The Road to Rio (7)

English	Geography	History

English
- Read 'The Journey to the River Sea' and discuss the different themes within the book. Discuss the links to Rio today.
- Write a prediction of what might happen after Maia hears that she is moving to a different country.
- Write a letter back to school from Maia describing her journey and new experiences.
- Write a character description of Beatrice or Gwendolyn.
- Write an explanation text about the Amazon river
- Write a news report of the day the fire burns the house.
- Write a letter from Maia persuading her governess to let her stay with the Xanti tribe.
- Write a letter from a grown up Clovis to Maia telling her about the things he has done since they last saw each other.

Geography
- Name and locate the world's 7 continents and 5 major oceans.
- Locate Brazil on a world map.
- Study the human and physical Geography of Bournemouth.
- Study the human and physical Geography of Rio.
- Compare and contrast the geographical features of Bournemouth and Rio.

History
- Research the daily life of a child in ancient Greece.
- Understand how the Ancient Greeks still influence the western world through the Olympics.
- Make links between the achievements of the Ancient Greeks and the western world (other than the Olympics)
- Research significant events that have contributed to the Olympics as we know them today. Make links between this and the 2016 Olympics in Brazil.

Superheroes (4)

English	Design and Technology	Art

English
- Read 'The BFG' and make links between this and other known Roald Dahl books.
- Write a character description of the BFG
- Write a character description of a character they have invented whose personality does not match their appearance.
- Write a biography of someone who they consider to be their hero.
- Write the narrative of an unusual dream they have had or have created.

Design and Technology
- Investigate and analyse a range of possible materials to create their cape from.
- Design a functioning and attractive cape.
- Generate ideas through discussion, diagrams and templates.
- Develop their understanding of a running stitch and the other ways in which fabrics can be modified.
- Use a range of tools to follow their design to create a cape.
- Evaluate their final product in relation to their design and original intentions.

Art
- Research the life and contribution of different artists who portray heroes including comic book artists.
- Experiment with a range of artistic techniques which are popular with the artists they have researched.
- Create an artistic representation of their own personal hero.

A star so bright! (3)

English	RE	Music

English
- Read 'The Story of the Nativity' .
- Write a setting description for a short winter silent movie.
- Write a news report for the day Jesus is born.
- Retell the Nativity from a different perspective.

RE
- Understand the importance of the Nativity for Christians.
- Explore the different themes of Christianity that run through the Nativity.
- Use quiet times to reflect on their own meaning of Christmas.
- Compare Christmas with a different religious celebrations.

Music
- Listen to a range of recorded Christmas and winter songs.
- Use voices expressively to sing traditional and non-traditional Christmas songs.
- Experiment with instruments to accompany their singing.

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Once upon a time (6)

English	Computing	Art

English
- Read 'A book of First Fairy Tales' and discuss the different reoccurring themes.
- Write a character description of Little Red Riding Hood.
- Write an extra chapter for Cinderella
- Write a persuasive advert for Jack's cow that he is trying to sell at the market
- Write a diary entry for Rapunzel
- Write a story opening in the style of a fairy tale
- Write instructions for their computer game

Computing
- Understand the use of computing beyond school by researching careers linked to the creation of computer games.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content when creating their own computer game.
- Combine a variety of software to achieve the intended design of their computer game.
- Use technology safely, respectfully and responsibly.
- Understand how and where to share concerns linked to using technology.

Art
- Find out about graphic designers and artists who have contributed to well-known computer games.
- Draw their computer characters in the style of a chosen artist.
- Evaluate their work and makes links between it and the work of their chosen artist

Wild Things (7)

English	Science	Geography

English
- Read 'Meerkat Mail' and 'If I ran a zoo' and complete a number of linked reading activities.
- Write a setting description for one of the locations the meerkat visits.
- Imagine an animal has escaped from the zoo and write a newspaper report for this day.
- Write a setting description linked to 'If I ran a zoo'.
- Write a setting description of their fantasy zoo.
- Write instructions as to how to care for a particular animal.
- Write an explanation text about the different areas and climate zones of the world.
- Write a recount of a day at the 'If I ran a zoo' zoo.

Science
- Identify, name and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, identify and name a variety of animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Geography
- Locate the hot and cold areas of the world in relation to the Equator and the South and North Pole.
- Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Identify climate zones

When Will I see you again? (5)

English	History	Design and technology

English
- Read 'The Amazing Story of Adolphus Tips' and engage in a number of comprehension activities.
- Write a diary entry from Barry about the day he was evacuated.
- Retell a chapter in the book from a different character's perspective.
- Write a recipe for one of the dishes cooked.
- Write a poem inspired by the evacuations in World War 2.
- Write a review of the book.

History
- Understand where World War 2 fits within a chronological framework.
- Understand the key events of World War 2 and reflect on the impact this had on British children.
- Identify the similarities and differences between life for children in the 1940s and life for children now.
- Understand that historical information is made up from a range of sources.
- Understand the significance of the evacuation of children to Bournemouth during World War 2.
- Develop their understanding of rationing during World War 2.

Design and technology
- Understand where some foods come from and relate this to their understanding of rationing.
- Prepare and cook a variety of savoury dishes which were popular during World War 2 using a range of cooking techniques.
- Evaluate the dishes cooked.

Ready, Steady, Go! (7)

English	Science	Music

English
- Read 'Chitty Chitty Bang Bang' and reflect upon the book.
- Write a character description of Truly Scrumptious.
- Write a setting description of Vulgaria.
- Write an advert persuading a child to buy their toy car.
- Write the opening of their own story involving a car.
- Write an explanation text about toy cars.
- Write a review of a short movie.
- Write a blurb for 'Chitty Chitty Bang Bang'

Design and Technology
- Understand the contribution of key individuals in the creation and development of toys – in particular toy cars.
- Investigate and analyse a range of existing toy cars.
- Design a purposeful, functioning and attractive toy car.
- Generate ideas through discussion, diagrams and templates.
- Use a range of tools to follow their design to create a toy car.
- Apply their knowledge of how to strengthen, stiffen and reinforce more complex aspects of their toy car.
- Evaluate their final product in relation to their design and original intentions.

Computing
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content to accomplish the given goal of creating a promotional video for their toy car.
- When creating the video children select, use and combine a variety of software (including internet services) on a range of digital devices
- Evaluate final outcome and present information to an audience.