|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | Summer (6 weeks) | **Curriculum Strands** | Society & Culture and Death, Disaster& Conflict |
| **Classroom Environment** | Titanic topic board to celebrate children’s learning from school and home  Year group appropriate historical vocabulary  Range of topic books including different genres and text types | **Super Starter (Hook)**  **&**  **Education Visit/Visitor** | <https://www.youtube.com/watch?v=UOCSs8JYU5o>  Watch a video on board the Titanic |
| **Key Texts** | **Titanic (Survivor) by Stephen Davies**  This Book is Not Rubbish by Isabel Thomas & Alex Paterson | **End Product** | Exhibition of the DT and writing that has been completed. |
| **English** | Titanic diary entry – write to inform - 3 weeks  Persuasive Letter to our MP regarding banning single use plastic – write to persuade - 2 weeks | | |
| **Science** | Animals, Including Humans  **N.C. Obj.** Describe the changes as humans develop to old age.  Working Scientifically  **N.C. Obj.** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs | | |
| **P.E.** | Swimming  **N.C. Obj.** Swim competently, confidently and proficiently over a distance of at least 25 metres **N.C. Obj.** Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] **N.C. Obj.** Perform safe self-rescue in different water-based situations  Athletics | | |
| **History** | The Titanic  **N.C. Obj.** Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | |
| **Geography** | **N.C. Obj.** Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | |
| **D&T** | Pop-up Book – Robert Sabuda  Design  **N.C. Obj.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  **N.C. Obj.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately  Evaluate  **N.C. Obj.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **N.C. Obj.** Understand how key events and individuals in design and technology have helped shape the world | | |
| **Music** | Production  **NC Obj.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | |