



Topic Title: Road Trip USA	
English	Maths
Non-fiction - INSTRUCTIONS Text: How to look after a pet unicorn	Place Value
 Tool kit (Typical language features(p113) Steps to be taken: organised by numbers (Ext Temporal signposts) Use of short sentences to make writing very clear and easy to follow Use of 'bossy' words (imperatives) Commas used when writing a list (sentences of 3?) Question to hook the reader 	 Count in multiples of 4, 8, 50 and 100: Students should be able to confidently count forward and backward in multiples of these numbers, starting from any given point. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones): Pupils should understand the value represented by each digit and be able to decompose numbers into hundreds, tens, and ones.
End with a final comment/warning/reminder	 Compare and order numbers up to 1000: Students should be able to identify whether numbers are greater than, less than or equal to each
Fiction – OPENINGS AND ENDINGS Text: A mouse called Julian	other using the symbols <, > and =. 4. Read and write numbers up to 1000 in numerals and in words : Ability to
Tool kit	fluently convert between numerical and word form for three-digit
Previous	numbers.
•Use 'place' starters e.g., in a distant land. Far, far away. On the other side of the mountain.	5. Find 10 or 100 more or less than a given number : This includes understanding how the digits in a number change when adding or
•Use 'time' starters e.g., Long ago, Many moons ago.	subtracting multiples of 10 or 100.
•End by stating how the character has changed or what has been learnt e.g. He would	Addition and Subtraction
never steal again Or take your characters home Y3/4	 Add and subtract numbers mentally, including: a three-digit number and ones
•Use time and weather starters together plus who, what, when where e.g. Late one night, snow fell river was full of fish	 a three-digit number and tens a three-digit number and hundreds
 Start with the name of your character and an action E.g. Bill stared out of the window Think about how the character feels. E.g. bossy. Show this at the start E.g. Bill glared at his teacher Previous elements of toolkits that is featured Commas in a list Conjunctions 	 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction: Pupils should be proficient in setting out and solving calculations accurately using these methods.
Courage Resilience	Honesty Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





 •Two adjectives with a comma WHOLE CLASS READING – The owl who was afraid of the dark Whole Class reading schedule: Lesson 1: 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text Lesson 2: 'Just read' Students will engage in independent reading of the assigned passages Lesson 3: 'Close Read' students will develop a deeper comprehension of the text's theme and characters. Lesson 4: 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels. Lesson 5: 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults. 	 Estimate the answer to a calculation and use inverse operations to check answers: Students should be able to make reasonable estimates to calculations and use the inverse operation to confirm the accuracy of their results. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction: This requires applying their skills to solve a range of problems that may involve more than one step and selecting the appropriate operations and methods.
RE	PSHE
 CORE: Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God. 	 Get Heartsmart and the St Nicholas Way The St Nicholas Way: it's who we are Batteries Looking at ways we can be positive (kind) and negative (unkind) to one another Inside Out: Recalling memories and associating a feeling with them Guard your Heart Thinking about things we need to guard our hearts from My squad Listing the people in our lives we are grateful for Guess Who? Who we are grateful for in our class and why
Courage Resilience	Honesty Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"











	TSC - Being an Athlete (Athletics) Pupils will be taught to: use running (long & short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will continue to develop technique across all athletics disciplines in an attempt to achieve personal best scores/ times/ distances. Fundamental Movement Skills addressed: Locomotor- Running, Walking, Hopping, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting
	Object Control- Control, Throwing
French	Computing
Unit 1- Bonjour bonjour, s'il vous plaît, simple commands Unit 2- Je m'appelle Sophie au revoir, asking and saying your name, asking and saying how you're feeling	 Computing Systems and Networks – Connecting Computers To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network
Connected C	urriculum
Substantive Knowledge	Ce Disciplingry Knowledge
Electrical Amenities Appliances in a Luxury Hotel Room: Television: Runs on electricity for entertainment. Fridge: Runs on electricity to keep drinks and food cold. Air Conditioning: Runs on electricity to control the room temperature. Appliances Useful for Camping:	Identifying Electricity-Run Appliances: Discussing the purpose of appliances in a luxury hotel room. Understanding the need for electricity to power certain appliances. Comparing Camping Appliances: Exploring how camping appliances differ from those in a hotel room. Recognising the adaptability of appliances for outdoor use. Understanding circuits:

