

Curriculum Themes Overview

| | Themes | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---------------------------|---|--|--|--|
| Autumn 1 | Enquire/Big Question | What is it like to live in Derby now and the past? | What happens to food when we eat it? | Can toast ever become bread? | Who was Charles Darwin? |
| | Engage/Big Start | Arboretum Park | Digestion Workshop | Round Robin of Science Investigations | Zoo Lab |
| | Express/Big Finish | Own heritage trail for parents | Keeping Healthy Workshop for Parents | Parents Science Fair | Observational drawing Class book |
| | Texts | Red in the City/ The Lion The Witch and the The Wardrobe | Journey Through the Digestive System Peppermint Pig/ Giant | The Shadow Forest/ The children of the Quicksand/ Cantebury Tales | What Mr. Darwin Saw Sky Dancer |
| | Visits/Visitors | Local Studies Library/ Heritage Trail at Park | Digestion Workshop/ Hindu Temple | Church/Cathedral Visit | Zoo Lab |
| | Science | Light / Shadows | Human Digestion | Properties / Changes of Materials | Evolution & Inheritance |
| | History / Geography | Local Area History and Geography | | | |
| | Art / Design Tech | Drawing – Graffiti Artist (Lady Pink) | Making Healthy Snack - Hot on Toast | Make a Preserve | Biological Drawings - Charles Darwin |
| | Music | Glockenspiel World Music (Charanga)/Writing Music Down(Charanga)/ musical appreciation | Ukulele /Musical Appreciation | Charanga: Glockenspiel Stage 1 and 2/ Musical Appreciation | Charanga: Music and Technology/ Musical Appreciation |
| | Reading | Narrative / Instructions / Poetry/leaflets | Information Leaflet / Fiction / Poetry | Narrative / Classic Poetry /Information | Persuasion / Narrative / Recount |
| | Writing | ARTS / Opening and Endings / Persuasion - Tourist Leaflet | ARTS / Persuasion / Narrative and Dialogue | ARTS / Setting / Discussion | ARTS/Poetry / Persuasion |
| | Maths | Place Value / Add & Sub | Place Value / Add & Sub | Place Value / Add & Sub | Place Value / 4 Operations |
| | Computing | Online Safety Unit 3.2/ logging on and searching | Online Safety Unit 4.2 | Online Safety Unit 5.2 | Online Safety Unit 6.2 |
| | Religious Education | What is it like to follow God? (UC) | What does it mean to be a Hindu in Britain today? | If God is everywhere, why go to a place of worship? (Christians /Jewish) | What does it mean to be a Sikh in Britain today? |
| | Personal Social Health Ed | Exploring Emotions | Being Me | Exploring Emotions | Being Me |
| Physical Education | Dance / Hockey | Dance / Swimming | Dance / Hockey | Dance / Hockey | |
| MFL (French) | Introductions | Numbers to 20 and Animals | Body Parts | Numbers to 100 / Family | |
| Autumn 2 | Enquire/Big Question | What was great about the Ancient Greeks? | What did the Romans do for us? | Why did the Vikings come to Britain? | How was Derby part of the Industrial Revolution? |
| | Engage/Big Start | Archaeologist Day | Derby Museum Visit | Viking Treasure Hunt | Victorian School Experience |
| | Express/Big Finish | Greek Museum | Roman Battle | Viking Trading Event | Great Exhibition / Victorian Day |
| | Texts | Mythologica The Wild Robot Returns | Roman Diary Kid in My Class | Riddle of the Runes/ Dragon's Hoard/ Viking Poetry | Wild Boy/ Classic Poetry/ Discussion |
| | Visits/Visitors | Conkers -St James 40 Santa/ Experience Christmas | Derby Museum / Hindu Temple | Derby Museum | Pickford House/ Local Studies Library |
| | Science | | | | Electricity |
| | History / Geography | Ancient Greece | Romans / European Places and landmarks | Vikings | Victorian Derby |
| | Art / Design Tech | Create air dry clay busks – Sculpture (Greek Sculptures)/ Make Pitta | Making a Roman Shield | Printing – illuminated letters - Vikings | Painting/ Printing William Morris |
| | Music | Complete the Writing Music Down Unit/ Christmas Concert - Singing/ musical appreciation | Ukulele /Musical Appreciation | Charanga: Finish Glockenspiel Stage 2 and Glockenspiel Act 3/ Musical Appreciation | Charanga: Developing Ensemble Skills/ Musical Appreciation |
| | Reading | Myths/ Biography/ Poetry/Narrative | Diary/Poetry/ Historical Sources | Poetry/ Recount | Narrative/Discussion/ Historical Texts/ Classic Poetry |
| | Writing | Suspense/Instructions | Diary/Explanation | Opening / Recount - Diary | Character Description / Discussion |
| | Maths | Addit & Subtr / Mult & Div | Addit & Subtr/ Mult & Div/Perimeter | Mult & Div / Graphs/ Area and Perimeter | Fractions / Position and Direction |
| | Computing | Email Unit 3.5 | Coding Unit 4.1 | 3D Modelling Unit 5.6 | Coding Unit 6.1 |
| | Religious Education | Why are festivals important to religious communities? Christmas and Eid | Why are festivals important to religious communities? Easter and Diwali | If God is everywhere, why go to a place of worship? (Christians /Jewish) Part 2 | Creation and Science: conflicting or complementary? (UC) |
| | Personal Social Health Ed | Bullying Matters/ Eatwell plate linked to DT | Being Safe | Bullying Matters | Being Safe |
| Physical Education | Gymnastics / Volleyball | Gymnastics / Swimming | Gymnastics / Volleyball | Gymnastics / Volleyball | |
| MFL (French) | Colours and Pets | Days of Week / Colours | Dates / Birthdays | Sport | |

