



Curriculum Drivers

Real life experiences



Mountain Survival Challenge Activities: Working in teams to complete survival tasks, build shelters, navigate routes, solve expedition challenges and explore the skills needed to live and travel safely in mountain environments. Visit from an outdoor education specialist. Orienteering and map-reading activities around the school grounds.

Wellbeing



Daily Mile Destination: Mount Everest Base Camp. Learning new breathing techniques-bubbles and whale breaths.

Oracy



Physical: Speak clearly and confidently when presenting geographical information to an audience.

Linguistic: Appropriate vocabulary choice in geography, when presenting facts about mountains.

Cognitive: Use reasons and evidence to explain why people live in and visit mountain regions.

Social and Emotional: To listen actively, build on others' ideas and adapt contributions for different audiences.

Environment and Community



Visit from an outdoor education specialist.

Orienteering and map-reading activities around the school grounds.

Environmental discussion exploring how tourism can impact mountain communities and habitats.

Big Question: Why do people live in and visit mountain regions?

Stunning Start:

Mountain Survival Challenge Activities

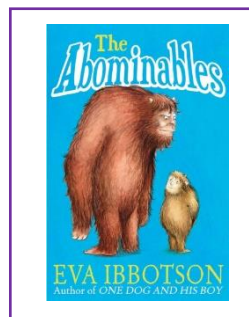
English

Writing: Character Description

Novel Study Text: The Abominables by Eva Ibbotson

Daily Reading Fluency

Accelerated Reader



Fabulous Finish:

Mountain Quiz Challenge

Emotional Literacy:

Introduction to the Zones of Regulation

Mathematics:



White Rose Units:

Year 4

Number: Place Value

Number: Addition and Subtraction

Year 5:

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

Key Skills Session:

TT Rockstars

Year 4 - Mastering Number Weeks 1 - 5

Year 5 - Mastering Number Weeks 1 - 5

Weekly Arithmetic and Number Bonds Quizzes

	Year 4 Science 	Year 5 Science 	Year 4 RE 	Year 5 RE 
Unit title:	Subject: Biology Unit: Animals including humans	Subject: Biology Unit: Earth and Space	Theme: Hindus Unit: What do Hindus believe God is like? (Unit 27)	Theme: Christianity Unit: GOD: What does it mean if God is Holy and loving? (Unit 31)
Builds On:	Year: 3 Term: Autumn 1 Unit: Living things in their habitats	Year: 3 Term: Summer 1 Unit: Physics - Light	New learning – first unit on Hinduism	Year: 3 Term: Summer 1 Unit: INCARNATION/GOD: What kind of world did Jesus want? (Unit 20)
Memory Master:	Name parts of the body/bones and explain the function of bones and muscles.	Explanation of what shadows are and how they are formed.	Mind map of religions learnt.	Diagram of the Trinity to describe the Christian belief.
Lesson Sequence:	I can name the basic parts of the digestive system and describe their functions.	I can describe the planets in the solar system.	How do many Hindus describe ultimate reality?	What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?
	I can identify the different teeth and describe their functions.	I can describe the Sun, Earth and Moon as approximately spherical bodies.	How might the idea of Brahman being in everything affect how you live?	What does the Bible say God is like?
	I can plan and carry out an investigation. I can communicate my results.	I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	What can we find out about some Hindu deities?	How can ideas of God be expressed in art?
	I can construct and interpret a variety of food chains.	I can describe the movement of the Moon relative to the Earth	How do many Hindus understand deities?	How do some Christians respond to a holy and loving God?
	I understand what producers, predators and prey are. Show what you know	I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Show what you know	What can we learn about deities from Ganesh? What do Hindus believe God is like? Show what you know	How do churches and cathedrals reflect Christian ideas about God? What does it mean if God is Holy and loving? Show what you know
Composite:	Different food chains labelled with producer, predator and prey, with an explanation.	Explanation of how we have night and day.	Children read labels explaining the symbolism and match them to the relevant parts of the image of Ganesh.	Church visit – explore ways in which building reflects Christian ideas of God: stained glass tells stories; font points to God's loving welcome and forgiveness; altar talks of sacrifice; confessionals talk of forgiveness; crosses talk of God's love through Jesus. Sketch areas of the church and label them with the key words.
Impact:	Children know names and functions of each part of digestive system and different types of teeth in humans and their purpose. They will extend knowledge of food chains by constructing and interpreting a variety of food chains, identifying producers, predators and prey.	Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They can describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Children can identify some Hindu deities and say how they help Hindus describe God. They make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. They offer informed suggestions about what Hindu murtis express about God.	Children can identify some different types of biblical texts, using technical terms accurately. They can explain connections between biblical texts and Christian ideas of God, using theological terms