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Torch: Useful for lighting in the dark, can be battery-powered.	A circuit is a closed loop or pathway through which electricity can flow.
Portable Stove: Used for cooking outdoors, can be fuelled by gas.	Predicting outcomes:
Solar-powered Charger: Charges devices using sunlight.	Observing the components in a circuit can help predict whether a lamp will light up.
Endpoints	Conducting experiments:
 Differentiate between appliances that run on electricity and those that do not. Compare and contrast amenities in a luxury hotel room with camping 	Testing the circuits with different setups to validate predictions.
appliances.	Understanding circuits:
3. Create a camping catalogue displaying adapted camping appliances with	A circuit is a complete loop through which electricity can flow.
details.	Components of a circuit include a power source (battery), conductive materials
	(wires), and output devices (lamps).
lights	Components of a circuit:
	Power source: Provides electrical energy (e.g., battery).
Circuit Terminology:	Input device: Switches the circuit on and off.
Circuit: A closed loop through which an electrical current flow.	Output device: Converts electrical energy into light (e.g., lamp).
Conductor: A material that allows electricity to flow through it easily.	Circuit design: Planning the layout of components in a circuit diagram
Insulator: A material that does not allow electricity to flow through it.	Positioning lamps in the model to ensure even illumination.
Switch: A device used to open or close a circuit.	Including a switch for easy access to control the circuit.
Describing Circuits:	Safety measures:
Closed Circuit: When there is a complete path for the current to flow, and the lamp	Ensuring wires are insulated and not frayed.
lights up.	Supervising the use of batteries and electrical components.
Open Circuit: When there is a break in the path and the lamp does not light up	Reporting any defective equipment to the teacher.
open circuit. When there is a break in the path, and the famp does not light up.	Prodicting Conductivity
Connecting in Series: When components are connected one after the other in a circuit.	Refere testing, students will predict whether a household item will conduct
Connecting in Parallel: When components have separate branches in a circuit.	electricity based on their understanding of conductors and insulators
	Recording and Grouping:
Endpoints	Students will record their results in a table, categorising items as 'conductors' or
 Identify components in a simple circuit (lamp, battery, wires). Predict which circuit will light a lamp. 	'insulators' based on their performance in completing the circuit. Discussion:





- 3. Explain the flow of electricity in a circuit.
- 4. Use correct terminology to describe components and processes in a circuit.

Illuminated Models

Understanding Electricity:

Electricity is a form of energy that powers lights and appliances.

Electricity flows in a circuit, which is a closed loop made up of wires, a power source (battery), and a load (lamp).

Components of a Circuit:

Battery: Provides the energy for the circuit to work.

Lamp: Emits light when electricity passes through.

Switch: Controls the flow of electricity by opening or closing the circuit.

Endpoints

- 1. Create a detailed design plan for the illuminated model including labelled circuit diagrams.
- 2. Construct the physical model of the chosen US icon using appropriate materials.
- 3. Incorporate inner circuits into the model, positioning lamps strategically.
- 4. Add an accessible switch to control the lighting within the model.
- 5. Demonstrate an understanding of basic electrical circuit concepts in the context of the project.

Conductors and Insulators

Electrical Conductor:

An electrical conductor is a material that allows electricity to flow through it easily. Examples of electrical conductors include metals like copper, aluminium, and gold. **Electrical Insulator:** Students will discuss the similarities and differences between items that act as conductors and insulators, drawing conclusions from their experiments.

