



Duratio n	8 weeks	7 weeks		7 weeks	4 weeks 4 days	6 weeks	7 weeks
Term	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Core text	The Last Wolf Whose Habitat, is it? Journey tale Narrative Instructions	The Great Fire of London Non-Fiction Explanation text Vlad and the Great Fire of London Tale of Fear		The Storm Whale Finding tale Non Chron Report	The Great Kapok Tree suspense tale	The Gruffalo Conquering the Monster Newspaper report	Lila and the rain. Warning Tale Natural disaster warning tale Diary entry
Fiction Toolkit :	Characterisation Toolkit	Setting Toolkit		Description Toolkit	Opening Toolkit	Ending Toolkit	Dilemma Toolkit
Question	How could we help the wolf preserve his forest?	Without cameras and photos how do we picture what happened in the GFNG?		How can we help save endangered animals?	What can you do to help people locally?	Should you believe everything we read?	What can you do to help people in the wider world?



Driver/ Theme	Habitats - Science Local area	Great Fire of Newcastle and Gateshead.		Materials.	animals including humans Life Skills	respecting our planet - India Plants	History
Outco me	Washington Wetland project parental workshop	Exhibition of paintings and models.		Recycling programme sustainable development	Charity welcome box appeal	Enterprise project for an African village school. Selling made items.	Assembly
Science	<p><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.</p>			<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
RE	Christianity, the importance of the Bible,	St Cuthbert and what can we learn from him, how Cristians prepare for Christmas and the significance of Advent.		<p>Expressions of Belief How religious identity and belonging are expressed through baptism, services of dedication (symbols,</p>	What does it mean to belong in Christianity?	<p>Buddhism How do Buddhists show their beliefs?</p>	<p>Interfaith What can we learn about our local faith communities</p>



				words, actions, vows and promises). Introduction to Newcastle/Durham Cathedral as a place of worship.		
History		<p>(The Great fire of Newcastle/Gateshead)</p> <p>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>		<p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> - local engineers etc 		<p>Changes within living memory - family and local life, changes nationally</p>



<p>Geography</p>	<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 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>				<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</i></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <p>♣ <i>key physical features, including: valley, vegetation, centre, settlement, capital city, locality, fieldwork, Valley, Swamp, Deserts, Grasslands, Lake, Ocean</i></p> <p>♣ <i>key human features, including:</i></p>		<p><i>Locational knowledge</i> <i>Name and locate the world's seven continents and five oceans</i></p> <p><i>Human and physical geography</i> <i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Geographical skills and fieldwork</i> <i>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.</i></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</p>		<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. 	<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. 			



	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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. 		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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>Moving Vehicles</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 <u>construction materials</u>, 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. Lego League - Cargo Connect - Discover</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, <u>ingredients according to their characteristics</u> 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, <u>textiles</u>, 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>Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.</p>	<p>Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound</p>	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a</p>	<p>Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to</p>	<p>Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping through a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use</p>	<p>Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music</p>



	<p>Song Bank: Tony Chestnut: Hi lo chicka lo.</p> <p>I once saw an elephant</p>	<p>(timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>		<p>clapping game to Hi lo chicka lo that shows the rhythm. •</p>	<p>and analyse four pieces of music inspired by travel/vehicles</p>	<p>notes of different pitch. • Understand and use dynamics.</p>	<p>helps people share tradition and culture.</p>
<p>Computing</p>	<p>Unit 2.1 Coding Number of Weeks - 5 Main Programs - 2 Code</p>	<p>Unit 2.3 Spreadsheets Weeks - 4 Programs - 2 Calculate</p> <p>Unit 2.4 Questioning Weeks - 5 Programs - 2 Question, 2 Investigate 2 Calculate</p>		<p>PROJECT EVOLVE <u>Managing Online Information</u> Strategies for effective searching, critical evaluation and ethical publishing</p> <p>INTERNET SAFETY WEEK Internet Safety Day- Tuesday 4th February Class Project + School Assembly.</p>	<p>Unit 2.4 Questioning Weeks - 5 Programs - 2 Question, 2 Investigate 2 Calculate</p> <p>Unit 2.5 Effective Searching Weeks - 3 Programs - Browser 2 Quiz Writing Templates</p>	<p>Unit 2.7 Making Music Weeks - 3 Programs - 2 Sequence</p>	<p>Unit 2.8 Presenting Ideas Weeks - 4 Programs - 2 Connect (Mind Map) 2 Create a Story (ebook) 2 Quiz Writing Template</p>
<p>Life Skills</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>Media literacy and digital resilience</u></p>



PE	<u>Tennis</u> <u>OAA</u>	<u>Basketball</u> <u>Archery</u>		<u>Football</u> <u>Gymnastics</u>	<u>Netball</u> <u>Dance</u>	<u>Yoga</u> <u>Volleyball</u>	<u>Rounders</u> <u>Athletics</u>
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