

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
<b>Events/Occasions</b>							
<b>HISTORY</b> Everyday Life...	<b>GODS, GODDESSES &amp; WORSHIP</b> I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the social, ethnic, cultural or religious diversity of past society.		<b>ESCAPE FROM POMPEII</b> Explore primary and secondary sources to uncover the truth behind the eruption of Mount Vesuvius and it's impact on the people. Did anyone escape? Can we find a survivor?... I can examine cause and effects of great events and impact on people.		<b>DAILY LIFE IN ROMAN TIMES</b> I can use sources to deduce information about the past. I can understand that no single source of evidence gives the full answer to questions. I can begin to identify primary and secondary sources. I can choose relevant and appropriate material to present findings. Using a collection of source materials children follow lines of enquiry to find out about the people of Roman times.		
<b>GEOGRAPHY:</b> Force of Nature	<b>Vulcan &amp; Volcanologists!</b> <i>The word volcano is derived from the name Vulcan, the Roman God of fire. Today the pupils will be volcanologists!</i>	<b>Where in the World are Volcanoes? Ring of Fire!</b> Look at how the Earth is formed and the different layers of the Earth.	<b>Plate Tectonics</b> <i>To understand how volcanoes are formed and why they erupt.</i>	<b>She's Going to Blow!</b> <b>Dormant or Dangerous?</b> <i>To learn and understand how physical features can affect human activity in a location. To understand how volcanoes are formed and why they erupt.</i>	<b>Name that Volcano!</b> Discuss different famous volcanoes around the world, the impact of location on how the volcano us form and the lives of the people that live there.	<b>Let's Get Ready to Rumble!</b> Children use these two sessions, and existing knowledge, to explore, investigate and build their very own Volcano (CCL to Science), that we can erupt on the playground. This could be Mount Vesuvius, a volcano of their choice, or they could design their own, based on what they have learned. Here they can decide on shape, location etc...	
<b>SCIENCE</b> <i>Physical &amp; Chemical Changes</i>	<b>WHAT DO I KNOW?!</b> Active assessment activities to draw our existing knowledge and understanding about forces, materials and processes that create physical/chemical changes.	<b>IT'S A MATTER OF STATE...</b> <b>Solid, Liquid or Gas?</b> Learn states of matter CCI Volcanoes & Water Cycle.	<b>REVERSIBLE OR IRREVERSIBLE!</b> Investigate reversible and irreversible changes through context of: 'Pumice and the Pantheon Cement!'	<b>A TOGO TO DYE FOR!</b> Investigate dissolving and solutions, by dissolving a collection of simple materials to make different colours to dye their own togal!	<b>KEEP THEM SEPARATED!</b> Romans obtained salt by evaporating water from brine springs in Cheshire. How? Children complete a range of challenges to investigate separating materials.	<b>STEM: STUFF &amp; SUBSTANCE</b> <b>Chemistry &amp; Chromatography</b> Conduct a collection of chromatography investigations CCL: Art and Andy Warhol – pop colours.	<b>THAR SHE BLOWS!</b> VOLCANOES, MOLTEN MAGMA, AND A NICE CUP OF TEA! Children apply all they have learned to design, build and erupt their own volcano!
<b>ENGLISH</b> Fiction & Narrative focus	<b>MYTHS AND LEGENDS</b> Text: Gods, Emperors & Dormice by Marcia Williams Read and retell Roman Myths & legends link to Gods & Goddesses.		<b>ESCAPE FROM POMPEII</b> Text: Escape From Pompeii, by Christina Balit. Use story to write chapters & extracts depicting the eruption of Mount Vesuvius. Focus on characterisation and sustained writing opportunities.			<b>POETRY: FORCE OF NATURE</b> Explore range of poems and their features, inspired by work on Volcanoes and 'Forces of Nature'	
<b>MATHS</b> Calculation, Problem Solving & Fluency Focus	<b>SPHERES, SHAPES AND NETS!</b> <i>*taught through practical starters*</i> <b>FLUENT WITH FIVE: MULTIPLICATION FACTS</b>	<b>EFFICIENT WITH ALL FOUR OPERATIONS!</b> Mental arithmetic strategies and efficient methods. <i>*Times Tables to be taught daily as part of fluency focus*</i>	<b>ESCAPE ROOM!</b> Problem Solving & Investigation using & Applying all four operations. Identify strategies for development & target teaching.	<b>CALCULATION: MULTIPLICATION, DIVISION &amp; DECIMALS</b> <i>*Fractions to be linked with decimals – unit taught according to pupil need*</i>		<b>MEASUREMENT: CONVERTING UNITS AND VOLUME</b> <i>*CCL to nets and 3D shape – Volcanoes*</i>	
<b>ART &amp; DESIGN</b> Artists study: Volcanoes	<b>Andy Warhol:</b> Recap colour theory and Warhol. Look at the difference between a realistic volcano and Warhol's Vesuvius		<b>Nick Rowland:</b> Explore the work of Nick Rowland – living British Artist. What are the similarities and differences between his work and Warhol's?		<b>Margaret Godfrey:</b> explore work of Margaret Godfrey – living artist based in USA, who uses a mixed media approach using paint and collage in her works. Compare with Warhol and Rowland – complete volcano cross-section, using her techniques.		<b>Evaluate &amp; Celebrate</b> Children present portfolio of Volcano art.