- Central Park Luxury Hotels
- Appliances Direct
- Go Outdoors
- BBC Bitesize Simple Circuits
- Science Museum Electricity and Circuits
- BBC Bitesize How Electricity Works
- Science Kids Electrical Circuits
- National Geographic Kids US Landmarks
- BBC Bitesize Conductors and Insulators
- Science Kids Electricity Conductors and Insulators





An electrical insulator is a material that does not allow electricity to flow through it easily.	
, Examples of electrical insulators include rubber, plastic, and glass.	
Completing the Circuit:	
To complete a circuit, you need to connect a source of electricity (e.g., a battery) with an electrical conductor to allow the flow of electricity and produce light in an LED lamp.	
Endpoint	
 Confidently differentiate between electrical conductors and insulators using household items. 	
2. Develop critical thinking skills by predicting and testing the conductivity of various materials	
Coograph	
Substantive Knowledge	Disciplinary Knowledge
Visiting the US States	Geography Skills
New York (Iroquois) - NY	Identifying US states and their abbreviations.
Minnesota (Sioux) - MN	Recognizing Native American tribes associated with different states.
	Reading and interpreting maps to locate specific states.
North Dakota (Cree) - ND	Collaborating with peers to complete the mapping activity.
Washington (Chinook) - WA	Map Skills
Idaho (Nez Perces) - ID	Understanding and reading a world map, globe, or satellite map.
California (Chumash) - CA	Identifying the position of the United States in relation to the equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn.
Arizona (Navajo) - AZ	Understanding the concept of latitude and longitude.
Colorado (Ute) - CO	
Nebraska (Cheyenne) - NE	Landforms: Understanding how natural features like rivers, mountains, canyons,
Texas (Kiowa) - TX	and geysers are formed through processes like erosion and tectonic activities.
	fortures for activities like transport tourism and recreational purposes
	Comparative Analysis: Comparing the characteristics of different landmarks in
Florida (Calusa) - FL	terms of location formation and usage
Tennessee (Cherokee) - TN	torne on ooddor, formation, and dodgo.





Virginia (Powhatan) - VA

Endpoints

- 1. Identify and locate 14 US states and their abbreviations.
- 2. Learn about the Native American tribes associated with each state.
- 3. Practice teamwork and collaboration by working in pairs to find all markers.
- 4. Develop mapping skills by plotting the states on a digital map in numerical order.

Locating the US

The United States on a World Map

The United States is located in North America.

It lies in the Northern Hemisphere.

The Tropic of Cancer passes through the southern part of the country.

The Tropic of Capricorn does not intersect with any part of the United States.

Identifying the States and Capitals

The United States comprises 50 states.

Each state has its own capital city.

End Points

- 1. Students will be able to locate the United States on a world map.
- 2. Students will be able to explain the positioning of the US in relation to the equator, Northern Hemisphere, Southern Hemisphere, and Tropics of Cancer and Capricorn.

Courage

Fabulous Physical Features

Mississippi River

Location: Flows through multiple states from Minnesota to Louisiana

Formation: Formed by multiple tributaries joining together

Usage: Transportation route, water supply, recreation

Geographical Skills:

Using online sources to find maps and data about the traditional lands of the Iroquois tribes.

Drawing a sketch map to illustrate where the Iroquois tribes lived and the surrounding environment.

Environmental Understanding:

Understanding how the local environment supported the lifestyle of the tribes. Exploring how the Iroquois adapted to the environment to meet their needs.

- National Geographic Kids United States Facts
- Ducksters US States for Kids
- BBC Bitesize Geography
- National Geographic Kids USA Facts
- Ducksters United States Geography for Kids
- <u>KidsGeo.com USA Geography</u>
- <u>National Geographic Kids United States Landmarks</u>
- BBC Bitesize Geography Landforms and Landscapes
- US National Park Service Learn about Parks
- <u>Geological Society How are Landforms Formed?</u>
- Yellowstone National Park Geothermal Features

Kindness

- National Geographic Kids Iroquois
- DK Find Out Iroquois Facts

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Honesty

Resilience





Rocky Mountains

Location: Stretch from Canada to New Mexico Formation: Folded and faulted due to tectonic plate movements Usage: Hiking, skiing, tourism

Grand Canyon

Location: Arizona Formation: Carved by the Colorado River over millions of years Usage: Tourist destination, hiking, camping

Old Faithful Geyser

Location: Wyoming, Yellowstone National Park Formation: Result of geothermal activity and underground water Usage: Tourist attraction, natural wonder

Endpoints

- 1. Identify and describe key physical features of the United States
- 2. Explain how natural landmarks are formed through geological processes
- 3. Understand the importance of these landmarks for the environment and human activities

Location, Location

Location of the Iroquois Tribes: The Iroquois tribes, also known as the Haudenosaunee, were Native American tribes living in the north-eastern part of the United States, primarily in present-day upstate New York.

