



|           | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|-----------|---|--|---|--|--|---|
| English   | Stories by the same author<br>Instructions and explanations<br>Humorous poems<br><i>(Experience: Writing Workshop)</i>  | Stories about imaginary worlds<br>Information texts<br>Letters   | Stories from other cultures<br>Recounts<br>Traditional Poems  | Myths and Legends<br>Non chronological reports<br>Performance poems  | Adventure stories<br>Persuasive writing  | Plays and dialogues<br>Chronological reports<br>Shape Poems   |
| Science   | Forces and magnets  | Animals incl: Humans<br><i>(Experience: Kirkley Hall)</i>  | Light   | Plants   | Sounds   | Investigations  |
| Computing | <b>Media Balance and Wellbeing:</b> CSM<br>Device Free Moments<br><i>(Recognise the ways in which digital devices can be distracting and identify ideal device-free moments for themselves and others)</i><br>Select, use and combine software to design and create content, present information<br><i>(Publishing- posters etc.)</i> | <b>Cyberbullying:</b> CSM<br>Putting a Stop to Online Meanness<br><i>(Understand what online meanness can look like and how it can make people feel)</i><br>Work with various forms of input and output <i>(Microbits)</i> | <b>Digital Footprint and Identity:</b> SID resources<br><i>This is Me/ #Goldilocks (Identify ways they can post online to best reflect who they are)</i><br>Select, use and combine software to design and create content, present information. Use sequence (Y4).<br><i>(PowerPoint)</i> | <b>Privacy and Security:</b><br>CSM Password Power Up/ How Secure is my password? <i>(Describe a password's purpose and understand why a strong password is important)</i><br>Design, write and debug programs; use sequence, selection and repetition in programs<br><i>(Scratch Gold Shape)</i><br><br><i>*<a href="https://www.security.org/how-secure-is-my-password/">https://www.security.org/how-secure-is-my-password/</a></i> | <b>Relationships and Communication:</b><br>Play, Like, Share Band Runner<br><i>(Identify signs of negative behaviour online and respond safely to this)</i><br>Select, use and combine software to design and create content<br><i>(Imagery- Pixlr Editor)</i> | <b>News and Media Literacy:</b> Kara & the Smart Crew Ch2<br><i>(Understand that not all information found online is reliable)</i><br>Design, write and debug programs; use logical reasoning to explain how some simple algorithms work and correct errors <i>(Scratch Gold Helicopter Game)</i> |
| History   | <b>Who were Britain's first builders?</b>   |  | <b>How have the Greeks shaped my world?</b><br><br>NC Ref: Ancient Greece;  |  | <b>Who invaded Britain?</b><br><br>NC ref: Britain's settlement by the   |   |

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|                         | <p><b>NC ref:</b> Changes in Britain Stone Age to Iron Age</p> <p><b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p> |  | <p>achievements and influence</p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> |   | <p>Anglo Saxons and Scots</p> <p><b>Focus:</b> Overview of the migration of people to the UK, invasion and settlement by Romans in brief as an overview, key features of Anglo Saxon Britain (s/c/r/e), Scots' invasions, chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p> |   |
| <p><b>Geography</b></p> |   | <p><b>We've got it all! Why is the North East special?</b></p> <p>Regional focus with lead on rivers and coasts.</p> <p><b>Focus:</b> Fieldwork, water cycle, rivers-their formation and impact.</p> |  | <p><b>UK Discovery – is the UK the same everywhere?</b></p> <p><b>Focus:</b> Physical geography - hills, coasts, rivers, briefly: farms, industry, population.</p> <p>Towns, cities and counties.</p> |  | <p><b>What can we discover about Europe?</b></p> <p>Places, features and people.</p> <p>Focus: land use, key human features (cities, population, trade/ resources) and locations.</p> |

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|              |  | <p><i>Builds on: What is my place like/What can I find?</i></p> <p><i>Prepares for: What shapes my world/rivers &amp; coastal fieldwork.</i></p> |   | <p><i>Builds on: What is country like/What can we discover about the UK?</i></p> <p><i>Prepares for: Discovery Europe/Why do we have cities?</i></p> |   | <p>Map/ atlas grid references. Use of geographical figures/ graphs</p> |
| <b>Art</b>   | <p><b>Mixed Media Stone-Age</b></p> <p>Drawing from observation, mark making, textures, surfaces, painting on large scale. Create favourite animals as cave art. Study Neolithic cave art.</p> |  | <p><b>Drawing and Painting, collage or digital</b></p> <p><u>Mythical Creatures</u></p> <p>Investigate and research mythical creatures from around the world. Create collages by mixing different animal body parts. Invent own creatures in response to problems/scenarios</p> |  | <p><b>Colour/ Painting</b></p> <p>Landscapes</p> <p>Artists: - John Constable, L S Lowry, David Hockney</p> |  |
| <b>DT</b>    |  | <p><b>Mechanical Systems</b></p> <p>Focus: Levers and linkages</p>   |   | <p><b>Textiles</b></p> <p>Focus: 2D shape to 3D product</p>  |   | <p><b>Structures</b></p> <p>Focus: shell structures</p>                |
| <b>MFL</b>   | On the way to school (unit 15)   | On the way to school (unit 15)   | La vie et la sante (Life and Health - unit 6)   | La vie et la sante (Life and Health - unit 6)  | Les Quatres Amis (The 4 friends -unit 5)  | Jeux et chansons (Games and Songs - unit 2)                            |
| <b>Music</b> |  | <p><b>Clarinet</b></p> <p>Playing a Tuned Instrument</p>   |   | <p><b>The Dragon Song</b></p> <p>Music from Around the World</p>   |   | <p><b>Bringing Us Together</b></p> <p>Disco</p>                        |
| <b>RE</b>    | <b>Creation</b>  | <p><b>Incarnation/ God</b></p> <p>What is the Trinity?</p>   | How and why do believers show their   | <b>Salvation</b>   | <b>Kingdom of God</b>   | What are the deeper meaning of festivals?                              |

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|           | What do Christians learn from the Creation story? |   | commitments during the journey of life? | Why do Christians call the day Jesus died 'Good Friday'? | When Jesus left, what was the impact of Pentecost?               |                       |
| <b>PE</b> | Games (focus on throwing and catching)<br>Dance   | Gymnastics (travelling and rolling)<br>Games (hockey) | Dance<br>Swimming                       | Games (Tennis)<br>Swimming                               | Gymnastics (Creating routines and linking movements)<br>Swimming | Athletics<br>Swimming |