

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>The Owl who was Afraid of the Dark</b></p> <p>Narrative (Fam setting)</p> <p>Recount</p>	<p><b>Robin Hood</b></p> <p>Adventure Narrative</p> <p>Non-chron</p>	<p><b>The Search for Tutankhamun</b></p> <p>Narrative (char descript)</p> <p>Explanation</p>	<p><b>Natural Record Breakers</b></p> <p>Narrative (dialogue/play)</p> <p>Persuasion</p>	<p><b>The Willow Pattern Story</b></p> <p>Narrative (Myth/Legend)</p> <p>Instructions</p>	<p><b>101 ways to Save the Planet before Bedtime</b></p> <p>Narrative (setting desc)</p> <p>Discussion</p>
Maths	<p>Place Value</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p>	<p>Division</p> <p>Measure:</p> <p>Length</p> <p>Capacity</p> <p>Fractions / Time</p>	<p>Mass</p> <p>Volume</p> <p>Statistics</p> <p>Problems involving Multiplication</p>	<p>Angles in a turn</p> <p>Area and Perimeter</p> <p>Properties of Shapes</p>	<p>Multiplication</p> <p>Shapes</p> <p>Division</p> <p>Fractions</p>	<p>Equivalent Fractions</p> <p>Statistics</p> <p>Area and Perimeter</p> <p>Consolidation</p>
Science	<p><b>Light</b></p> <p>Light and dark</p> <p>Reflective Surfaces</p> <p>Shadows</p> <p>Light is a form of energy. It is transmitted by electromagnetic waves we cannot see. Light travels in straight lines. Nothing travels in straight lines. Light sources produce shadows, an area from which light is blocked.</p>	<p><b>Animals including humans: nutrition</b></p> <p>Explore the importance of eating a diet containing a range of different foods as they serve different purposes. Explore the five main food groups:</p> <p>. Proteins, fats and oils, carbohydrates, minerals and vitamins</p>	<p><b>Forces and Magnets</b></p> <p>Forces acting on objects to make them move and/or change speed, shape or direction. Explore different forces such as contact forces, electrostatic forces, frictional forces, gravitational forces and magnetic forces.</p>	<p><b>Rocks</b></p> <p>Explore different rock classifications:</p> <p>Igneous Rock (granite)</p> <p>Sedimentary rocks (sandstone, limestone)</p> <p>Metamorphic Rocks</p> <p>Explore soil as a mixture of tiny pieces of rock and decaying plants.</p>	<p><b>Plants</b></p> <p>Explore the importance of roots to the well-being of a plant. Roots supply water to the plant and if a plant gets none it will die. Water travels up the roots to the leaves where photosynthesis happens. When water evaporates from the air it is called transpiration.</p>	<p><b>Animals including humans: muscles and bones</b></p> <p>Explore the link between animals and humans. Notice how they're different to plants. Learn the names of simple joints, muscles and bones in the human body/</p> <p>Explore how movement in living things can vary. For example some animals fly, some crawl and some jump. Skeletons are different shapes because of the way that they or parts of their bodies move.</p>
I.T.	<p>Use technology safely, respectfully and responsibly. Understand computer networks.</p>	<p>Debug programs that accomplish specific goals. Use sequence and repetition in programs. Use logical reasoning to explain how some simple algorithms work.</p>	<p>Use search technologies effectively. Use technology safely, respectfully and responsibly.</p>	<p>Design, write and debug programs that accomplish specific goals. Use sequence and repetition in programs. Use logical reasoning to explain how some simple algorithms work.</p>	<p>Select, use and combine a variety of software to design and create a range of content that accomplishes given goals.</p>	<p>Use search technologies effectively. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns.</p>
Geography / History	<p><b>Stone Age—Bronze Age</b></p> <p>Develop core history skills about how historians gather information about the past. Discuss how the past can be interpreted in different ways. Look at timelines and notice how change occurs over time—look at Stone Age tools and how tools are different now. Look at how communities and the way we live has changed also.</p>	<p><b>Investigating our local area/Food from around the World</b></p> <p>Create maps and use own OS symbols. Use basic data gathering techniques such as tallies. Look at where food is grown and how it is transported. Investigate where our food comes from and explain how it is produced.</p>	<p><b>Ancient Egyptians</b></p> <p>Develop understanding of the wider world in a historical context. Focus on use of evidence to make historical claims. Focus on Egyptian paintings, sculpture, jewellery and artefacts from Tutankhamun's tomb, the Rosetta Stone and archaeological sites.</p>	<p><b>Why does the Earth rumble? Mountains and Volcanoes</b></p> <p>Remind children of prior knowledge concerning hills and mountains. Name, locate and identify human and physical features of the UK. Look at different types of mountains.