Curriculum Themes Overview

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|---------------------------|----------------------------------|--|---|--|---|
| Spring 1 | Enquire/Big Question | What is lava and where does it come from? | How do we hear music? | What changes do we notice when the Earth moves? | Could a polar bear live in a desert? |
| | Engage/Big Start | Be a geologist for the day | Musician Visit | Space Centre | Biomes Puzzle |
| | Express/Big Finish | Testing Towers | Concert - In Class | Can the buggy navigate the terrain? | Biomes Writing Presentation |
| | Texts | Firework Maker's Daughter/ Street Beneath My Feet Planet Omar | Music Icons and Legends Sonan and the Silence The Sound Collector | The Tourist Guide to the Solar System Jamie Drake Equation | Shackleton's Journey The Explorer |
| | Visits/Visitors | Virtual Reality Experience of Volcanoes | Musician Visit | Space Centre | Virtual Reality Experience of the Poles |
| | Science | Rocks and Fossils | Sound & Electricity | Earth and Space | Living Things & Habitats and Light |
| | History / Geography | Volcanoes location, reasons and impact | | | Frozen Biomes / Time Zones |
| | Art / Design Tech | Making earthquake proof towers | Making a mechanical musical instrument | Making a space buggy as a group | Making a periscope strengthening a 3D structure |
| | Music | Handbells/ musical appreciation | Ukulele /Musical Appreciation | Charanga: Melody and Harmony in Music/ Musical Appreciation | Charanga: Creative Compositions/ Musical Appreciation |
| | Reading | Narrative / Non- Chronological / Poetry | Narrative / Biography / Poetry | Narrative / Guide (Information) | Classic Poetry / Narrative / Recount |
| | Writing | Setting/ Recount | Biography / Poetry | Non-chron Report / Persuasion | Narrative / Recount |
| | Maths | Mult & Div / Money / Statistics | Mult & Div / Fractions / Area | Multi & Div / Fractions | Algebra / Decimals / Percentages |
| | Computing | Branching Database Unit 3.6 | Making Music Unit 4.7 | Word Processing Unit 5.8 | Blogging Unit 6.4 |
| | Religious Education | What do different people believe about God? (UC) | What kind of world did Jesus want? (UC) | Why do some people think God exists? Christians and humanists | What do religions say to us when life gets hard? |
| | Personal Social Health Ed | Being Responsible | Drug Education | Being Responsible | Drug Education |
| Physical Education | Cricket / Basketball | Basketball / Swimming | Cricket / Basketball | Cricket / Basketball | |
| MFL (French) | Describing Pets | Fruits Likes and Dislikes | Clothes | Sporting Habits | |
| Spring 2 | Enquire/Big Question | What was it like from the Stone Age to the Iron Age? | Where did the Anglo-Saxons come from? | What were the causes and consequences of Ancient Egypt? | Why does our heart beat? |
| | Engage/Big Start | Stone Age Explorer Activity – imaginative play | Anglo Saxon Workshop | Egyptian Mummy and treasure visit | Circulation Game |
| | Express/Big Finish | Work together to create cave paintings | Hold own Anglo Saxon workshop for parents | Money Ancient Art Exhibition | Dissecting the Heart |
| | Texts | Stone Age Boy Stig of the Dump Pugs of the Frozen North | Beowulf The Boy at the Back of the Class Historical Text | Secrets of a Sun King Cinderella of the Nile Marcy and the Riddle of the Sphinx | One Thousand and One Arabian Nights |
| | Visits/Visitors | Cresswell Craggs | Anglo Saxon Workshop | Derby Museum/ Easter Experience | Health Visitor |
| | Science | Human Skeleton & Muscles | | | Human Circulation |
| | History / Geography | Stone Age to Iron Age | Anglo Saxons / Counties in Eng | Ancient Egypt | |
| | Art / Design Tech | Cave Paintings / Aboriginal Art – T McRae | Saxon Art - Anglo Saxon Tile – sculpture | Drawing Texture pyramids Colour/shading mood, form - Monet | Make Healthy Meal – sustainable/ethical |
| | Music | Handbells/ musical appreciation | Ukulele /Musical Appreciation | Charanga: Sing and Play in different styles/ Easter Concert/ Musical Appreciation | Charanga Improvise with Confidence/ Samba drumming/ Musical appreciation |
| | Reading | Narrative/ Non Fiction | Classic Poetry / historical text /Classic Poetry | Graphical Novel / Narrative / Story from Other Culture | Narrative - Dialogue / Non Chron Report/ Reading Skills |
| | Writing | Character Description / Poetry | Hero Myth/ Newspaper Report | Narrative Characterisation / Openings | Narrative / Explanation |
| | Maths | Statistics / Length / Fractions | Fractions / Decimals | Fractions / Decimals | Algebra/ Measure/ Perimeter/Area/ Volume |
| | Computing | Presenting Google Slides Unit 3.9 | Effective Search Unit 4.7 | Game Creator 5.5/ Lego CAD | Lego CAD/ Start Spreadsheets 6.9 |
| | Religious Education | Why do Christians call the day Jesus died Good Friday? (UC) | Why do Christians remember the events of Holy Week every year (Going deeper section UC) | What did Jesus do to save human beings? (UC) | What difference does resurrection make for Christians? (UC) |
| | Personal Social Health Ed | Being Healthy | Money Matters | Being Healthy | Money Matters |
| Physical Education | Tag Rugby / Tennis | Tennis / Swimming | Tag Rugby / Tennis | Tag Rugby / Tennis | |
| MFL (French) | Wild Animals | Breakfast | Weather and Clothes | Sporting Habits | |

