

TOPIC OVERVIEW: Who do you think you are? Are you an extrovert or an introvert, a singleton, a twin or even a triplet? Let's discover what makes you. From your fingerprints and footprints, to your genes and DNA, everything is unique to you. So why do you look like Mum or Dad, or even Auntie Rose? Explore the world of human identity and how our unique features can be used to tell us apart from others or help to solve a crime. Write reports, adverts and poems on the theme of identity and express your opinions, views and beliefs. Do you like the same things as others, or are your tastes uniquely yours? Then, it's time for some detective work. In the case of the stolen handbag, use your knowledge and skills to solve the crime and identify the culprit. And remember to love being you. Why? Because there's only one you. You're one of a kind.

Introduction to topic: Create foot and handprints. Record and examine our fingerprints.

GEOGRAPHY

LEARNING OBJECTIVES:

Locational knowledge:

- Locate world's countries, concentrating on their environmental regions
- Locate world countries, use maps to focus on North and South America, its countries and major cities

Place Knowledge:

- Understand similarities and differences between the UK and a region of Europe

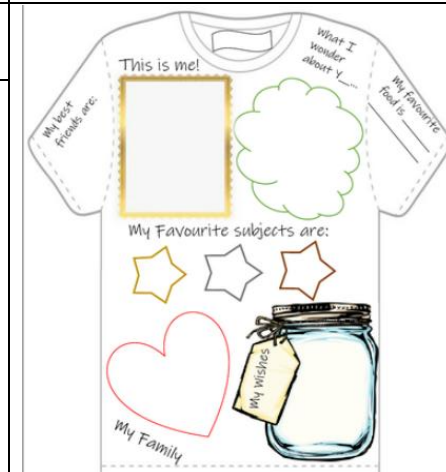
Human geography:

- Use maps, atlases and globes to locate countries and described features

Lesson objectives:	Lesson overview and class activities	Possible resource
GEOGRAPHY Session 1: Objective • Use maps, atlases and globes to locate countries and described features	WALT: Identify geographical features in where we live	
	Information: Use different types of maps to investigate the local area and where we come from Discuss where all members of the class live. Show the local area on Google maps. Children to locate key landmarks in the local area, record their location and details about them. Answer questions about the local area.	
GEOGRAPHY Session 2: Objective • Use maps, atlases and globes to locate countries and described features	WALT: Use maps to record the local area	
	Information: Explore the UK in terms of its regions, geography and topography. Create a detailed and labelled paper mache model of the UK. Draw a map and key of the local area	
GEOGRAPHY Session 3: Objective • Locate world's countries, concentrating on their environmental regions	WALT: Identify a range of different environments and their conditions	
	Information: Examine different world environments and climates, discussing their conditions and the animals and plants that are found in each. Discuss, as a group, their individual preferences for places to spend time anywhere in the world. Explain why they would like to be in their chosen place and what they would enjoy seeing and doing there. Sort a selection of countries in to the different types of environments. Label a map to show the different climates and describe each environment.	

GEOGRAPHY Session 4: Objective - Understand similarities and differences between the UK and a region of Europe - Use maps, atlases and globes to locate countries and described features	WALT: Compare and contrast different geographical locations Information: Explore the geographical features of Andalusia and the UK. Sort statements about these things into Uk, Andalusia or both. Locate these places on a map, record and answer questions about each.	
GEOGRAPHY Session 5: Objective Locate world countries, use maps to focus on North and South America, its countries and major cities	WALT: Compare ways of life in different countries Information: Examine and compare life in three different countries. Record facts to compare the countries. Look at the condition found in each and select items needed to pack in a bag to live in each.	
HISTORY		
LEARNING OBJECTIVES: - Chronology: Create timelines across and within historical time periods - Historical concepts: Ask historical questions about characteristics, links and evidence		
HISTORY Session:1 Objective Chronology: Create timelines across and within historical time periods	WALT: Record historical events in chronological order Information: Identify and discuss key events in our lives. Look at events from the stone age to modern day. Create a hanging peg line of key events. Create a timeline of key events in our own lives.	
HISTORY Session:2 Objective Historical concepts: Ask historical questions about characteristics, links and evidence	WALT: Ask historical questions and link to evidence Information: Look at how historians ask different types of questions about different sorts of evidence to explore and learn about the past. Sort historical statements in these different types of questions, deciding if they are characteristics, links or evidence. Select a famous historical person to investigate and ask these types of questions about.	
HISTORY Session:3 Objective - Chronology: Create timelines across and within historical time periods - Historical concepts: Ask historical questions about characteristics, links and evidence	WALT: Ask historical questions to create a family tree Information: Discuss what a family tree is and what is included. Show examples and have the children arrange them. Create a family tree for our own families. Think about learning about our families' lives, what would help us to do that? Sort clue cards into: tells us a LOT, tells us a LITTLE, tells us NOTHING. Explain why.	

ART & DT

ART & DT		
LEARNING OBJECTIVES: ART To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		
DT - Design: Generated, develop and model to communicate own design ideas - Make: Use a wide range of tools for cutting, shaping, joining and finishing - Make: Use a wide range of materials according to their function		
Lesson objectives:	Lesson overview and class activities	Possible resource
DT Session 1: Objective Use a wide range of tools for cutting, shaping, joining and finishing	WALT: Use a range of tools and techniques to create a self-portrait from clay	
	Information: Develop techniques to create different shapes and textures with clay in order to produce a self-portrait Investigate different techniques that can used with clay in order to create different effects	
DT Session 2: Objective - Design: Generated, develop and model to communicate own design ideas - Make: Use a wide range of tools for cutting, shaping, joining and finishing	WALT: Develop and create our own design ideas	
	Information: Discuss how we can show our personalities through design Design and make a t-shirt that represents us.	
DT Session 3: Objective - Design: Generated, develop and model to communicate own design ideas - Make: Use a wide range of materials according to their function	WALT: Develop a design to appeal to others	
	Information: Stimulate children's creative thinking with questions about the colours and patterns that they like around them. Encourage them to think about their styles and tastes to reflect their personalities. Make a mood board that captures who we are.	
Art Session 1: Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	WALT: Develop our artistic techniques to create a self-portrait	
	Information: Create a mixed digital and traditional self-portrait, developing their understanding of the different elements of art. Take a portrait photograph of each child and cut in half. Children will then create the other half, using a range of techniques and materials.	
Art Session 2: Objective	WALT: Recognise the techniques of famous artists and replicate them	

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Information: Investigate the work of Picasso and his use of abstract representation. Create a piece of art that uses the techniques discussed that represents themselves	
Art Session 3: Objective To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	WALT: Investigate modern pieces of art based on the techniques and materials used	
	Information: Investigate the work and style of Andy Warhol First replicate the style of Andy Warhol and then use his techniques to produce a modern self-portrait.	