



| Term | *Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | *Summer 1 | Summer 2 |
|---------------------------|---|---|---|--|---|---|
| Topic Title | <u>Rivers</u> | <u>Anglo Saxons</u> | <u>To infinity and beyond</u> | <u>NY-LON</u> | <u>Crossing the Tyne</u> | <u>Arabian Nights</u> |
| Duration | 7wks | 8wks | 5wks | 6 weeks | 6 wks | 7 wks |
| English (Texts that link) | Floodland clpe | Anglo Saxon and Norse poetry | Cosmic clpe | The London Eye mystery | Harry Miller's Run clpe | 1001 arabian nights clpe |
| Science | <p>FORCES Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>ANIMALS INCLUDING HUMANS Describe changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>EARTH AND SPACE Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>LIVING THINGS AND THEIR HABITATS Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.</p> | <p>PROPERTIES AND CHANGES OF MATERIALS Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> | |
| RE | | | | | | |
| History | | Britain's settlement by Anglo Saxons and Scots | | | <p>A local history study – crossing the river – the development of ferries, bridges and tunnels that cross the Tyne This could be: ⇒ a depth study linked to one of the British areas of study ⇒ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ⇒ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | A non-European society that provides contrasts with British history – a study of Baghdad c. AD 900; |



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| <p>Geography</p> | <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • rivers • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water | | <p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical features</p> | <p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of</p> <p>human and physical geography of a region within north America and the United Kingdom – compare and contrast London and New York</p> | | |
| <p>Art and Design</p> | <p>Textiles</p> <p>To investigate and reform visual and tactile qualities using construction and destruction processes.</p> <p>To use a variety of methods and approaches to make a hanging.</p> <p>To apply their experience of materials and processes to form fabric relief panels.</p> <p>To apply their experience of the batik process (including using water and flour paste techniques if wax batik is unavailable) and develop their control of tools and techniques.</p> <p>To respond to the work of textile artist Jean Davywinter.</p> | <p>Painting</p> <p>To produce multi-surface images in response to the work of the artist Chris Ofili.</p> <p>To apply their experience of materials and processes developing their control of tools and techniques for painting.</p> <p>To compare ideas, methods and approaches in Fauvist paintings.</p> <p>To use a sketchbook to develop ideas in response to Fauvist imagery.</p> <p>To question and make thoughtful observation using the work of the Fauvists as a starting point and select ideas to use in their work.</p> <p>To mix, match and extend colours and patterns.</p> <p>To apply their experience to mix and match colours and experiment with different tools and techniques.</p> | <p>3D</p> <p>To respond to the figurative sculptures of Alberto Giacometti.</p> <p>To produce sculptural forms in response to the work of Alberto Giacometti.</p> <p>To use modroc (plaster bandage) as a sculptural material.</p> <p>To review their sculptures and say what they think and feel about them.</p> <p>To use tissue paper and PVA to produce a translucent 3D form.</p> <p>To create clay slab forms.</p> | <p>Collage</p> <p>To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.</p> <p>To use a viewfinder to select and record from firsthand observation.</p> <p>To apply their experience of materials and processes, developing their control of tools and techniques.</p> <p>To investigate and combine visual and tactile qualities of materials and processes to make collages.</p> <p>To respond to the work of Dale Devereux-Barker and investigate the use of symbols in his work.</p> <p>To apply experience of materials and processes developing their control of tools and techniques.</p> | <p>Drawing</p> <p>To investigate and collect visual information from Hundertwasser images to develop ideas.</p> <p>To enlarge and develop own work using layering methods to communicate ideas and make images.</p> <p>To use a natural form as a starting point for imaginative drawings.</p> <p>To select and enlarge drawings and use a variety of mark makers to develop work.</p> <p>To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer.</p> <p>To use positive and negative drawing techniques in response to the work of Frank Auerbach.</p> | <p>Printmaking</p> <p>To produce a reduction block print using pressprint.</p> <p>To record and reflect on the reduction printing process.</p> <p>To combine different printmaking processes in developing their work.</p> <p>To research and respond to the work of printmakers.</p> |
| <p>DT</p> | <p>Textile Design – (use of variety of materials and techniques)</p> <p>Design and make a purse or bag for an Anglo Saxon to keep their treasure in.</p> | | <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand and use mechanical systems in their products</p> <p>Research foods popular in NY and create a deli menu.</p> | | <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Making a moving bridge</p> | |
| <p>Music</p> | <p>Livin' on a Prayer</p> | <p>Classroom Jazz 1</p> | <p>Make you feel my love</p> | <p>The Fresh Prince of Bel Air</p> | <p>Dancing in the Street</p> | <p>Reflect Rewind Replay</p> |
| <p>Computing</p> | <p>Unit 5.1 Coing Number of Weeks – 6 Main Programs – 2Code</p> | <p>Unit 5.2 Online Safety Weeks – 3 Programs - 2Publish Plus Writing Templates Display boards 2Connect (Mind Map)</p> | <p>Unit 5.3 Spreadsheets Weeks – 6 Programs – 2Calculate</p> | <p>Unit 5.4 Databases Weeks – 4 Programs – 2Investigate (database) Avatar creator</p> | <p>Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging)</p> | <p>Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make Writing Templates</p> <p>Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect</p> |
| <p>PHSE</p> | <p>Health and Wellbeing</p> | | <p>Relationships</p> | | <p>Living in the Wider World</p> | |
| <p>PE</p> | <p><u>Bat and Ball skills: tennis and football</u> <u>Gymnastics</u></p> | <p><u>Netball and aerobic circuits</u> <u>Hockey</u></p> | <p><u>Dance and Games: Line Dancing</u> <u>Basketball</u></p> | <p><u>Rugby and circuits</u> <u>OAA</u></p> | <p><u>Athletics</u> <u>Swimming</u></p> | <p><u>Athletics</u> <u>Swimming</u></p> |



Music – Charanga Scheme of Work

Computing – Purple Mash Scheme of Work

PHSE – PHSE association Education Planning Toolkit