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	Autumn	Spring	Summer	
Theme	TRIBAL TALES	DIARIES, MUMMIES AND PYRAMIDS	MIGHTY METALS	GODS AND MORTALS
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral – Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity – LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise – school summer fair Community; caring for others, social responsibility –, Diversity – LGBT Road safety, sun safety, water safety- visitors.	
Experiential opportunities	Hancock Museum – Stone Age	RE VISITORS: Reverend Paul Tyler -pgetyler@hotmail.com Captain Lynne Davis – captainlynne@gmail.com lynnedavis@salvationarmy.org.uk		
Parental involvement	Revise 2x, 3, 5, and 10x table Spellings Reading journals	Learn 4x and 8x table Spellings Reading journals	Learn 6x table. Spellings Reading journals	
English	Recount – Stone Age Boy Information texts Rocks and soil (Science link) Non –chronological report Weather around the world (Geography link0 Explanation text – I know how fossils are formed (Science Narrative- writing in the role	Non- chronological report- healthy eating (Science link) Information texts – A visitors Guide to London (Fact writing – The Tower of London (History link) Letter writing – Poetry Traditional poems Recount- writing letters in role of character, newspapers and diaries	Persuasive writing linked to the Abominables Poetry – performance poems Instruction text- A Recipe for Iron Man (Science link) Shape poetry and calligrams (Link to Iron Man) Labelling- journey of a river	

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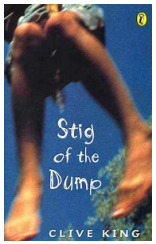
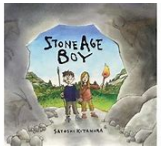
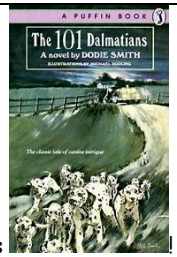
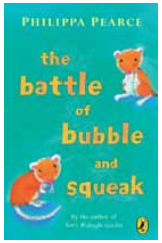
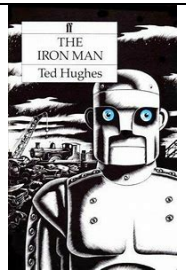
	of Stone Age boy (History link) Dialogue and plays from Stig of the dump (History link) link)	(History link) Howard Carter's diary, a letter home from a pyramid builder. Non- chronological report- Snow leopards linked to the Abominables	
Quality Texts	**Stig of the Dump**  Description of dump. Recycling. Character descriptions, adventure stories.  **Stone Age Boy** Narrative, character descriptio description of caves. Instructions: **How to wash a Woolly Mammoth** How to make a Stone Age- Smoothie Debate – would you prefer to live in the Stone A modern world? **Cat Tales: Ice Cat**	 **101 Dalmatians** Pongo and Missis must rescue their puppies before time runs out. And that's how one of the world's best-loved animal stories starts- see page turners for lesson ideas. Link to mapping British Isles (Twilight barking, journey of the dogs)  **Battle of Bubble and Squeak** Recount Diary writing- relate to Howard Carter's diary.(History,) Healthy eating diary (Science) Direct speech With the class create role-on-the-wall for Sid, Bill and Alice Sparrow. Ask: *How does the writer show their characters?* Use diary entries or	 **The Iron Man**, Notice and imitate the opening, using rhetorical questions to draw in the reader. With the class role play the family talking about the picnic or Hogarth telling his parents about what he had seen. Invite them to create a **diary** for Hogarth and **news bulletins** for both the Iron Man and space-bat-angel- dragon. Discuss which of the two tales is strongest and why? Ask them to draw parallels with other 'taming the monster' stories. **Frog, Belly, Rat Bone.** https://www.stem.org.uk/resources/community/collection/354742/story-frog-belly-rat-bone-plants-7-9  The story of Frog Belly Rat Bone provides a good setting for investigating plants and their benefits to our environment.

