St Aidan’s RC Primary School

Hawthorn and Chestnut Class Curriculum Overview

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| **TERM** | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **THEME** | **Around the Mediterranean in 80 days** | | **Lest We Forget** | | **We’re the Kids in America** | |
| **QUESTION / SCENARIO** | *Why were the Romans such effective invaders and settlers?* | | *What was it really like during WWII and how did it affect the UK and Ashington?* | | *Which significant historical event is linked to each of the famous landmarks?* | |
| **STUNNING STARTER** | Teachers to change their classrooms and any other free areas of the school into European countries. Children to visit each country and experience the different cultures of each country.  Examples:  Spain – Food taste: Food taste tapas, flamenco and salsa dancing, learn basic Spanish words, La Tomatina (dodgeball instead of tomatoes).  France: Food taste breadsticks, grapes, croissants, learn how to mime, create an Eiffel tower out of spaghetti and marshmallows.  Italy – Food taste pizza, pasta and ice-cream, learn basic  Italian words, make pizza, learn to sing in an operatic style. | | School Trip – Blyth Beach Battlements?  Children to boarder up their classrooms as if they were in the Blitz. | | America Day – Children are to be transported to America for the day. They could come dressed in American clothes and will take part in various activities throughout the day.  Examples: American Football – PE  Geography – 50 states puzzle.  Food Technology – Make American style Pancakes/ Milkshakes.  Music – Learn the National Anthem.  Computing – Walt Disney Animation want to make a new movie. Children to make slow stop animation movies.  Science/ Geography – Look at tornado ally (Oklahoma) and create tornados. https://[www.youtube.com/watch?v=cU7jUx5Mvx0](http://www.youtube.com/watch?v=cU7jUx5Mvx0)  Art – Mardi Gras – Children could create bead necklaces, masks and costumes.. | |
| **MARVELLOUS MIDDLE** | Eurovision talent competition. Each class to put on a performance that symbolises a European culture for the rest of the school. This could be a song, dance or acting performance. (Invite parents).  Make Christmas decorations for the Christmas Market exit point. | | -Create propaganda posters to recruit new people and to encourage rationing and give warnings to the British public.  -Design and create a new WW2 aeroplane to hang from the corridor ceilings.  -Design and build an Anderson shelter that would provide shelter during a raid.  - Trip to a Great North Museum? | | Old Western America – Create wigwams and totems.  Day of the Dead – Children could research the festival and create ofrendas, or sugar skull masks. Food taste – Pan de muerto. Children could also watch Coco to inspire them. | |
| **FABULOUS FINISH** | European Christmas Market – Children to create Christmas decorations and different things to sell or show at a Christmas Market. Alongside this, they could showcase their work from the term. | | VE Day Party (Invite parents to join).  Now that the children are at the end of the topic, they could hold a VE day party to celebrate the end of the war.  Hold a picnic on the field.  Children can make Victoria Sponge cake.  Children to give speeches about what they are celebrating | | Children to work in pairs throughout the year group and are given a state. They will then research the state and create a table to display all that they have learnt.  This could be:  Location, Landmarks, Food/ drink tasting, interactive quiz for people to take, fact files, traditions of the state etc. Parents can be invited to attend to see what their children  have learnt. | |
| **POSSIBLE VISITS / VISITORS** |  | | A visit to the Blyth Beach/ Great North Museum  Local people to come in a talk about their experiences in Ashington during WW2. | |  | |
| **ENGLISH**  **(One off comprehension lesson per week based on Literacy shed plus comprehension texts and lessons: Allows pupils to engage in a range of text types, themes and styles of writing)** | **Author in the spotlight**  R.J. Palcio  (Class Read) | **Author in the spotlight**  Onjali Rauf  (Class Read) | **Author in the spotlight**  Lucy Hawkins  (Class Read) | **Author in the spotlight**  Frank Cotteral Boyce  (Class read) | **Author in the Spotlight**  Berlie Doherty  (Class Read) | **Author in the spotlight**  Mary Norton  (Class Read) |
| ***Reading for comprehension lessons.***  **Hawthorn Class (Sci-Fi)**  The Depths (Narrative)  The Island (Narrative)  Transformation (Letter)  Adrift (Narrative)  Famous Sci-Fi Authors (Information)  **Chestnut Class (Myths and Legends: narrative writing)**  Beowulf  Children of Lir  Cuchulann  Finn McCool  The Faithful Hound  Robert The Bruce  Lambton Worm | ***Reading for comprehension lessons.***  **Hawthorn Class (Illnesses and Medicine: Information Texts)**  Bacteria and Viruses  Early Medicine  Keep Clean  Pandemics  The Plague  **Chestnut class (Switched fairy tales)**  Annie Baba (Newspaper)  Joe white (Narrative)  Robyn Hood (Narrative)  Sleeping Cutie (Formal Letter)  Tim D’Rella (Narrative) | ***Reading for comprehension lessons.***  **Hawthorn Class (WW2)**  A Mother’s Diary (Diary)  Soldier’s Diary (Diary)  Evacuee Letter (Letter)  Kinder transport (Letter)  The Water Tower (Narrative)  Scarecrows (Narrative)  The Wexbridge Crier (Newspaper article)  **Chestnut Class (British Innovators: Biographies)**  Alan Turing  Alexander Flemming  Charles Babbage and Ada Lovelace.  Rosalind Franklin and Francis Crick.  Tim Berners Lee | ***Reading for comprehension lessons.***  **Hawthorn Class (Crime and Punishment)**  The Changing Police (Information)  Bizzare Laws (Information)  Historical punishments (Information)  The Case of The Silver Snake (Narrative)  She’s a Witch (Information)  **Chestnut Class (Heart and Circulation)**  The Heart in History (Information)  Strange Hearts (Information)  Replacement (Narrative)  Journey of the Red Blood Cell (Narrative)  Heart Parts (Information) | ***Reading for comprehension lessons.***  **Hawthorn Class (Tudors)**  Tudor Time Traveller (Narrative)  Tudor Kings and Queens (Information)  Tudor Food and Drink (Information)  Battle of Bosworth (Narrative)  Diary of Catherine Parr (Diary)  **Chestnut Class (History of Football)**  Origins of Football (Information)  Red and Yellow Cards (Information)  John Charles (Biography)  Women’s Football (Persuasive Letter)  Hand of God (Newspaper)  Pickles: the dog who found the World Cup (Newspaper) | ***Reading for comprehension lessons.***  **Hawthorn Class (Titanic)**  Dear Father (Letter)  Famous Passenger Boats (Information)  Iceberg Disaster (Newspaper)  Rising Water (Narrative)  The Brittanic (Information)  **Chestnut Class (Industrial Revolution)**  Boy in the canal (Narrative)  Great Inventors (Information)  Lady Mary Montagu (Biography)  The Great Exhibition (Information)  The Great Stink (Information) |

