



Durati on	7 weeks	7 weeks	6wk 4 days	6 weeks	4 weeks 4 days	6 weeks and 4 days.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Snail and the Whale journey tale Narrative Instructions	The danger zone, avoid being in the great fire of london. Non-Fiction Explanation text Vlad and the Great Fire of London Tale of Fear	Robot and the blue bird. Finding tale Non Chron Report	Leaf suspense tale Diary entry	Patans Pumpkin Warning tale Natural disaster warning tale	Traction man conquering the monster newspaper report
Fictio n Toolk it:	Characterisation Toolkit	Setting Toolkit	Description Toolkit	Opening Toolkit	Ending Toolkit	Dilemma Toolkit
Ques tion	How could the snail see the world without the whale?	Without cameras and photos how do we picture what	Does a robot have a heart?	What can you do to help people locally?	What can you do to help people in the wider world?	Should you believe everything we read?



		happened in the GFNG?				
Drive r/Theme	Habitats for science Local area	Great Fire of Newcastle and Gateshead.	Materials.	animals including humans pshre	respecting our planet - India Plants	geography UK
Outcome	Oral story telling, care home.	Exhibition of paintings and models.	Recycling programme sustainable development	Charity welcome box appeal	Enterprise project for an indian village school. Selling made items.	assembly
Science	<u>LIVING THINGS AND THEIR HABITATS</u> 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	<u>MATERIALS AND STATES OF MATTER</u> 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.	<u>ANIMALS INCLUDING HUMANS (1)</u> 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. Notice that animals, including humans, have offspring which grow into adults	<u>PLANTS</u> 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	<u>ANIMALS INCLUDING HUMANS (continued)</u> 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.	
RE		Christianity, the importance of the Bible, St Cuthbert and what can we learn from him, how Christians prepare for Christmas and the significance of Advent.	How do Christians celebrate Easter?	What does it mean to belong in Christianity?	Buddhism How do Buddhists show their beliefs?	Interfaith What can we learn about our local faith communities
History		(The Great fire of Newcastle/Gateshead) Events beyond living memory that are significant nationally or globally [for				Changes within living memory - family and local life, changes nationally



		<p>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>	<p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> - local engineers etc 				
Geography	<p>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</p> <p>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</p> <p>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>Locational knowledge Name and locate the world's seven continents and five oceans</p> <p>Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork 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>Place knowledge 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>Art and Design</p>	<p>National curriculum (across key stage 1) Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Painting</p> <ul style="list-style-type: none"> • Express their feelings through paintings & create a mood • Interpret an object through painting • Have a basic understanding of basic colour theory • Mix paint to explore colour theory • Create shades of a colour • Experiment with watercolour techniques to create different effects. <ul style="list-style-type: none"> • 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 investigate visual elements of line and colour and space. 	<p>3D</p> <ul style="list-style-type: none"> • To explore line using natural objects in the local environment. • To investigate the possibilities of working with clay. • To use story as a starting point and record from imagination in 3D form. • To use different coloured clays to decorate 3D forms. • To manipulate clay to produce balls and coils. • To explore a range of marks which can be made by pressing found objects into clay. • To use clay to make a mould for a plaster cast. • To make a clay slab and use different tools to make impressions in the surface. • Recognise different textures in different surfaces • Select and apply different materials to create raised texture. • Scrunch, roll and shape materials to make a 3D form • Mould, form and shape and bond materials to create a 3D form. • Apply bonding techniques to add parts onto their sculpture • Apply a smooth surface to a sculptural form • Apply line and shape to their work 	<p>Textiles</p> <ul style="list-style-type: none"> • To investigate weaving materials and processes. • To investigate materials and processes to embellish strips of fabric and use these to produce a weaving. • To try out tools and techniques in producing a fabric resist piece of work. • To investigate wrapping and knotting techniques and processes. • To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture. • Categorise a range fabrics and threads by colour and texture • Use a range of fabrics to weave a pattern • Identify and discuss when patterns are used in textile design & what patterns they can see • Bond separate fabrics together • Build an image using fabrics • Create a large scale textile or sculpture piece through class collaboration
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<p>DT</p>	<p><u>Models of the types of buildings burned in the GFNG</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms in their products.</p>		<p><u>Design and make - Food technology - savoury dishes</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria</p>		<p><u>Design and make (Textiles - sewing)</u> Design Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT Make Select from and use a wide range of materials and components, including construction materials, textiles, ingredients according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate ideas / products against design criteria</p>	
<p>Music</p>	<p>Hands Feet Heart</p>	<p>Ho Ho Ho</p>	<p>I wanna play in a band</p>	<p>Zootime</p>	<p>Friendship song</p>	<p>Reflect, rewind and replay</p>
<p>Computing</p>	<p>Unit 2.1 Coding Number of Weeks - 5 Main Programs - 2Code</p>	<p>Unit 2.3 Spreadsheets Weeks - 4 Programs - 2Calculate UUnit 2.4 Questioning Weeks - 5 Programs - 2Question, 2Investigate 2Calculate</p>	<p>Unit 2.4 Questioning Weeks - 5 Programs - 2Question, 2Investigate 2Calculate Unit 2.5 Effective Searching Weeks - 3 Programs - Browser 2Quiz Writing Templates</p>	<p>Unit 2.6 Creating Pictures Weeks - 5 Programs - 2Paint A Picture Writing Templates</p>	<p>Unit 2.7 Making Music Weeks - 3 Programs - 2Sequence</p>	<p>Unit 2.8 Presenting Ideas Weeks - 4 Programs - 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Template</p>
<p>PSHRE</p>	<p><u>Health and Wellbeing</u> <u>Think Positive</u></p>	<p><u>Health and Wellbeing</u> <u>Safety First</u></p>	<p><u>Relationships</u> <u>Growing Up</u></p>	<p><u>Relationships</u> <u>VIPS</u></p>	<p><u>Living in the Wider World</u> <u>One World</u></p>	<p><u>Living in the Wider World</u> <u>Respecting Rights</u></p>
<p>PE</p>	<p><u>Ball Skills</u> <u>Games-Throwing and Catching</u></p>	<p><u>Games</u> <u>Ball Skills</u></p>	<p><u>Movement</u> <u>Dance</u></p>	<p><u>Attack and Defend</u> <u>Gymnastics (1)</u></p>	<p><u>Running and Skipping</u> <u>Athletics activities (1)</u></p>	<p><u>Throwing and Catching</u> <u>Games</u></p>