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	 With the class look at the use of **imagery** on the first few pages and a list of other **similes** for snow. Ask: What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2? Talk about the lump of ice inside of him. Ask: In Chapter 3 what is the Ice Cat sea destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about? **Poetry-seasonal poems –Autumn/Winter.**	hot-seating to keep alive the different viewpoints of what is happening in the family. Pause at the end of Chapter 10 asking them to predict how it might end. Discuss the end of the story. Poetry **This is Britain Benjamin Zephaniah**	**The Sheep-**Pig Have the children ever heard of Dick King-Smith ? Not surprisingly, he used to be a farmer. Ask: Are pigs stupid? (See Chapter 2.) Why does Fly look after Babe? At the start of Chapter 3 what are the puppies not telling Babe? Discuss the relationship between Fly and Babe. Ask: What is it about Babe's character that is endearing? Invite the children to write the **police report** about the sheep rustling incident and the **news report** about the sheep-dog trials. Write a balanced argument **Does a pig make a good pet?**
Maths	Lancashire Grid for Learning as basis for medium term plans. Sorting diagrams- Rocks and soil (Science link) Graph of weather patterns (Geography link) Comparison of temperatures(Geography link) Measurement of shadows throughout the day.	Lancashire Grid for Learning as basis for medium term plans Bar line diagrams (Science link) Food labelling (Science link) A healthy recipe – mass (Science link) Graph of amount of sugar in foods (Science link) Measurement of length of bones (Science link) Mummifying a tomato – link to weight.	Lancashire Grid for Learning as basis for medium term plans. Pyramid block investigation (History link) Measuring strength of magnets (Science link) Measurement of friction- graph of results (Science link) Vocabulary- difference between mass and weight/ using Newton meters (Science link)
History	**Who were Britain's' first builders?** **Stone Age to Iron Age** **Historical knowledge**: chronological knowledge of the long arc of time, century and millennia, BC/ AD **Explain/ analyse second order concepts**: pupils will be thinking about change, significance and	**Why did the Ancient Egyptians build pyramids?** **Developing Historical Knowledge:** chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation – chronology of developments. **Explaining/ Analyse second order concepts:** Causation and significance	**How have the Greeks shaped my world?** **Historical knowledge**: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art. **Explain/ analyse second order concepts**: pupils will be developing and using their knowledge to think about change, consequences and

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	similarity and difference. **Primary source use**: use of photographs of artefacts throughout, inference observation. **Interpretations/ representations of the past**: pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.	**Use of primary sources:** The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources. **Interpretations/ representations of the past**: Not explicitly developed in this unit. When reading information text/ looking at artistic representations, pupils should be increasingly aware that there are many versions of the same event.	significance. **Primary source use**: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation. **Interpretations/ representations of the past**: pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.

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Geography	**We've got it all! Why is the North East special?** **Knowledge of locations, places, their features human and physical, processes and key terminology:** pupils will develop their knowledge and physical geography by looking in depth at one region of the UK – The North East of England. Pupils will be able to identify the region and component counties on maps across a variety of scales – moving from global/continental /national down to England. Pupils will identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour , and beach in the region. There is a special focus on economic activity (what is made in the region) in the human geography element and rivers for the physical geography elements of the unit. **Understanding of geographical similarities and differences, interactions of people, processes and places:** pupils will develop knowledge of the varied human and physical geography of the region. **Working like a geographer**: using geographical information from OS maps, information texts, photographs and fieldwork **Working like a geographer: use of fieldwork and geographical skills-** pupils will be developing their field work knowledge via new methods of collection and undertaking fieldwork beyond the local area	**Why do we have cities?** **Knowledge of locations, places and their features, human and physical processes and key terminology:** Pupils will know the names and locations of the major cities of the UK and the difference between a city and a town. The key features of cities will be introduced with accurate terminology to include site and function. **Understanding of similarities and differences, interaction of people, processes and places:** Pupils will look at how cities differ within the UK and some of the possible differences between their local city and some globally significant cities. The unit looks at how places become cities and what happens there. Pupils will look at the impact cities have on people and the physical environment. **Working like a geographer: use of geographical information from maps, atlases, globes etc.** Pupils will use maps and atlases as well as photographs and information texts to gather information. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record:** Fieldwork is possible in this unit with a city investigation .	**Is the UK the same everywhere?** **Knowledge of locations, places and their features, human and physical processes and key terminology** Develop locational knowledge of the United Kingdom to include Counties, major towns/ cities, physical features, some human features. Key topographical features of the UK including physical features such as hills, mountains, coasts and rivers. **Understanding of similarities and differences, interaction of people, processes and places** Contrasting places in the UK – physical features in different parts of the country, differences in the weather. **Working like a geographer: use of geographical information from maps, atlases, globes.** Use of a satellite image, use of physical features maps, use of political organisations map, use of Atlas maps of the UK, use of OS maps. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.** Adding detail to a base map, using OS maps with symbols and four figure grid references **Geographical communication** Annotation of photographs, base maps, satellite images Weather patterns- link to data . Description of information suggested by a map/ image. Summarising new knowledge and its sources. Fact files and s imple factual accounts.

