

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Fiction	<p>Stories about imaginary worlds: James & the Giant Peach by Roald Dahl In this topic, the children will study the text 'James and the Giant Peach' by Roald Dahl. They will read and analyse the text and use their knowledge of it to write their own play scripts, diaries, non-chronological reports and persuasive writing.</p>	<p>Fantasy Stories: How to Train Your Dragon by C Cowell Children use <i>How to Train Your Dragon</i> to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. They use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs.</p>	<p>Stories by the same author - rainforests The Great Kapok Tree by Lynne Cherry The Shaman's Apprentice by Lynne Cherry and Mark Plotkin Stories by the same author - rainforests This plan draws on stories about the rainforest and uses these to explore the lives of people in very different circumstances. Children develop empathy for different characters and the issues involved, and use their understanding to enable them to produce their own story based in the rainforest.</p>	<p>Picture Books: The Day the Crayons Quit by Drew Daywalt Children will use hotseating to interview characters, write a newspaper report and use persuasive techniques effectively in letters.</p>	<p>Myths and Legends Can You Catch A Mermaid by Jane Ray The Seal Children by Jackie Morris Beowulf retold by Michael Morpurgo Children explore a variety of myths and enjoy the mythical creatures introduced in <i>Can You Catch A Mermaid?</i>, <i>The Seal Children</i> and <i>Beowulf</i>. They learn these tales and use them as stimuli for creating their own myths and legends. They use the texts as models to help develop their understanding of detailed description in writing and correct grammar.</p>	<p>Fiction with an element of fantasy The Butterfly Lion by Michael Morpurgo Through Morpurgo's touching <i>The Butterfly Lion</i>, children explore fiction with an element of fantasy. Children think about narrator, setting and the impact of language choice. Listening to the majority of the novel, children read selected extracts, discussing and responding to the text. Activities include letter-writing, role-play, hotseating the the unit culminates with children writing an extra chapter for the novel. Grammar includes: 1st/3rd person, adverbs and adverbials, and dialogue punctuation.</p>
	Non-Fiction	<p>Biography: Roald Dahl Research using a variety of different sources and write a biography of key events in chronological order.</p>	<p>Non-chronological Reports: The Wolves in the Walls by Neil Gaiman Wolves by E Gravett Top Gun of the Sky by Martin Bradley By reading <i>The Wolves in the Walls</i> (Dave McKean and Neil Gaiman), <i>Wolves</i> (Emily Gravett), and <i>Top Gun of the Sky</i> (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.</p>	<p>Persuasive writing The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with <i>Zoo</i> by Anthony Browne and <i>Rainbow Bear</i> by Michael Morpurgo before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos!</p>	<p>Instructions and Explanations: Deadly 60 Children will practise using imperative verbs and pronouns. They then learn about explanation writing.</p>	<p>Recounts Little Mouse's Book of Fears by Emily Gravett Read <i>Little Mouse's Big Book of Fears</i> by Emily Gravett and enjoy her unusual style. Children discuss fears they had when they were little and create a recount page for a class book. They write a fictional recount about an animal escaping from a predator.</p>	<p>Chronological reports Henry's Freedom Box by E Levine Who was Rosa parks by Zeldis McDonough Children explore chronological reports through reading and discussing the inspirational true life texts: <i>Henry's Freedom Box</i> and <i>Who Was Rosa Parks?</i> They create story maps, write letters and newspaper reports; and explore dialogue through drama. Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. The unit ends with investigation and games exploring prefixes.</p>

Poetry	<p>Poetic Form - syllabic poems Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation.</p>	<p>Image poems Window by J Baker A picture is worth a thousand words? Not if you choose those words wisely! Children explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and Jeannie Baker's <i>Window</i> inspire children's own image poetry.</p>	<p>Off by heart Off By Heart - Poems for YOU to remember chosen by Roger Stevens Children immerse themselves in poetry and learn some poems by heart, inspired by <i>Off By Heart - Poems for YOU to Remember</i>. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p>	<p>William Wordsworth: Lucy Gray Children investigate the narrative of this classic romantic poem. They will learn about ballads and create a new ending to the poem.</p>	<p>Poems to Perform: A Classic Collection chosen by Julia Donaldson Inspired by Julia Donaldson's <i>Poems to Perform: A Classic</i> collection, children watch, perform, read and write a range of performance poetry. Children tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry and writing profiles about themselves as performer poets. The unit ends with children preparing to share their learning with a wider audience!</p>	<p>Narrative Poems Just You Wait Till I'm Older Than You by Michael Rosen The Works 4 chosen by Pie Corbett and Gaby Morgan The Works chosen by Paul Cookson Explore a variety of narrative poetry including Michael Rosen's <i>You Wait Till I'm Older Than You</i>, Willow Pattern, <i>How the Tortoise got Its Shell</i>, <i>Wolf's Wife Speaks</i>, <i>Maggie and the Dinosaur</i> and <i>The Last Dinosaur</i>, children identify features that poets use then learn, recite and write their own poems that tell a story.</p>
	SPaG	Spelling, punctuation and grammar will be taught discretely in Racing to Read sessions and also as an integral part of English lessons				

