



Topic overview – Year 4/5/6 (CYCLE B)

Summer	
Topic name	Ancient Ancestors
Big question	What is the stone age and iron age?
Memorable experience	Meeting animals and studying their position on the tree of life
Outdoor learning	Outdoor artwork- sketching living things: animals, insects (bug hunting), leaves, flowers etc. Darwin inspired sketching.
Linked books	Charles Darwin on the Origin of Species (picture book) The Story of Life When the Wales walked Guided reading- Kensuke's Kingdom and Around the World in Eighty days
Reading aims	Identify themes and conventions in books Develop positive attitudes to reading Read and understand non-fiction
Writing aims	Write a detailed biography of Charles Darwin Diary entries- from the Voyage of the Beagle Non- chronological report on Evolution and Adaptation Letter writing- Charles Darwin to fellow scientists explaining discoveries
Speaking & listening aims	Ask relevant questions to further their understanding Listen to and respond to others Debate Darwin's theory as scientists and those who believed that God created the Earth in 7 days.
Maths aims	Multiplication and division Consolidation/revision of the 4 operations. Statistics Position and direction Geometry
Science aims	Evolution and adaptation Know how the Earth and living things have changed over time <ul style="list-style-type: none"> • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is <ul style="list-style-type: none"> • describe the changes as humans develop to old age • Investigation focus / skill: • Design an adaptation that would help humans to survive in changing habitats.
History aims	Changes in Britain from the Stone age to the Iron age - children will draw timelines which outline the development of specific features - children will learn about the Iron Age and the Stone Age, comparing and contrasting the two and historical periods previously learnt - children will learn about their weapons, buildings and way of life - children will learn to construct informed responses of relevant historical information - children will learn how to give more than one reason for a historical argument
Geography aims	I'm a school pupil, get me out of here! <ul style="list-style-type: none"> • use the eight points of a compass, four-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 • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Looking at the Iron Age and its influence on our environment today. Use Digi maps
DT aims	
Art and design aims	Use watercolour and acrylic painting skills to paint local scenes. Study the works of Roy Lichtenstein to Georgia O'Keeffe and Van Gogh.
Music aims	- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music Charanga Listening Centre – Early, Baroque, Classical, Romantic, 20 th Century, Contemporary LSMS Beethoven scheme of work for upper primary <i>Identify different moods and textures</i> <i>Identify how a mood is created by music and lyrics</i> <i>Listen to longer pieces of music and identify features</i> <i>Analyse, evaluate and compare pieces of music drawn from different historical periods</i>



Summer 1

Computing aims	Use a variety of ICT media to plan a trip to a foreign destination.
PSHE aims	Health and well-being +SRE year group appropriate
PE aims	Cricket, tennis athletics
RE aims	Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus and/or Muslims and/or Jewish people and non-religious responses)
Foreign language aims	<p>- describe people, places, things and actions orally and in writing - understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs, key features / patterns of the language and how to apply these – for instance, to build sentences, and how these differ from or are similar to English.</p> <p><i>Classroom instructions</i> <i>Pets (link to science)</i> <i>Numbers to 50</i> <i>Professions</i> <i>Sports</i> <i>Healthy eating (link to PSHCE)</i></p>