Curriculum Themes Overview

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|---------------------------------|---|---|--|---|--|
| Summer 1 | Enquire/Big Question | What is magnetism? | Is ice water? | Why do people visit places in the UK and Europe? | Revision and Recap |
| | Engage/Big Start | Play and Exploration of Magnets and Forces | Provocative science experiment – Cornflour | Clues to guess the topic | Art Project |
| | Express/Big Finish | Handbells Concert | Water cycle experiment | Lego Man – CAD | IT Art Project |
| | Texts | The Iron Man/ Dr Astrocat’s Human Body/ At the Zoo poem | Alice’s Adventures in Wonderland/ Macbeth | The London Eye Mystery/The Way Things Work Sensational/Lean and the place between | No Ballet Shoes in Syria |
| | Visits/Visitors | Visit to the Mosque | Science workshop | Lego CAD Visit/ Cleethorpes | Lego CAD Visit |
| | Science | Forces / Magnetism | States of Matter/ Water | | Revision |
| | History / Geography | | | Mapping / European Places/ Tourism Impact | Revision |
| | Art / Design Tech | Making a mechanical Robot Arm - lever and linkages | Reflection Painting – Friedrich | Wire Plant Sculpture – Alexander Calder Making a Fairground Ride – CAD | Using IT to Create Famous Art work in the style of famous artists. |
| | Music | Handbells / Action Songs/ Musical Appreciation | Ukulele /Musical Appreciation | Charanga: Enjoying Musical Styles/ Musical Appreciation | Samba Drumming/ Year 6 performance/ musical appreciation |
| | Reading | Classic narrative/poetry/Fact File | Narrative / Playscript/Classic Poem | Explanation / Narrative | Explanation / Deduction / Inference |
| | Writing | Poetry / Narrative | Character Description / Poetry | Explanation / Suspense and Dialogue | Non Chron / Science Investigation/ Explanation/ instructions |
| | Maths | Fractions / Time / Angles | Decimals / Money / Time | Decimals / Shape | Geometry / Problem Solving |
| | Computing | Coding Unit 3.1 | Logo Unit 4.5 | Coding Unit 5.1 | Finish Spreadsheet 6.9/Network Unit 6.6 |
| | Religious Education | Why do people pray? Christians and Muslims | Why do some people think that life is like a journey and what significant experiences mark this? | What does it mean to be a Muslim in Britain today? | Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| | Personal Social Health Ed | Relationships | Changes | Relationships | Changes |
| Physical Education | Athletics / Rounders | Athletics / Swimming | Athletics / Rounders | Athletics / Rounders | |
| MFL (French) | Enormous Turnip | Buying Ice Creams | Appearance | Revision | |
| Summer 2 | Enquire/Big Question | What is a river and where does the water go? | Are all mountains the same shape? | Can you grow bananas in Derby? | What has an Ancient Civilisation given us? |
| | Engage/Big Start | Mapping Journey of River in Photos | Dovedale | Butterfly Hatching/ Park Tree identification Trail | Theme clue hunt |
| | Express/Big Finish | Art Gallery | Mountain Presentation to Parents | Fair Trade Banana Split Game/ Deforestation Leaflets | Day of Dead Carnival |
| | Texts | A River Accidental Prime Minister | King of the Cloud Forest | A Year of Nature Poems Legend of Podkin One Ear/The Highway Man | Holes Tin |
| | Visits/Visitors | Trip to Derwent | Dovedale | Lego CAD/Nightingale Quarter Allotment | London Theatre Visit |
| | Science | Plants | Living Things & Habitats | Living Things & Habitats / Human Growth | |
| | History / Geography | Rivers/River Derwent/Water Cycle | Mountains / World Places | Land use / Environment | Ancient Mayan Empire/ Places in N & S America |
| | Art / Design Tech | Water Collage and IT – Julie Shackson | Texture Drawings - AC Cain | Wire Plant Sculpture – Alexander Calder Making a Fairground Ride – CAD | Modroc Sculpture Masks – Day of Dead |
| | Music | Compose Using Your Imagination (Charnaga)/ Musical appreciation | Ukulele /Musical Appreciation | Charanga: Freedom to improvise/ musical appreciation | Drumming / Ancient Mayan Music / Contemporary Latin American Music / Performing |
| | Reading | Explanation / Narrative / Picture Book/ poetry | Non Chronological Report / Narrative / Recount | Classical Poetry / Picture Book/ Illustrated Poetry | Fiction/ Poetry / Non Fiction/ play script |
| | Writing | Explanation / Non-Chron Report | Setting Description / Non Chron Report | Poetry/Description / Story Ending | Persuasion / Instructions |
| | Maths | Shape / Mass / Capacity | Statistics / Geometry | Position / Measure | Problem Solving / Statistics |
| | Computing | Microbit Unit 3.10 | Spreadsheets Unit 4.3 | Coding Unit 5.5 | Understanding Binary 6.8 |
| | Religious Education | Why is the Bible important for Christians today? | What can we learn from religions about deciding what is right or wrong? | How can following God bring about freedom and justice? (UC) | What difference does it make to believe in ahimsa (harmlessness), Grace and Ummah (Community)? Christians, Hindus and Muslims? |
| | Personal Social Health Ed | Difference and Diversity | Growing Up | Difference and Diversity | Growing Up |
| Physical Education | Fitness/ OA | Fitness/Swimming | Fitness/ OA | Fitness/ OA | |
| MFL (French) | Playground Games | Making Pizzas | Poems | French Art | |
| Textiles across the year | Prayer Cushions - Four quadrants one each year | Design / Choose textiles / Thread needle / Stitches | Join things in different ways - adding embellishments | Make and use own template add applique to cushion | Use a range of joining techniques to finish cushion Evaluate |

Curriculum Themes Overview

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| Year | 3 | Term | Autumn Term 1 |
| Theme | Urban Artists | Big Question | What is it like living in Normanton now and in the past? |
| <p>Focus of unit and scope of unit: This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location that should have been covered in KS1. The choice of a city study and Arboretum Park reflects a particular school's community ethos and links to the cities context of industry. The design of the unit to include using the environment also further develops pupil understanding of the historic and local environment and sources. By linking local events and people to a wider context, pupils are encouraged to make connections and enrich their knowledge base. The unit looks at Urban life and art and encourages the children to create a personal 'piece' using drawing techniques. The science element looks at shadow and light including reflections and allows the children to observe and carry out an investigation</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>Learn about the local community, land use. Respecting and sustaining the local heritage. Think about caring for the environment including graffiti in the local environment. To know how to keep themselves safe with light and sunlight.</p> | <p>Create a local heritage and geography map for the enjoyment of others. Explore a range of graffiti artists and drawing techniques to create own 'piece'. To respond and draw on conclusions from observations and about art.</p> | <p>Use a range of historical sources and ask questions. Use maps and carry out surveys to find out more. Observe, respond and evaluate own art and that of others. Make close observations and carry out a fair test to develop scientific knowledge.</p> | <p>SMSC/ Equalities To develop a sense of enjoyment and respect for the locality in which they live. Investigate issues in the local environment and how they can make it better. Understand the cultural influences that have shaped Derby and Normanton and how we can continue to respect and look after our local environment. To take joy and pleasure from art and respond to art work of themselves and others in a respectful and sensitive way, understanding there are different points of view and looking at artists from a range of backgrounds and cultures including a female, American Graffiti Artist originally from Ecuador. To work with others to observe and carry out an investigation.</p> |
| Big Start | Big Finish | Experience | |
| City and Graffiti Trail | Graffiti and Park trails for parents | Local History Library Graffiti and city trail | |

Curriculum Themes Overview

| Year | 3 | Term | Autumn 2 |
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| Theme | Ancient Greeks | Big Question | What was great about the Ancient Greeks? |
| <p>Focus of unit and scope of unit: This unit focuses on the history of the Ancient Greeks and their influence on our lives today, including famous scientist and engineer Aristotle, and the development of democracy and the Olympic Games. It encourages children to study the Greek Gods and understand the importance of the Gods in Greek culture. The science looks at the importance of the skeletal and muscle system and children undertake a science investigation to gather results using standard units of measurement. It looks at vertebrates and invertebrates through researching different animals. The importance of a healthy diet is taught and the important food groups. This feeds into the DT topic which encourages children to create a Mediterranean pitta bread filling, the meet criteria, exposing the children to possible new foods. The art unit builds on the muscles and skeleton as it encourages children to create a bust, using clay techniques to show facial expression, evaluating and improving their work and using historic sculpture as a stimulus.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children are taught about democracy and the importance for all to vote and have their say. They will learn what makes a healthy diet and use this knowledge to create a healthy pitta bread filling. They will explore different emotions through sculpture and try and re-create these.</p> | <p>The children will create their own recipe for a pitta bread filling and create their own clay bust choosing how they wish to represent the emotion. They will be encouraged to carry out their own research on Greek Gods and Athens and Sparta.</p> | <p>Children will be encouraged to use historical sources to draw conclusions about the Olympic Games. They will be encouraged to use evidence to decide whether they would prefer to be an Athenian or Spartan. They will be encouraged to evaluate foods and designs in art and DT to develop their own art and recipe.</p> | <p>Democracy – children will be taught about our government today and how it links with Ancient Greece. Children will be encouraged to reflect on the fact that only men from Greek descent could vote and what that means in our lives today, thinking about the rights of all and protected characteristics.</p> |
| Big Start | Big Finish | Experience | |
| <p>Historical Greek Fact hunt - around classroom or school.</p> | <p>Parents invited in to taste Pittas and view learning, including art work.</p> | <p>Visit to Santa – SJJ 40 link</p> | |

