

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Food, Glorious Food	Meet the Flintstones	Violent Volcanoes	It's all Greek to me.	Passport to the world.	Extreme Survival
Planned visits	Hindu Temple	Hancock Museum	Centre for Life (Rocks workshop)	Great North Museum Groovy Greeks Sunderland Empire Theatre	Garden Centre	
Literacy links	<p>Explanation: Why it is important to eat a balanced diet, different food groups etc.? (Science)</p> <p>Narrative: Children to write a descriptive diary entry in the role of a character. Write a poem describing Oliver's life.</p> <p>Statutory focus: Composition: Plan their writing by</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar <p>Draft and write by</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally Organising paragraphs around theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others writing and suggesting improvements. 	<p>Narrative: To write a letter about everyday life in the Stone Age using historical information.</p> <p>Non-Narrative: To write a set of instructions 'how to make Stig's den'.</p> <p>Explanation: To explain and justify reasons or ranking the best inventions. (Design and Technology)</p> <p>Explain and discuss their understanding of what they have read through debate.</p> <p>Statutory focus: Composition: Autumn 1</p>	<p>Non-Narrative: Children will write newspaper reports about volcanic eruptions and earthquakes as though they are happening. Eye-witness accounts linked to literacy text. (Geography)</p> <p>Reading -Read aloud and understand the meaning of new words they meet.</p> <p>Researching factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD. • (History)</p> <p>Writing – Identify the audience for and purpose of the writing.</p> <p>Statutory focus: Composition: Autumn 1</p>	<p>Non-chronological report: Ancient Greek Culture Identify how the past influences the present.</p> <p>Develop research questions to guide research using different sources of research to find out about Ancient Greece. (History)</p> <p>Researching factual Record summaries of their research and to continue to ask questions to improve their understanding.</p> <p>Research aspects of daily life using primary resources and compare and contrast findings.</p> <p>Use sources of information to make deductions about life in Ancient Greece. (History)</p> <p>Statutory focus: Composition: Autumn 1</p>	<p>Persuasion: Create a leaflet using persuasive language to persuade people to visit a particular country.</p> <p>Narrative: Children write a fictional account of an imagined future transport system. (Geography)</p> <p>Statutory focus: Composition: Autumn 1</p>	<p>Narrative: Children will write stories, fictional diary entries, descriptions and letters.</p> <p>Non-Fiction: Children will create survival guide leaflets, instructions, explanations and reports.</p> <p>Non- Narrative (Explanation) They will begin to explain food chains and describe feeding relationships between plants and animals in a specific habitat. (Science)</p> <p>Statutory focus: Composition: Autumn 1</p>

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Mathematics links	<p>Geometry - Draw 2-D (for magnetic game) Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Number & place value Number Line (Timeline) Recognise place value of each digit in a three number digit. (History)</p> <p>To measure and mark accurately to the nearest mm to create Stone Age carts. (Art and Design)</p>	<p>Geometry - Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. (ICT Scratch)</p>	<p>Place value Number Line (Timeline) Recognise place value of each digit in a three number digit. Measurement Measure and compare mass (kg/g) and volume/capacity (l/ml) when cooking. (DT)</p>	<p>Measurement – Measuring & comparing plant growth. (Science) Measure, compare, add & subtract lengths (cm, mm)</p>	<p>Place value Number Line (Timeline) Recognise place value of each digit in a three number digit</p> <p>Number & place value Compare population, temperature etc in different countries. (Geography)</p>
Science	<p>Discreet Science Lesson Linked to Numeracy.</p> <ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Link to Maths: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (Literacy) 	<p>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Work scientifically by: using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. 	<p>Forces & Magnets:</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between 2 objects but magnetic forces can act at a distance Observe how magnets attract and repel each other & attract some materials and not others Compare & group together variety of everyday materials Describe magnets as having 2 poles Predict whether magnets will attract or repel, depending on which poles are facing. 	<p>Light:</p> <ul style="list-style-type: none"> Recognise they need light in order to see things & dark is absence of light Notice light is reflected from surfaces. Recognise that light from sun can be dangerous & that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by solid object 	<p>Plants:</p> <ul style="list-style-type: none"> Identify & describe functions of different parts of flowering plants Explore requirements of plants for life & growth & how they vary from plant to plant Investigate the way in which water is transported in plants Explore the part that flowers play in the life of flowering plants. 	<p>Animals including Humans:</p> <ul style="list-style-type: none"> Identify right types of nutrition Skeletons, muscles etc Identify animals including humans need the right types and amounts of nutrition and they cannot make their own food they get it from what they eat Identify that humans and some other animals have skeletons and muscles for support. protection and movement Children to use examples of camels, cacti, penguins and polar bears to give examples of how plants and animals are adapted to their environments

