





CYCLE B






Age Phase

Why Are We Learning This Topic? (Essential questions will be shared via Wonder Walls)




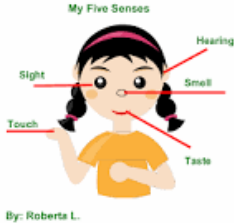

Humanities AOL

<p>We are War</p> 	<p>5/6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the changes within society as a result of the outbreak of war.</li> <li>ii) Research the impact that WW2 had upon the world and the changes made to our society.</li> <li>iii) To investigate how the changes in technology have impacted on war</li> <li>(iv) Understand the impact of war on children and families.</li> </ul>
<p>Rambling Romans</p> 	<p>3 /4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the lives of people in early advanced civilisations, ie Roman society e.g. gladiators, soldiers, emperors</li> <li>ii) Research life in Welsh Roman times by visiting Caerleon (amphitheatre - entertainment, Roman Baths - Leisure)</li> <li>iii) Explore the expansion of the Roman Empire nationally and locally in Wales and UK- what did the Romans teach us?</li> <li>iv) Understand the role of gods in Roman culture</li> </ul>
<p>Fairy Tales</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Develop communication skills to retell familiar traditional stories such as fairy tales, eg - <i>The Gingerbread Man, Little Red Riding Hood.</i></li> <li>ii) Identify the structure of traditional fairy tales, 'stories with a meaning or consequence'- Ethical problems</li> <li>iii )Develop understanding of traditional stories language, such as - <i>Once upon a time.</i></li> <li>iv) Explore how technology enhances our experiences of familiar traditional stories such as fairy tales.</li> </ul>
<p>Jurassic Journey</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i] Explore the passing of time</li> <li>ii} Explore how the world has changed since the times of the Dinosaurs</li> <li>iii} Investigate different types of dinosaurs and their features - Using simple classification e.g Herbivore/carnivore</li> </ul>






Science & Technology AOL

<p>Into The future</p>  <p>diff</p>	<p>5/6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore how technology has developed over time.</li> <li>ii) Identify the needs of the population and what technology is needed to meet these.</li> <li>iii) Prepare themselves for their future - the changing world they will be a part of.</li> <li>iv) Advantages and Disadvantages of changing technology - AI.</li> </ul>
<p>Magic &amp; Mayhem</p> 	<p>5/6</p>	<p>Pupils will be given the opportunity to</p> <ul style="list-style-type: none"> <li>i) Explore how different potions influence our lives (drugs) → harmful and useful -Ethical debate</li> <li>ii) Explore the process to create, make and advertise a product → enterprise week</li> <li>iii) Investigate the ethical elements of multi-billion pound companies (i.e Coca-Cola, Apple)</li> </ul>
<p>Creatures Great &amp; Small</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) explore the local pond habitat - animals and plants that live there.</li> <li>ii) research life cycles of animals that live in the local area</li> <li>iii) investigate how animals/plants survive in the pond habitat through food chains</li> <li>iv) understand why animals live in habitats by researching food, adaptations, lifecycle, predators</li> </ul>
<p>Petting Zoo</p> 	<p>1/2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore zoologists such as <i>Charles Darwin</i>.</li> <li>ii) Investigate our animal world.</li> <li>iii) Investigate and explore the structure of a farm - habitats, farmers roles.</li> </ul>
<p>Bottom of The Garden</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i] Exploring the life cycle of an animal, eg Caterpillar</li> <li>ii} Investigate how things grow, eg how do seeds grow and what plants need</li> <li>iii} Investigate different types of Minibeasts looking at their features and habitats</li> </ul>






**Health & Wellbeing AOL**

<p>Medical Marvels</p> 	<p>5 /6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore how the human body works.</li> <li>ii) Explore the history of medicine and how it has evolved.</li> <li>iii) How technology impacts upon medical advances.</li> </ul>
<p>Sports Superstars</p> 	<p>5 /6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the importance of exercise and diet in our everyday lives</li> <li>ii) Research the importance of teamwork.</li> <li>iii) Explore the intrinsic and extrinsic elements of sports.</li> <li>iv) Research/investigate past and present sports stars, eg as role models and their responsibilities</li> </ul>
<p>Alert Stop Danger</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand the process of erosion</li> <li>ii) Explore how different rock types are eroded</li> <li>iii) Research how erosion creates features of the coastline</li> <li>iv) Investigate how erosion effects flooding on 2 contrasting localities e.g. Cardiff and Brazil</li> </ul>
<p>Who am I?</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand a family tree.</li> <li>ii) Understand how we grow from a baby to an adult.</li> <li>iii) Compare and contrast how homes have developed over time.</li> <li>iv) Compare and contrast how toys have changed over time enhanced by technology.</li> </ul>
<p>Myself</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i} Explore how they have changed since they were born</li> <li>ii} Talk about and recognise who is in their family</li> <li>iii} Investigate the Human body e.g labelling body parts, Skeletons</li> <li>iiii) Recognising what we need to be healthy e.g healthy food</li> </ul>

