



Stunning Start: Crime scene investigation - finding clues and watching live footage of the Boxing Day Tsunami.

Fabulous Finish: Curating learning to our parents.

Real life experiences

Visit from Shelter Box creating an aid kit for an area impacted by an earthquake



English

Storytelling Text: A Tsunami Story/Impossible (film)



Imitation: Read the recount of the Boxing Day tsunami eyewitness story, 'Impossible' and learn the text through drama techniques (feelings graph)

Assembly Theme:

Courage

Emotional Literacy Theme:

Introduction to the Zones of Regulation

Wellbeing

Mental wellbeing - to recognise and deal with conflicting emotions (relief, sadness, anger) through the natural disasters theme and when they might need to listen to or overcome these.



Spelling, Punctuation and Grammar: Colons, subordinate clauses, grammatical structures (short sentences) and parentheses

Innovation: Changing the viewpoint of the disaster.

Invention: Write a defeating the monster eyewitness account of a disaster

Mathematics:



White Rose Units:

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

Oracy

Physical: Clarity of pronunciation, through reading fluency sessions.

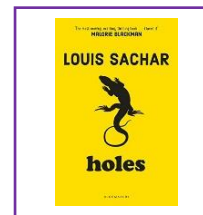
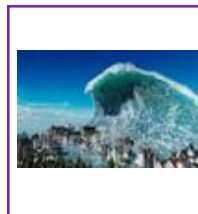
Linguistic: Understanding and using technical vocabulary when articulating our learning

Cognitive: Building on the views of others, through PSHE



Wider Curriculum Writing: Non-chronological reports on earthquakes (Geography)





Novel Study Text: Holes by Louis Sachar







Environment and Community

Raising money for the Shelter Box charity



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Physics Unit: Electricity	Themes: Location, Physical Processes, Diversity, Techniques Unit: Earthquakes	Theme: Hinduism Unit: Why do Hindus want to be good? (Unit 39)	Area: Computer systems and networks Unit: Communication and collaboration Natterhub: Balance it and Question it
Builds On:	Year: 4 Term: Summer 2 Unit: Physics: Electricity	Year: 3 Term: Autumn 2 Unit: Volcanoes	Year: 4 Term: Spring 1 Unit: What does it mean to be a Hindu in Britain today? (Unit 29)	Year: 5 Term: Autumn 1 Unit: Systems and searching
Memory Master:	Make and label a circuit explaining how switches work.	Know the location of famous volcanoes and the Ring of Fire.	Drawings showing what the Trimurti is and why it important.	What does IPO mean? How do search engines select results? How do they use ranking?
Lesson Sequence:	I can use symbols when drawing a simple circuit diagram.	I can recall the structure of the Earth.	Who or what is Brahman?	I can explain the importance of internet addresses.
	I can associate the brightness of a lamp with the number and voltage of cells used in the circuit.	I can explain why earthquakes occur.	What is atman? What can be learned about atman through a Hindu story?	I can recognise how data is transferred across the internet.
	I can investigate variations in how components function.	I can locate where famous earthquakes have occurred and write a report.	What is samsara? Why is atman important? What else is important?	I can explain how sharing information online can help people to work together.
	I can investigate variations in how components function and write a conclusion.	I can identify the effects of earthquakes on land and people.	How might dharma affect the way someone lives their life?	I can evaluate different ways of working together online.
	I can name renewable and non-renewable sources of energy. Show what you know	I can identify the help people need after an earthquake. Show what you know	What is ahimsa and how does it affect the lives of Hindu people? Why do Hindus want to be good? Show what you know	I can recognise how we communicate using technology. I can evaluate different methods of online communication.
Composite :	An investigation into variations in how components function with a conclusion.	An aid kit for an area impacted by an earthquake.	In groups, write a paragraph to explain why Hindus want to be good using the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why.	Children explore different methods of communication, before they consider internet-based communication in more detail. They evaluate which methods of communication suit particular purposes.
Impact:	Children able to associate brightness of bulb/volume of a buzzer with the number/voltage of cells. They can use recognised symbols when representing a simple circuit in a diagram.	Children know locations of famous earthquakes and how they occur. They know effects they have on land and people.	Children can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately They give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Children know data transferred over the internet is broken down into packets / protocols are an agreed method of communication / addresses are needed for packets to reach their destinations / an IP address directs a packet to its destination / a router connects multiple devices to the internet and manages data flow between them / data is split into small packages to be sent and once they reach their destination, they go no further and are reassembled into their original form.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Techniques: painting, Style and Period: Abstract, Contemporary 21 st Artists: Stephanie Peters,	Learning focus: Personal Unit: REAL PE	Unit: Football	Area: Electrical systems Unit: Steady hand games
Builds On:	Year: Year 5 Term: Summer 2 - Drawing and painting Year: Year 5 Term: Spring 2 - Drawing, collage and sculpture	Year: Year 5 Term: Autumn 1 Unit: REAL PE Personal	Year: Year 5 Term: Autumn 1 Unit: Football	Year: 4 Term: Summer 2 Unit: Torches
Memory Master:	Revisit drawing techniques and artists/styles from previous unit.	N/A	N/A	Quiz on Torches Unit
Lesson Sequence:	I can research an artist	Warm up games All change Gate masters Fundamental Movement Skills Coordination - Ball skills Agility - Reaction / response Skills Application Game - Tag Netball Competition - Round Robins	To pass the ball to keep possession in game situations.	Research I can research and analyse a range of children's toys.
	I can imitate an artist's work		To dribble the ball whilst under pressure.	Skill I can cut and assemble a net. I can make and test a circuit.
	I can mix and blend secondary colours and create tints		To apply defending principles in games.	Design I can design a steady hand game and name the components.
	I can use brush techniques to create texture		To compete in games.	Make I can make a steady hand game that is functional and has a good appearance.
	I can create artwork inspired by an artist		To apply attacking principles in games.	Evaluate I can evaluate my game by considering if it is fit for purpose.
	I can evaluate my final piece.		To understand positions and roles of individuals in team games.	Show what you know
Composite :	Create abstract paintings of natural disasters. They will also create drawings, collage and clay compositions of volcanoes.	Children work in groups of 4+ and take turns to play 1 v 1 in a small area with 1 ball as a competition.	5-a-side games	Design and make steady hand game.
Impact:	Children will be able to use pencil skills along with secondary colours/brush techniques to create textures. They will develop the use of tools to curve and add texture and patterns.	REAL PE - Personal Cog Children cope well and react positively when things become difficult. They can persevere with a task and improve their performance through regular practice.	Children apply the attacking and defending principles in game situations. They use different skills to keep possession of a ball as part of a team. They develop control whilst performing skills at speed. They can change speed and direction to get away from a defender.	Children will know the form and function of a product and key components. They will understand about using four different perspective drawings to design according to criteria.