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Science	**Rocks & Soils Autumn 1** I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter. Science through stories – See stem website Pebble in my pocket- Pebble In My Pocket tells the dynamic story of rock formation; showing the reader the processes that the pebble goes through from its beginnings in a fiery volcano 480 million years ago.	**Light Autumn 2** I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the **size of shadows changes**. Stories through Science – See website Firework maker's daughter- The Firework Maker's Daughter by Philip Pullman is a good starting point for teaching about light.	**Animals inc. humans Spring** I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. Stories through science- See stem website The little mole who knew it was none of his business - This funny tale creates a great setting through which children can explore simple functions of the basic parts of the digestive system in humans.	**Forces and magnets Summer 1** I can compare how things move on different surfaces I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Stories through science – See Stem website Ironman - The Iron Man is the perfect story to explain how magnets attract or repel each other and attract some material and not bone -	**Green Plants Summer 2** I can identify and describe the functions of different flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Stories through science- See stem website The story of Frog Belly Rat Bone provides a good setting for investigating plants and their benefits to our environment

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	Skills **Discussing and Questioning:** Ask questions of other pupils. Make relevant contributions to group or class discussions. **Observing and Measuring:** Use own criteria to group/classify. **Prediction:** Sometimes predict the outcome of the investigation. **Planning:** Make a simple plan identifying what observations they will make. **Scientists:** looking at the part science has played in the development of many useful things. **Health and Safety:** recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others		**Skills** **Discussing and Questioning:** Use scientific vocabulary in correct context. **Observing and Measuring:** With support, begin to use standard measures to the nearest whole number. **Choosing an Approach:** Begin to make suggestions. **Evaluating Results:** Compare what happened with what they thought might happen. **Interpreting Results:** Compare results. **Scientists:** looking at the part science has played in the development of many useful things.		**Skills** **Fair Testing:** Show awareness that some aspects should be kept the same. Begin to be aware of the idea of fair testing. **Recording tables:** Present results in a simple pre-headed table. Draw a table with suitable headings. **Planning:** Make suggestions about what can be measured. **Observing and Measuring:** Measure using non-standard measures. **Interpreting Results:** Make some statements about what the results show. :	
D.T.	**Structure** Design a decoration which lights up.		**Textiles**		**Control** **Produce a book with moving parts – Flintstones book**	
Art and Design	Architectural drawings and sketches. – Christopher Wren Symmetry- Taj mahal. Color- St. Basils Cathedral. Use different scales, drawings and sketch Iron Age Celtic art/Early Islamic civilisations– geometric patterns Ancient Greek vases	**Textiles**	**Painting** Using sketchbooks Learning about artists Working in stages; setting up work for themselves Ancient Egyptian Hieroglyphics Ancient Egyptian death masks	**Collage** Use other pictures to create a final image Collage of the UK	**2D & 3D projects** Using sketchbooks **Forces and magnets**	**Drawing** Observational drawings Van Gogh Da Vinci Norman Cornish Pop art – Andy Warhol Landscape art – Monet, Dali, Van Gogh
PE	Gymnastics Balancing Act QCA Gymnastics Assessing Level 2/3 Unit 3, Task 1 Durham	Games Target Baggers Durham	Swimming Dance Round the Clock QCA or Dance Machines Durham	Swimming Games Run the Loop QCA	Athletics Off, Up and Away Durham	Games 3 Touch Ball QCA OAA Search and Rescue QCA and Where Am I? Durham