	Autumn	Spring	Summer
	<p>Number – Place Value</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <p>Number- Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. <p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre] <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12×12. Count in multiples of 6, 7, 9, 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Number – multiplication and division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Measurement- Area</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. <p>Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre] 	<p>Decimals</p> <ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 14, 12 and 34 Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths <p>Measurement- Money</p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. <p>Time</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Geometry: Properties of shape</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Geometry- Position and Direction</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 	<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 <p>States of Matter</p> <ul style="list-style-type: none"> • Understand the differences between solids, liquids and gases, classifying objects and identifying their properties. • Working scientifically and collaboratively to investigate the weight of a gas and the ideal temperature to melt chocolate. • Explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. • Learning about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages. 	<p>Sound</p> <ul style="list-style-type: none"> • Understanding and investigating how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. <p>Electricity</p> <ul style="list-style-type: none"> • An introduction to electricity (What is it? How was it discovered?) • Identify appliances which use electricity and how to stay safe. • Design and create simple circuits including switches.
Topic	<p>Extreme Earth: Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography. • Understand the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. • Learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment 	<p>The Romans</p> <ul style="list-style-type: none"> • The impact of the Roman Empire on life in Britain. • Learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. • Look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bath houses. • Learn about the British resistance of Boudicca and act in role to look at the events of Boudicca's rebellion from different perspectives. • Investigate Hadrian's Wall, examining how, where and why it was built. Learn about the different features of the wall and use maps to determine its location. • Gods and Roman religion to help the children to understand more about the culture and beliefs of Roman people. 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> • Learning about the invasions of the Scots and Anglo-Saxons in the 5th century. • Where the invading troops came from and where in Britain they managed to settle. • Investigating how life in Britain changed as a result. • How the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names. • Examine and analyse artefacts from the period and draw conclusions about what they can teach us about life in Anglo-Saxon Britain. • What life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. • Explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. • Investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century

Art, Design & Technology	<p>Fruit and Vegetables</p> <ul style="list-style-type: none"> • Use pencil, colour, paint, clay and textiles to create quality art work that shows progression in skills. Explore the work of the designer, Carl Warner, textile artist, Michael Brennand Wood and Italian painter, Caravaggio. <p>Autumn</p> <ul style="list-style-type: none"> • Use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. • Explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne. 	<p>British Art</p> <ul style="list-style-type: none"> • Use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. • Explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce. <p>European Art</p> <ul style="list-style-type: none"> • Draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills. • Explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel. 	<p>Insects</p> <ul style="list-style-type: none"> • Use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in skills. • Explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus. <p>Bodies</p> <ul style="list-style-type: none"> • Use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti inspired models to create quality artwork that shows progression in skills. • Explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore
Music	Singing with Mrs Shevlin	<p>Music Express Recycling</p> <ul style="list-style-type: none"> • Provides an opportunity for children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different musical structures. <p>Sounds</p> <ul style="list-style-type: none"> • This unit looks at the way sounds are produced and classified. Children use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round. 	<p>Music Express Environment</p> <ul style="list-style-type: none"> • Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history. <p>Around the world</p> <ul style="list-style-type: none"> • Children explore pentatonic melodies and syncopated rhythms, and learn that the fundamental dimensions of music are the same all over the world.
PSHE	<p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> • Healthy Lifestyles • Keeping Safe • Growing and Changing 	<p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> • Healthy Relationships • Feelings and Emotions • Valuing Difference 	<p>Core Theme 3: Living in the Wider World</p> <ul style="list-style-type: none"> • Rights and Responsibilities • Taking Care of the Environment • Money

PE	<p>Through games children will:</p> <ul style="list-style-type: none"> □ develop competence to excel in a broad range of physical activities □ be physically active for sustained periods of time □ engage in competitive sports and activities □ lead healthy, active lives. 	<p>Through dance children will:</p> <ul style="list-style-type: none"> □ develop competence to excel in a broad range of physical activities □ be physically active for sustained periods of time □ engage in competitive sports and activities □ lead healthy, active lives. 	<p>Through gymnastics and athletics children will:</p> <ul style="list-style-type: none"> □ develop competence to excel in a broad range of physical activities □ be physically active for sustained periods of time □ engage in competitive sports and activities □ lead healthy, active lives.
RE	<p>Islam: Lifestyles Muslim lifestyle and what makes it distinctive. Ways in which the Qur'an shapes Muslim life</p> <p>Islam: Stories About the importance of Muslim scripture, especially the Qur'an About how and why some stories are important to Muslims</p>	<p>Christianity Communities: To learn that Christians express their sense of belonging and being part of a community in many ways such as worship in churches</p> <p>Christianity Festivals and Celebrations To learn about the aspects of the festival of Easter</p>	<p>Christianity: God Stories from the Old Testament which Christians believe reveal aspects of God. Christians believe that God as the Holy Spirit is present and active in our lives Trinity Sunday God the Father, God the Son and God the Holy Spirit.</p> <p>Christianity: Lifestyles To learn about saints, saintliness and sainthood. Research the lives of saints important to the North East. Aidan, Cuthbert and Hilda.</p>
French	<p>•listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply</p>		
Computing	<p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</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. □ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content □ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 		