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|  | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  The Roman Quests: Escape from Rome | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  Romans – Benn Hurr Clips/ Horrible Histories.  The Journey  Julius Caesar playscript | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  I am David | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  Rose Blanche | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  Holes | **Visual Literacy/ Key texts used (Guided Reading and lesson based)**  Clips from America |
| **Genres to cover**  Diary Writing from different perspectives. (Using guided reading book)  Biography: Julius Caesar or Leader linked to topic.  Chronolgical Report: The Rise of the Roman Empire | **Genres to cover**  Playscript: Julius Caesar or other.  Character Description (Using Guided Reading book)  Argument: Who was the most powerful Leader? | **Genres to cover**  Persuasive Text: Join the Women’s Land Army  Newspaper Article : War declared/VE Day/Normandy Invaded  Flash Back: Narrative (I am David) | **Genres to cover**  War Poetry  Instructions: How to make… (Linked to WW2)  Formal Letter: Letter to Prime Minister | **Genres to cover**  Setting Description: Using Holes  Non-Chronolgical report: Yellow Spotted Lizard  Advert: Camp Greenllake | **Genres to cover**  Explanation Text: Famous American Landmarks. Why are they famous?  Informal letter home: Based on Holes  American Poets: Study/Recite/Write own in style of. |
| **Grammar topics to cover**  Noun phrases expanded by the addition of modifying adjectives, nouns Prepositional phrases including fronted prepositional phrases.  Fronted adverbials.  Use of inverted commas and other punctuation to indicate direct  Speech.  Apostrophes to mark plural possession. | **Grammar topics to cover**  Relative clauses beginning with who, which, where, when, whose, that.  Relative clauses with an omitted relative pronoun. Verb prefixes [for example, dis–, de–, mis–, over– and re–].  Brackets to indicate parenthesis.  Embellishing simple sentences.  Subordinating clauses – using commas to separate  clauses. | **Grammar topics to cover**  Indicating degrees of possibility using adverbs [for example, perhaps,  surely].  Indicating degrees of possibility using modal verbs.  Brackets, dashes and commas to indicate parenthesis.  Converting nouns or adjectives into verbs using suffixes [for example,  –ate; –ise; –ify]. | **Grammar topics to cover**  Devices to build cohesion within a paragraph [for example, then, after  that, this, firstly.  Simple past, present and future tense.  Continuous past, present and future.  Perfect past, present and future.  Perfect continuous past, present and future tense. | **Grammar topics to cover**  Relative clauses beginning with who, which, where, when, whose, that.  Linking ideas across paragraphs using adverbials of time, place and number. Commas to clarify meaning. Commas to avoid ambiguity. Colons to introduce a list.  ‘-ed’ clauses, dropped in and start of sentences i.e. Poor Tom, frightened by…/ Frightened of the dark, Tom…. | **Grammar topics to cover**  Use of paragraphs to organise ideas around a theme.  Use of commas for fronted adverbials.  Revision of word classes. Using brackets, dashes and commas for parenthesis.  Introduce the use of hyphens. |
| **Spelling rules to cover Hawthorn Class**  Words with ending that souns like /shuhs/ spelt with –cious  Words with ending that souns like /shuhs/ spelt with -Tious or –ious  Words with ‘silent’ letters  Vowel sounds - alternative spellings – ‘a’ sound  Vowel sounds - alternative spellings –‘ae’ sound  •Consonant sounds – alternative spellings – ‘ch’ sound  **Chestnut Class**  Words ending in -able  Words ending in -ably  Vowel sounds - alternative spellings – ‘ie’ sound  Vowel sounds - alternative spellings – ‘o’ sound  •Consonant sounds – alternative spellings – ‘r’ sound  Consonant sounds – alternative spellings – ‘s’ sound | **Spelling rules to cover Hawthorn Class**  •Words containing the letter string ‘ough’  •Adding verb prefix de- and re-  •Adding verb prefix over-  •Homophones & near homophones  •Vowel sounds - alternative spellings – ‘ar’ sound  Consonant sounds – alternative spellings –‘f’ sound  **Chestnut Class**  Adding suffixes beginning with vowel  letters to words ending in –fer  Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel  Hyphens: to join compound adjectives to avoid ambiguity  •Vowel sounds - alternative spellings – ‘oe’ sound  •Consonant sounds – alternative spellings – ‘sh’ sound  Consonant sounds – alternative spellings – ‘t’ sound | **Spelling rules to cover Hawthorn Class**  Convert nouns or adjectives into verbs using the suffix -ate  Convert nouns or adjectives into verbs using the suffix –ise  Vowel sounds - alternative spellings – ‘air’ sound  Vowel sounds - alternative spellings – ‘e’ sound  •Consonant sounds – alternative spellings – ‘g’ sound  Consonant sounds – alternative spellings – ‘j’ sound  **Chestnut Class**  •Adjectives ending in -ant into nouns ending in -ance / -ancy  •Adjectives ending in -ent into nouns ending in -ence / -ency  •Homophones & near homophones: nouns that end in -ce / -cy and verbs that end in -se / -sy  •Vowel sounds - alternative spellings –‘or’ sound  •Consonant sounds – alternative spellings – ‘th’ sound  Consonant sounds – alternative spellings – ‘v’ sound | **Spelling rules to cover Hawthorn Class**  Convert