	PSHE 	PSHE 	PSHE (Special Week) 	Music 
Unit title:	Brook Learn 1 Unit: Different types of families	Brook Learn 2 Unit: Healthy and harmful relationships	Theme: Stay Safe Week	Unit: Music and Technology
Builds On:	Year: 5 Term: Autumn 1 Unit: Diverse communities	Year: 4 Term: Autumn 2 Unit: Resolving conflict and managing negative pressure	New learning	Year: 5 Term: Spring 2 Unit: Make you feel my love
Memory Master:	Timed challenge to name as many ways as possible that people and communities are diverse.	Create a mind map showing the qualities of a good friend.	Role play how to get help in an emergency situation.	Listen to the track 'Make me Feel My Love' and write a response to how the music makes them feel and which emotions it evokes and why.
Lesson Sequence:	I can identify different family structures.	I can identify harmful behaviours in a relationship.	I can recognise safety signs at a railway station and explain what they mean.	I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion
	I can identify the shared characteristics of a healthy family life.	I can explain what forced marriage is and how to get support.		I can sing in unison and in up to three parts.
	I can explain how to get support if a family relationship is making me unhappy.	I can understand where to go for help or support with harmful behaviour.		I can compose and perform an eight to 16-bar melodic phrase
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Composite :	Children share family demographics with the class and discuss diversity within families.	Discuss the healthy and harmful scenarios and decide outcomes for these.	Complete a quiz matching signs to their meanings.	Children will create their own composition based on a song.
Impact:	Children will be respectful of different family structures and romantic relationships.	Children will have strategies to support themselves and others if they experience harmful behaviour in a relationship.	Children will be able to manage their own risks when at a railway station.	Children will be able to perform and apply a variety of skills and techniques confidently and with precision.