



| SUBJECT | AUTUMN TERM | SRPING TERM | SUMMER TERM | |
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| Maths | Place Value Addition and subtraction Multiplication and division | Multiplication and division Length and perimeter Fractions Mass and capacity | Money Time Shape Statistics | |
| Literacy | <u>Reading Books:</u> The Puffin Keeper and The adventure club. <u>Writing genres:</u> Poetry Narrative: Book based on diversity Biography: Black History Month Stories from other cultures Christmas Narrative: Scene and settings | <u>Reading Book:</u> The Boy with The Bronze axe <u>Writing genres:</u> Author Study: International Women's Day Report writing: Holocaust Narrative: Character descriptions Explanation Texts: Science week (Time!) | <u>Reading Book:</u> Kensuke's Kingdom <u>Writing genres:</u> Persuasive Texts: Linked to looking after our world (Earth Day) Instructions Diaries: inspirational people who look after the world Letter: Aspiration week- To aspirational person Poetry: Beauty of our world | |
| RE | Homes: God's vision for every family. Promises: Promises made at Baptism. Judaism: Synagogue. Visitors: Waiting for the coming of Jesus. | Journey's: Christian family's journey with Christ. Listening and Sharing: Jesus gives himself to us. Islam: The Mosque Giving All: Lent: an opportunity to start anew. | Energy: Gifts of The Holy Spirit. Choices: Importance of examination of conscience. Special Places: Holy places for Jesus and the Christian Community. | |
| Science | <u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter | <u>Animals including humans</u> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and | <u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the | <u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk. Leaves and flowers. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |

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| | | | movement | light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change | |
| Geography | where I live <ul style="list-style-type: none"> -Where are we in the world? - Continents and oceans - Settlements in the UK - H and P geography of UK - Problems in towns and cities - Problems in the countryside | | Changing jobs <ul style="list-style-type: none"> - Different types of jobs - How jobs are changing (FW) - Who do we trade with? - Jobs for the future | | Water and the water cycle <ul style="list-style-type: none"> - The water cycle - Who uses water - Problems with water - Solving the water problem |
| History | Ancient Egypt <ul style="list-style-type: none"> -Who were the Ancient Egyptians and what were their lives like? -Why was the River Nile important to the Egyptians? -Who were the important Egyptian Gods and Goddesses? -Who were the Pharaohs and why were they so important? -What happened to the Pharaohs when they died? -What were the Egyptians greatest achievements and why were they significant? -Assessment: Who were the Egyptians and what were their greatest achievements? | | Stone age to Iron age <ul style="list-style-type: none"> -When was the Stone age and what periods did it include? -Continuity and Change from Stone age to Iron age. -Understanding the past: Archaeological findings. -Archaeology: Extracting information from sources -Limitations to archaeological sources -Is Skara Brae significant? -Assessment: Which period of time would you have rather lived in? | | Local Study (Ashington: A mining town) <ul style="list-style-type: none"> -How and when was Ashington formed? -When did Ashington become a mining town? Why? -History of mining? -Impact of the end of mining? -Pitman Painters -How has Ashington changed? -Assessment: Should I be proud of Ashington? |
| Art & Design | Drawing | Christmas Card (printmaking) and calendar (textiles) | Painting | Easter Card (collage) | 3D art (sculpture) |
| Design & Technology | <u>Design Skills – Working to a brief</u> <ul style="list-style-type: none"> •Task analysis •Product Analysis •How to write a specification •Initial ideas and how to annotate How to write an evaluation | | <u>Communicating designs – CAD</u> <ul style="list-style-type: none"> •Basics of tinkercad software •How to convert 2D drawings to 3D •Modelling 3D products in CAD •Developing a 3D design in CAD Communicating their design | | <u>Mechanisms – Moving Book</u> <u>Levers and Linkages</u> <ul style="list-style-type: none"> •What are levers? •Practical experiment of linkages •Initial ideas of pop up book using mechanisms •Development of pop up book •Making pop up book Evaluation |

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| PSHE/RSE | <u>Relationships</u> what makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behavior. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. Links: Black History Month Anti- Bullying Week | | | | <u>Living in the wider world</u> The value of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. Different jobs and skills; job stereotypes; setting personal goals. Links: Holocaust Memorial Day International Women's Day Fairtrade week | | | | <u>Health and wellbeing</u> Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places. Links: Aspiration Week Sports Day Earth Day (Aspirational people) | | | |
| Computing | COMPUTING SYSTEMS AND NETWORKS Connecting Computers | | CREATING MEDIA Stop frame animation Online safety | | PROGRAMMING A Sequence in music | | DATA AND INFORMATION Branching databases | | CREATING MEDIA Desktop publishing Online safety | | PROGRAMMING B Events and actions | |
| Music (Using Charanga) | Let your Sprit fly | | Glockenspiel 1 | | Three little birds | | The Dragon Song | | Bringing us together | | Reflect, rewind, replay | |
| PE | Invasion: Netball | Gymnastic sSymmetr y & Asymmetr y | Invasion: Handball | OAA: | Invasion: Netball | Gymnastic sSymmetr y & Asymmetr y | Invasion: Handball | OAA: | Invasion: Netball | Gymnastics : Symmetry & Asymmetry | Invasion: Handball | OAA: |