

Medium Term Planning		Learning Journey Map		Term: Summer 1	Weeks: 6
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?		
- Creating and evaluating an art piece. - Sharing our work with others. - Watching adverts and movie trailers as hooks. - Year group trip to Local Mosque - Discussing and understanding different cultures and religions.	- How was life in Benin Kingdom different to life in England? - How can we support other religions? - How do we motivate ourselves to keep our bodies in the best physical shape? - How can I be socially appropriate when online?	- Big bang: role-play experience - Year group trip to Local Mosque - Looking at pictures in P4C as a stimulus. - Benin themed texts in Reading. - Writing our own creative stories and poems.	- Motivate others to be respectful and mindful when online. - Encourage others to respectfully take inspiration from artists and those around him.		
<b>YEAR 5</b>  <b>Title: An African Kingdom: Ancient Benin</b>		<b>Curriculum Opportunities:</b> <b>History:</b> To understand that we get energy from our world's natural resources. <b>Science:</b> Animal including Humans		<b>Maths</b> <b>Multiplication and division</b> - Multiples and factors, square and cube numbers. Multiply 4 by 1 or 2 digits. Divide 4-digit numbers. Divide and multiply decimals by 10,100, 1000. <b>Area/perimeter/conversion/measurement:</b> Convert between different units of measure. Calculate perimeter of rectilinear shapes in cm and m. Area of rectangles using cm squared and m squared. <b>Statistics</b> Solve comparison, sum and difference problems using information presented in a line graph.	
<b>Big Bang:</b> Making Benin inspired art with clay.		<b>History –</b> -Introduce overarching big question – How was life in Benin Kingdom different to life in England? -Location and timeline: Compare to what was happening in England at the same time. What else was happening around the world at this time? -Slavery: What effect did the slave trade have on Benin and West Africa? Big Question: Why did the British invade Benin Kingdom? - money, power (expand the Empire), discovery, army, trade		<b>English Fiction:</b> Imagination generation <b>Mystery stories</b> Structure, language (emotive), tone Sentence structure, fronted adverbials – Grammar – relative clauses, parenthesis, modal verbs -Sentence structure: expanded noun phrases, prepositional phrases -Descriptive language: similes, metaphors. <b>Spellings and handwriting:</b> Continue practicing spellings and handwriting with Y5/6 spelling list.	
<b>School Trip/Special Events:</b> Local Mosque		<b>Art –</b> -To take inspiration from others. Textile artist example: Bisa Butler. -To create an image / animal that is important to them or that would represent them. -Create their own piece of quilting/applique based on their designs. -Make a template- trace, cut, attach then attach it to another. <b>Skill/s:</b> Designing, making, evaluating.		<b>Geography opportunities</b> <b>Energy- Where does it come from?</b> To understand that we get energy from our world's natural resources. To know the difference between renewable and non-renewable energy. To explore the world's natural resources	
<b>Celebration:</b> To share created pieces of quilting made in Art		<b>PSHE</b> -To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. -To know there are rights and responsibilities when playing a game online. -To recognise when I am spending too much time using devices (screen time).		<b>Computing (programming) –</b> <ul style="list-style-type: none"><li>To control a simple circuit connected to a computer.</li><li>To design a physical project that includes selection</li></ul>	
<b>R.E. (Islam) –</b> <ul style="list-style-type: none"><li>What does leading a ‘good’ life involve/look like? How would you know if or when someone was living a ‘good’ life?</li><li>Discuss life after death and living a good and bad life- what does this look like?</li><li>Islamic views on life after death.</li></ul>		<b>PE (Athletics)</b> <b>Children will be learning to:</b> -To develop hurdling technique focusing on identifying the lead leg. -Sprinting over barriers. -Developing the correct technique for effective relay changeovers.		<b>PE (Cricket)</b> - Develop children’s co-ordination & ability to field & strike effectively. Develop children’s understanding of the rules of cricket.	
<b>Languages (Spanish) –</b> Spanish speaking countries, Colombia, family members		<b>Music</b> (keyboards) – To develop an understanding of the history of music To explore the rhythms/melodies of a composer. To create musical motifs inspired by Earth.			