Curriculum Themes Overview

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| Year | 3 | Term | Summer 2 |
| Theme | Rivers | Big Question | Where does water go? |
| <p>Focus of unit and scope of unit: This unit looks at the River Derwent building further on children’s local geography understanding. It follows the river course from source to mouth and where the river ends at the Humber estuary which the children will visit in Year 5. The unit encourages the children to think about the importance of habitats such as the river estuary and the plant life cycle including pollination. The children used mixed media and IT to create a water collage using the style of Jule Shackson.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| Children learn about the importance of our estuaries for wildlife and the part they can play in looking after them. They learn to give positive feedback to a peer on their art work. The children work together in groups on science investigations and geography fieldwork to support their learning. | The children design their own investigation about plants, they act out the pollination process and learn to use IT tools in a creative way. They use colour, tone and mixed media to represent their idea of water. | Children learn to evaluate and reflect on their own artwork. The use data and information to draw conclusions about the River Derwent. The investigate scientific questions such as Do plants need soil? Through investigations and observations | The children learn about the importance of looking after the environment and specific habitats. They learn to give feedback respectfully. They use collective decision making to decide in a science investigation in groups. |
| Big Start | | Big Finish | Experience |
| Mapping Journey of a River in photographs – sharing of the River book. | | Art Gallery and Estuary Posters – parents invited in – children are Geography experts | Derwent River Walk |

Curriculum Themes Overview

| Year | 3 | Term | Spring Term 2 |
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| Theme | Stone Age Britian | Big Question | When do you think it was better to live – Stone Age, Bronze Age or Iron Age? |
| <p>Focus of unit and scope of unit:</p> <p>Children are introduced to the idea that people have been living in Britain for a very long time. They learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! The children learn about the similarities and differences in the stone age, iron age and bronze age and what causes these changes.</p> <p>The children look at a range of historical cave paintings from stone age to contemporary Aboriginal art. They learn that often cave paintings were done as part of a community and the techniques used. Children develop their own piece of cave art in groups looking at how to create tone and tints.</p> <p>Children learn that much of the history of the stone age to iron age period was found out by skeletons and settlements remnants such as iron age forts. They learn about skeletons and muscles and carry out an investigation to answer a question using measurements and observations.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>Children work collaboratively to create a piece of art work. They look at how communities produce art work together such as Aboriginal Art and how this is important in creating a sense of identity and community.</p> <p>They learn about the everyday lives of people in the stone age, iron age and bronze age and make comparisons with their own lived.</p> | <p>The children work together to use techniques to create a piece of art work. They understand that art can be collective and ideas of many to tell information and stories about the past.</p> <p>The children use their creative skills to infer meanings and information from art.</p> <p>They use oracy skills to express thinking and understanding of history.</p> | <p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>The children answer historical and scientific questions.</p> <p>Children choose which era they would prefer to live and explain thinking with evience</p> | <p>The unit promotes further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; The units encourages spiritualist by enabling the ability to sense the wonder and mystery in the world.</p> <p>It encourages social development as children work cooperatively with others.</p> |
| Big Start | Big Finish | Experience | |
| Stone Age Explorers | Children answer the question -which era they would prefer to live and present this in a chosen way. | Cresswell Craggs | |

Curriculum Themes Overview

| Year | 3 | Term | Spring Term 1 |
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| Theme | Volcanoes and Earthquakes | Big Question | What is lava and where does it come from? |
| <p>Focus of unit and scope of unit: This unit focuses on the location and impact of volcanoes and earthquakes over the world. It enables children to understand what is below the Earth's surface and the impact this has on the physical geography and some natural disasters of the world. The children focus on Iceland and understand how its position on the Earth means it is subject to regular volcanic and earthquake activity. Children understand that the Earth gives us natural resources such as rocks and learn how to categorise these. The children understand that many countries experience volcanoes and earthquakes and this impacts on the technology that is developed there. The children learn about strengthening structures to create an Earthquake proof tower.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children work together to make an earthquake [proof tower. The work together using their knowledge of volcanoes and earthquakes to create a safety leaflet. The children understand what makes up the Earth's crust and recognise the importance of looking after the Earth.</p> | <p>The children come up with their own groupings for rocks based on observation. They come up with creative ideas to design their own Earthquake proof tower using chosen resources. They design their own safety poster for children for volcanoes in Iceland.</p> | <p>The children carry out investigations and make observations about rocks and soils. The children make different structures with shapes and test different ways of reinforcing their ideas using this to improve designs. The children use Digi maps to look at the human and physical features of Iceland and use their knowledge of tectonic plates to understand the frequency of earthquakes and volcanoes.</p> | <p>The unit develops awe and wonder in the power of the World's natural forces and resources. The children understand that the world can work together to protect each other and that it is important to follow rules to support this. The children enhance their understanding of living in other countries and some of the differences and similarities. Children learn about Mary Anning and fossils to ensure children understand the importance of women in science.</p> |
| Big Start | Big Finish | Experience | |
| Be a geologist for the day | Testing Towers | Virtual Reality Workshop | |

Curriculum Themes Overview

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| Year | 3 | Term | Summer 1 |
| Theme | Why is metal mighty? | Big Question | Why is metal mighty? |
| <p>Focus of unit and scope of unit: This unit allows children to explore magnetism including looking at what a magnet is, how it works and explore which metals are magnetic. The units gives children opportunities to investigate magnets and present their results using a bar chart. The DT topic - introduces levers and linkages. It is a practical unit that where children get the opportunity to explore some different types of levers and linkages and then design and make a moving Iron man using their learning.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| Children work collaboratively in groups to plan, carry out and present findings of a science investigation. They share their learning and research respectfully with others. | The children enjoy investigating magnets and different materials and come up with their own ideas for investigations. The children use their knowledge of levers and linkages to design and make their own moving Iron Man | The children make detailed observations and record results. They present their results in graphical results and use this to draw conclusions. They are encourages to evaluate a science investigation and also to make improvements to designs to create better moving models. | Innovation is creating a design encourages spirituality. The children understand that metals are part of the Earth's resources and are precious. Socially children share science knowledge and use peer assessment and support to improve plans and models. Culturally children understand how the discovery of magnetism has shaped the world. Children have respect for each other's idea and have individual liberty to explore their own science experiments and draw their own conclusions. |
| Big Start | Big Finish | | Experience |
| Play and Exploration of Magnets in First Session | Children share their moving Iron Men with parents and explain to them how they work. | | Magna Science Museum |