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Music	**Play and perform** - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat **Improvise and Compose -** percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas Charanga Unit Three little Birds Ho ho ho	**Play and perform -** notated, repeated rhythms – derived from UK cities/places: Sequence-structure-create textures (say/play) **Listen and appraise** – explore development of music throughout history and study types of musical instruments during these times Charanga unit Benjamin Britten- There was a Monkey	**Play and Perform** - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas **Understand notation -** Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc. Charanga Unit Let your spirit fly
R.E.	How do Hindus worship?	What can we learn about Christian symbols and beliefs by visiting churches?	What do Hindus believe and how does this affect the way they live their lives?
	How and why is Advent important to Christians? (3weeks)	What do Christians remember on Palm Sunday?	
MFL	Unit 2 Light Bulb Languages games and songs Numbers 1 -20 Simple questions Expressing preference	Unit 3 Light Bulb Languages Celebrations Making simple Simple statements (about activities) *Expressing praise *Months of the year *Writing an invitation *playing games (following instructions)	Unit 4 Light Bulb Languages Parts of the body Colours Descriptions of people
PHSCE/SMSC	**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions **A new Adventure, a new team.** Classroom charters, rights and responsibilities, aspirations and targets. Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels **Be friendly, be wise.** Managing conflict and anger. **Involvement** – inter and intra school sports	**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions The theme of loneliness through Gangsta Granny What are charities? **My community and how I can help** Rules and responsibilities in society **Living long and strong**- balanced diet, exercise and fitness Drug education - smoking **Involvement** – inter and intra school sports events, after school clubs, school council	**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions **Safety First** Secrets and safety Safety scenarios **Involvement** – inter and intra school sports events, after school clubs, school council Keeping safe **Money, money, money. Can I afford it?** **Assemblies- see whole school assemblies programme 2018-2019**

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	events, after school clubs, school council, Beamish Harvest festival **Assemblies- see whole school assemblies programme 2018-2019**	**Assemblies- see whole school assemblies programme 2018-2019**	
Computing	**Computer Science:** Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks) to make a simple programme using sequencing and timing. **Scratch Junior** Pathway http://code-it.co.uk/pathway **Microbit** – Create a program that displays a welcome message on the Microbit. Extend this so the message changes. https://makecode.microbit.org/lessons Inputs sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..) **IT:** •Be able to log in to computer system as themselves and can find their documents (personal drive) (This would relate to any computer-based activity.) •Know how to open shared documents and pictures. On a computer using the shared drive. On an iPad being able to use Air Drop or equivalent to share work on the board. I can select and use software to accomplish given goals on a range of digital devices. Can begin to use a software package e.g. Word or Publisher to create a simple brochure or flier.	**Computer Science –** **SCRATCH – Simple animation or Dressing up game** http://code-it.co.uk/scratch/dressingup/dressingupoverview Use a program Logo or Scratch to draw regular 2D shapes **Scratch** – Drawing shapes http://code-it.co.uk/goldshape/ up to basic procedures **Lego Fix the Factory** – App teaching sequencing **Logo** **Hour of Code** Frozen, Star Wars activities https://code.org/learn I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Be able to explain how a simple program works e.g. a Scratch Jnr Animation or instructions to draw an on screen shape. http://code-it.co.uk/unplugged/gettingup Independently be able to debug basic mistakes. This skill will be gained from repeated programming tasks. **IT**: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. Create a poster about moving and growing, growth, nutrition, digestion, skeleton and muscles. Create a poster or a picture on the United Kingdom (UK), include its main physical and human features.	**Computer Science –** Begin to use conditionals – If I click here then this happens…Scratch Junior, Scratch, Microbit (See Microbit activities and Scratch Junior activities) Scratch Junior My Story http://code-it.co.uk/mystory Microbit Display different messages when buttons are pressed or when device is shaken or changes temperature. Scratch Magic Carpet http://code-it.co.uk/carpet or Travel Europe. **IT**: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can present information. Can sequence and add to slides to make a simple presentation e.g. **Keynote, Powerpoint, iMovie.** Be able to create a meaningful document that contains both pictures and text. Create a PowerPoint on forces and magnets, include photos from investigations (taken on the iPads).

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	http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding Create a tourist brochure about earthquakes and volcanoes for people to read using publisher or word. Tourist brochure for Pompeii and Rocks & Soils.		
Online Safety and Digital Literacy. **Also see Education for a Connected World.**	Know that some people are the internet should not be trusted See Smart Crew resources. Know that concerns about what they see on-line should be reported to a trusted adult See Smart Crew resources. Smart Crew Videos and lesson resources. Covering a range of areas) Video :- http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew	Know which websites are useful and begin to understand that all might not be trustworthy. Smart Crew and 'Is seeing believing?' Common Sense Media Unit https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing Use a Search engine to find information given key words. Be able to log in and out of websites used at school e.g. Lexia, Time Tables Rockstars and Accelerated Reader. Use a simple password. Password Power Up -- Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up Online Password Checker - How secure is my password?	Other (Fits in with PSHCE themes) This is Me Common Sense Media My online presence https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me The Power of Words Common Sense Media Bullying Online https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words