	Year A 2024-2025	Year B 2025-2026	Year C 2026-2027	Year D 2027-2028
Autumn	**Bang! Crash Boom!** **History –** changes for British people both at home and on the frontline during WW2. **Science –** Light and Sound, properties and changes to materials **Art –** creating sketches to portray the tragedy of WW2. Compare Victor Lundy and Henry Moore **DT –** Creating a model motorboat or planes using electrical circuits to power the propeller **Music –** singing WW2 songs for a community concert at a local retirement home **Outdoor Learning PBL –** Design and create bomb shelters and build them using materials on a scale that can fit at least two people in.	**Paddington** **Geography –** Study the geography of London including historic buildings, use of the river Thames and the infrastructure. Compare London to other capital cities across Europe, North America and South America. Children will move onto studying the physical geography of Peru and the Amazon Jungle, comparing it to the physical geography in the UK. **History –** London through the ages including key events and sites such as The Great Fire of London and The Tower of London. **Science –** Everday materials and their uses Living things and their habitats **Art –** self-portraits (using Paddington the Artist as a stimulus) **DT –** Create pop up books with new Paddington adventures in London	**Explorers** **History –** Children will look at key explorers through history and the impact they had such as Christopher Columbus, Francis Drake, **Science –** Forces including gravity, air resistance, water resistance and friction. Link this to different transportation and how explorers have travelled using planes and boats which are impacted by these forces. **Art –** Creating collages that depict key discoveries from the POV of the explorers. **DT –** Combine materials to create a model of a famous landmark that has been discovered **Music –** Studying great musical pioneers and comparing their compositions. **Outdoor Learning PBL –** Use map skills and orienteering to create new walking trails for Helmingham Hall visitors. Children create maps of their	**The Deep** **Geography –** Children study the different oceans around the world and compare the animals and underwater plant life that you find in them. Children also study the major rivers in the UK and around the world, including how they are used by humans as well as the difference in aquatic and plant life that lives beneath and on the surface. **Science –** Focus on Malpelo Island which is a protected area for marine life. Use this to study the biology of different marine animals. classification and food chains. Comparing Skeletons and muscles of different fish, marine mammals with amphibians, humans, reptiles and insects. **Art –** 3D artwork to depict ocean scenes. **DT –** design and create an aquatic animal puppet **Music –** Sing different sea shanties and use these to

		Music – singing WW2 songs for a community concert at a local retirement home **Outdoor Learning PBL –** Create a woodland story trail entitled Paddington's Helmingham Christmas.	walking trails and host a day event for parents.	inspire our own lyrics for a new sea shanty. **Outdoor Learning PBL –** Biweekly rock-pooling at local beach and create a profile of our local marine life. (minibus required)
Spring	**<u>Prehistoric</u>** **History –** Exploring the time of the dinosaurs. Comparing neanderthals to humans and exploring how human life changed through the Stone and Iron Age. **Science –** Animals Including Humans - teeth. Fossils **Art and DT –** sculpting dinosaur sculptures **Music –** using percussion instruments to compose an original piece of music to represent dinosaurs and animals **Outdoor Learning PBL –** create a walking dinosaur trail (linked with Art and DT project)	**<u>Disease</u>** **History –** Study how medicine has adapted and changed overtime whilst exploring how people treated nasty illnesses and diseases both in Britain and in ancient civilisations. Study key people in the development of medicine and healthcare e.g. Mary Seacole, Florence Nightingale **Science –** Animals including Humans - inside the human body, how humans survive and what they need, nutrition and the digestive system. The circulatory system **Art –** Looking through the microscope: using ink to depict images through a microscopic lense. **DT –** create a new human body, based game like operation using electrical circuits	**<u>Elements</u>** **Geography –** Study different weather patterns across the four seasons in our local area and compare them to weather patterns in different climate zones. Children study natural disasters including volcanoes, earthquakes, tornadoes, tsunamis, floods and wildfires. Children look at the impact human activity is having on the earth and these natural disasters. **Science –** compare different types of rocks. States of matter **Art –** block printing to depict extreme weathers. **DT –** design and create a model of an earthquake proof building. **Music –** explore songs and musical pieces that depict different weather conditions like Vivaldi's "The Four	**<u>It's a Small World</u>** **Geography –** The children will go on a tour around the world, comparing our culture to the culture of different communities across the seven continents. Children use maps, atlases, compass points and longitude and latitude to locate different countries, towns and cities around the world. **Science –** Food chains of different animals (including humans) around the world **Art –** Studying and comparing different artistic styles, and influential artists, from around the world. **DT –** Use art prints and patterns to design and make a garment that represents a culture from another country**.** **Music –** comparing music and instruments from different cultures and countries.

