|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | |
| **History**  **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.   **Geography**  **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. | | **Geography 1c)** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | | **History**  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 | | **Geography  (2)** Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom or South America. | | **History**  **5)** A local history study – Captain Cook   **Geography  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 | | **Geography (1a, 1b, 3a, 3b, 3c, 3d, 3e)**  **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 | |
|  | | **Science  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 | | **Science**  **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 | | **Science  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 | | **Science 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 | | **Science 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 | |
| **English *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-chronlogical report on an aspect of Viking life Poem (Eric the Viking) Newspaper report | | **English *Possible activities could include*** Non-chronological report on the Northern LightsSetting description of Lapland or Northern LightsRetell journeys in the Christmas storyBonfire poetryChristmas shape poemLetter to Santa about the dangers of the sun | | **English *Possible activities could include*** Egg adventure story (Pobble 365)Newspaper article on the discovery of a dinosaurLetter home from an expeditionMary Anning biographySetting description | | **English *Possible activities could include*** Description of a scene in the Powerless storyNarrative 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 robotWrite instructions for building a robotCreate own model robots to star in their own narratives Choose another fairy-tale to write in a futuristic style | | **English *Possible activities could include*** Letter home from one of the crew describing life at seaCook’s diary – feelings at different points in the journey Fact file or information leaflet on the EndeavourDescriptive poem about new land discoveredRecount after the tripLeaflet on the museum – persuasiveNon-chronological report | | **English: *Possible activities could include*** Persuasive leaflet to go to YarmNarrative travelling down the TeesDescription of Yarm (olden day market scene)Poem about the river | |
| **Art/Design** 1) To create sketchbooks to record their observations and use them to review and revisit ideas.  2) To improve their mastery of art and design techniques, including sculpture, with a range of materials. | | **Art/Design** 1) To create sketchbooks to record their observations and use them to review and revisit ideas.  2) To improve their mastery of art and design techniques, including drawing | | **Art/Design** 1) To create sketchbooks to record their observations and use them to review and revisit ideas.  2) To improve their mastery of art and design techniques, including drawing, printing and pattern.  3) Learn about great artists in history | | **Art/Design 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 | | **Art/Design 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 | | **Art/Design 1)** Create sketchbooks to record, review and revisit **2)** Improve mastery of art and design techniques (clay sculpture) | |
| **DT** 2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  4a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | **DT** 2a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  2b) select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | |  | | **DT**  1b) generate, develop, model and communicate their ideas through discussion, annotated  sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and  computer-aided design  2a) select from and use a wider range of tools and equipment to perform practical tasks  [for example, cutting, shaping, joining and finishing], accurately  2b) select from and use a wider range of materials and components, including construction  materials, textiles and ingredients, according to their functional properties and aesthetic  qualities  3b) evaluate their ideas and products against their own design criteria and consider the  views of others to improve their work  4a) apply their understanding of how to strengthen, stiffen and reinforce more complex  Structures  4c) understand and use electrical systems in their products [for example, series circuits  incorporating switches, bulbs, buzzers and motors]  4d) apply their understanding of computing to program, monitor and control their products. | | **DT** | | **DT** | |
| **Computing** Coding | | **Computing** Online Safety/Spreadsheets | | **Computing** Touch typing/Email | | **Computing** Email/Branching databases | | **Computing** Branching databases/Simulation | | **Computing** Graphing | |
| **MFL** Bonjour! – Greetings and titles, numbers to 10 | | | | **MFL** En Classe – classroom objects, colours, classrooms instructions | | | | **MFL** Mon Corps – parts of the body, describing appearance and character, days of the week | | | |
| **PE**  Tag Rugby  Cross Country  Relax Kids | | **PE**  Netball  Swimming (Y4)  Relax Kids | | **PE**  Tennis  Gymnastics | | **PE**  Swimming (Y3)  Gymnastics  Football skills | | **PE**  Hockey  Athletics  Dance | | **PE**  Athletics  Outdoor Adventurous Activity  Dance | |
| **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. | |