



Term	*Autumn 1	Autumn 2	Spring 1	Spring 2	*Summer 1	Summer 2
Topic Title	<u>Getting Around!</u>	<u>Fire! Fire!</u>	<u>Incredible India</u>	<u>Wild and wonderful</u>	<u>My Place in the World</u>	<u>Passport to the world</u>
Key Question	Where do we live? How do we get around?	What happened in the past? How did the fire start?	What is it like to live in India?	What do plants need to grow?	Where do I live?	What are the continents? Where are the oceans?
Duration	8wks	7wks	5wks	6 weeks	6 wks	7 wks
English (Texts that link)	<u>The Snail and The Whale - CLPE</u>	<u>Poems to Perform - CLPE</u> <u>The Last Wolf - CLPE</u>	<u>Pattan's Pumpkin - CLPE</u>	<u>Wild</u>	<u>Leaf</u>	<u>Traction Man</u>
Science	<b>MATERIALS AND STATES OF MATTER</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>ANIMALS INCLUDING HUMANS (1)</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults	<b>ANIMALS INCLUDING HUMANS (continued)</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>PLANTS</b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<b>LIVING THINGS AND THEIR HABITATS</b> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	



RE	Harvest & the Church	Important People	Special Books	Families	Judaism	Judaism
History		<p>(The Great fire of Newcastle/Gateshead) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.– Guy Fawkes</p> <p>Significant historical events, people and places in their own locality.</p>		Changes within living memory – family and local life, changes nationally		
Geography	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map		<p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country use basic geographical vocabulary to refer to:                      □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather                      □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map</p>	<p><b>Locational knowledge</b> Name and locate the world's seven continents and five oceans <b>Human and physical geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
Art and Design	<p>Drawing Understanding that different mark makers may be used to create different effects. Using different marks in response to descriptive language. Understanding that different marks can represent different moods and movements. Applying different marks in response to music. Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary. Understanding how to represent texture by using a variety of different marks. To apply skills learnt to draw still life compositions in response to the work of <b>Henri Matisse</b>.</p>	<p>Painting To respond to the work of <b>Wassily Kandinsky</b> through the use of lines, shapes and colours. To respond to music through line, shape and colour. To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern. To construct a surface in the style of abstract artist <b>Anthony Frost</b>, discuss what they and others have done and say what they think and feel about it. To select and develop ideas from <b>Anthony Frost</b> images. To investigate visual elements of line and colour and space.</p>	<p>Printmaking To tear, and print with positive and negative stencils. To investigate layering and overlapping colours when printing. To develop the use of clay slab relief blocks using three colour overprinting process. To develop clay slab relief printing with tissue inlays to produce unique state prints. To develop the process of direct printing using found objects, selected colours and surfaces. To identify similarities and differences in the work of designers. To apply knowledge and understanding of materials and processes in developing responses.</p>	<p>Collage To ask and answer questions about the work of <b>Henri Matisse</b> as a starting point for their work. To respond to the work of <b>Henri Matisse</b>. To cut, tear and arrange primary and their complementary coloured papers. To collect, select and record in developing understanding and use of complementary colours. To respond to Op Art and the work of <b>Bridget Riley</b>. To investigate and develop responses to the work of Op artist <b>Bridget Riley</b>. To develop cutting and sticking skills. To respond to the work of the artist <b>Kurt Schwitters</b>.</p>	<p>Textiles To investigate dip dye materials and processes. To work over dip dyed fabric with rubbings from a range of surfaces. To try out tools and techniques and apply these to materials and processes. To use matchsticks and rubber bands to produce relief-printing blocks. To ask and answer questions about the starting points for developing their relief printing blocks. To try out tools and techniques in relief block printing. To investigate the possibilities of materials and processes for card wrapping. To respond to colour in chosen images as a starting point for their work.</p>	<p>3D To investigate and respond to Aboriginal Art. To ask and answer questions about starting points for their work. To select and develop ideas into 3D work in response to Aboriginal Art. To use different tools for decorating surfaces. To roll clay to an even thickness. To make coils and apply these as surface decoration. To respond to a story as a starting point for 3D work. To make forms from small pieces of clay and apply these as surface decoration. To respond to a story as a starting point for 3D work. To change the form of clay by pulling, pinching and smoothing. To use imagination to produce 3D form.</p>
DT	<p><b><u>Design and make make a fire engine (wheeled vehicle)</u></b> <b>Design</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT <b>Make</b> Select from and use a wide range of materials and components, including <b>construction materials</b>, textiles, ingredients according to their characteristics <b>Evaluate</b> Explore and evaluate a range of existing products Evaluate ideas / products against design criteria <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products.</p>		<p><b><u>Design and make – Food technology – savoury dishes</u></b> <b>Design</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT <b>Make</b> Select from and use a wide range of materials and components, including construction materials, textiles, <b>ingredients according to their characteristics</b> <b>Evaluate</b> Explore and evaluate a range of existing products Evaluate ideas / products against design criteria</p>		<p><b><u>Design and make (Textiles – sewing)</u></b> <b>Design</b> Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT <b>Make</b> Select from and use a wide range of materials and components, including construction materials, <b>textiles</b>, ingredients according to their characteristics <b>Evaluate</b> Explore and evaluate a range of existing products Evaluate ideas / products against design criteria</p>	
Music	Hands Feet Heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay



	Unit 2.1 Coding Number of Weeks – 5 Main Programs – 2Code	Unit 2.2 Online Safety Weeks – 2 Programs - Writing Templates Display boards 2Respond (2Email)	Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate	Unit 2.8 Presenting Ideas Weeks – 4 Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Template	sUnit 2.7 Making Music Weeks – 3 Programs – 2Sequence	Unit 2.5 Effective Searching Weeks – 3 Programs – Browser 2Quiz Writing Templates	Unit 2.6 Creating Pictures Weeks – 5 Programs – 2Paint A Picture Writing Templates	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate 2Calculate	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate 2Calculate	
PHSE	Health and Wellbeing			Relationships			Living in the Wider World			
	<u>Ball Skills</u> <u>Games-Throwing and Catching</u>		<u>Games</u> <u>Gymnastics</u>		<u>Movement</u> <u>Dance</u>		<u>Attack and Defend</u> <u>Gymnastics (2)</u>		<u>Running and Skipping</u> <u>Athletics activities (1)</u>	<u>Throwing and Catching</u> <u>Games</u>

Music – Charanga Scheme of Work

Computing – Purple Mash Scheme of Work

PHSE – PHSE association Education Planning Toolkit