</p>	<p><b>Iron Age/Celts</b></p> <p>Continue chronology of Stone Age—Bronze Age to Iron Age and Celts. Continue to consolidate understanding of different kinds of evidence to construct our understanding of the past. Gain a sense of change over time, considering how the widespread use of Iron and Iron Age technology impacted on daily life. Draw comparisons between different forms of Iron Age dwelling/ Explore different examples of Celtic Art.</p>	<p><b>Our world from the ISS/ Comparing regions of Britain</b></p> <p>Use maps and images at a range of scales. Children work with map representations and images on a global scale and them focusing on maps and images of the British Isles.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the U.K. Build on map, atlas and globe skills.</p>

Art / D.T.	<p><b>Rangoli Patterns</b></p> <p><b>Butterflies</b> Printing skills and techniques</p> <p>Use butterflies as a topic as we use different materials to create various stamps and rollers to explore the art of printing</p>	<p><b>Down our street:</b> Creating images of buildings in the streets around school</p> <p>Explore the effect of different pencils on drawings and how to use a pencil in different ways to create different effects.</p>	<p><b>Van Gogh</b> Mixed media composition, introduction to batik</p>	<p><b>Landscape painting</b></p> <p>Papier mache mountain models</p> <p><b>Wild things</b> Drawing, painting and sculpture unit</p>	<p><b>Celtic crafts</b> Series of craft activities</p> <p>Explore Celtic Art and create our own using different craft techniques and materials such as sewing.</p>	<p><b>Savannah</b> Extend/ consolidate skills in drawing, painting and sewing</p>
PSHE	<p><b>Living in a diverse world</b></p> <p>Explore diversity in Britain through various religions and local traditions and explore what we can do to ensure we live in a harmonious community.</p>	<p><b>Healthy eating</b></p> <p>Extend from Science topic, discuss foods that keep us healthy and how different foods provide us with different nutritional needs. Discuss easy ways children can adopt healthier lifestyles through food and exercise.</p>	<p><b>Respect for property</b></p> <p>Look at laws surrounding property in the U.K. and ways in which we can ensure we follow them. Which properties around us can we look after and in what ways?</p>	<p>Animals and us</p> <p>Discuss pets and importance of looking after pets. Explore ways animals are treated in the U.K. and talk about ways we can look after the environment to look after them. Look at the role of zoos and discuss if we support their actions.</p>	<p>In the media—what's in the news? E-safety</p> <p>Look at the way the news is recorded and shared.</p> <p>Discuss how we can stay safe online.</p>	<p>Finance, rules and laws Democracy</p> <p>Discuss ways we can raise money and look after it, discuss why we have laws in society and how democracy works for us in every day life.</p>
R.E.	<p><b>Hinduism</b></p> <p><b>Divali:</b></p> <p><b>Festival of lights</b></p> <p>Explore different Hindu traditions and practises</p>	<p><b>Christmas Story</b></p> <p>Explore the Christmas story and discuss miracles in the Bible.</p>	<p>Expressions of Identity</p> <p>How are religions similar? How are they different? How does someone who identifies as one religion have similarities and differences from another.</p>	<p><b>Easter story</b></p> <p>Explore another Bible miracle. Which stories and traditions are similar across religions? How to different religions celebrate important events?</p>	<p>Contents &amp; Significance of the Bible</p> <p>Look at how the Bible affects people's lives and the way that they make different choices.</p>	<p>Contents &amp; Significance of the Bible</p> <p>Look at how the Bible affects people's lives and the way that they make different choices.</p>
Music	<p>Traditional Indian music—Charanga</p> <p>Recorder</p>	<p>Recorder—Christmas songs</p>	<p>Recorder</p>	<p>Mountain Music</p> <p>Recorder</p>	<p>Recorder</p>	<p>Recorder</p>
P.E.	<p>Swimming</p> <p>Competitive Games</p>	<p>Swimming</p> <p>Movement Patterns</p>	<p>Swimming</p> <p>Control and Balance</p>	<p>Swimming</p> <p>Competitive Games</p>	<p>Swimming</p> <p>Movement Patterns</p>	<p>Swimming</p> <p>Control and Balance</p>
Spanish	<p>Spanish with CC</p>	<p>Spanish with CC</p>	<p>Spanish with CC</p>	<p>Spanish with CC</p>	<p>Spanish with CC</p>	<p>Spanish with CC</p>
Educational Visits	<p>Forest—D Thompson</p> <p>Hindu Temple</p>	<p>Walker/Riverside/Quayside/ Newcastle city centre</p> <p>Chopwell Woods</p>	<p>Great North Museum</p>	<p>Cheviot hills?</p> <p>Ingram Valley</p>	<p>Roman Wall</p> <p>Alnwick Garden</p>	<p>Davey Thompson farm</p> <p>Discovery Museum</p>