nouns or adjectives into verbs using the suffix -ify  Convert nouns or adjectives into verbs using the suffix -en  Creating nouns using  -ity suffix  Creating nouns using  -ness suffix  •Vowel sounds - alternative spellings – ‘ee’ sound  •Consonant sounds – alternative spellings – ‘k’ sound  **Chestnut Class**  Words with the long /e/ sound spelt ‘ei’ (and exceptions)  Words with the long /e/ sound spelt ‘ie’ (and exceptions)  Words with a ‘soft c’ spelt /ce/  Vowel sounds - alternative spellings – ‘u’ sound  •Vowel sounds - alternative spellings – ‘ue’ sound  •Consonant sounds – alternative spellings –‘w’ sound | **Spelling rules to cover Hawthorn Class**  Convert nouns or verbs into adjectives using suffix –ful  Convert nouns or verbs into adjectives using suffix –ive  Convert nouns or verbs into adjectives using suffix –al  Vowel sounds - alternative spellings – ‘er’ sound  •Consonant sounds – alternative spellings – ‘l’ sound  •Consonant sounds – alternative spellings – ‘m’ sound  **Chestnut Class**  Words ending in -ible  Words ending in -ibly  Vowel sounds - alternative spellings –‘oo’ sound  Consonant sounds – alternative spellings – ‘z’ sound  •Consonant sounds – alternative spellings – ‘zh’ sound  •Consonant sounds – alternative spellings –‘ t’ ‘ch’ sounds | **Spelling rules to cover Hawthorn Class**  Convert nouns or adjectives into verbs using the suffix -ship  Unstressed vowels in polysyllabic words  Vowel sounds - alternative spellings – ‘i’ sound  Consonant sounds – alternative spellings – ‘ng’ sound  •Consonant sounds – alternative spellings – ‘p’ sound  •Yearly spelling test  **Chestnut Class**  Synonyms & antonyms  Synonyms & antonyms  Synonyms & antonyms  Synonyms & antonyms  •  Synonyms & antonyms  Yearly spelling test |
| **MATHS**  **(on-going skills)** | Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000  Add and subtract numbers mentally with increasingly large numbers  Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | | | | | |

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|  | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  Establish whether a number up to 100 is prime and recall prime numbers up to 19  Multiply and divide numbers mentally drawing upon known facts | | |
| **MATHS**  **(cross curricular links)** | **Place value (Year 5)**  Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero  Round any number up to 1 000 000 to the nearest 10, 100,  1000, 10 000 and 100 000  Solve number problems and practical problems that involve all of the above  Read Roman numerals to 1000 (M) and recognise years written in Roman numerals  **(Year 6 Additional Objectives)**  Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.  Round any whole number to a required degree of accuracy.Use negative numbers in context, and calculate intervals across zero.Solve number and practical problems that involve all of the above.  **Addition and subtraction**  Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  Add and subtract numbers mentally with increasingly large numbers  Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  **(Year 6 Additional Objectives)**  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  Perform mental calculations, including with mixed operations and large numbers.  Use their knowledge of the order of operations to carry out calculations involving the four operations.Solve problems involving addition, subtraction, multiplication and division.  Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.  **Multiplication and division**  Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  Establish whether a number up to 100 is prime and recall prime numbers up to 19  Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)  Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context  Multiply and divide numbers mentally drawing upon known facts  Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  Solve problems involving addition, subtraction, multiplication and division and a combination of these,  including understanding the meaning of the equals sign  Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes  Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates  **(Year 6 Additional Objectives)**  Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.  Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.  Identify common factors, common multiples and prime numbers.  Perform mental calculations, including with mixed operations and large numbers.Use my knowledge of the order of operations to carry out calculations involving the four operations.Solve problems involving addition, subtraction, multiplication and division.Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.  **Measurement**  Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)  Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints  **(Year 6 Additional Objectives)**  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.  Convert between miles and kilometres.  **Number- fractions**  Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example,2/5 + 4/5 = 6/5 = 1 1/5]  Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams  **(Year 6 Additional Objectives)**  Use common factors to simplify fractions; use common multiples to express fractions in the same denomination  Compare and order fractions, including fractions > 1add and subtract fractions with different denominators and mixenumbers, using the concept of equivalent fractions  Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x 1/2 = 1/8]  Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] | **Number- fractions**  Compare and order fractions whose denominators are all multiples of the same number  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Read and write decimal numbers as fractions [for example, 0.71 =71/100]  Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  Round decimals with two decimal places to the nearest whole number and to one decimal place  Read, write, order and compare numbers with up to three decimal places  Solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.  Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.  **(Year 6 Additional Objectives)**  Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,3/8]  Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places  Multiply one-digit numbers with up to two decimal places by whole numbers  Use written division methods in cases where the answer has up to two decimal places  Solve problems which require answers to be rounded to specified degrees of accuracy  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.  **Geometry- properties of shape**  Identify 3-D shapes, including cubes and other cuboids, from 2-D representations  Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  Draw given angles, and measure them in degrees (o) Identify:  \* angles at a point and one whole turn (total 360o)  \* angles at a point on a straight line and a turn (total 180o)  \* other multiples of 90o  Use the properties of rectangles to deduce related facts and find missing lengths and angles  Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  **(Year 6 Objectives)**  Draw 2-D shapes using given dimensions and angles  Recognise, describe and build simple 3-D shapes, including making nets  Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons  Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius  Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.  **Geometry- position and direction**  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  **(Year 6 Objectives)**  Describe positions on the full coordinate grid (all four quadrants)  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.  **Measurement**  Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.  Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].  Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.  **(Year 6 Objectives)**  Recognise that shapes with the same areas can have different perimeters and vice versa.  Recognise when it is possible to use formulae for area and volume of shapes.  Calculate the area of parallelograms and triangles  Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres(m3), and extending to other units [for example, mm3 and km3]. | **Statistics**  Solve comparison, sum and difference problems using information presented in a line graph  Complete, read and interpret information in tables, including timetables  **(Year 6 Objectives)**  Interpret and construct pie charts and line graphs and use these to solve problems  Calculate and interpret the mean as an average.  **(Year 6 Only)**  **Ratio and Proportion**  **I can:**  **Solve problems involving the relative sizes of two quantities wheremissing values can be found by using integer multiplication and division facts**  **Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison**  **Solve problems involving similar shapes where the scale factor is known or can be found**  **Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.**  **Algebra**  **I can:**  **Use simple formulae**  **Generate and describe linear number sequences**  **Express missing number problems algebraically**  **Find pairs of numbers that satisfy an equation with two unknowns**  **Enumerate possibilities of combinations of two variables**  .  **Recap: projects and problems**  **Addition and subtraction**  Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  **Multiplication and division**  Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context  Multiply and divide numbers mentally drawing upon known facts  Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  **Measurement**  Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)  Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints |

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| **SCIENCE** | **Working scientifically foci**   * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.   - Using test results to make predictions to set up further comparative and fair tests  - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.  - Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of degree of trust in results, in oral and written forms such as displays and other presentations.  **Working scientifically foci**   * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.   - Using test results to make predictions to set up further comparative and fair tests  - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking  repeat readings where appropriate. | **Working scientifically foci**   * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of degree of trust in results, in oral and written forms such as displays and other presentations.   - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs   * Identifying scientific evidence that has been used to support or refute ideas or arguments. | **Working scientifically foci**   * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs   Identifying scientific evidence that has been used to support or refute ideas or arguments.  **Working scientifically foci**  - Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of degree of trust in results, in oral and written forms such as displays and other presentations.  - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  Identifying scientific evidence that has been used to support or refute ideas or arguments. |

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|  | - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  - Identifying scientific evidence that has been used to support or refute ideas or arguments. | |  | |  | |
| **Electricity – NC**  **SLC – How can you become a bright spark?**  - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  - Compare and give reasons for variations in how  components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  - Use recognised symbols when representing a simple circuit in a diagram  **Light – NC**  **SLC –How do submarines see?**  - Recognise that light appears to travel in straight lines.  - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  - Explain that we see things because light travels from light  sources to our eyes or from light sources to objects and then to our eyes.  - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | | **Animals including humans - NC**  **SLC – How do I know what is good for me?**  -Identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  **-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.**  Impact of rationing on health  Describe the ways in which nutrients and water are transported within animals, including humans. | | **Living things and their habitats – NC SLC – Where do we fit in?**  -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  -Give reasons for classifying plants and animals based on specific characteristics.  **Evolution and inheritance - NC SLC – How did we become what we are?**  - Recognise that living things have changed over time and that fossils provide information about livings things that inhabited the Earth millions of years ago.  - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  -Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. | |
