

AUTUMN	SPRING	SUMMER
UNIT: Do you believe in magic? DRIVER: Science Wow beginning: Magic show Wow ending: Children perform magic show and display work to parents	UNIT: How would you get to the top of the world? DRIVER: Geography Wow beginning: Bollywood dancer. Indian food Wow ending: Perform Indian dance for parents	UNIT: Es-tu déjà allé en France? DRIVER: Geography Wow beginning: French themed morning – food tasting, listening to music etc Wow ending: Show artwork in an art exhibition for parents and carers
<p>Possible Learning Outcomes</p> <p>Science - Children are to undertake a self-led investigation to explore the ‘magic’ behind solids, liquids and gases.</p> <p>Computing – Children will use Publisher and Word to design invitations and ingredients to give to parents and carers at the magic show case.</p> <p>English - Children write instructions on how to make a potion.</p> <p>D&T - 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>Maths- Children use appropriate units of measure to take measurements for their own capes. Children will be given recipes which are in l and they will be asked to convert it to ml.</p> <p>Art - Children will annotate their cape designs in their sketch books and think of ways to improve them.</p> <p>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.</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 been spilt.</p> <p>Discrete</p> <p>SMSC – Being me in my community, Celebrating differences</p> <p>History –Anglo Saxon refer to Romans previously -discrete</p> <p>RE- Three kings –Advent and Christianity</p> <p>PE-Swimming</p> <p>Music –Instrument tuition and singing</p> <p>MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.</p>	<p>Possible Learning Outcomes</p> <p>Geography – Exploring and describing key features of rivers (Ganges) and mountains (Himalayas).</p> <p>Computing – Use 2simple to create Batik designs to recreate the work of Batik artists. Produce the India reports using Publisher.</p> <p>D&T - 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>Art – Children research Batik and draw, annotate and evaluate designs in sketch book. Children make the batik using a variety of materials.</p> <p>Maths- 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. Explore symmetry through Rangoli patterns. Use coordinates to locate position of 2D shapes and Indian landmarks.</p> <p>Discrete</p> <p>SMSC – Healthy lifestyles, Relationships</p> <p>PE-Swimming</p> <p>RE- Lent –Judaism the Passover</p> <p>Music – Instrument tuition and singing</p> <p>MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Science – Sound and Electricity</p> <p>History – The Vikings</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. 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.</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>D&T - Children make, design and evaluate an Eiffel tower using art straws.</p> <p>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.</p> <p>Discreet</p> <p>SMSC – Technology, Changes</p> <p>MFL – Explore the patterns and sounds of language through songs and rhymes. Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Science – Animals including humans.</p> <p>ICT – Brochures, 2Simple Claude Monet</p> <p>Music – Violins, singing, cello</p> <p>R.E – 5 Pillars of Islam</p> <p>History – The wheels of industry timeline</p>