**Expressive Arts AOL**

<p>Creative Crafters</p> 	<p>3 /4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore different materials - man made v natural</li> <li>ii) Research materials used in sportswear</li> <li>iii) Understand why and how sportswear/equipment is used for different sports</li> <li>iv) Understand how to advertise sportswear/equipment drawing on knowledge of point iii</li> </ul>
<p>Lets Fly a Kite</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Research the history and progression of flight</li> <li>ii) Understand how gravity acts on flying objects</li> <li>iii) Research famous people in the history of flight (Local connection - Ernest Willows. History of Women - Amelia Earhart)</li> <li>iv) Explore materials to create their own kite drawing on knowledge of gravity</li> </ul>
<p>Flash</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand different sources of light.</li> <li>ii) Explore how light sources have changed over time.</li> <li>iii) Investigate how simple circuits are made.</li> </ul>
<p>Splish Splash</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i} Explore ways to stay safe around water</li> <li>ii} Recognise seasons and weather</li> <li>iii} Investigate and sort waterproof materials</li> </ul>
<p>Mucky Messy</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i} Investigate colours and colour mixing</li> <li>ii} Begin to recognise how light travels through different materials</li> <li>iii} Create a potion using suitable materials - Recognise that different things can and can't be mixed together</li> </ul>

**Sustainability**

<p>Into the Woods</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the range of wildlife found in our local woodlands e.g. habitat, diet</li> <li>ii) research information about Andy Goldsworthy's artwork e.g. sculptures made of ice, leaves, rocks</li> <li>iii) research life cycles of animals that live in the local area</li> <li>iv) investigate how animals survive in the woodlands through food chain</li> <li>v) understand why it is important to protect the woodland habitat ( link to sustainability)</li> </ul>
<p>Woodland Adventure</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the range of wildlife found in our local woodland, eg: <i>woodlice, slugs</i></li> <li>ii) Investigate the importance of a habitat.</li> <li>iii) Understand what wildlife needs to survive.</li> </ul>
<p>What's in Here?</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i] Children to investigate their local area by looking at maps and identify key features of a familiar environment</li> <li>ii] Create simple maps using positional language</li> <li>ii} Investigate animals that live underground</li> </ul>
<p>Diversity &amp; Identity</p>		
<p>Wonderful Wales</p> 	<p>5 /6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Investigate and celebrate the culture and our heritage of Wales</li> <li>ii) To explore the impact of Welsh history upon the world, e.g. mining</li> <li>iii) To compare the lives of children in Wales to children in other places</li> </ul>
<p>Africa Adventure</p> 	<p>1 /2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Compare and contrast localities.</li> <li>ii) Explore where countries sit in our world.</li> <li>iii) Understand how different countries have different climates.</li> <li>iv) Begin to understand time zones around the world.</li> </ul>
<p>Marquess of Bute- Man who made Millions (Cynefin)</p>	<p>EY</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Recognise Castell Coch as an important historical local landmark.</li> <li>ii) compare and contrast how life has changed from the past</li> </ul>



1 /2	Pupils will be given the opportunity to;	<ul style="list-style-type: none"> <li>i) Explore art and local artists in Cardiff.</li> <li>ii) Explore how our local area can come together as a city -eg looking at events in Bute Park.</li> <li>iii) Explore the importance of the Bute family and what their significance is for Cardiff.</li> </ul>
3 /4		
5 /6		<ul style="list-style-type: none"> <li>i) Research the Marquis of Bute.</li> <li>ii) What his impact and influence was on Cardiff and the wider world.</li> <li>iii) Identify and promote Wales' values, histories and traditions.</li> </ul>

Who Makes The Rules?



EY	Pupils will be given the opportunity to;	<ul style="list-style-type: none"> <li>i) Recognise the school rules</li> <li>ii) Explore why rules are important</li> <li>iii) create simple rules that can be used when playing games</li> </ul>
1 /2	Pupils will be given the opportunity to;	<ul style="list-style-type: none"> <li>i) Understand why we have rules and why they are important in school and in the wider world.</li> <li>ii) Explore who the leader of Wales is and what their role is.</li> <li>iii) Understand why we have a Senedd by having two sides to an argument.</li> </ul>
3 /4	Pupils will be given the opportunity to;	<ul style="list-style-type: none"> <li>i) Local/ National study –Senedd / Local MP - Who makes the rules? – What is democracy ?</li> <li>ii) How do local and national rules affect our lives?</li> </ul>
5 /6	Pupils will be given the opportunity to;	<ul style="list-style-type: none"> <li>i) Understanding of Welsh Parliament and its connection to UK Parliament</li> <li>ii) How the decisions impact the children's lives (e.g. voting at 16/the education system)</li> <li>iii) Democracy - do we live in a democratic country?</li> </ul>