

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: Ancient Egyptians</b>	<b>Topic: Sounds of Christmas</b>	<b>Topic: George’s Marvellous Medicine</b>	<b>Topic: Endangered Species</b>	<b>Topic: Romans and Saxons</b>	<b>Topic: Plants</b>
<u><b>History</b></u> <b>7)</b> The achievements of the earliest civilisations (an in-depth study of the Ancient Egyptians)  <u><b>Geography</b></u> <b>3b)</b> Human geography <b>3c)</b> Use maps, atlases, globes etc. to locate countries and describe features	<u><b>Geography</b></u> <b>2)</b> Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom or South America.	<u><b>History</b></u> <b>3a)</b> Physical geography – the water cycle	<u><b>Geography</b></u> <b>1a)</b> Locate the worlds countries using maps, concentrating on environment and key human/physical features <b>2)</b> Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom or South America. <b>3c)</b> Use maps, atlases, globes etc. to locate countries and describe features	<u><b>History</b></u> <b>2)</b> The Roman Empire and its impact on Britain <b>3)</b> Britain’s settlement by Anglo-Saxons and Scots  <u><b>Geography</b></u> <b>1a)</b> Locate the worlds countries using maps, concentrating on environment and key human/physical features <b>1b)</b> Look at land use patterns and how they have changed <b>3b)</b> Human geography	
	<u><b>Science</b></u> <b>4.10)</b> Identify how sounds are made <b>4.11)</b> Recognise sound travels through a medium to the ear <b>4.12)</b> Find patterns between pitch and the object that produced the sound <b>4.13)</b> Find patterns between volume and the strength of the vibrations <b>4.14)</b> Recognise sounds get fainter as the distance from a sound source increases	<u><b>Science</b></u> <b>4.7)</b> Compare and group materials <b>4.8)</b> Observe that some materials change state when heated or cooled <b>4.9)</b> Evaporation and condensation in the water cycle	<u><b>Science</b></u> <b>4.1)</b> Recognise living things can be grouped in a variety of ways <b>4.2)</b> Use classification keys to group, identify and name a variety of living things <b>4.3)</b> Recognise environmental changes can be a danger to living things <b>4.6)</b> Construct and interpret food chains		<u><b>Science</b></u> <b>3.1)</b> Identify and describe the different parts of flowering plants <b>3.2)</b> Explore the requirements of plants for life and growth and how they vary between plants <b>3.3)</b> Investigate the way water is transported within plants <b>3.4)</b> Explore the part flowers play in the life cycle of flowering plants
<u><b>English</b></u> <b>Possible activities could include</b> Newspaper report – finding Tutankhamun’s tomb Instructions on how to make a mummy Pyramid shape poem Setting description/story Non-chronological report	<u><b>English</b></u> <b>Possible activities could include</b> Setting description (using senses) Story Non-chronological report Sound description	<u><b>English</b></u> <b>Possible activities could include</b> Character description of Grandma Recipe for marvellous medicine Persuasive advert Persuasive text (for/against medicine being sold) The story from Grandma’s POV Poem	<u><b>English</b></u> <b>Possible activities could include</b> Non-chronological report about an endangered animal Persuasive text	<u><b>English</b></u> <b>Possible activities could include</b> Retell the story of Romulus and Remus Write letter home from battle Diary of a gladiator Instructions on how to build a Roman road Write an account of Boudicca’s rebellion Write a script for a news bulletin Estate agent advert for a Roman villa	<u><b>English:</b></u> <b>Possible activities could include</b> Explanation of the life cycle of a plant Instructions on how to care for a plant Setting description of an enchanted garden
<u><b>Art/Design</b></u> <b>1)</b> Create sketchbooks to record, review and revisit <b>2)</b> Improve mastery of art and design techniques (clay sculpture)	<u><b>Art/Design</b></u>	<u><b>Art/Design</b></u> <b>1)</b> Create sketchbooks to record, review and revisit <b>2)</b> Improve mastery of art and design techniques (drawing and painting) <b>3)</b> Learn about great artists in history	<u><b>Art/Design</b></u> <b>1)</b> Create sketchbooks to record, review and revisit <b>2)</b> Improve mastery of art and design techniques (painting and pattern)	<u><b>Art/Design</b></u> <b>1)</b> Create sketchbooks to record, review and revisit <b>2)</b> Improve mastery of art and design techniques (texture and patterns)	<u><b>Art/Design</b></u> <b>1)</b> Create sketchbooks to record, review and revisit <b>2)</b> Improve mastery of art and design techniques (drawing) <b>3)</b> Learn about great artists in history



