Inspiration/Theme: How significant is cartography in our ever- changing Britain?	Curriculum Driver: History/Geography	Outcome of learning: Write to inform (newspaper report). To write to entertain (myth)

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
'The Girl of Ink and Stars' by Kieron Millwood Hargrave.	**Hook/Stunning Start** DT construction challenge – bridge building with pulley system **Trips/Visitors/Marvellous Middle** Reports sent to local newspaper for feedback (community link) **Celebration/Fabulous Finish** Class book of myths Parents share the learning	Art linking with myth (silhouette cameo and modroc) Bridges with levers and pulley mechanisms Class book of myths	Language of prediction *I predict, I believe, that said, given that,(Challenge) if it were me, If I were n arrival…* Language of explanation and opinion. *…………………………such as………………….* *Due to……………………………x has / is………….* *In summary………………………………………….* *Owing to………………………x has / is………….* *This has altered……………………………………..* *Evidently…………………………………………..* *Consequently / Based on fact / Because of my beliefs…………….* *To hold the view / After consideration* *After / On reflection* *It is my understanding that……….* *The facts lead me to the conclusion that…………………….*

Topic Table	Book area	Maths Challenge table	Home Learning
Key questions What is a cartographer? How has their work impacted on the known world? How has it evolved over the years? Key images/artefacts Wolds maps, star charts, images of maps throughout time, sextant (artefact/image), ordinance survey map Key vocabulary Sextant, cartography, plot, longitude and latitude, ordinance survey, bridge, railways, reinforce, strengthen, stiffen, lever, pulley	Key questions From which character perspective has the book been written? Re-write this section from another character's perspective. What does the front cover and blurb suggest about the story? If you were the author – what decision would you make at this point in the story? What emotions does the character feel at this point in the story? Poibt, evidence, explain. Key images/artefacts Photos from book. Maps, star charts Maps of locations in 'The Girl of Ink and Stars' Key vocabulary guise, stereotypes, territories,navigate, governor, myth, influence, omen, destiny, labrynth	Key questions What percentage of the class is boys? What is the equivalent percentage of ¼ ? What is the ratio of adults to children in this class? How can you write the ratio of these numbers in their simplest form? What is the rule? Can you find the value of x when x+7 = 10? Key images/artefacts Percentage, ratio, algebra Key vocabulary Percentage, ratio, algebra, equal parts, whole, proportion, fractions, decimal, hundred, out of, quantity, sum, rule.	**Weekly Home Learning**: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.

English	Maths	Science	DT
Outcome of learning: • Children will write a newspaper report to inform • Children will write a myth to entertain Key skills: • Distinguish between fact and opinion • Use direct and reported speech • Shift in formality within one piece of writing • Create atmosphere in narrative through choice of language • Use adverbials for cohesion Reading skills: • Retrieve information from the text • Distinguish between statements of fact and opinion • Make inferences about characters' feelings, thoughts and motives from their action	Outcome of learning: • Children will be learning about fractions, decimals and measurements. Key Skills: • Writing and reading decimals • Dividing whole numbers to give a decimal answer • Writing fractions as decimals • Multiplying and dividing decimals • Converting units of length, mass, volume and time • Cross curricular maths: • Scales on maps • Measuring – bridge design	Outcome of learning: • To explain why all living things are classified. • To be able to make a key to classify plants. • To be able to identify scientific evidence that has been used to support or refute ideas or arguments. Key Skills: • Identify a detailed classification system. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Outcome of learning: • The children will make wooden bridges featuring lever/pully system. Key Skills: • Research, investigate and analyse existing products , communicating their opinions through discussion. • Test and evaluate their ideas and products against the design criteria and consider the opinions of others on how they could improve their work. • Reflect and carry out adaptations suggested by others. • Explore ways to strengthen, stiffen and reinforce more complex structures. • Understand and include mechanical systems in their products that include gears, pulleys, cams, levers and linkages.

Art	RE	History	Computing
Outcome of learning: • Create a piece of environmental art, using natural resources, in the style of Andrew Goldsworthy. Key Skills: • Record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history.	Outcome of learning: • Children will understand how living according to the teachings of religions might affect a community. • Children express personal responses to the challenges and benefits of living in a diverse community. Key Skills • Make links between them and describe some similarities and differences both within and between religions • Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	Outcome of learning: •Children will research how significant was the development of the first Railways/canals in Britain and explore how people lived and how creating maps has changed over time. Key Skills: • Posing historically valid questions. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Outcome of learning: Children will be learn to use Lego Mindstorms to develop their computing skills Key Skills: • Use feedback from sensors to control outcomes and increase efficiency. • Write and debug more complex programs • Develop, test and refine procedures for greater efficiency. • Use models to explore relationships between inputs and outputs and explain how the models work.

PE	PSHE	Geography	MFL
Outcome of learning: • Outcome: Jump, catch, throw, run and use equipment in combination through the game of hockey Key Skills: • Select the appropriate piece of equipment • Consistently perform actions with accuracy • Respond to the sporting situation, contexts and opponents	Outcome of learning: • Understanding how having money gives us choices Key Skills: • Listen attentively • Respond respectfully • Speaking frames • Peer learning • Cooperation	Outcome of learning: • Children will be able to use different scales on maps to idenitify distances • Children will compare local area maps from different times to identify railways / canals Key Skills: • Use maps and digital/computer mapping to describe physical features – railways / canals	Outcome of learning: • The children will be able to read and write sentences and paragraphs. Key Skills: • Read and understand main points in a story, song or passage
			Music
			Outcome of learning: • Record sound using a graphic score Key Skills : • Listen to music from a variety of eras • Identify the main features of music • Evaluate different pieces of music