	Year 5 - Spanish 	Year 4 Music 	Geography 	Computing 
Unit title:	Unit: Phonics and pronunciation 3 <i>La Fecha (The Date)</i>	Unit: Mamma Mia	Themes: Location, Physical processes, Physical features, Techniques Unit: Mountains	Area: Computer systems and networks Unit: Systems and searching Natterhub: Learn it and Nail it
Builds On:	Year: 4 Term: Summer 2 Unit: En El Café (<i>At the Café</i>)	Year: 3 Term: Summer 2 Unit: Bringing Us Together	Year: 4 Term: Summer 1 Unit: Rainforest	Year: 3 Term: Autumn 1 Unit: The Internet
Memory Master:	Revisit pronunciation lesson 2	Sing 'Bringing us together' with accuracy, control and expression.	Locate the world's principal rainforests on a world map and describe the pattern based on their location.	What is the internet? What are domains, websites and browsers? How can sites be used? What is copyright?
Lesson Sequence:	I can remember and recall the days of the week in Spanish.	I can confidently identify and move to the pulse	I understand what a mountain is.	I can explain that computers can be connected together to form systems
	I can remember and recall the months of the year in Spanish.	I can talk about the musical dimensions working together in the unit.	I can locate the world's 'Seven Summits' on a map.	I can recognise the role of computer systems in our lives.
	I can spell the days of the week and the months of the year in Spanish.	I can listen carefully and respectfully to thoughts about music.	I can describe the key features of a mountain understand how it is formed.	I can identify how to use a search engine.
	I can say how old I am and ask others in Spanish.	I can sing in unison in simple two-parts.	I can describe the climate of the mountains and explore mountain life.	I can describe how search engines select results.
	I can say when my birthday is in Spanish and ask others about theirs.	I can sing with awareness of being in tune. Sing as part of a group, holding the tune of Abba songs.	Show what you know	I can explain how search results are ranked.
	I can say and write the date in Spanish.			I can recognise why the order of results is important, and to whom.
Composite:	Children will have a conversation about dates and their birthday.	Children will sing in tune to a range of popular songs. Children can sing in tune with appropriate volume, singing along to and recognising some songs by Abba.	Definition of (chosen) mountain with labelled features, name, location, climate and what it is like to live there.	Children explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching.
Impact:	Children will know days and months and be able to talk about their birthday and know how to write the date in Spanish.	Children can sing in tune with appropriate volume, singing along to and recognising some songs by Abba.	Children can identify and describe how the physical features affect the human activity within mountain regions. They can identify and describe the geographical significance of mountains. They can use maps, atlases and digital computer mapping to locate mountains and describe the features.	Children know computers accept inputs, processes them and then produce outputs and know this as IPO model / systems can use sensors / search engines offer browsers to find websites / search engines select results based on index of that particular one / search engine uses web crawlers to create index of webpages / the more specific the search term, the less results returned / selection explains which webpages a search engine displays / ranking explains order they appear.

	Art and Design 	Physical Education 	Sport 	PSHE (Special Week) 
Unit title:	Techniques: Printing Artist: Andy Warhol	Learning focus: Personal Unit: REAL Gym	Unit: Handball	Theme: Stay Safe Week
Builds On:	Year: 3/4 Term: Spring 1	Year: 4 Term: Autumn 1 Unit: REAL Gym	Year: 4 Term: Autumn 1 Unit: Handball	Year: 2 Term: Autumn 2 Unit: Everyday safety
Memory Master:	Revisit artists in previous printing units.	N/A	N/A	In teams create a list of as many 'hazards' as possible.
Lesson Sequence:	Artist I can recall the key techniques of printmaker Andy Warhol.	Warm up games Continuous throwing relay Continuous relay Fundamental Movement Skills Hand apparatus Low apparatus Skills Application Ball tricks Rhythmic sequences Apparatus circuit Bench sequences	I can pass/ send a ball whilst on the move.	I can identify hazards in the home that could cause harm or injury.
	Imitate I can simplify a more complex drawing into lines and shapes for printing.		I can shoot with accuracy.	
	Experiment I can experiment with screen printing techniques.		I can pass the ball over different distances whilst moving.	
	Plan I can plan my pop art mountain themed screen print.		I can choose positions to help when attacking.	
	Create I can create my pop art mountain themed screen print.		I can move with speed and purpose.	
	Evaluate I can review and revisit my creation.		I can play modified games against others.	
Composite:	Children create an Andy Warhol inspired screen print.	Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Children play small sided games using tactics.	Children draw a room in the house, showing potential hazards.
Impact:	Children begin to gain experience in overlaying colours. They can see positive and negative shapes. They can use the same screen and stencil to create a series of identical images.	REAL PE – Personal Cog Children can see all new challenges as opportunities to learn and develop.	Children can perform skills, such as passing and shooting with accuracy, control and confidence. They can change speed and direction to get away from a defender. They use a variety of tactics, like use of space and positions to keep the ball. They find ways to get the ball towards your opponent's goal..	Children will be aware of the potential hazards in their home and make informed choices.

	PSHE 	PSHE 
Unit title:	Brook Learn 1 Unit: A diverse community	Brook Learn 2 Unit: Respectful relationships
Builds On:	Year: 4 Term: Autumn 1 Unit: What makes a good friend?	Year: 4 Term: Autumn 1 Unit: Respecting others
Memory Master:	Timed challenge to name as many ways as possible to get support if you feel lonely or isolated.	5-minute class debate on the benefits of wearing school uniform (showing respect behaviours towards the opinions of others).
Lesson Sequence:	I can explain what diversity means.	I can understand how to respect differences in the community and classroom.
	I can describe different communities we belong to.	I can define what self-respect is and why it is important.
	I can describe my personal identity.	I can recognise and encourage polite, respectful relationships.
Composite:	Children produce a mind map of their personal identity.	Children write a short paragraph explaining respect.
Impact:	Children will be respectful of different communities and identities.	Children will have deeper understanding of 'respect' within our Golden Rules and wider community.