Curriculum Themes Overview

| Year | 4 | Term | Spring Term 2 |
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| Theme | Anglo Saxons | Big Question | Who were the Anglo Saxons, what did they do and where did they go? |
| <p>Focus of unit and scope of unit: The children will learn about the Anglo Saxons, who there were, why they migrated to England and where and why they settled, including children identifying key counties that have been and are going to be studied in future units. The children will draw similarities and differences between Anglo Saxons time and will study cause and consequence and the impact of significant events such as the spread of Christianity. Children will learn to identify primary and secondary sources and use this to draw inference and reflect on the validity of those conclusions drawn. The children will study Anglo Saxon Tiles and patterns and identify the use of geometric patterns and symmetry to create art work. They will practise a range of techniques and use these to create their own piece of artwork that they will evaluate against success criteria developed as a class looking at features of historical art.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| The children will look at the introduction of Christianity. They will study the reasons that people migrate now and in the past and look at similarities and differences. They will look and reflect on the current justice system and those in Anglo Saxon times. The children will listen to and respond to ideas together | The children will use sources to develop their own ideas. Through art children will develop their Anglo Saxon tile with their own ideas using historical designs as a influence. Children use oracy to develop and discuss ideas together. | Children will reflect on the use of sources to draw conclusions and reflect on the validity of those conclusions. They will use maps to identify Saxon settlements using suffixes. Children will debate justice systems thinking about the strengths and how things have changed. | Changes in religion and Christianity Compare the Anglo Saxon justice system to our justice system. Understand reasons people migrate now and in history. |
| Big Start | | Big Finish | |
| Anglo Saxon workshop. Possible visit to Repton Church | | Anglo Saxon Key Event Pictorial Timeline and Saxon Tile | |
| | | Experience | |
| | | Anglo Saxon workshop. | |

Curriculum Themes Overview

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| Year | 4 | Term | Autumn Term 1 |
| Theme | Human Digestion | Big Question | What happens to our food when we eat it? |
| <p>Focus of unit and scope of unit:</p> <p>In this unit the children will learn about the human digestive system. They will understand the different parts including teeth and what happens to the food they eat. They will understand that healthy eating is important for our health and our teeth and will learn to make a healthy hot snack to eat and enjoy</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| Children will understand how to care for their own bodies including eating healthily and looking after their teeth. They will begin to understand how to prepare a healthy hot snack. | Children will represent their learning in models and diagrams. They will ask their own questions and present their findings in different ways. Children will make choices about their own snack and the ingredients. | Children will learn to recognise dangers of cooking. They will carry out investigations to answer scientific questions and will draw conclusions from their findings, presenting these in a scientific way. | Children will develop their self knowledge. It will develop awe and wonder in the human body and the processes involved. Social skills will be developed through practical work. Children will begin to understand health issues that impact on their lives. |
| Big Start | Big Finish | | Experience |
| Digestion Workshop | Keeping Healthy Workshop for Parents | | Digestion Workshop Hindu Temple Visit |

Curriculum Themes Overview

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| Year | 4 | Term | Spring 1 |
| Theme | Sound and Electricity | Big Question | How do we hear music? |
| <p>Focus of unit and scope of unit: This unit focuses on the science of sound and electricity. The children will learn how sound travels and how they hear sound and will have the opportunity to investigate sounds using data logging. The children will learn about electrical circuits and what is needed for a successful circuit and apply this knowledge to create their own musical instrument using a lever mechanism to activate a switch to sound a buzzer. The children will learn about a variety of musicians that have been instrumental in the development of music.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children will understand that we use electricity in our everyday lives and that we need to conserve power. They will understand that electricity can be dangerous and how to stay safe. They will understand that music and sound is important and how we are able to hear and enjoy this.</p> | <p>The children will design their own lever mechanism and use it to create an aesthetically pleasing musical instrument, refining ideas as they go. Children will compose and improvise their own music and begin to use notation to record their ideas. They will perform with others</p> | <p>The children will have the opportunity to make predictions and test scientific ideas and draw and present conclusions using Venn diagrams and Bar Charts. They will follow step by step instructions to make a lever and understand the importance of mechanisms in everyday life.</p> | <p>The children will learn about famous musicians including those from different cultures and with disabilities. Children will work together, respecting each other's ideas. They will learn about the dangers of electricity and how to keep safe. Children will have the opportunity to reflect on own and other's preferences of music and musical styles.</p> |
| Big Start | | Big Finish | Experience |
| Music feelings sheet | | Class concert to show information on music and musical instruments. | Musician Visit |

Curriculum Themes Overview

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| Year | 4 | Term | Summer 1 |
| Theme | Is Ice Water? | Big Question | Is Ice Water? |
| <p>Focus of unit and scope of unit: Throughout this unit will develop an understanding of solids, liquids and gases. They will begin to make accurate measurements and learn how to make more careful observations to draw scientific conclusions. The children will record the information in tables that they have constructed. They will use their science knowledge to solve everyday issues such as how to dry socks in the fastest way. The children will link their science learning to develop their understanding of the water cycle. In art the children will look at artists that use reflection. They will learn about watercolour and the use of a wash. They will look at how the monochromatic tints are used to create mood and perspective. They will increase their knowledge of painting techniques to create a reflection painting that has texture.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children will explore their understanding of emotion in colour. They will respect each other's views and thoughts as they discuss which art they like best and evaluate their own art. They will work as a team listening to each other's ideas to work out which is the best way to dry socks.</p> | <p>The children will explore cover and perspective to produce their own reflection painting using watercolour techniques. They will observe carefully the changes in science of solids, liquids and gases and represent these in diagrams. They will come up with creative questions to investigate.</p> | <p>The children will make careful observations and take accurate measurements to work out what temperatures different things melt at. They will use their knowledge of science to draw conclusions after carrying out investigations.</p> | <p>Children make sense of the world and learn about the water cycle. Children work together to find answers to questions and listen to each other's ideas. Children will learn about a range of artists from different eras and cultures that created reflection paintings. Children understand the importance of following safety rules in science and expressing and respecting each other's conclusions and ideas. Children through discussion of art show tolerance of other's ideas and preferences.</p> |
| Big Start | Big Finish | | Experience |
| Corn flour experiment - is it a solid or liquid! | Art Gallery | | Science Investigations – making a cloud |

