

**Year A (2016/17)**

<b>Years 1&amp;2</b>	<b>Brainwave</b>	<b>ICT &amp; Computing</b>	<b>Magic Toymaker</b>	<b>People of the Past</b>	<b>Super Humans</b>	<b>Green Fingers</b>	<b>From A to B</b>
<b>What is the big idea in this Unit?</b>	Learning about how we learn and how we can improve our learning.	Online Safety, presenting digital information, algorithms	What toys are for and how they are made.	Learning about important people and what makes people great.	Understanding how the different parts of the body work together.	Understanding plants -what grows where and how.	Understanding travel and transport around the world.
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>Metacognition</i>	<i>ICT</i>	<i>History, Science (Uses of everyday materials), Technology and ICT</i>	<i>History, Music and Art</i>	<i>Science (Animals, including humans) and Technology.</i>	<i>Science (Plans; Seasonal changes), Geography, Technology</i>	<i>Geography, History, Art, Technology, Music and ICT</i>
<b>Years 3&amp;4</b>	<b>Brainwave</b>	<b>Bright Sparks</b>	<b>Different Places. Similar Lives</b>	<b>Temples Tombs and Treasures</b>	<b>ICT &amp; Computing</b>	<b>Saving the World</b>	<b>How Humans Work</b>
<b>What is the big idea in this Unit?</b>	Learning about how we learn and how we can improve our learning.	Electricity	Understanding similarities and differences..	Understanding the past with a focus on Ancient Egypt.	Digital Technology and Online Safety	Understanding products, plants and animals of our rainforests and their place in the world.	Understanding how the body works so that we can stay healthy.
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>Metacognition</i>	<i>Science (Forces and magnets; Electricity), Technology and History</i>	<i>Geography, History and Technology</i>	<i>History, Music and Art</i>	<i>ICT and Computing</i>	<i>Geography, Science (Living things and their habitats; Animals, including humans), Art, Technology, Music</i>	<i>Science (Animals, including humans; Light; Sound) and Technology</i>
<b>Years 5&amp;6</b>	<b>Brainwaves</b>	<b>AD 900</b>	<b>Being Human</b>	<b>ICT and Computing</b>	<b>Out of Africa</b>	<b>The Holiday Show</b>	<b>Growing up</b>
<b>What is the big idea in this Unit?</b>	Learning about how we learn and how we can improve our learning.	Understanding the rise and decline of empires and societies.	Understanding how the body works so that we can stay healthy.	Understanding the different uses of digital technology in our lives and how to use them safely.	Understanding human origins.	Understanding the impacts of tourism.	Understanding our bodies and the changes that happen as we grow up.
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>Metacognition</i>	<i>History, Art and Music</i>	<i>Science (Animals, including humans) and Technology</i>	<i>ICT</i>	<i>Science (Animals, including humans; Living things and their habitats; Evolution and inheritance) and Technology</i>	<i>Geography, History, Technology, Music and ICT</i>	<i>Science(Animals, including humans; Living things and their habitats; Evolution and inheritance) and Sex and Relationships Education</i>

Year B (2017/18)						
<b>Years 1&amp;2</b>	<b><u>Live and Let Live</u></b>	<b><u>Say Cheese!</u></b>	<b><u>Flowers and Insects</u></b>	<b><u>Time Travellers</u></b>	<b><u>Hooray Let's Go on Holiday!</u></b>	
<b>What is the big idea in this Unit?</b>	Understanding what living things (including humans, animals and plants) need.	How to take and share photographs.	Understanding the interdependency of flowers and insects.	Learning how to understand the past.	Understanding the meaning and nature of holidays across time and place.	
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>Science (Animals, including humans; Seasonal changes, Living things and their habitats) and Technology</i>	<i>ICT</i>	<i>Science (Plants; Seasonal changes, Living things and their habitats), Geography, Art, Music and Society.</i>	<i>History</i>	<i>Geography, History, Art, ICT and Society.</i>	
<b>Years 3&amp;4</b>	<b><u>Scavengers and Settlers</u></b>	<b><u>Digital Gamers</u></b>	<b><u>Active Planet</u></b>	<b><u>Material World</u></b>	<b><u>Feel the Force</u></b>	<b><u>Let's Plant it</u></b>
<b>What is the big idea in this Unit?</b>	How humans adapt and learn new skills in order to survive, with a focus on the Stone, Bronze and Iron Ages.	Designing, coding and creating computer games.	Understanding the planet's core and earthquakes and volcanoes.	Understanding materials and their uses.	Forces	Plants
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>History, Art and Technology</i>	<i>ICT</i>	<i>Geography, Technology, Science (Rocks and States of Matter), Music, History, Art and Society</i>	<i>Science (Forces and Magnets; States of Matter; Electricity) and Technology</i>	<i>Science (Forces and Magnets) and Technology</i>	<i>Science (Plants; Rocks), Technology and Geography</i>
<b>Years 5&amp;6</b>	<b><u>The Great, the Bold and the Brave</u></b>	<b><u>Bake It</u></b>	<b><u>What a Wonderful World</u></b>	<b><u>Making Things Go</u></b>	<b><u>Space Explorers</u></b>	
<b>What is the big idea in this Unit?</b>	Understanding the history of western civilisation, focusing on the Greeks and the Romans, and the cultures that emerged as their empires ended.	Understanding how materials behave and change.	Understanding the physical processes that shape our world.	Understanding energy use and sources.	Understanding the solar system and the mysteries of space.	
<b>What curriculum subjects are the drivers for the learning journey?</b>	<i>History, Art and Music</i>	<i>Science (Properties and changes of materials) and Technology</i>	<i>Geography, ICT and Computing and Science (Earth and space)</i>	<i>Geography, Science (Forces and electricity) and Technology</i>	<i>Science (Earth and space; Light), History, Art and Technology</i>	