Environmental Features: The Iroquois lived in forested areas alongside rivers and lakes, which provided crucial resources for their survival.

Endpoints:





1. Identify the geographical area where the Iroquois tribes lived.	
2. Explain how the local environment supported the lifestyle of the Iroquois tribes.	
3. Analyse how access to woodlands and rivers provided shelter, food, and	
transport for the Iroquois.	
Art	
Substantive Knowledge	Disciplinary Knowledge
Dreamcatchers	Artistic Techniques
Dreamcatchers: Dreamcatchers are a Native American craft item. They are usually	Students will learn how to wrap a hoop with thread.
handmade and believed to protect the sleeper from bad dreams.	Students will practice creating intricate patterns within the hoop using weaving
Origins: Dreamcatchers originate from the Oilbwe people. They consist of a woven net	techniques.
or web with beads and feathers banging from the bottom	Cultural Understanding
	Students will explore the cultural significance of dreamcatchers in Native
Materials: Dreamcatchers are traditionally made with a ring (usually made of willow),	American traditions.
sinew or natural cora, and various aecorations like featners and beads.	They will appreciate the craftsmanship and attention to detail required to
Endpoints	make a traditional dreamcatcher.
1. Explain the purpose of a dreamcatcher.	Creativity and Expression
2. Identify the materials and design elements traditionally used in	Students will have the opportunity to personalize their dreamcatchers by
dreamcatchers.	choosing different colours, beads, and feathers.
3. Demonstrate the ability to create a basic dreamcatcher following the	They will express their creativity through the design and decoration process.
traditional technique.	
4. Appreciate the cultural significance of dreamcatchers in Native American	
culture.	Colour: Different tribes use distinct colour palettes in their weaving, often
	symbolic of elements like nature, seasons, and ceremonies.
Weaving	American weaving with each symbolicing apositic magnings or stories
What is Native American Weaving?	Toxture: Weaving techniques create different textures in the final pieces adding
Native American weaving is a traditional craft that involves creating textiles, baskets.	depth and interest to the designs
and other items using natural materials like plant fibres and animal fur.	Cultural Significance
	Tradition: Native American weaving has been passed down through
	apperations preserving cultural practices and stories
What is Native American Weaving? Native American weaving is a traditional craft that involves creating textiles, baskets, and other items using natural materials like plant fibres and animal fur.	Texture: Weaving techniques create different textures in the final pieces, adding depth and interest to the designs. Cultural Significance
	generations, preserving cultural practices and stories.





Indigenous tribes in North America have a rich history of weaving, with each tribe having unique patterns and techniques that reflect their cultural heritage. Materials Used in Native American Weaving Common materials include: Plant Fibres: Such as yucca, hemp, and cotton. Animal Fur/Feathers: Including buffalo hair and turkey feathers. Natural Dyes: Made from plants, berries, and minerals. Techniques in Native American Weaving Loom Weaving: Using a wooden frame to create patterns and designs. Twining: Interlacing fibres to create a tight weave. Feather work: Incorporating feathers into the weaving for decoration. Endpoints 1. Identify different materials used in Native American weaving. 2. Understand basic weaving techniques such as loom weaving and twining.	Identity: Designs and patterns in weaving often reflect tribal identity and heritage, connecting weavers to their roots and ancestors. Community: Weaving is a communal activity in many tribes, fostering unity and teamwork among members. • Dreamcatcher History and Folklore • How to Make a Dreamcatcher Tutorial • Smithsonian National Museum of the American Indian • Native American Technology and Art • Native American Heritage Association
Design and Tec	hnology
Substantive Knowledge	Disciplinary Knowledge
Traditional Dish	Design Process:
What is Macaroni Cheese? Macaroni cheese is a popular dish in the United States made with macaroni pasta and a creamy cheese sauce. Ingredients for Macaroni Cheese: Macaroni pasta Cheese (such as cheddar) Milk	Planning the cooking process Evaluating the taste test results Cooking Skills: Measuring ingredients accurately Following step-by-step instructions Working collaboratively in groups Evaluation: Tasting and comparing different versions of macaroni cheese Discussing personal preferences