| **COMPUTING**  **(Using Twinkl Year 5 PLAN IT Resources)** | Unit 1: Scratch – Developing games – *Computer Science* Online Safety - *Digital Literacy*  Unit 1: Spam! | Unit 2: Internet Research and Webpage Design – *Information Technology* Online Safety - *Digital Literacy*  Unit 2: Sites to cites | Unit 3: Radio Station – *Information Technology* Online Safety - *Digital Literacy*  Unit 3: Powerful Passwords | Unit 4: Flowol – *Computer Science*  Online Safety - *Digital Literacy*  Unit 4: False Photography | Unit 5: 3D Modelling Sketch Up – *Information Technology*  Online Safety - *Digital Literacy*  Unit 5: Online Safety Story | Unit 6: Using and Applying  – *Information Technology*  Online Safety - *Digital Literacy*  Unit 6: Online Safety Comic |
| **HISTORY** | The founding, rise, expansion and ruling system of the Roman Empire- Kings, Republic and Empire. (Julius Caesar).  Julius Caesar's attempted invasion in 55-54BC The Roman Empire by AD42 and the power of its army  Successful invasions by Claudius and conquest, including Emperor Hadrian/ Hadrian’s Wall (120s and 130s AD) Queen Boudicca - British resistance and why the Britons defended their land.  The Romanisation of Britain, Roman legacies and the impact of technology, culture and beliefs of the Roman Empire because of invading and settling.  ‘  **Objectives: The Roman Empire and its impact on Britain**  Romanisation’ of Britain – The impact of technology.  Successful invasion by Claudius and conquest.  Significant historical figures Emperor Hadrian / Emperor Julius Caesar / Boudicca  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. | | The events leading up to World War II, including the Treaty of Versailles and the countries and their leaders involved and the roles they played. The Axis and Allies.  The home front- life for women (Eileen Nearne, Vera Lynn, Odette Churchill, Violette Szabo, Gracie Fields) and children during WWII and the impacts, including the Blitz, blackouts, evacuations, rationing and propaganda. The war efforts – making bullets, Enigma Code.  Life for those on the frontline. (Dunkirk and Battle of Britain). The Homeguard.  How it all ended- Victory in Europe.  How World War II affected the UK and Collier Row, including the impact on structures like St Paul’s Cathedral The wider impacts of war- Anne Frank and the Holocaust.  **BRITISH VALUES / SMSC**  **Objectives:**  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.**  **A local history study -** A study over time tracing how several aspects of national history are reflected in the locality.  – Winston Churchill / Adolf Hitler / Benito Mussolini / Josef Stalin / Hideki Tojo/ Anne Frank  Shelters, buildings that were destroyed/bombed e.g. St Pauls Cathedral, factories, docks – social impact.  Window tax  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. | | The location of North America’s famous landmarks and the brief history behind it.  The historical events linked to major states in the USA- Chicago Fire, San Francisco Earthquake, Independence, the Titanic and the Salem Witch Trials.  A significant historical event. One of the following:  -Independence and American Civil War (George Washington 1816)  -California Gold Rush, pioneering and moving West, displacement of Native Americans  -The discovery of America by Vikin Leif Eriksson (linking to the study of Vikings, Colonists of Jamestown, Christopher Columbus)  A brief study of key historical events or people linked to areas of North America  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. | |

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| **GEOGRAPHY** | The physical and human geography required to build a powerful Empire- founding, rising up and expansion of Roman Empire.  The physical geography involved in launching an effective invasion. Why some attempts failed.  The key topographical features (with a focus on mountains) and the land use patterns in the UK and Rome at the time. How physical and human geographical features have changed over time. What did the Romans leave behind when they left the UK?  **Objectives**  Name and locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. Understand the similarities and differences through the study of Human and physical geography of a  region of Europe.  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. | The events leading up to World War II and the physical geography that influenced events.  The Allies and Axis involved in WWII and where they were.  The spread of the Nazi invasion-map work linked to the Neutral, Axis and Allies.  The location of key battles and turning points in WWII. Eg Dunkirk.  **Objectives**  The world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries in Europe (4 & 6 figure grid references)  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. | The location and expanse of North America.  North America’s key physical geography aspects, including climate zones and biomes.  Comparing places- UK and North America.  How rivers shaped the landscape of USA (eg Grand Canyons, Colorado) and how they are used as part of the human geography (Mississippi River and its value).  The natural phenomena that can affect a nation and its economy (eg Hurricane Katrina, San Francisco earthquakes). The biodiversity found in North America’s National Parks. Similarities and differences in land use, vegetation, animal life and tourism.  **Objectives**  **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Famous Landmarks – Statue of Liberty, Mount Rushmore, Golden Gate Bridge  Describe and understand key aspects of physical geography, including climate zones and biomes.  Describe and understand key aspects of physical geography. Understand geographical similarities and differences through the study of human and physical geography of a region of  North America. Compass points  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. |
