

Topic Title: Coast To Coast (End) + Mayans

High Quality Outcomes: Chocolate Making

Hook: 4 Way Carousel

Planned Celebrations: Parent Museum

Special Events/Trips: Y5/6 ICT Assembly

Core Value Focus: Respect Aspiration Responsibility Kindness

Computing Geography History RE MFL Design-Technology Food-Technology Art Music PSHE

|         | Week 1                               | Week 2                            | Week 3   | Week 4                                       | Week 5                                    | Week 6                              | Week 7                                   | Week 8                                   |
|---------|--------------------------------------|-----------------------------------|--|--|---|-------------------------------------|--|--|
| Maths   | Prime numbers, factors and multiples | Dividing using bus-stop           | Word Problems linked to division                 | <b>Time</b>                                  | <b>Time</b>                               | Measure                             | Statistics                               | Statistics                               |
| Writing | Suspense in Narrative—Stage 1 & 2    | Suspense in Narrative—Stage 2 & 3 | Suspense in Narrative—Final Write (Harry Potter) | Mayans (Writing in other subjects) Sacrifice | Dialogue Stage 1 & 2                      | Dialogue Stage 2 & 3                | Dialogue Final Write Kensuke's Kingdom   |  |
| Reading | Harry Potter—The Unicorn Chapter     | Harry Potter—The Unicorn Chapter  | Kensuke's Kingdom—Sailing Info                   | Kensuke's Kingdom—Sailing Info               | Kensuke's Kingdom—Survival                | Kensuke's Kingdom—Survival          | Kensuke's Kingdom—Diary of WW11 Survivor | Kensuke's Kingdom—Diary of WW11 Survivor |
| Science | Materials—formative assessment       | Properties of materials           | Changes of state (Solids, liquids, gases)        | Mixing and dissolving                        | Separating mixtures of solids and liquids | Reversible and irreversible changes | Materials—Summative assessment           |  |

|            | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  | Week 7                              | Week 8                     |
|------------|---|---|---|---|---|---|-------------------------------------|----------------------------|
| Spelling   | -tious or -cious  | -tious or -cious  | -tial or -cial  | -tial or -cial  | -ent or -ant<br>-ence or -ance                                    | -ent or -ant<br>-ence or -ance                          | -fer + suffix                       | -fer + suffix              |
| Computing  | Using search engines<br>Manipulating Images and Text  | Using search engines<br>Manipulating Images and Text  |   |   |   |   |                                     |                            |
| PE         | Quicksticks and Swimming  | Quicksticks and Swimming  | Quicksticks and Swimming  | Quicksticks and Swimming  | Quicksticks and Swimming  | Quicksticks and Swimming                                | Quicksticks and Swimming            | Quicksticks and Swimming   |
| Geography  | Children completing their Parent Museum Presentations   | Children completing their Parent Museum Presentations   |   |   |   |   |                                     |                            |
| History    | Introcuccion to the Mayans  | Religion and God (Mayan)  | Mayan number Systems  | Mayan Exploration and discovery   | Mayan Food  | Mayan Writing   |                                     |                            |
| RE         | <b>Make sense of belief:</b><br>· Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i> , Muhammad as the Messenger, Qur'an as the message) | <b>Make sense of belief:</b><br>· Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet | <b>Understand the impact:</b><br>· Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)<br>· Give evidence and examples to show how Muslims put their beliefs into practice in different ways | <b>Understand the impact:</b><br>) Understand the impact:<br>· Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)<br>· Give evidence and examples to show how Muslims put their beliefs into practice in different ways | Make connections between being a Muslim and life in Britain today |   |                                     |                            |
| Art        |   |   |   |   |   |   |                                     |                            |
| Music      |   |   |   |   |   |   |                                     |                            |
| Technology |   |   |   |   | Research and develop box and chocolates                           | Design Box and Chocolates                               | Final outcome of Box and Chocolates | Evaluate Box and Chocolate |
| MFL        |   |   |   |   |   |   |                                     |                            |
| PSHCE      | Jigsaw -Celebrating Differences<br>Different Cultures   | Jigsaw -Celebrating Differences<br>Racism   | Jigsaw -Celebrating Differences<br>Rumours and Name calling   | Jigsaw -Celebrating Differences<br>Types of Bullying  | Jigsaw -Celebrating Differences<br>Does Money Matter              | Jigsaw -Celebrating Differences<br>Giving and receiving |                                     |                            |