

Year B Cherry	1: Sense of place: Mexico	2: Heroes and Villains	3: Truly Scrumptious	4: Gods and Mortals	5: Go with the Flow	6: Mighty Metals!
Question	What's in Your World?	Who Do You Think You are?	What Can You Make?	Why All the fuss?	What's in My World?	What's Your Master-piece?
Intent	Where are places in the world and what are they like? Understand how human and physical environments are interrelated- investigate patterns. Use geographical language.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	To be able to develop the process of design thinking and seeing design as a process. Appreciate the design process that has influenced products we use every day.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Where are places in the world and what are they like? Understand how human and physical environments are interrelated- investigate patterns. Use geographical language.	Develop ideas- how do ideas develop through an artistic process? Master techniques- developing a skill. Take inspiration- learn from great artists
Enrichment/Engagement	Dress up day/food tasting (using AmberW)	Trip to museum? Nurse/vet/doctor/ firefighter visit?	Food tasting/Visit Marketplace (Sudbury Wed) Making 'scrumptious' food	Mask Making/Toga Day	Nature reserve/Sudbury water meadows with wildlife society	Visiting artists/Hedingham Art-Dept
Science	Animals Including Humans	Forces & Magnets	States of Matter	Light	Plants	Sound and hearing
Art & Design	Self Portraits in the style of Frida Kahlo	Heroes and Villains/Super heroes comic	See Unit: Fruit & Veg (T)	Greek Patterns Shapes	Watercolours of river scenes.	Giacometti Sculptures: Stick Man Using natural Resources etc. instead of metal.
Design & Technology	Food Tasting; Origins of Food Worry dolls		Bee homes- design and pattern. Strength of shape, shape tessellating patterns (Maths) *[Textiles – Making/Sewing a tea towel]*	Labyrinth Making	Mapping	Making robot models- design and make: even if they don't actually work make the prototype. See STEM? *[To design and make a robot friend for the Iron Man.]*
History	Significant people: Aztecs • Compare some of the times studied with those of other areas of interest around the world.	Crime & Punishment See LKS2 History (T) • Compare some of the times studied with those of other areas of interest around the world.	[Market Places: Food throughout the ages] MS2 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Give a broad overview of life in Britain from ancient until medieval times.	Ancient Greece • Compare some of the times studied with those of other areas of interest around the world.	History of the Thames/Stour/history of rivers over throughout time. Understand the concept of change over time, representing	History of Sculptures through the Ages Use evidence to ask questions and find answers to questions about the past.

	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<p>this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> Use dates and terms to describe events. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>
Geography	<p>Name and Locate Mexico. Mexican maps and climate/making comparisons.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p>Adventurers - Real Life Heroes</p> <p>Where in the World? Where were they adventurers?</p> <p>MS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Different food around the world.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p>Name and locate the countries of Europe and identify their main</p>	<p>Greek Islands</p> <p>MS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Mapping rivers UK</p> <p>Water cycle</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Natural Sculptures/Art - Easter Island/Giants Causeway</p> <p>*[Or Famous Sculptures from around the world – See Above + Nefertiti bust, Terracotta Army, Statue of Liberty, Lincoln Memorial, Mount Rushmore, Angel of the North etc. Difference between natural and man-made]*</p>

			physical and human characteristics.			
Music: Charanga	Traditional Mexican music and dance.		<i>Sounds Greek. Music theory</i>		<i>metal music- from rock classics</i>	
French Rigolo		CT-Family and friends- French yr3 plans twinkl		<i>CT-Our school. Yr3 Twinkl plans</i>		<i>Time. Yr3 Twinkl plans</i>
RSE (Relationship & Sex Education)	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	
Forest Schools	<i>Seasonal Changes - Observing and describing weather plants and animals. Playing and learning outdoors. Using the great outdoors to understand friendship, team work and community. Developing the school values of Hope, Kindness, Determination and Respect.</i>					
PE	Dance: Travel, Action, Shape, Space, Perform, Expressions, Direction Fundamentals: Balancing, Sprinting, Jogging, Dodging, Jumping, Hopping, Skipping.	Gymnastics: Shapes, Balances, Shape Jumps, Traveling Movements, Take Off and Landing, Barrel Roll, Straight Roll, Forwards Roll Sending and Receiving	Team Building: Communication, Teamwork, Listening, Planning, Trust, Leading Ball Skills: Rolling, Kicking, Throwing, Catching, Bouncing, Dribbling	Art of Relaxation: Breathing, Meditation, Relaxation, Balance, Flexibility, Strength Net and Wall: Throwing, Catching, Racket skills, Ready position, Hitting a ball.	Invasion Athletics	Fitness: Agility, Balance, Coordination, Speed, Stamina, Skipping Striking and Fielding:
Impact Question to Answer	Where is Mexico? What is the climate like compared to England? What were the ideas, beliefs, attitudes and experiences of Aztec men, women and children? Who was Frida Kahlo and why are her paintings significant?	What types of punishment have been used in Britain throughout history? Did punishment depend on who you were? How is modern day punishment different?	How has food in Britain changed throughout history? What were meals like during the World Wars?	Where is Greece? Who were the Greek Gods? What did they represent? Why were they important? Are there any similar Gods in other Ancient Civilizations?	What are the major seas and rivers in the UK called and where are they? What are the different parts of a river called? How are rivers useful? What makes up the water cycle?	What is a sculpture? How have sculptures evolved over time? What materials have been/are used for making sculptures? Where are the most famous sculptures in the world?