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| **Subject** | **Autumn 1**  **Go Green**  *What can I do to save the world?* | **Autumn 2**  **Narnia**  *What lessons can we learn in Narnia?* | **Spring 1**  **South Africa**  *Why is South Africa an amazing place to live?* | **Spring 2**  **Ancient Greece**  *Has Greece always been in the news?* | **Summer 1**  **This is Newcastle**  *Why is Newcastle such a canny place to live?* | **Summer 2**  **Romans**  *Why were the Romans so powerful and what can we learn from them?* |
| Hooks | The Rising Sun  Local Council recycling visit  Scrap project | Chris Hudson (Barnabus programme)  Film viewing | African drumming  Africa artefacts  Jessica Durr | Box of Delights  Play in a day  Olympics | Open top bus tour  That History Bloke | Roy Lawson  Vindolanda  Box of Delights |
| English | **Traditional Tales:** The little match girl  **Key Stories:** Narnia **Playscript:** topic related linked to Key Story/nativity  **Recount:**  Newspaper reports- topic link(Window by Jeannie Baker)  **Narrative Poetry:** Helier Beloch- Matilda (narrative poem) | | **Key Stories:** Journey to Jo’burg  **Explanations:** topic related through Science  **Non-chron report:** topic related  **Free verse & Narrative Poetry:** Spring poems  **Traditional Tales:** Greek Myths | | **Playscript:** link to prev texts  **Persuasive texts:** topic related  **Non-chron report:** topic related  **Free verse & Narrative Poetry:** topic related  **Myths & Legends:** Roman Myth  **Key Stories:** The captive celt/Across the Roman Wall | |
| Maths  (Weeks are approximate due to term length/children’s needs) | **Number:** Place Value – 4 weeks  **Number:** Addition & Subtraction – 3 weeks  **Measurement:** Length & Perimeter – 1 week  **Number:** Multiplication & Division – 3 weeks  **Consolidation** – 1 week | | **Number:** Multiplication & Division – 3 weeks  **Measurement:** Area – 1 week  **Number:** Fractions – 4 weeks  **Number:** Decimals – 3 weeks  **Consolidation** – 1 week | | **Number:** Decimals – 2 weeks  **Measurement:** Money – 2 weeks  **Measurement:** Time – 1 week  **Statistics:** 2 weeks  **Geometry:** Properties of shape – 3 weeks  **Geometry:** Position & Direction – 1 week  **Consolidation** – 1 week | |
| Science | Living things and their habitats | **Animals,** including humans | Sound | States of Matter | Electricity | Animals, including **humans** |
| Art |  | Improve their mastery of art and design techniques  (pencil, charcoal)- line/texture | Improve their mastery of art and design techniques  (painting)- pattern/printing/colour | Improve their mastery of art and design techniques  (sculpture, clay) |  |  |
| Computing | 4.1 We are software developers | 4.2 We are toy makers | 4.3 We are musicians | 4.4 We are HTML editors | 4.5 We are co-authors | 4.6 We are meteorologists |
| DT | Apply their understanding of computing to program, monitor and control their products.  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |  | Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  (South African food) |  | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  (Roman Water Mills) |
| Geography | Describe and understand key aspects of:  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |  |
| History |  |  |  | Ancient Greece – a study of Greek life and achievements and their influence on the western world  The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day | A local history study; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | The Roman Empire and its impact on Britain |
| Music | 4.1 Mamma Mia | 4.2 Glockenspiel stage 2 | 4.3 Stop! | 4.4 Lean on Me | 4.5Blackbird | 4.6 Reflect, Rewind and Replay |
| PE | Take part in outdoor and adventurous activity challenges both individually and within a team | Use running, jumping, throwing and catching in isolation and in combination | Perform dances using a range of movement patterns | Develop flexibility, strength, technique, control and balance [through athletics] | Develop flexibility, strength, technique, control and balance [through gymnastics] | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| PSED | 5- Good to be me | 3- Say no to bullying | 4- Going for goals | Financial Capability | 6- Relationships  (Sex education) | 7- Changes |
| RE | 4.1 God David and the Psalms | 4.2 Christmas-Light | 4.3 Jesus the Son of God | 4.4 Easter Betrayal | 4.5 The Church | 4.6 Prayer |
| MFL | Greetings  Introducing yourself ( name, age , saying where you live )  Numbers up to 20  Colours  Phonics | | Numbers up to 40  The alphabet  Months of the year  Days of the week  The weather  Phonics | | The alphabet  Pets  Snacks and drinks  Numbers up to 100  Phonics | |