<b>PSHE</b> Belonging & Community	<b>Live a Healthy Life</b> To understand how to live a balanced, healthy life style.	<b>Keep Your Mind Happy :)</b> To understand mental health and how to maintain it.	<b>Sweaty Betty!</b> To learn the importance of personal hygiene routines.	<b>Sweet Dreams...</b> To understand the importance of sleep and identify sleep strategies.	<b>Moving on...</b> To recognise different life stages and milestones.	<b>W Cubed</b> <b>Wishes, Worries, Wants</b> To transition from one class to another.	<b>Transition</b> Moving on...
PE: Tennis	<i>What do we know about Tennis?</i>	<b>Ferocious Forehand</b> <i>Fred Perry</i>	<b>Brilliant Backhand</b> <i>Emma Raducanu</i>	<b>The Serve:</b> <i>Andy Murray</i>	<b>The Volley:</b> <i>Heather Watson</i>	<b>Mini Games / Match</b> <i>Point: Virginia Wade</i>	<b>Let's go to Wimbledon!!!: Sue Barker</b>
<b>COMPUTING</b> 3D Design	<b>3D World</b> Explore the concept of 3D around us	<b>Workplane</b> To recognise that you can work in three dimensions on a computer.	<b>Resizing &amp; Recolouring</b> To identify that digital 3D objects can be modified	<b>Combinations!</b> To recognise that objects can be combined in a 3D model	<b>Fit For Purpose</b> To create a 3D model for a given purpose	<b>Project Volcano!</b> Children apply all they have learned about 3D modelling etc to design and build their own volcano.	
<b>MUSIC</b> <i>Soundscape: Volcanoes</i>	<b>VOLCANOES</b> To tell a story from a piece of music through movement	<b>SOUNDSCAPE</b> To create a soundscape using percussion instruments	<b>STORY MOUNTAIN</b> To create a range of sounds to accompany a story	<b>ESCAPE</b> <b>Add a Rhythm:</b> To compose and perform a rhythm to accompany a story, based on 'Escape' Dolby on Video link		<b>MUSICAL MOUNT VESUVIUS</b> For the grand finale, pupils add a melody to their composition and animation. To compose and perform a rhythm to accompany a story	
<b>RE</b> Community	<b>Where Do I Belong?</b> Discuss the concept of belonging and how we can all belong to several groups and that this has an impact on our identities and personalities.		<b>My Local Community</b> Discuss how we all belong somewhere within our local community which increases as we grow up. What responsibilities do we all have and what could we do to support our community?			<b>Global Community</b> Recap local community before discussing how we all belong to a global community. How is everyone connected and what are we all responsible for?	
<b>MFL</b> Travel & Transport	<b>Let's go: Transport</b> Explore and discuss different types of transport, generating new vocab. I can name different ways of travelling. I can answer questions about transport.	<b>Let's go: How do you go to school</b> To understand basic grammar in context to the topic of transport, looking at how we travel to school. I can identify different types of transport I can tell someone how I travel to school.	<b>Let's go: Directions</b> Focus on pronunciation and intonation when reading/speaking aloud in context of topic. I can recognise a range of actions I can give and respond to simple directional instructions.	<b>Let's go: I like to move it!</b> Describe people, places, things and actions. I can name parts of the body. I can say a sequence of movements I can give and respond to instructions.	<b>Let's go: How do I get to..?</b> Engaging in conversations about how I can travel around a town. I can describe places in a town. I can give and respond to directions.	<b>Let's go: We all go together</b> To understand basic grammar appropriate to the context. I can match a verb form to it's subject. I can talk about how different people travel to places in a town.	<b>Recap and Games</b>