



# Topic overview – Year 4/5/6 (CYCLE B)

Summer Term 1 and 2

<b>Topic name</b>	<b>Ancient Ancestors</b>
<b>Big question</b>	Who lived in Britain first?
<b>Memorable experience</b>	Residential – Mount Cook Warning zone
<b>Outdoor learning</b>	Geography fieldwork Outdoor sketching (Darwin)
<b>Linked books</b>	Charles Darwin on the Origin of Species (picture book) The Story of Life The Stolen Spear The Wild Way Home Stone Age Boy
<b>Reading aims</b>	Develop positive attitudes to reading by reading a range of stories, poems and non-fiction. Draw inferences, predict and summarise. Discuss and evaluate how writers use language. Retrieve, record and present information from non-fiction.
<b>Writing aims</b>	Write effectively for a range of audiences and purposes: Non-fiction writing about stone-age animals: <ul style="list-style-type: none"> <li>- Use brackets, dashes and commas for parenthesis.</li> <li>- Identify the subject and object in a sentence.</li> <li>- Use the passive voice to change how information is presented.</li> </ul> Narrative writing based on Stone Age Boy <ul style="list-style-type: none"> <li>- Use the present perfect form of verbs.</li> <li>- Use a range of cohesive devices including conjunctions and pronouns.</li> <li>- Organise writing in paragraphs.</li> </ul> Debate / persuasive writing based on Darwin's theories / advert for an iron-age tool <ul style="list-style-type: none"> <li>- Use appropriate persuasive language.</li> <li>- Use organisational features of non-fiction writing.</li> </ul> Use a range of cohesive devices.
<b>Speaking &amp; listening aims</b>	Articulate and justify answers, arguments and opinions Use relevant strategies to develop vocabulary Participate in discussions and debates Ask relevant questions to develop understanding
<b>Maths aims</b>	Statistics Geometry – angles and properties of shape Measurement – converting measures; area and perimeter Consolidation/revision
<b>Science aims</b>	<b><u>Evolution and adaptation</u></b> Know how the Earth and living things have changed over time •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
<b>History aims</b>	<b><u>Stone Age to the Iron Age</u></b> - Draw timelines which outline the development of specific features - Learn about the Iron Age and the Stone Age, comparing and contrasting the two, and historical periods previously learnt - Learn about their weapons, buildings and way of life. - Construct informed responses of relevant historical information - Learn how to give more than one reason for a historical argument
<b>Geography aims</b>	<b><u>Fieldwork</u></b> - children will be able to 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, building upon their prior knowledge - children will be able to 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.
<b>DT aims</b>	Art focus this term
<b>Art and design aims</b>	<b><u>Mixed media</u></b> -Recognise the processes involved in creating prehistoric art. -Explain approximately how many years ago prehistoric art was produced.



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	<ul style="list-style-type: none"> <li>-Use simple shapes to build initial sketches.</li> <li>-Create a large scale copy of a small sketch.</li> <li>-Use charcoal to recreate the style of cave artists.</li> <li>-Demonstrate good understanding of colour mixing with natural pigments.</li> <li>-Discuss the differences between prehistoric and modern paint.</li> <li>-Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>-Successfully make positive and negative handprints in a range of colours.</li> <li>-Apply their knowledge of colour mixing to make natural colours.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- <u>Use a range of techniques whilst gaining knowledge of others.</u></li> <li>- <u>Explore the work of Georgina O'Keeffe.</u></li> </ul>
<p><b>Music aims</b></p>	<p><b>Summer 1</b> <b>Creative Composition</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>-Use and understand staff and other musical notations.</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.</li> <li>-Develop an understanding of the history of music, Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul> <p><b>Summer 2</b> Summer performance – singing and rehearsal</p>
<p><b>Computing aims</b></p>	<p><b>Summer 1</b> <b>Programming – Computational thinking</b></p> <ul style="list-style-type: none"> <li>-understand that computational thinking is made up of four key strands.</li> <li>-understand what decomposition is and how to apply it to solve problems.</li> <li>-understand what pattern recognition and abstraction mean.</li> <li>-understand how to create an algorithm and what it can be used for</li> <li>-combine computational thinking skills to solve a problem</li> </ul> <p><b>Summer 2</b> <b>Data Handling</b></p> <ul style="list-style-type: none"> <li>- identify how barcodes and QR codes work.</li> <li>- know how infrared waves transmit data.</li> <li>- recognise how RFID is used.</li> <li>- input and analyse real-world data.</li> <li>- analyse and evaluate data.</li> </ul>
<p><b>PSHE aims</b></p>	<p><b>Summer 1</b> <b>Health and Wellbeing</b> <b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-identify my own strengths and begin to see how they can affect others</li> <li>-identify what's important to me and to take responsibility for my own happiness</li> <li>-understand a range of emotions</li> <li>-take responsibility for their own feelings and actions and to use vocabulary to describe these</li> <li>-begin to understand what mental health is and who can help if I need it</li> <li>-understand the benefits of sleep</li> <li>-understand how habits can be good or bad for our health</li> </ul> <p><b>Summer 2</b> <b>Safety and the Changing Body</b> <b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>- To understand how to help someone with asthma</li> <li>- To understand how to help someone who is bleeding or who has suffered a head injury</li> <li>- To understand how to help someone who is choking</li> <li>- To understand how to help someone who is unresponsive</li> </ul> <p><u>All</u></p> <ul style="list-style-type: none"> <li>- prepare to transition to a new year group/ school</li> </ul>
<p><b>PE aims</b></p>	<p><b>Summer 1</b> <b>Tennis and badminton</b></p> <ul style="list-style-type: none"> <li>-Children will be able to choose and use combinations of skills with confidence, accuracy and consistent quality.</li> <li>-Children will be able to use these skills and techniques fluently and precisely.</li> </ul> <p><b>Summer 2</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Children will consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</li> </ul>
<p><b>RE aims</b></p>	<p><b>Summer 1</b> <b>Christians and how to live: 'What would Jesus do?'</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- to identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul> <p><b>Summer 2</b>  <b><u>What matters most to Humanists and Christians?</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>- to identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>-Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</li> <li>-Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>-Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> <li>-Raise important questions and suggest answers about how and why people should be good</li> <li>-Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>
<p style="text-align: center;"><b>Foreign language aims</b></p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Say what the weather is like today</li> <li>-Say what the weather is like on different days</li> <li>-Talk about pets</li> <li>-Talk about family – siblings</li> <li>- Know numbers up to 60</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>-Name clothes you like to wear</li> <li>-Name jobs and professions</li> <li>-Talk about different countries</li> <li>-Be able to order food and drink</li> </ul>