Overview of unit of learning:	Resources:
Purple group will be embarking on a topic themed around Go Wild. We will be looking at how humans interact with their environments around the world and how as humans we can adapt to survive in even the most hostile environments. Our literacy lessons will focus on the text 'The Hunger Games' which follows one girls attempts to survive in a horrific game organised in her dystopian future. Our topic lessons will focus on applying our knowledge in real life situations. The group will have an introduction to map reading and subsequently the required bush craft skills necessary for surviving in the wild. **http://www.abbeyfieldsforestschool.co.uk** **http://www.outdoor-learn.com/forest-school**	Ipads – Internet Paper copies of Hunger Games Digital version of Hunger Games Compasses OS maps
	Key Vocabulary: Compass Direction Survival Threat Map Orienteering Dystopia

Topic	English	Maths
Go Wild **Map reading** • Identify features on a map • Identify symbols used on a map • Understand the use of scale • Navigate between two or more points on a map **Wildlife** • Identify animals that inhabit specific environments • Identify the tracks of common animals • Identify common plants and trees **Bushcraft**	**Hunger Games** • Reading for Pleasure; small group reading of the text • Read a variety of fiction and non-fiction texts • Be able to identify key feature of fiction and non-fiction • To be able to discuss in groups the issues arising from the themes of the novel, supporting their arguments with well-chosen evidence selected from the text. • To role play the experiences of characters from within the novel • To write a critical review of the film version of the Hunger Games	Students will continue to follow a scheme of work aimed at improving their understanding of core concepts. Attached are the templates. Foci will include: • Number and decimal place • Fractions • 2D and 3D shapes • Two step math problems

• Learn how to create shelter • Learn how to find water sources and purify the liquid	• To write a short, 'Dystopian' story using the features identified	
Art and Design with AS	**PE with PH**	**Cookery with AH**
	Outdoor adventurous activities • take part in outdoor and adventurous activity challenges both individually and within a team. • develop trust with their partner by completing trust exercises and practice the spotting technique. • plan in pairs, a short loop course for another pair to follow.	
R.E/S.M.S.C with PH	**ICT**	**Educational Visits**
SMSC What are our rights •to understand the difference between wants, needs and rights •about basic human rights •that rights come with responsibilities •that their actions affect themselves and others •why we should care about other people's feelings and to try to see things from their point of view •to qualify or justify what they think after listening to the views of others	**Safer Internet/Use of the internet –** • use technology safely, respectfully and responsibly? • recognise acceptable/unacceptable behaviour? • identify a range of ways to report concerns about content and contact? • Safe use of mobile technology • Online relationships • Keeping data safe Children research internet safety – www.w2tw.co.uk	Plessey Woods for Orienteering x2/3 Bushcraft/forest schools experience National Trust visits to Cragside/Gibside/Wallington Hall

That's not fair! •to recognise what is fair and unfair and the difference between right and wrong •to use drama techniques to explore characters and issues •that their choices of action affect themselves and others •to care about other people's feelings and to try to see things from their point of view •to understand the nature and consequences of racism, teasing, bullying and aggression, and how to respond and ask for help •about human rights issues in the news, in other places and at other times in history **Taking responsibility** •about different kinds of responsibilities at home, at school and in the community, and that these can sometimes conflict with each other •about working together to resolve conflict •to develop skills of participation and responsible action •to reflect on their learning, and to communicate what they have learnt to others	• encouraged to identify and explore what they think a better internet might look like. • enable pupils to recognise that they can play a very active role in making the internet a great, creative and safe place to explore, learn and have fun.	