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Art and Design	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Create original pieces that are influenced by studies of others. Children will observe and sketch using pieces of art work by William Morris. <p>T</p>	<p>Cave Art :</p> <ul style="list-style-type: none"> To make careful observational drawings. Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p>Art:</p> <ul style="list-style-type: none"> To make drawing of the stages of early man. To reproduce cave paintings. <p>(History/Geography)</p>	<p>Volcano</p> <ul style="list-style-type: none"> DT– Generate and discuss their ideas on how to design their model of a volcano. Select a wide range of tools and equipment to perform practical tasks e.g. shaping and joining to create a volcano. Evaluate their ideas for their design 	<p>Ancient Greek Art:</p> <ul style="list-style-type: none"> Range of materials Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	None this half term	<ul style="list-style-type: none"> Art and Design: Children to create their own desert collage, reflecting the colours and textures of the desert environment.
Computing	<p>Use 2Simple Publish+ Poster of healthy eating</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Use 2Simple Publish+ Poster of healthy eating</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Scratch Programming</p> <ul style="list-style-type: none"> Revise how to program Beebots, Introduce Floor Turtle. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Power Point: Make a power point to reflect Greek Culture non-chronological report</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Research countries Google Earth</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 	<ul style="list-style-type: none"> Through research into Polar Bears and Penguins, children demonstrate effective use of a search engine and the ability to select information. Children choose their own area of independent study and create a presentation for parents to demonstrate their learning.

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Design and Technology	None this half term	<p>Design and Technology:</p> <ul style="list-style-type: none"> To cut materials accurately and safely by selecting appropriate tools. Evaluate design, identify strengths and weaknesses. Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> Generate and discuss their ideas on how to design their model of a volcano. Select a wide range of tools and equipment to perform practical tasks e.g. shaping and joining to create a volcano. Evaluate their ideas for their design. Assess suitability of material chosen for their model of a volcano and their ability to evaluate their final pieces. 	<ul style="list-style-type: none"> Cooking – Greek dishes Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> Design Use research and develop design criteria. Generate and develop ideas through discussion and sketches. Make Select materials according to their properties and qualities. Evaluate their project against own criteria. Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Cooking –</p> <ul style="list-style-type: none"> Children demonstrate their understanding of food hygiene and preparation techniques alongside their understanding of the different food groups and the nutrition that they provide to design their own healthy snack for the desert. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
History / Geography	<p>History</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. Use appropriate historical vocabulary including dates, time period, era, change, and chronology. Describe the characteristic 	<p>Changes in Britain: Stone/iron Age (H) This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Volcanoes & Earthquakes:</p> <ul style="list-style-type: none"> Describe and understand key aspects of earthquakes and volcanoes Interpret a range of sources of geographical information. Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found. <ul style="list-style-type: none"> Study of people and place – why do 	None this half term	<p>Mapping: Passport to the World</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied Develop use of geographical tools and skills to enhance their locational and place knowledge. <p>Geography:</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the 	<p>Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspect of physical geography including climate zones Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe geographical similarities and differences between countries Ask and answer geographical questions about the physical and human characteristics of a location.

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	<p>features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions from the past. 		<p>people live near volcanoes and earthquakes.</p>		<p>physical and human characteristics of a location.</p> <ul style="list-style-type: none"> Use maps, atlases and digital/computer mapping to locate countries and describe features Describe how some locations around the world are changing and explain some of the reasons for change. 	<ul style="list-style-type: none"> Pupils will use a range of geographical skills to help them investigate extreme places and environments and consider how animals and communities adapt to these environments
Languages	French- Rigolo 1	French- Rigolo 1 (continued)	French- Rigolo 2	French- Rigolo 2 (continued)	French- Rigolo 3	French- Rigolo 3 (continued)
Music	<p>Music Linked to Oliver Twist musical.</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Basic composition with initial notation – represent Hunter/Gatherer activity</p> <ul style="list-style-type: none"> Develop an understanding of musical composition/compose music for a range of purposes. 	<ul style="list-style-type: none"> Develop an understanding of musical composition/compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory when exploring a volcano exploding. 	<p>Music from other cultures:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Musical Express	Musical Express
PE	<p>Outdoor – Throwing & Catching</p> <p>Indoor – Dance</p>	<p>Outdoor – Football</p> <p>Indoor - Gymnastics</p>	<p>Outdoor – Invasion games</p> <p>Indoor - Dance</p>	<p>Outdoor – Striking and fielding</p> <p>Indoor - Gymnastics</p>	<p>Outdoor – Athletics Tag rugby</p> <p>Indoor – Badminton/Tennis</p>	<ul style="list-style-type: none"> Outdoor – Tennis Outdoor – rounders'
		Gym Festival	Gym competition		Tag Rugby	Tennis competition
RE	Hinduism	Christianity (God)	Judaism (stories)	Christianity (Lifestyles)	Judaism (stories)	Christianity (Lifestyles)

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	Aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive. Some of the ways in which belief and practice shape Hindu lifestyle.	Some Old Testament stories which Christians believe reveal aspects of God. Some stories told by Jesus about the character of God. Christians believe that God as the Holy Spirit is present and active in people's lives. Aspects of the festival of Christmas.	The importance of Jewish scripture, especially the Torah.	To think about their own beliefs and practices. Christian teaching that affects personal and social matters. Aspects of the festival of Easter.	How and why some of the Torah stories are important to the Jewish people	The beliefs and practices of Christians are shaped by their love of God. About saints, saintliness and sainthood.
PSHE	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Community /Relationships	Changes
Enrichment Weeks	Enterprise week Dragons Den Design Use research and develop design criteria. Generate and develop ideas through discussion and sketches. Make Select materials according to their properties and qualities. Evaluate their project against own criteria. Technical knowledge	Christmas – carousel of activities apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Environment week- geography linked	NSEW (National science and engineering week) STEM(2 nd last week this half term.	Art and crafts	International (during year5/6 residential)