



| 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 | Guided Reading: Macy Riddler and The Sphynx The Egyptian Cinderella Writing genres: Information text: Different forces Poetry: Flight of The Great Sphynx Diary Entry: Macy's perspective though the cave/maze. Instructions: Mummification Narrative: Based on the Egyptian Cinderella (Alternative story with a different God) Recount: Discovery of Tutankhamun Chronological report: Advent | Guided Reading: The Boy with The Bronze axe Stone age boy Writing genres: Formal Letter: To Mr Moran about making school meals healthier Character and setting descriptions: The Boy with a Bronze axe. Narrative: Historical story based on book. Biography: Famous archaeologist | Guided Reading: Kensuke's Kingdom Writing genres: Playscript: Based on part of Kensukes Kingdom. Narrative: A rain drops story Chronological report: Savinf water Newspaper article: The miners strike Poetry: Haiku (mining/Ashington) Fictional recount: Michael's Log book Letter: What I want you to know about me (For new teacher) | |
| 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 | <p>Forces and magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group</p> <p>Light 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 light from a light source is blocked by an opaque</p> | <p>Animals including humans 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 movement</p> | <p>Plants 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</p> | <p>Rocks 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</p> |

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| | <p>together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Recording findings using simple scientific language and labelled diagrams, identifying changes to simple scientific ideas and processes, observing carefully. Setting up simple practical enquiries, understanding and carrying out a fair test.</p> | <p>object.</p> <p>Find patterns in the way that the size of shadows change.</p> | | <p>formation and seed dispersal.</p> | |
| Geography | <p>Where I live</p> <ul style="list-style-type: none"> -Where are we in the world? <ul style="list-style-type: none"> - Continents and oceans - Settlements in the UK - H and P geography of UK - Problems in towns and cities - Problems in the countryside | | <p>Changing jobs</p> <ul style="list-style-type: none"> - Different types of jobs - How jobs are changing (FW) - Who do we trade with? <ul style="list-style-type: none"> - Jobs for the future | | <p>Water and the water cycle</p> <ul style="list-style-type: none"> - The water cycle - Who uses water - Problems with water - Solving the water problem |
| History | <p>Ancient Egypt</p> <ul style="list-style-type: none"> -Who were the Ancient Egyptians and what were their lives like? <ul style="list-style-type: none"> -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? | | <p>Stone age to Iron age</p> <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 <ul style="list-style-type: none"> -Limitations to archaeological sources -Is Skara Brae significant? -Assessment: Which period of time would you have rather lived in? | | <p>Local Study</p> <p>(Ashington: A mining town)</p> <ul style="list-style-type: none"> -How and when was Ashington formed? -When did Ashington become a mining town? Why? <ul style="list-style-type: none"> -History of mining? -Impact of the end of mining? <ul style="list-style-type: none"> -Pitman Painters -How has Ashington changed? -Assessment: Should I be proud of Ashington? |

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| | -Assessment: Who were the Egyptians and what were their greatest achievements? | | | | | | | | | | | |
| Art & Design | <u>Drawing</u> Blue Planet inspired conservation 3D drawing. | | | | <u>Collage</u> Busy people collage (Jobs in our world) <u>Sculpture</u> Clay Crosses | | | | <u>Printing</u> Hokusai art (The Great Wave) | | | |
| Design & Technology | <u>Mechanical systems</u> <u>Levers and linkages</u> A machine to help build an Egyptian pyramid. | | | | <u>Food</u> <u>Healthy and varied diet</u> Stone age stewed fruit recipe. | | | | <u>2D shape to 3D product</u> Proggy mat | | | |
| PSHE/RSE | <u>Health and Wellbeing</u> What makes a balanced diet; opportunities for making own food choices; what influences their food choices; habits. Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings. School rules on health and safety; basic emergency first aid; people who help them stay safe and healthy. | | | | <u>Relationships</u> Recognising feelings in others; responding to how others are feelings. Positive; healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively. Recognising and responding to bullying. | | | | <u>Living in the wider world</u> Discuss and debate health and wellbeing issues. Being part of a community and who works in the community. Responsibilities; rights and duties. Enterprise; what it means; developing skills in enterprise (Cross Year group project with Year 6) | | | |
| 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 | Gymnastics Symmetry & Asymmetry | Invasion: Handball | OAA: | Invasion: Netball | Gymnastics Symmetry & Asymmetry | Invasion: Handball | OAA: | Invasion: Netball | Gymnastics: Symmetry & Asymmetry | Invasion: Handball | OAA: |