| **ART AND DESIGN** | **Painting:**  Acrylic Paint.  Pallet Knife painting.  Create cityscapes in contrasting colours. Learn who Charles Fazzino is and how he creates his unique cityscapes.  Look at artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes. Use own ‘knives’ (created from card) in different ways to create different effects. They can then create their own cityscapes using these techniques.  Using watercolours: Learn about some famous cities around the world that are built on and around water. Explore the reflections on these bodies of water and learn how to paint with watercolours to create different effects. They will then create some mirror reflection artwork of a particular city.  Explore how the sky and light in photos of cityscapes changes at different times of the day. Explain what a silhouette is before looking at how they can create some cityscape art using silhouettes and creative, colourful backgrounds.  **Drawing:** | **Drawing / Element:**  Portraits / Propaganda Drawing:  Pupils to explore propaganda images used during WWII. Collect and evaluate examples in sketch books.  Pupils use example images as inspiration for own propaganda image.  **Painting:**  Explore the symbolism used in Picasso's ‘Guernica’, children plan their own composition based upon this famous piece, using symbols reflective of the Second World War and plotting contrasting areas of black and white.  Children apply paint in tones of black, white and grey, standing back from their work at regular intervals to ensure that they maintain balance in their piece.  **Look and Respond:**  Through the piece ‘Gassed’ by John Singer Sargent, pupils explore the human side of the image and work in groups to re-enact the scene from World War 1, positioning themselves like the soldiers in the piece and taking a photo of the final composition. | **3D Construct / Sculpture:**  *I*nspired by the skeleton figures used during Day of the Dead celebrations, create wire figure in action covered in Mod Roc. Saulo Moreno  **Different Media:**  Pupils are shown the work of different photomontage artists to see the effects that can be created before then crafting their own.  After exploring the idea of truisms, children create their own piece of art by matching a truism with a powerful photography to mirror its message and learn about the artist Jenny Holzer.  Focusing on the work of Edward Weston, children observe the abstract-looking images created through macro photography  **Painting:**  Acrylic / Oil Paint.  Children are given one sixth of ‘The Japanese Footbridge’ by Claude Monet as a vertical strip, to accurately draw what they see on their fraction of the painting and then practise mixing and applying paint to match the original.  **Look and Respond:**  Developing their understanding of abstract art, children discuss the story behind Fiona Rae’s work and create their own piece to represent the same themes. |

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|  | Architecture:  Children draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.  Inspired by the work of Hundertwasser, children add vibrant **colours** to an image of a typical Mediterranean/Ancient Roman house.  Children design a building (Roman Villa), choosing whether to draw either a perspective view, plan view or a front elevation of their original house design. (Create building in 3D sculpture).  After learning about what monuments are, children design their own to reflect something they want to commemorate. |  |  |
| **DESIGN AND TECHNOLOGY** | **Project on a page – Culture and seasonality**  **Make a variety of savoury muffins from around the Med**  **Skills to be demonstrated:**  Designing   * Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria   for a design specification.   * Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.   + Use words, annotated sketches and information and communication technology as appropriate to develop and   communicate ideas.  Making   * Write a step-by-step recipe, including a list of ingredients, equipment and utensils   + Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. * Make, decorate and present the food product appropriately for the intended user and purpose.   Evaluating   * + Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g.   tables/graphs/charts such as star diagrams.   * Evaluate the final product with reference back to the design brief and design specification, taking into account the views   of others when identifying improvements.   * Understand how key chefs have influenced eating habits to promote varied and healthy diets.   Technical knowledge and understanding   * + Know how to use utensils and equipment including heat sources to prepare and cook food.   + Understand about seasonality in relation to food products and the source of different food products.   + Know and use relevant technical and sensory vocabulary. | **Cooking and nutrition**  **Understand and apply the principles of a healthy and varied diet**  **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**  Cooking authentic recipes from WWII  **Project on a page – Culture and seasonality Create a meal that would meet ration needs**  **Skills to be demonstrated:**  Designing   * Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria   for a design specification.   * Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.   + Use words, annotated sketches and information and communication technology as appropriate to develop and   communicate ideas.  Making   * Write a step-by-step recipe, including a list of ingredients, equipment and utensils   + Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. * Make, decorate and present the food product appropriately for the intended user and purpose.   Evaluating   * + Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g.   tables/graphs/charts such as star diagrams.   * Evaluate the final product with reference back to the design brief and design specification, taking into account the views   of others when identifying improvements.   * Understand how key chefs have influenced eating habits to promote varied and healthy diets.   Technical knowledge and understanding   * Know how to use utensils and equipment including heat sources to prepare and cook food. * Understand about seasonality in relation to food products and the source of different food products.   Know and use relevant technical and sensory vocabulary. | **Project on a page – Frame structures Create a structure to protect jack from different**  **phenomena**  **Skills to be demonstrated:**  Designing   * Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based   resources.   * + Develop a simple design specification to guide the development of their ideas and products, taking account of   constraints including time, resources and cost.   * Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.   Making   * Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.   + Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join   construction materials to make frameworks.   * + Use finishing and decorative techniques suitable for the product they are designing and making.   Evaluating   * + - Investigate and evaluate a range of existing frame structures.   + Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out   appropriate tests.   * + Research key events and individuals relevant to frame structures.   Technical knowledge and understanding   * + Understand how to strengthen, stiffen and reinforce 3-D frameworks.   Know and use technical vocabulary relevant to the project |

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| **RELIGIOUS EDUCATION (Year 5 SOW)** | **Domestic Church- Family:** Ourselves  Created in the image & likeness of God.  **Baptism/Confirmation – Belonging:** Life choices  Marriage commitment and service  **Advent/Christmas- Loving:** Hope  Advent: waiting in joyful hope for Jesus; the promised one  **Other Faiths: Judaism- Passover** | **Local Church – Community:** Mission  Continuing Jesus' mission in diocese  **Eucharist- Relating:** Memorial Sacrifice  The Eucharist the living memorial of Jesus' sacrifice  **Lent/Easter – Giving**: Sacrifice  Lent a time of aligning with the sacrifice already made by Jesus  **Other Faiths: Islam- Ramadan and Pilgrimage** | **Pentecost- Serving:** Transformation  Celebration of the Spirit's transforming power  **Reconciliation – Inter-relating:** Freedom & Responsibility  Commandments enable Christians to be free & responsible  **Universal Church – world:** Stewardship  The Church is called to the stewardship of Creation |
| **PHYSICAL EDUCATION** | Autumn 1: Dance - Disco  Explore and choose movements to create and present dance, developing skills and techniques  Interacted and responded to a range of stimuli including music, video and images  Recognise and repeat the specified Rhythms and Beats within the music  Perform movements that show: travel, turn, jump, use different levels, show gesture and balance to build a disco themed routine  Replicate a movement to fit within the 8 or 16 count phrasing, each time the choreography is performed  Autumn 1: Invasion Game – Tag Rugby Develop speed and direction whilst moving Read opponents movement when defending  Develop ball handling skills Understand the ball must travel backwards Link tag rugby skills within a game situation  Autumn 2: Invasion Game – Football  Dribble using different parts of the foot to control the ball Dribble at different speeds  Pass and receive a ball competently Shoot on target  Use skills in a game environment  Autumn 2: Gymnastics  Perform different types of balances (point, counter, group) Link different types of balances  Perform a range of jumps and leaps Perform different types of rolls  Create a sequence using a variety of formations Perform a sequence in canon and synchronisation  Sport Science - Benefits and effects of exercise (2 lessons)  What happens to our body when we exercise?  Examples of lesson plans:  - Children will be looking at what happens to our heart when we exercise.  -Children to take resting heart rate and then they will complete a series of exercises and take their new heart rate.  why other people’s heart rates may be different and why  different exercises affect us differently. What is causing our heart rate to rise? | Spring 1: Invasion Game – Hockey  Perform and receive a push pass Dribble a ball under control  Be aware of space when dribbling Shoot with accuracy  Link basic hockey skills in a game situation  Spring 1/2: Invasion Game – Basketball  Dribble a ball at different speeds  Demonstrate a range of different passes Shoot using the correct technique Understand how to mark the opposition  Use principles of attack and defence in a game situation  Spring 2: Handball  To accurately throw a handball using the correct techniques.  To shoot correctly.  To understand the skills of defence. To understand the skills of attack.  To apply skills in a game.  Sport Science - Healthy Living (2 Lessons)  How can exercise help improve our wellbeing and help to build a growth mind set?  Examples of lesson plans:  - Children could complete a Yoga class and look at the benefits of meditation. How does this form of exercise make you feel? Why do you think this is? Why might this be useful for some people?  -Could invite a Yoga instructor to come into school. | Summer 1: Striking & Fielding Game – Cricket  Throw and catch using an accurate underarm throwing technique  Bowl straight using an overarm technique Grip bat correctly  Show a variety of fielding techniques Understand when to run as a batsmen  Summer 2: Net & Wall Game – Tennis  Grip racket correctly Use a variety of shots  Understand when to use each type of shot Perform a short rally  Summer 2: Striking & Fielding Game – Rounders  Throw and catch with accuracy  Bowl straight using the correct underarm technique Work as a team when fielding  Grip the bat correctly  Show the correct stance when batting  Summer 2: Athletics  Sprint over a short distance Perform long jump.  Throw a javelin Sustain pace over long distance.  Perform triple jump.  Take part in relay correctly.  Use correct techniques to perform throws & jumps.  Sport Science - Components of fitness (2 Lessons)  Examples of lesson plans:  - Children to complete a component of fitness test. They can measure a series of components and record them on a table to evaluate. Why might a swimmers reaction time score be higher than a javelin thrower? |