Curriculum Themes Overview

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| Year | 4 | Term | Summer 2 |
| Theme | Mountains | Big Question | Are all mountains the same? |
| <p>Focus of unit and scope of unit: Throughout this unit the children will identify mountain ranges around the world and compare Snowdon and Mont Blanc. They will learn about how mountains are formed and the similarities and differences in climate and how this impacts human activity. The children will learn about the impact of human activity on the mountain environments. Children will make careful observations of plants and animals to create keys and understand the energy transfer. They will learn about perspective, form and texture in drawings to create a drawing of Thorpe Cloud.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>Children learn about the impact of human activity on plants and animals and know steps they can take to help this. They work together to make careful observations.</p> | <p>The children will use a variety of artistic techniques influenced by AC Cain to create texture drawings of Thorpe Cloud and Dovedale, experimenting with different techniques. They will come up with their own questions to classify animals.</p> | <p>Children will learn to use and create keys. They will analyse maps to identify key similarities and differences of two mountain ranges. They will use data to draw conclusions about mountains and the activity on mountains.</p> | <p>Children experience awe and wonder in mountains. They understand how humans influence the world and the part we play in looking after our environment. The children will learn to respect nature and understand how the world influences our activities.</p> |
| Big Start | | Big Finish | |
| Dovedale | | Art Gallery with parents | Dovedale |
| Experience | | | |

Curriculum Themes Overview

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| Year | 4 | Term | Autumn Term 2 |
| Theme | What did the Romans do for us? | Big Question | What did the Romans do for us? |
| <p>Focus of unit and scope of unit: This unit looks at the impact of the Roman Empire on changes in Britian. The children learn about the spread of the Roman Empire and why they were so successful. They understand the changes that Romans made in Britian including the introduction of Christianity. They learn that history can be presented in different ways and that it is important to use more than one source. The children will learn about the key figures of Julius Ceaser and Boudicca. The children will learn about the Roman Army and make a roman Shield looking at how they were made and strengthened. They will learn about using a criteria to make a project and layering, reinforcing corners and adding frames to create stronger structures. The children will use their shields to act out the tactics of the Roman arms and evaluate their designs.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children will work together in groups, sharing ideas and debating through activities such as diamond nines. They will learn to question the structure of slaves and women not voting in Ancient Rome and use this to reflect on equalities.</p> | <p>The children will present the information they have found in their chosen way. They will use descriptions to create illustrations of historical figures. Children will debate historical questions and express these to each other using oracy approaches.</p> | <p>Children will learn to question information from historical sources and that sometimes there are two different accounts of history. The children will plan and evaluate and design to a specific criteria and suggest improvements to their design and Roman shield.</p> | <p>Children discuss the Roman way of ruling through consults and emperor and compare to our systems of democracy. They will learn about the introduction of Christianity. Children discuss that Roman woman and slaves were not allowed to vote and use this to raise issues of equality</p> |
| Big Start | Big Finish | | Experience |
| Derby Museum Visit | Roman Battle | | Romans Visit |

Curriculum Themes Overview

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| Year | 6 | Term | Spring 1 |
| Theme | Rainforest | Big Question | Can you grow Bananas in Derby? |
| <p>Focus of unit and scope of unit: This unit looks at the importance of protecting the rainforest. The children learn about the impact humans have on environments and learn how weather and climate affects human activity and food production across the globe. The unit looks at the importance of sustainability and how humans can develop it.</p> <p>This unit looks at the life cycles and reproduction of plants and animals and links this to food production.</p> <p>The art aspect looks at the natural form of plants and how this can be represented using sculpture.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The units gets children to reflect on human action on the environment and how food can be grown sustainably. It looks at the importance of looking after our environment.</p> | <p>The unit gives the children a chance to present their learning creatively in a leaflet and come up with creative solutions to promote sustainability. The sculpture aspect allows the children to represent natural forms of plants in creative ways.</p> | <p>The children get a chance to think critically about sustainability, they compare the climate of Derby and the rainforest and use maps, graphs and other information to draw conclusions.</p> | <p>The units helps children to appreciate and understand a complex word. It promoted a cultural understand of different places around the world and the impact our choices have on those.</p> |
| Big Start | Big Finish | | Experience |
| <p>Take the children to the park – ask them to take photographs of 6 different plants and trees- including the details such as leaves etc...</p> <p>When get back to school - ask the children what these plants are – how can we find out – explain about Linneaus and classification (recap on keys from previous learning) . Children create their own classification system for their chosen plants. – To be done in groups.</p> <p>Or: purchase butterfly hatching set and use with class</p> | <p>Fair Trade Banana Split Game</p> <p>Sharing of leaflets in supporting deforestation</p> | | <p>CAD</p> |

Curriculum Themes Overview

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| Year | 5 | Term | Autumn Term 1 |
| Theme | Scientific Changes | Big Question | What scientific changes can be reversed? |
| <p>Focus of unit and scope of unit: Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse They should find out about how chemists create new materials, Ruth Benerito, who invented wrinkle-free cotton. They will use their knowledge of reversible and irreversible changes and develop their cooking skills to develop, refine and evaluate their own pickle to meet their own success criteria, as well as learning about seasonal produce and healthy eating.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>This unit teaches children about the importance of using seasonal produce and food preservation to reduce food waste and promote sustainability. Both the Science and DT aspects encourages children to work together to solve problems and find information.</p> | <p>The unit allows children to develop creative ways to show their scientific thinking through developing their own models. It gives children the chance to research and create their own recipes and process to meet their own criteria.</p> | <p>Throughout the unit the children are encouraged to think critically by making science observations and evaluating information on chutney and how they could be improved. They are challenged to draw conclusions from observations and results and refine and improve their scientific enquiry skills.</p> | <p>The unit works together to create a product in groups, giving children the chance to explore important social skills and respecting other people’s opinions and ideas across science and Design Technology. The children study a female chemist who was encouraged into the profession, despite it being a time when this would have been quite unpopular and discuss the importance of equality for invention and design.</p> |
| Big Start | | Big Finish | |
| Fun science investigations | | Science Fair and Pickle/Preserve tasting | Church/ Cathedral Visit linked to RE |