		Music – body percussion. Using the musical Stomp as inspiration to study how body percussion works and how it has been used before creating our own ensemble pieces. **Outdoor Learning PBL –** produce a study of the different trees in our surrounding area and how they impact our health and what affects their health. Grow edible/medicinal herbs and plants and use them to create a food item.	Seasons" or use songs like "How's the Weather?" **Outdoor Learning PBL –** . Create a device powered by natural energy, e.g. wind, water, solar.	Studying and looking at different instruments and the sounds they make. **Outdoor Learning PBL –** . Study birds that migrate to our area from other countries and create an outdoor visual display of the journey/distance that they take and what they may see along the way.
Summer	**<u>The Great Outdoors</u>** **Geography –** comparing the human and physical geography of a British, European and North American region. **Science –** Plants and soils, including classification of plants **Art –** Creating landscapes. Studying classical and contemporary landscape artists **DT –** cooking in the Great Outdoors **Music –** Create original music, chants, songs about nature, using nature **Outdoor Learning PBL –** Create a sustainable flower/plant	**<u>Robots</u>** **History –** Explore how technology has developed over the years, looking at technology used in ancient civilisations, through to the modern day **Science –** Electricity, magnets and mechanisms **Art –** photography and art using digital tools. **DT –** create a model robot with moving elements **Music –** compose music using digital software **Outdoor Learning PBL –**Create an outdoor scene from The Iron Giant or Wild Robot using recyclable materials	**<u>Space</u>** **History** –Study key moments in our history where space discovery has impacted our lives and way of thinking. The Ancient Greeks – the discovery of astrology and comparing their way of life to moder day. **Science –** Earth and Space; gravity **Art –** painting the night sky. Compare artists George Serat and Jaxon Pollock **DT -** design and make a rocket that lifts off the ground using a chemical reaction **Music -** music of the movies! Looking at sci-fi movies and seeing the impact the music	**<u>Mummies and Tombs</u>** **History** – Study the Ancient Egyptian civilisation: their societal structure, everyday life and religious beliefs, comparing them to our society today in the UK. **Science –** Offspring, Life cycles and evolution. Linking to Egyptians by looking at old beliefs and comparing them to what scientific advances have proven. **Art –** sculpt canopic jars using clay and decorate. **DT -** Make a shaduf/design and create a new contraption to collect water using natural materials.

	display for our school. Rehearse and perform a concert entitled, The Garden of Music (linked with music project)		has. Studying the music of famous musicians such as John Williams and Gustav Holst (Planets). Creating an original piece of music using percussion instruments/digital media for a sci-fi film. **Outdoor Learning PBL** – Star gazing and journaling our observations. Creating sun dials and creating a sun diary, observing the sun's movements. Create constellation maps and diagrams on a large scale outside on the playground and field.	Design and create death masks **Music -** Music through history, looking at the importance of music, how it has been used for ceremonial events (e.g. for royalty and special occasions) and how it has adapted through time. **Outdoor Learning PBL** – Look at the symbolism and importance of different animals to the Ancient Egyptians, e.g. beetles and bats. Study these animals and make habitats for them four our outdoor areas.