

Key Focus areas

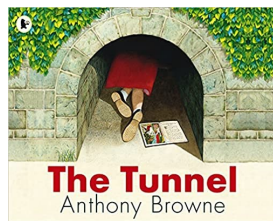
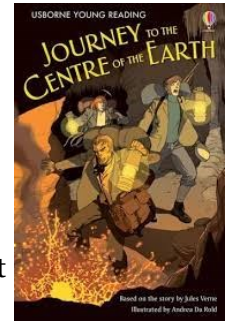
Australia Rocks and Soils Adventure stories (including Jules Verne classics)
 Pioneers in late 18th and 19th century Sun, Moon and Stars Folk music

Challenge 1: What would happen if we journeyed to the centre of the Earth?

English: Journey to the Centre of the Earth (core text for development of reading skills and short written tasks.) Structure of adventure stories . Non-chronological texts (linked to geography and science.) Phrases, clauses and sentences.

Geography / Science: structure of the Earth (layers and materials, temperature.) What soil is made from, fossilisation, formation of caves, types of rock. Volcanoes.

Science: the sun as our ultimate energy source. Why life under the earth would be difficult without the sun. Plants as producers. Photosynthesis. Consumers. Energy / food chains.



English / PSHE: The Tunnel story.

English / French: Le Tunnel (bilingual story about a tunnel to France)

History / DT / science: tunnels. Who use them, reasons for construction of tunnels to make them strong and safe, design a tunnel. Stories of tunnels from history.

Challenge 2: What's it like down under?

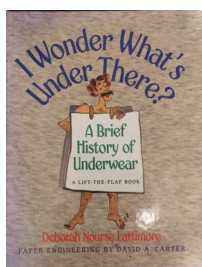
English: Australia—A Convict Girl's Diary. Extracts. Diary Writing.

History: James Cook. The impact of British colonization on the native people of Australia. Transport of convicts to Australia / Botany Bay

Geography: natural locations of Australia, Great Barrier Reef (link with under the sea) climate

Music: bush ballads e.g. Waltzing Matilda
 Kenny the Kangaroo song Songs in rounds: Kookaburra
 listen to and explore musical instruments: didgeridoo

DT/STEM: aerodynamics and boomerangs (balanced / unbalanced forces and air resistance against body vs leading edge, modifications to the wing.)



Art: indigenous Australian artists and art. Types of art e.g. body art, rock painting, dot painting, symbols in the sand.) Aboriginal art symbols.

History: history of underwear around the world

Science: mammals, marsupials, life cycles over kangaroo, koala etc.

Challenge 3: What might we find in an underwater tour of the world?

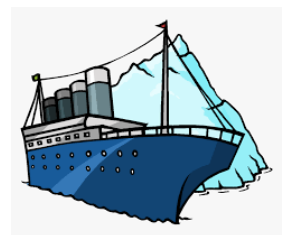
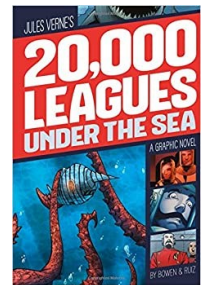
English: 20,000 Leagues under the Sea (extracts from classic start and graphic novel versions)

History and English : famous shipwrecks e.g. The Titanic. Diary writing.

Geography: Our oceans (definitions of ocean and sea, identify oceans in relation to countries and continents. Characteristics of oceans. Uses of oceans (food, fuel, transport.)

Music: folk music—sea shanties as work songs of 19th Century e.g. Blow the Man Down, South Australia (link to work on Australia)

Science: Identify and classify different sea animals by groups: vertebrates, invertebrates mammals, crustaceans, molluscs, amphibians and reptiles.



Challenge 4: Would you have wanted to pan for gold?

History: America in the 1800s. The Wild West, Pioneers and the Gold Rush, 49ers. Gold rush in Australia (link with challenge 2)

English: Stories of Young Pioneers in their own words.

Music: folk music from 1800s e.g. Darling Clementine



Challenge 5: What happens when Moley comes from underground?

English and drama: Wind in the Willows. Focus on a Play version. Acting out scenes in class.

Science: the digestive system (linked to the picnic scene)

SMSC / citizenship / social responsibility: justice system and court trials (linked to the trial of toad)

Theatre visit: Wind in the Willows



Challenge 6? What can we see when we look up?

English: Up (graphic novel)

Science: sun, moon and stars. The moon and tides, history of the moon, exploring the moon, moon maps. Our sun, day and night. A star's life, constellations, star charts. How we see into space: telescopes.

Northern and Southern hemispheres. Does the night sky look different in the southern hemisphere?

The role of birds in our ecosystem

Art: constellation art. The southern lights (pastels)

Geography: famous landmarks high in the sky



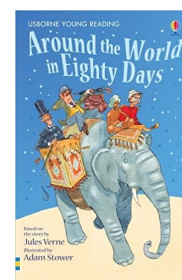
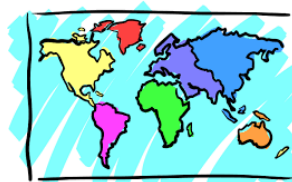
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Challenge 7: Could you get around the world in 80 days?

English: Around the World in 80 Days

Geography: World map. Possibilities for transport

R.E.: Special places and journeys. Pilgrimages.



Discretely taught subjects:

PSHCE: Adapting to our new team. Power of words. When to think and when to say. Expressing opinions appropriately. Respectful and disrespectful behaviours. Compromise and collaboration.

PE: sessions will continue in the village hall, in the playground or on the Grange (usually on Wednesdays)

German, Spanish, music and DT: There will be some elements of discrete teaching in these subjects throughout the term.

These are broad areas and possible curriculum objectives, which will be developed in more detail according to pupil interests.