

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Vikings	Topic: Christmas Lights	Topic: History Rocks	Topic: Robots	Topic: Captain Cook	Topic: Local Area
<p><u>History</u> 4) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 5) A Local History study – impact of the Vikings in the local area.</p> <p><u>Geography</u> 1a) Locate the worlds countries using maps, concentrating on environment and key human/physical features 1b) Look at land use patterns and how they have changed 3c) Use maps, atlases, globes etc. to locate countries and describe features.</p>	<p><u>Geography</u> 1c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p><u>History</u> Use History in the classroom as well as local museums to learn more about fossilisation To know about the life of Mary Anning and how her discoveries have had an impact on Scientific knowledge today</p>	<p><u>Geography</u> (2) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom or South America.</p>	<p><u>History</u> 5) A local history study – Captain Cook</p> <p><u>Geography</u> 1a) Locate the worlds countries using maps, concentrating on environment and key human/physical features 1c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere 3c) Use maps, atlases, globes etc. to locate countries and describe features 3d) Use eight points of a compass, four figure symbols and key to build on knowledge</p>	<p><u>Geography</u> (1a, 1b, 3a, 3b, 3c, 3d, 3e)</p> <p>1a) Locate the worlds countries using maps, concentrating on environment and key human/physical features 1b) Look at land use patterns and how they have changed 3a) Physical geography 3b) Human geography 3c) Use maps, atlases, globes etc. to locate countries and describe features 3d) Use eight points of a compass, four figure symbols and key to build on knowledge 3e) Use field work in the local area</p>
	<p><u>Science</u> 3.10) Recognise that dark is the absence of light 3.11) Notice that light is reflected from surfaces 3.12) Recognise light from the sun can be dangerous 3.13) Recognise how shadows are formed 3.14) Find patterns in the way the size of shadows change</p>	<p><u>Science</u> 3.6) Identify that humans and some animals have skeletons and what they are for 3.7) Compare and group different rocks based on appearance and simple properties 3.8) Describe the process of fossilisation 3.9) Recognise what soil is made up of</p>	<p><u>Science</u> 4.15) Identify common appliances that use electricity 4.16) Construct a simple circuit 4.17) Identify whether a lamp will light or not based on whether it is part of a complete loop 4.18) Recognise a switch opens and closes and associate this with whether or not a lamp will light 4.19) Recognise some common conductors and insulators</p>	<p><u>Science</u> 3.15) Compare how different things move on different surfaces 3.16) Notice some forces need contact, but magnetic forces can act at a distance 3.17) Observe how magnets attract or repel each other and attract some materials and not others 3.18) Compare and group a variety of every day materials on the basis of whether they are attracted to a magnet 3.19) Describe magnets as having two poles 3.20) Predict whether two magnets will attract or repel each other based on which poles are facing</p>	<p><u>Science</u> 3.5) Identify that animals, including humans, need the right types and amount of nutrition and that they get nutrition from what they eat 4.4) Describe the simple functions of basic parts of the digestive system 4.5) – Identify different types of teeth in humans and their basic functions</p>
<p><u>English</u> Possible activities could include Viking raid story/eye witness account Retelling of Viking myth Write a Viking saga Diary of a Viking Instructions on how to build a Viking longship Non-chronological report on an aspect of Viking life Poem (Eric the Viking) Newspaper report</p>	<p><u>English</u> Possible activities could include Non-chronological report on the Northern Lights Setting description of Lapland or Northern Lights Retell journeys in the Christmas story Bonfire poetry Christmas shape poem Letter to Santa about the dangers of the sun</p>	<p><u>English</u> Possible activities could include Egg adventure story (Pobble 365) Newspaper article on the discovery of a dinosaur Letter home from an expedition Mary Anning biography Setting description</p>	<p><u>English</u> Possible activities could include Description of a scene in the Powerless story Narrative writing – retell the story of Powerless (focus on building up tension to link to the music) Write a dialogue between the two fairies and between the man and the robot Write instructions for building a robot Create own model robots to star in their own narratives</p>	<p><u>English</u> Possible activities could include Letter home from one of the crew describing life at sea Cook’s diary – feelings at different points in the journey Fact file or information leaflet on the Endeavour Descriptive poem about new land discovered Recount after the trip</p>	<p><u>English:</u> Possible activities could include Persuasive leaflet to go to Yarm Narrative travelling down the Tees Description of Yarm (olden day market scene) Poem about the river</p>

						Choose another fairy-tale to write in a futuristic style		Leaflet on the museum – persuasive Non-chronological report			
