making Subject: DT															
Design, make, evaluate a piece of armour, after conducting some product research, to wear during our battle WOW ending. SMSC: Creativity and artistic development.															
Learning Session 5: Catapult and transport Subject: DT															
Design, make and evaluate a catapult that is moveable using a variety of levers and pulleys. SMSC: Creativity and artistic development.															
Creative links: Art and D and T units, music and drama used to explore historical facts.															
Cross-curricular English links: Letters home from soldiers Biography of war lords Information texts about battles Battles information text. Battle Plan explanations. Descriptions of soldiers in battle. Setting descriptions. Timeline information paragraphs. Arguments from each side of the battle. Diary entry of a round head and cavalier. Letters home from round heads and cavaliers. Battle plan explanation text.															
Cross-curricular Maths links: Area and perimeter of battlefields Coordinated – ‘battleships’ Food rations, packing up. Calculating calories. Weapons and armouries word problems. Ordering dates and times, chronology. Number problems linked to people in battle. Death/injury rates (compare percentages) Co-ordinate readings for battle locations. Measurements and conversion between measurements.															
Cross-curricular Science links: Properties of materials – which is strongest?															
Subjects that will be taught discreetly during this unit: Music/ Art/ R.E/computing															
<b>COVERAGE Colour fill as appropriate</b>	Reading	Writing	Maths	Science	Computing	Geography	History	Music	Art	D&T	PE	MFL	RE	PSHE	

<b>Year Group: 6</b>	<b>UNIT TITLE: TWAS THE NIGHT BEFORE CHRISTMAS...</b>													
<b>Learning Purpose:</b> To teach the children The Christmas Story and Christmas traditions.														
<b>WOW Launch:</b> The Christmas Story														
<b>WOW Ending:</b> Celebration Assembly/Choir Concert														
Learning session 1: The Story of Christmas														
Subject: RE														
Children explore the story of Christmas and which Christmas traditions today stem from this.														
SMSC: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values, sense of enjoyment and fascination in learning about themselves, others and the world around them understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others														
Learning session 2:Christmas Around the world														
Subject: Geography / RE														
Explore Christmas traditions in England and compare them to Africa.														
SMSC: sense of enjoyment and fascination in learning about themselves, others and the world around them, understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others														
Learning session 3: Cards														
Subject: Art														
Children design and make a Christmas card to send to their family at Christmas.														
SMSC: use of imagination and creativity in their learning, understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others														
Learning session 4:Calanders														
Subject: Art/DT														
Children create a calendar to take home for the upcoming year.														
SMSC: use of imagination and creativity in their learning, understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others														
Learning session 5:A Christmas Carol														
Subject: Music														
Pupil's learn a traditional Christmas carol to perform in a concert.														
SMSC: use of imagination and creativity in their learning, understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others														
Creative links: Cards, calendars etc.														
Subjects that will be taught discreetly during this unit:														
<b>COVERAGE Colour fill as appropriate</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>	<b>Computing</b>	<b>Geography</b>	<b>History</b>	<b>Music</b>	<b>Art</b>	<b>D&amp;T</b>	<b>PE</b>	<b>MFL</b>	<b>RE</b>	<b>PSHE</b>