Butter	Reflecting on the success of their cooking
Flour	
Optional: breadcrumbs for topping	
Kitchen Safety	BBC Good Food - Macaroni Cheese Recipe
Always have adult supervision when using the oven or stove.	Cooking with Kids - Macaroni Cheese Recipe
Wash hands before handling food.	• Jamie Oliver - Mac 'n' Cheese Recipe
Be careful when working with hot surfaces and equipment.	
Taste Testing	
Evaluate the taste, texture, and appearance of different versions of macaroni cheese.	
Record preferences and reasons for liking/disliking each dish.	
Endpoints:	
1. Identify and gather the necessary ingredients and equipment to make	
macaroni cheese.	
Demonstrate the ability to follow a recipe and cooking instructions	
independently or in groups.	
3. Compare different variations of macaroni cheese and evaluate their own	
cooking skills and preferences.	
History	
Substantive Knowledge	Disciplinary Knowledge
Iroquois Tribe	Comparing Historical Perspectives
Timeline of Events and Concepts:	Compare the views expressed in Chief Seattle's speech with contemporary and
Pre-Contact: The Iroquois people lived in harmony with nature, practising farming and	traditional Iroquois beliefs about land and community.
hunting.	Recognise differences and similarities between the Iroquois and Chief Seattle's
	tribe's responses to European influences.





Formation of Confederacy: Around 1450, the Iroquois formed a confederacy known as the Haudenosaunee, consisting of five tribes - Mohawk, Oneida, Onondaga, Cayuga, and Seneca.

Beaver Wars: In the 17th century, the Iroquois engaged in conflicts with other Native American tribes and European settlers to control the fur trade.

American Revolution: The Iroquois Confederacy split during the American Revolution, with some tribes supporting the British and others the American colonists.

Interesting Facts:

The Iroquois Confederacy's Great Law of Peace served as a model for the United States Constitution.

The Iroquois were skilled agriculturalists, growing crops like corn, beans, and squash.

Women played a significant role in Iroquois society, with descent and property passing through the maternal line.

Endpoints

By the end of this topic, students should:

- 1. Identify the location of the Iroquois tribe on a map.
- 2. Explain the significance of the longhouse in Iroquois culture.
- 3. Describe the structure of the Iroquois Confederacy and its member tribes.
- 4. Recognise key vocabulary related to the Iroquois tribe and their way of life.
- 5. Compare and contrast the traditional lifestyle of the Iroquois people with modern day living.

Chief Seattle's Speech

Timeline of Events and Concepts:

1790s - Chief Seattle is born in the Puget Sound area of Washington state.

1850s - Settlers begin arriving in the Pacific Northwest resulting in conflicts over land and resources.

1854 - Chief Seattle delivers a famous speech in response to a proposal from the U.S. government to purchase Native American land.

- The National Museum of the American Indian
- Kanatsiohareke Mohawk Community
- First People The Iroquois Indians
- National Geographic Kids Chief Seattle
- BBC Bitesize Native Americans
- The Seattle Times Chief Seattle Letter

CourageResilienceHonestyKindnessMatthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"





1866 - Chief Seattle passes away, leaving a legacy of environmental advocacy and wisdom. Interesting Facts

Chief Seattle's speech is renowned for its poignant reflections on the environment, respect for nature, and sustainability.

Though Chief Seattle's original speech was delivered in the Lushootseed language, the version commonly known today has been translated and adapted over time.

The speech is often cited as a powerful message advocating for the preservation of the natural world and respect for all living beings.

Endpoints

By the end of this topic, students should know:

- 1. Who Chief Seattle was and his significance as a Native American leader.
- 2. The key themes in Chief Seattle's speech, including environmental stewardship and respect for nature.
- 3. The historical context surrounding Chief Seattle's speech, particularly in relation to settler-Native American interactions.

The legacy of Chief Seattle and how his words continue to resonate in discussions on sustainability and conservation efforts.