Curriculum Themes Overview

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| Year | 5 | Term | Spring 1 |
| Theme | Space and Forces | Big Question | Does the Earth move? |
| <p>Focus of unit and scope of unit: The unit is a Science and Technology based unit that teaches the children about space and forces including scientists that have been instrumental in the development of forces. The children will cover space, the movement of Earth and the moon and the importance of the sun in the solar system. They will learn about friction including water and air resistance and carry out investigations, focusing on collecting data and presenting results. The children will work as part of a team to design, make and evaluate a moon buggy and they will share their design with family and friends.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| This unit endeavours to teach the children about the miracle of the solar system. The unit includes group work for children to work on a dT project together and also to work together to solve scientific problems and puzzles. | The unit encourages children to be creative in ways that they can answer a question and solve problems. The children use their creative problem solving skills to design, and improve a space buggy. | The children research and make detailed observations to answer questions. They carry out investigations and use their evidence to draw conclusions and creative scientific drawings to explain scientific thinking. The children will make a space buggy using a budget so they have to select resources carefully. | Children will learn about Galileo and standing up for what he believed was right and that people should not be discriminated against because of their beliefs. The unit encourages children to work as a team listening and working together for a joint outcome. |
| Big Start | Big Finish | | Experience |
| Listen to the War of Words Radio Broadcast – start. Children work together to work out which are Martian soil samples. | Can their buggy navigate the terrain - testing. | | Space Centre |

Curriculum Themes Overview

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| Year | 5 | Term | Spring Term 2 |
| Theme | Egyptians | Big Question | What are the cause and consequences of the Ancient Egyptians? |
| Focus of unit and scope of unit: | | | |
| The children learn about the Ancient Egyptians. They learn about key Egyptian rulers that impacted on trade and religion. They learn about the impact of the Nile of Egyptian way of life and the importance of this in history. The children use a range of primary and secondary sources to investigate their own lines of enquiry. The children understand how history may be presented differently from different points of view. | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| The children learn about different cultures and beliefs. They learn how different people have different points of view. Children work together to complete tasks. Children discuss how paintings make us feel and increase range of vocabulary linked to emotions and atmosphere. | The children come up with their own lives of historical enquiry. Children use oracy strategies to talk like a historian and explain their thoughts and hypotheses. The children research the work on Monet and different watercolour techniques and use this to design and create their own mini - Monet using their ideas. | The children begin to understand bias in recording history and the importance of using a range of sources. The children look at a range of Monet's paintings and work together to identify the key aspects. They practise some techniques and reflect on their own learning to alter and improve. | Children discuss beliefs in a respectful way and how different people have different points of view on religion. Children learn about key male and female Egyptian rulers and the impact this has on our world today. |
| Big Start | Big Finish | Experience | |
| Visit to the Museum to see the Egyptian mummies and artefacts to develop the question - who were the Egyptians | Monet Ancient Egypt Art Exhibition | Visit to the Museum to see the Egyptian mummies and artefacts to develop the question - who were the Egyptians | |

Curriculum Themes Overview

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| Year | 5 | Term | Summer 1 |
| Theme | Fairgrounds | Big Question | Why do people visit places? |
| <p>Focus of unit and scope of unit:</p> <p>The children will study the impact of tourism on a seaside location in the UK (Cleethorpes) and Eurodisney. They will loo at the impact this has on human and physical features. They will learn about and visit the seaside so they have a better understanding of coastal features.</p> <p>The children will look at the work of Edward Calder and how nature influences his sculpture. They will work to design and create a wire sculpture using his wire designs and an influence.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>-The children will look at the positive and negative impacts that tourism has on the communities studies and how some of the negative impacts can be reduced. They will play together on the beach and take turns and share equipment.</p> | <p>The children will use wire to design and make a 3D sculpture to represent nature how they see it, exploring different techniques.</p> <p>The children will present their learning in Geography in different ways.</p> | <p>The children will use information from maps and data tables to make comparisons and draw conclusions. They will evaluate their designs. Children will use a field visit to Cleethorpes and ask geographical questions and make careful observations.</p> | <p>The children will extend their knowledge of the UK environment by visiting the coast and understanding the natural world. They will debate the positive and negative impact of tourism and have respect of other’s points of view.</p> |
| Big Start | Big Finish | | Experience |
| <p>Give children several photos, objects of EusroDisney and Cleethorpes without telling them where it is. E.g. bucket and spade, photos, tourist maps. Ask the children to use the clues to guess what they might be studying.</p> | <p>Visit to Cleethorpes</p> | | <p>Visit to Cleethorpes</p> |

Curriculum Themes Overview

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| Year | 5 | Term | Autumn 2 |
| Theme | Vikings | Big Question | Why did the Vikings come to Britian? |
| <p>Focus of unit and scope of unit: Children will continue their work on understanding the chronology of Romans, Saxons and Vikings, understanding who the Vikings were, and why they came to Britain. They will use replica artefacts to come up with questions about the Vikings and use secondary sources to draw conclusions, including looking at bias. The children will use maps to look at where Vikings came from, and travelled to and the importance of trade to Vikings. They will understand that Derby was part of Danelaw and the importance that Vikings played in their lives today. Including sagas, translation of writing and artwork. Children will understand that many Vikings came as peaceful farmers and will understand the similarities and differences between Viking life and their own life. Children will understand the importance of King Alfred the Great in defeating the Viking army and how the current monarchy is linked to the Battle of Hastings and Viking history. The children will use Viking illuminated letters as inspiration for their art work, including building on their printing skills from Year 4.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| The children will learn to question why the Vikings came to Britain and their use of force. They will comment on the invasion of Lindisfarne and produce short pieces of writing from different viewpoints. | Children will use sources to create their own ideas about the Vikings. They will enjoy Viking Sagas, and look at Viking art and Jewellery. They will design and print their own illuminated letters. | Children will learn that sources can be bias and that it is important to question this. Children will learn to use sources to ask questions and draw possible conclusions. | The children will read The Riddle of Runes which explores gender stereotypes and expectations. They will learn about settlement and Viking rules and government and comment on their opinion of this and whether the Vikings acted in an appropriate way. |
| Big Start | | Big Finish | Experience |
| Viking sources treasure hunt - to create questions. | | Viking Trade Event | Trip to Derby Museum on Vikings and Viking workshop |

Curriculum Themes Overview

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| Year | 6 | Term | Spring 1 |
| Theme | Biomes and Classification | Big Question | Could a Polar Bear Live in a Desert? |
| <p>Focus of unit and scope of unit: The unit is based around a book on Shackelton's Journey, The children will learn about how light travels and use this to make a 3D structure of a periscope. They will carry out scientific investigations to enhance their understanding about light and use observations and results to draw conclusions. They will then learn about Biomes across the globe and the importance that climate plays across the globe on physical landscape and life in the biomes. The children will learn about Carl Lennaeus and the classification of animals and will use local nature and those of the Antarctic region to classify animals.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The unit will focus on the children understanding what makes up a biome and therefore how biomes and life within them might be impacted by climate change. Children will have time to reflect on the natural world. Children will work in groups to create a working periscope.</p> | <p>Throughout the unit children will be thinking creatively about answering questions, including those about light and colour They will have the opportunity to design and make their own periscope and using creative thinking to problem solve and improve designs.</p> | <p>The unit will allow the children to use data and climate maps to ask and answer questions about climate and biomes. The unit will give the children chance to study shell structures and strengthening techniques and to measure and draw accurately and improve designs through critical thinking. It will encourage the children to think about the validity of results.</p> | <p>The unit will look at how animals are classified. It will endeavour to teach respect about the natural world and God's creations. It will promote awe and wonder about the world we live in. It will increase the children's understanding of the world and promote courageous advocacy in terms of climate change.</p> |
| Big Start | | Big Finish | |
| <p>Biome Puzzle - work out the key in groups</p> | | <p>Biomes writing - to share with parents</p> | <p>VR workshop - Frozen Biomes</p> |