<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture)		<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture)		<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture) 3) Learn about great artists in history		<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture) 3) Learn about great artists in history		<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture) 3) Learn about great artists in history		<u>Art/Design</u> 1) Create sketchbooks to record, review and revisit 2) Improve mastery of art and design techniques (clay sculpture)	
<u>Computing</u> Coding		<u>Computing</u> Online Safety/Spreadsheets		<u>Computing</u> Touch typing/Email		<u>Computing</u> Email/Branching databases		<u>Computing</u> Branching databases/Simulation		<u>Computing</u> Graphing	
<u>MFL</u> Bonjour! – Greetings and titles, numbers to 10				<u>MFL</u> En Classe – classroom objects, colours, classrooms instructions				<u>MFL</u> Mon Corps – parts of the body, describing appearance and character, days of the week			
<u>PE</u>		<u>PE</u>		<u>PE</u>		<u>PE</u>		<u>PE</u>		<u>PE</u>	
PHSE/RSE: New Beginnings/Healthy Body and Mind	RE Sacred Texts: Why did the monks copy the bible by hand?	PHSE/RSE: Growing and changing/Keeping safe	RE Why is Christmas a winter festival?	PHSE/RSE: Feelings and emotions	RE What is a mosque?	PHSE/RSE: Healthy Relationships/Valuing differences	RE Why is Easter a spring festival?	PHSE/RSE: Rights and responsibilities	RE Judaism – Believing and belonging	PHSE/RSE: Taking care of the environment/Money Matters	RE: What is Eid?
Rationale for The Vikings		Rationale for Christmas Lights		Rationale for History Rocks		Rationale for Robots		Rationale for Captain Cook		Rationale for Local Area	
This is an engaging topic which appeals to the children’s imagination and inquisitive nature. This is a great way to start the academic year. There are lots of local links for this topic – a lot of the children have often visited or heard of Lindisfarne and so can relate their own experiences of visiting these to their learning. This also provides another opportunity to contrast the Romans/Anglo Saxons and the Egyptians (taught in Year B) with another highly successful civilisation.		We look at ‘Christmas Lights’ in this term as, in the build up to Christmas, we see different kinds of lights and light sources (for example Bonfire Night and Christmas decorations). Because of this, children are able to produce very descriptive pieces of writing, such as descriptions of the Aurora Borealis and vivid poems depicting Bonfire Night. In addition, it is often darker outside and in school at this time of year, which allows us to discuss the absense of light and conduct investigations into the different light objectives.		Many children have an interest in dinosaurs and often are knowledgeable about them. This also provides children who might not be as academic as others to share their knowledge and understanding. There is a lot of information widely available about dinosaurs which encourages children to do independent research at home. We live close to many beaches and lots of children visit these because of this topic and our work on Mary Anning (a significant figure in history) and then bring in fossils they find. This provides opportunity for speaking and listening. Additionally, local museums offer ‘loan’ boxes and exhibitions, which provide children with more hands on experiences.		Whilst in the younger classes, children become familiar with a range of fairy tales. Using the video story, ‘Powerless’ provides children with the opportunity to view fairy tales in a different way, allowing us to make direct comparisons between the original story of Pinocchio to this version. It also links nicely to the science objectives for electricity, as it focusses on a main character who is a robot. This topic also provides children with lots of opportunities to be imaginative by designing their own robots and building them, as well as writing their own ‘twisted’ tales.		Captain Cook is a significant local figure in history and has important links to our community. He has several monuments, museums and other buildings in his honour – children are aware of these as they may visit them regularly and so teaching this provides context as to why things have been named after an important man. We carry out a school trip during this topic at Stewart’s Park (open from April-Nov), which provides children with a deeper perspective as to how close Captain Cook resided to our school. We are also using this topic to carry out Museum in your Classroom, which provides the children with motivation to learn about sources of information as well as specific information about Captain Cook.		This leads on nicely from the study of a local historical figure, as children have already thought about where we live. Although we are located in an affluent area, children are often unaware of the natural features as well as some of the man-made features in our local area because they don’t get out to visit them. We are close to a big stretch of the River Tees and therefore we are able to walk there and carry out field work. We can also compare our uses for the River Tees to the River Nile when teaching this. We teach science (teeth/nutrition) during this topic. This builds on knowledge gained in Year 1/2 where the children learn about looking after themselves, and also prepares them for learning about the circulatory system and other aspects of healthy living in Year 5/6.	