

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Space | |
| Standard | Resilience | |
| SMSC | | |
| Maths | | |
| Literacy | <p>Informative leaflet to inform visitors at INTECH about the solar system. Science fiction story to entertain year 3/4 pupils.</p> | |
| Curriculum Links | <p><u>Science</u></p> <p>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>DT: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Art: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> | |
| Hooks | | |

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Chocolate | |
| Standard | Attitude | |
| SMSC | <p>Moral Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Cultural Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> | |
| Maths | Net, 3D shape, Ratio and proportion. Measure, Interpret Data and Line Graphs, Calculate Mean and Averages. | |
| Literacy | Persuasion, Speaking and Listening | |
| Curriculum Links | <p><u>Science</u></p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>DT:</u></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><u>Geography:</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, and vegetation belts.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> | |
| Hooks | | |

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Tudors | |
| Standard | Pride | |
| SMSC | Moral Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. | |
| Maths | Roman numerals | |
| Literacy | A biography of King Henry VIII, reporting the significant events in his life. Instructions to make a Tudor recipe. | |
| Curriculum Links | Science Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. | |
| | History: <u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 th Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain. <u>A Local History Study</u> A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | |
| | DT: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand and apply the principles of a healthy and varied diet | |
| | Computing: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | |
| | Music: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | |

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| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Careers | |
| Standard | Standards | |
| SMSC | <p>Social Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. Pshe How life choices affect your body?</p> | |
| Maths | <p>Place value Addition and subtraction Multiplication and division</p> | |
| Literacy | <p>Personal statement Inform/advise career options (poster style) Log book project</p> | |
| Curriculum Links | <p><u>Science</u> Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Skills</p> <ul style="list-style-type: none"> • to decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding; • to choose what evidence to collect to investigate a question, ensuring the evidence is sufficient; • to choose what equipment to use • to make a variety of relevant observations and measurements using simple apparatus correctly; to decide when observations and measurements need to be checked, by repeating, to give more reliable data; • to use tables, bar charts and line graphs to present results • to identify patterns in results and results that do not appear to fit the pattern; | |
| Hooks | Visitors and visits from local careers and opportunities. | |

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| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
| Name | Victorians | |
| Standard | Standards | |
| SMSC | Moral Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. | |
| Maths | | |
| Literacy | Describe (diary) | |
| Curriculum Links | <p><u>Science</u></p> <p>History: <u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u> The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p><u>A Local History Study</u> A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Art: To create sketch books to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history.</p> <p>Geography Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> | |
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| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
| Name | Africa | |
| Standard | Honesty | |

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| SMSC | <p>Spiritual Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p> <p>Cultural Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> |
| Maths | Reflect and translate. |
| Literacy | Describe and Entertain (Fly Eagle Fly) |
| Curriculum Links | <p><u>Science</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |
| | <p><u>Geography:</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of biomes.</p> |
| | <p><u>History:</u> Non-European society, - Benin (West Africa)</p> |
| | <p><u>Art:</u> To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> |
| | <p><u>Music:</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> |
| Hooks | |

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Showtime (Shrek) | |
| Standard | Pride | |
| SMSC | Friendship Differences Judging | |
| Maths | | |
| Literacy | | |
| Curriculum Links | <p>Music: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.</p> | |
| Hooks | | |

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
|------------------|--|-----------|
| Name | Theme Parks | |
| Standard | Resilience | |
| SMSC | Social Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. | |
| Maths | Area and Perimeter | |
| Literacy | Discussion (Balanced Argument) | |
| Curriculum Links | <p><u>Science</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <hr/> <p><u>DT:</u></p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <hr/> <p><u>Computing:</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <hr/> <p><u>Geography:</u></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | |
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| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
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| Name | Vikings and Anglo-Saxons | |
| Standard | | |
| SMSC | | |
| Maths | 4 operations / problems | |
| Literacy | Balanced argument: Alfred the Great- Should I invade the Vikings? (Video-Kick start) | |
| Curriculum Links | <p>History: <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</p> <p>Geography:</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | |
| Hooks | | |

| | Creating Units of Work – Making the links in Essential Content | Phase 5/6 |
|------------------|---|-----------|
| Name | Greece | |
| Standard | Honesty | |
| SMSC | <p>Spiritual Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Cultural Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> | |
| Maths | <p>Order shapes by properties Understand regular polygons. Classify</p> | |
| Literacy | Speaking and listening. | |
| Curriculum Links | <p><u>Science</u> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>History:</u> A study of Greek life and achievements and their influence on the western world.</p> | |
| Hooks | | |