Curriculum Themes Overview

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| Year | 6 | Term | Autumn 1 |
| Theme | Charles Darwin: Evolution and Inheritance | Big Question | Who was Charles Darwin? |
| <p>Focus of unit and scope of unit:</p> <p>The unit covers the science element of evolution and inheritance. The children will learn about the key figures of Charles Darwin and Mary Anning. They will carry out research into key figures and theories including understanding Darwin's Finch theory. They will carry out practical investigations to show demonstrate how evolution and adaptation happens. The children will identify how animals and plants have adapted to their environment. Children will study Darwin's drawing and produce own biological drawings.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| Children will learn about the natural world and the importance of evolution and inheritance. | Children will use a range of drawing skills to create biological drawings. They will be given the opportunity to present their research in a creative way. | Children will ask scientific questions about inheritance and evolution. They will present data in bar graphs and carry out investigations to demonstrate inheritance and adaptation. | Children will engage in discussions about religion and evolution and do this in a respectful way. Children will respect others views. |
| Big Start | | Big Finish | |
| Zoo Lab Mr Potato Head Fun Activity | | Observational Class Drawing Book Presentations on Mary Anning and Charles Darwin | Zoo Lab |
| | | Experience | |

Curriculum Themes Overview

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| Year | 6 | Term | Spring 1 |
| Theme | Ancient Mayans | Big Question | What has an Ancient Civilization given us? |
| <p>Focus of unit and scope of unit: This unit explores further the geography of North and South American including key aspects and physical and human geography. The children learn about the Ancient Civilisation of the Maya and compare this to other units of history studied throughout KS2 identifying similarities and histories under the theme of continuity and change, and draw conclusions about things we use today. The children explore the Mexican festival of The Day of the Dead and use the artistic influence to design and create their own Day of the Dead Masks.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children learn to understand and respect different cultures asking questions. The children work together and learn from each other when independently researching the Mayans.</p> | <p>The children follow their own lines of enquiry for the Mayans and present their information in their own chosen way. The explore patterns and sculptures to design and make their own Modroc Mask</p> | <p>The children use different sources of information across geography and history and analyse these for their reliability of information. The children look critically at the Day of the Dead masks and identify features and patterns common amongst the designs.</p> | <p>The unit promotes spirituality through creating awe and wonder in the world. The children learn about different belief systems with interest and respect. The children work together to produce and share learning respecting each other and using democratic processes to make decisions.</p> |
| Big Start | Big Finish | Experience | |
| <p>Do not tell the children what they are learning. Place photographs of artefacts, maps snippets of information around the school, (outside if nice weather). The children have to piece the information together to guess -where, when, what Items could be chocolate for example, Day of Dead mask, Mayan Stela, cut out Mexico with no label and atlas next to it etc.....</p> | <p>Day of the Dead Festival - presenting learning to others.</p> | <p>Year 6 Trip to London</p> | |

Curriculum Themes Overview

| Year | 6 | Term | Autumn Term 2 |
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| Theme | How was Derby part of the Industrial Revolution? | Big Question | How was Derby part of the Industrial Revolution? |
| <p>Focus of unit and scope of unit: This unit looks at the Victorian era and the impact this has on local history and also the wider world using the language of cause and consequence. It uses first hand sources to find out information more independently about the era and the social changes that happened. The unit looks at the children's rights and compares it the UNCRC rights currently and asks children to reflect on this. During the unit the children learn about William and May Morris and how to create botanical printing patterns in the style of Morris. The will learn about electricity and drawing scientific circuit diagrams as as well as having the opportunity to plan, carry out and present results and data for a scientific investigation.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| <p>The children will work in groups and pairs and listen to each other's interpretation of resources and reflections on art work. Children will be encouraged to think about social reform and the impact this had on children at the time and also today</p> | <p>Children will be encouraged to design their own botanical pattern and print using overprinting , including the techniques that appear in nature. Children will be encouraged to share their ideas through oracy and discuss and debate different points of view.</p> | <p>Children will be encouraged to think scientifically and give reasons for their thinking about whether or not circuits will work. They will have the opportunity to plan, carry out and analyse their results of a scientific investigation.</p> | <p>Children will be encouraged to look at the patterns present in nature. They will reflect on the rights of children now and in the Victorian era and understand how history has impacted on today. Children will listen to other's views and understand there may be different viewpoints for the same event.</p> |
| Big Start | | Big Finish | Experience |
| Victorian School Experience | | Great Exhibition | Local Studies Library/ Pickford House |

Curriculum Themes Overview

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| Year | 6 | Term | Spring Term 2 and Summer Term 1 |
| Theme | Heartbeat | Big Question | Why do our hearts beat? |
| <p>Focus of unit and scope of unit: The unit looks at the circulatory system and the links with the respiratory system. It allows the children to have a good understand of how blood, oxygen and nutrients are transported about the body and the impact of exercise on the body. It allows children to look at data and present it in graphs to help see relationships and draw conclusions. The children follow their own lines of enquiry to plan a scientific investigation. The children use their knowledge of healthy eating to plan and make a healthy meal using a range of equipment and techniques with growing independence. The art unit enables children to create digital art in the style of famous artists.</p> | | | |
| Caring | Creative | Critical | SMSC/Equalities/British Values |
| Children look at creating a healthy and sustainable menu. The children have a number of opportunities to work on teams and pairs to produce learning. Children give feedback to each other in a respectful way. | The children have a chance to plan and make their own menu. The children follow their owns lines of enquiry to carry out investigations. The children use the work of famous artists and techniques to produce their own digital art. | The children use data to draw conclusions and hypothesis. The children use market research to develop their own success criteria. The children evaluate their art and design against criteria and come up with improvements. | Children look at the importance of social and cultural impact on menus. The children look at creating sustainable menus. Children engage in discussion about art and discuss different points of view in a respectful way. |
| Big Start | | Big Finish | Experience |
| Circulatory Game | | Dissecting the Heart | Dissecting the Heart/ Health Visitor/ School Nurse |