**Summer Term First Half: Charlie and the Chocolate Factory**

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| **Week** | **English** | **Mathematics** | Science  Light | **Topic**  **Maya Civilization** | **Computing**  Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goals  **Word processing:**  use some of the main keyboard shortcuts; suggest ways to improve a layout; apply specific effects to an image; add a spelling to the spelling dictionary; add or delete rows or columns in a table; suggest ways to change a table; type at an appropriate speed; choose a relevant website to link a document to. create a hyperlink. | Arts and Design 2 day art project including a variety of skills covering aspects of art curriculum. |
| 1 | Narrative Writing | Fractions | Light and Dark  Explain that light is needed to see things, and that dark is the absence of light. | **Who are the Maya and where did they live?**  Identify, recognise and locate Mesomerican regions (Central American) using Atlases and compare with our geographical knowledge today. Sequence compare, contrast, reason and identify using Mayan timelines.. |
| 2 | Narrative Writing | Fractions | Reflection surfaces  Use a mirror to reflect light and explain how mirrors work. | **How are the Maya different to another culture/civilisation?**  Compare and contrast Mayan achievements with those of the Anglo-Saxons. Give learning a context and compare with last unit of work on Vikings and Anglo-Saxons. explain and justify similarities and differences between the two with a shirt discussion text. | **PSHE** **Health and wellbeing:**  What positively and negatively affects physical, mental and emotional health  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept  of a ‘balanced lifestyle’  To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet  To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves | **Music**  use and understand staff and other musical notations  Learn to read music and relevant covcbulary with the aim of writing our own piece of music |
| 3 | Advertisments | Fractions | Sun Safety:  Explain the benefits and dangers of the sun as well as UV light and its dangers. | **How are the Maya different to another culture/civilisation?**  Compare and contrast Mayan achievements with those of the Anglo-Saxons. Give learning a context and compare with last unit of work on Vikings and Anglo-Saxons. explain and justify similarities and differences between the two with a shirt discussion text. |
| 4 | Advertisments | Fractions | Making Shadows  I can explain how light travels.  Sort different materials according to whether they are opaque, transparent or translucent.  Use these materials in an investigation into different shadows. | **What did John lloyd Stephenson and Fredrick Catherwood re-discover is 1839?**  Using primary sources (Stephenson's diary entries and commentaries) paired with interpretations and deductions taken from the Catherwood images, explain discoveries and observations of Copan, Palanque, Uxmal and Chitchen -Itza | **French**  Parts of the body Let's count up to 31 Clothes Months Genevieve’s birthday - A text re-capping vocabulary in the unit  **Physical Education:**  Early bird P.E  Tri-golf Athletics | **Religious Education**  Durham and Newcastle Diocesan RE Syllabus 2018:  3/4 - What does it mean to be a Hindu in Britain today?  5/6 - What does it mean for Muslims to follow God? |
| 5 | Roald Dahl poetry (Fairytales) | Measurment:Money | Changing Shadows   can explain how a shadow is formed.  I can plan and set up an investigation about the way shadows change size.  I can observe patterns in the way shadows change size.  I can explain the patterns I find. | **What did John lloyd Stephenson and Fredrick Catherwood re-discover is 1839?**  Using primary sources (Stephenson's diary entries and commentaries) paired with interpretations and deductions taken from the Catherwood images, explain discoveries and observations of Copan, Palanque, Uxmal and Chitchen -Itza  Explain in a written text from the **perspective** of Catherwood |