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| **MUSIC**  **(Using Year 5 SOW from Charanga)** | **Cuckoo! Old Abram Brown (Britten)**  Unit of Work based on 2 songs from Benjamin Britten’s Friday Afternoons, forming part of a nationwide singing project | | **Christmas Presentation Unit for KS2**  (available in September)  Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes | | **Livin on a Prayer (Rock)**  The Units of Work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills | | **Mun Married New Yr Carol (Britten)**  Unit of Work based on 2 songs from Benjamin Britten’s Friday Afternoons, forming part of a nationwide singing project | | **Hip Hop Course**  A rich collection of resources and stimuli for experimenting with, and exploring the Hip Hop genre including sequencing, mixing and sampling | | **Hip Hop Course** Composition  Building on the skills learnt the previous half term the children in year 5 write their own compositions to be performed for the year 6 as part of their Leavers celebrations | |
| **PSHE/RSE Core Theme** | **Health and Wellbeing** | | | | **Relationships** | | | | **Living in the wider world** | | | |
| **PSHE / RSE**  **(For more detailed plan, see PSHE/RSE file) Will need to repeat certain objectives for Year 5’s (Puberty, reproduction)** | **Healthy Lifestyles**  About what positively and negatively affects health and wellbeing (including emotional and mental health).  How to make informed choices that contribute to a ‘balanced lifestyle’.  About the benefits of a balanced diet.  About different influences on food and diet.  About developing skills to help make their own choices.  Understand the difference between harmful and harmless media online.  To understand the impact of harmful media on emotional wellbeing. | **Growing and Changing**  About different ways of achieving and celebrating personal goals.  How having high aspirations can support personal achievements.  How to further describe the range and intensity of their feelings to others.  How to manage complex emotions.  To understand the changes to their bodies during puberty.  About human reproduction in the context of the human lifecycle.  How a baby is made and how it grows. | | **Keeping Safe**  About strategies for managing personal safety – local environment.  About strategies for managing personal safety – online.  How to keep safe and well when using a mobile phone.  About who is responsible for your safety and who to ask for help and advice. | **Feelings and emotions**  How to respond appropriately to a wider range of feelings in others. | **Healthy Relationships**  About the consequences of their actions on themselves and others.  About working collaboratively toward shared goals.  Negotiation and compromise strategies to resolve disputes and conflict.  To give helpful feedback and support to others. | | **Valuing differences**  To respectfully listen to others but raise concerns and challenge points of view when necessary | **Rights and Responsibilities**  To research, discuss and debate issues concerning health and wellbeing.  Why and how laws and rules are made.  How to take part in making and changing rules.  How anti-social behaviours can affect wellbeing.  How to handle, challenge or respond to anti-social or aggressive behaviours.  About resolving differences, respecting different points of view and making their own decisions. | **Environment**  About different kinds of responsibilities (home, school, community and environment) | | **Money**  How finance plays an important part in people’s lives.  About being a critical consumer.  About what is meant by ‘interest’, ‘loan’, ‘debt’.  About the importance of looking after money, including managing loans and debts.  That people say ‘tax’ to contribute to society. |

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| **HOME RESERCH PROJECTS** | Research theme parks and attractions. Design a theme park that tourists could visit whilst on holiday in the Mediterranean and create an information pack for it  Create a 3D model or drawing of a theme park.  Example:    Learn about and look at recipes of food from a country in the Mediterranean and have a go at making one or two! Make sure you take photos so that we can see what you made too.  Create a holiday brochure or video based on a country in the Mediterranean. You will need to research about the country and what it is like, things to do and other areas such as tourist attractions, food.  As part of the project, there will be a focus on the Romans. Create a project based on this around an area of Roman | Build your own Anderson Raid Shelter    Research about WW2 food and recipes and create your own World War Two recipe book. Take some photos of any of the food you create!  Research about a famous Victorian past times. Can you learn one of these (dance, board games) or create an example of one?  Imagine you were in world war two and you created a scrap book of your time during the world – it could be as a child, soldier, man or woman. What would be in it? Research about their life and create a scrapbook detailing this. | Create a report/slideshow on a famous landmark in America  Research design and make a famous landmark in America either a model or using Sketch up to create a 3D image of the landmark.    Research about the importance of the American flag and using your textiles learning create your own flag using material and your sewing skills!  Learn about a key event in American History or about Native Americans. Present this information as you wish but make sure you include a diary entry from a person that was there (you could write one yourself to show your knowledge about the event). Examples are Chicago Fire, San Francisco Earthquake, Independence Day, Titanic. |