<b><u>Computing</u></b> Coding		<b><u>Computing</u></b> Online Safety/Spreadsheets		<b><u>Computing</u></b> Writing for different audiences		<b><u>Computing</u></b> Logo/Animation		<b><u>Computing</u></b> Effective search		<b><u>Computing</u></b> Hardware investigators	
<b><u>MFL</u></b> Les Animaux – animals including pets, numbers to 20, describing someone else				<b><u>MFL</u></b> Ma Famille – Name and describe some family members, household items, schools in France				<b><u>MFL</u></b> Bon Anniversaire – Asking questions, describing and ordering snacks, numbers to 30, months and birthdays			
<b><u>PE</u></b>		<b><u>PE</u></b>		<b><u>PE</u></b>		<b><u>PE</u></b>		<b><u>PE</u></b>		<b><u>PE</u></b>	
<b>PHSE/RSE:</b> New Beginnings/Healthy Body and Mind	<b>RE</b> Diwali: the festival of light	<b>PHSE/RSE:</b> Growing and changing/Keeping safe	<b>RE</b> What is the “big story” of Christianity?	<b>PHSE/RSE:</b> Feelings and emotions	<b>RE</b> Do all Buddhists believe and celebrate the same thing?	<b>PHSE/RSE:</b> Healthy Relationships/Valuing differences	<b>RE</b> What actually happened at Easter?	<b>PHSE/RSE:</b> Rights and responsibilities	<b>RE</b> Muslims in Britain	<b>PHSE/RSE:</b> Taking care of the environment/Money Matters	<b>RE:</b> Muslims in Britain
<b>Rationale for The Ancient Egyptians</b>		<b>Rationale for Sounds of Christmas</b>		<b>Rationale for George’s Marvellous Medicine</b>		<b>Rationale for Endangered Animals</b>		<b>Rationale for Romans and Saxons</b>		<b>Rationale for Plants</b>	
This is an engaging topic which appeals to the children’s imagination and inquisitive nature. Therefore, this is a great way to start the academic year. Furthermore, this is a good example of an ancient civilisation. They can compare this to the Romans (taught in Year A), as well as to other civilisations which are learnt about in UKS2. We complete a local area study (in Year A), which closely looks at the River Tees and it’s uses. We can therefore compare the River Tees to the River Nile, looking at how we view/use the river today, compared to the Ancient Egyptians very different uses.		This topic is taught in the run up to Christmas. This links well to the Christmas production, where we do a lot of music, thus supporting the teaching of sound. Additionally, Christmas is a time where children are able to explore all their senses, especially the sense of hearing, which enables them to produce some fantastic sensory writing.		Not only does this topic expose the children to a renowned author and classic story, it also allows the teaching of safety around medicines (which is then built on in Year 5/6). It allows us to link in science investigations and study a well-known illustrator (Quentin Blake). Reading this story really appeals to the children’s imagination. Roald Dahl is a popular author and often children have already read his other books. This is also sometimes the case for their parents and this provides opportunity to discuss their school learning at home, as parents are familiar with the stories.		This topic makes children aware of wider issues in the world around them. This is particularly relevant as young people become more conscious of how their actions affect the wider world. Most children have a genuine interest in animals and animal welfare and so want to learn about how to protect these endangered species. This topic also follows on from the learning that the children do in KS1, during the Noah’s Ark topic. This also encourages discussion between children across both key stages (as they are learning about the topics at similar points in the year), for example siblings going home and discussing their relative learning, which helps the children remember more.		Romans and Anglo Saxons follows on from the knowledge learnt in the Egyptians topic, as the Romans invaded Egypt. This also supports the teaching of the Vikings, as it is another example of an ancient civilisation. There are also some local links with the remains of a Roman Fort in Ingelby Barwick, as well as Hadrian’s Wall being not too far away. In UKS2, the children will look at crime and punishment in these historical periods and so will be able to refer back to their learning of this period.		Our plants topic fits well with the summer term as this is when the weather is nicest to do outdoor activities. The children also often enjoy growing their own plants at home and so there is a nice link between home and school learning. The knowledge from this topic builds on what is taught in KS1 during their Secret Garden topic.	