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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Topic/Theme** |  | Prehistoric times |  | Fantasy/imagination |  | Identity |
| **Key Texts** | Fantastic Mr. Fox | Stone Age Boy | The Lost Thing | The Nothing to See Here Hotel | Madame Pamplemousse’s Incredible Edibles | The Firework Maker’s Daughter |
| **Liturgical Calendar Dates** | Feast of St Francis 04.10.25 | All Saints’ Day 01.11.25All Souls’ Day 02.11.25Remembrance Day 11.11.25St. Andrew’s Day 30.11.25Advent 01.12.25 to 24.12.25 | Epiphany 06.01.26 | St David’s Day 01.03.26Shrove Tuesday 04.03.26St Patrick’s Day 17.03.26St Joseph’s Day 19.03.26Ash Wednesday 18.02.26Lent 18.02.26 to 02.04.26Palm Sunday 29.03.26Good Friday 03.04.26Easter Sunday 05.04.26 |  | Pentecost Sunday 24.05.26 |
| **Calendar Events** | International Literacy Day 08.09.25Fairtrade Fortnight W/C 22.09.25 and 29.09.25Democracy Day 15.09.25International Day of Peace 21.09.25Black History Month (October)National Poetry Day 02.10.25World Mental Health Day 10.10.25Recycling Week W/C 22.09.25 | Diwali 20.10.25Bonfire Night 05.11.25Anti-Bullying Week W/C 10.11.25Remembrance Day 11.11.25Maths Week W/C 15.11.25World Kindness Day 13.11.25Children in Need 14.11.25Road Safety Week W/C 16.11.25 | World Religion Day 18.01.26Chinese New Year 29.01.26NSPCC Number Day 06.02.26Children’s Mental Health Week W/C 03.02.25Safer Internet Day 11.02.25 | World Book Day 05.03.26Science Week W/C 06.03.26Mother’s Day 15.03.26 | World Fair Trade Day 09.05.26 | Father’s Day 21.06.26 |
| **Curriculum** |
| **Maths** | Place valueAddition and subtraction | Addition and subtractionMultiplication and division A | Multiplication and division BPerimeter and length | Fractions AMass and capacity | Fractions BMoneyTime | TimeShape Statistics |
| **English** | Wanted posterDiary entryNewspaper report | Portal storyInformation | Lost posterPlayscriptRecountPersuasion | Suspense story Character description Setting descriptionPoetry |  | NarrativeFormal letter |
| **Phonics/SPaG** | Nouns and pronouns for clarityConsonants and vowelsSuffixes: -ly Simple past and present perfectSubordinate clauses and subordinating conjunctionsAdjectives‘A’ or ‘an’? | Prefixes: super-, anti-, auto-Past, present and future tenseApostrophesInverted commasCompound nounsPowerful verbsPrefixes: dis-, mis-, un- | AdverbsAdverbs – Time, place and causePrefixes: in-Suffixes: -ation | Coordinating conjunctionsOrganisational devices  | PrepositionsPrefixes: re-, sub-, inter- Suffixes beginning with vowels Time conjunctionsParagraphs  | HomophonesSuffixes: -ousWord familiesPlace and causeConjunctionsEditing and evaluating  |
| **RE** | **Homes** – God’s vision for every family**Judaism** – Synagogue**Promises** – Promises made at Baptism | **Promises** – Promises made at Baptism**Visitors** – Waiting for the coming of Jesus | **Journeys** – Christian family’s journey with Christ**Islam** – The Mosque | **Listening & Sharing** – Jesus gives himself to us**Giving All** – Lent: remembering Jesus’ total giving | **Energy** – Gifts of the Holy Spirit | **Choices** – The importance of conscience in making choices**Special Places** – Special places for Jesus and the Christian community |
| **History** | **What was life like in prehistoric times?**Prehistory – An introduction to the Stone Age, Bronze Age and Iron Age Survival during the Stone Age Farming in the Stone AgeCase Study – Skara BraeWhat does the evidence tell us?The dawn of the Bronze Age The dawn of the Iron Age When do you think it was a better time to be alive - The Stone Age, Bronze Age or Iron Age? |  | **What have the Ancient Greeks achieved?**Ancient Greek life – What do we know and how do we know about it? Greek gods Olympic games Greeks at war Democracy Thinkers and Inventors |  |
| **Geography** |  | **My Place in the World**Name and locate countries of the UKLocate rural and urban examples in the UKLocate the climate patterns for the UKLocate UK rural and urban places people would visitKnow the countries, capitals and unique features of the UK home nationsKnow the climate patterns for the UKKnow characteristics of rural and urban placesIdentify positive and negative impacts of tourism for the UKGive reasons why places change overtimeIdentify push and pull factors for UK migrationUse an atlas and maps to find placesUse choropleth maps to describe climate patternsRead climate graphs |  | **Volcanoes and Earthquakes**Locating general pattern of volcanoesLocating general pattern of earthquakesLocating MontserratLocation HaitiIdentifying the place characteristics of MontserratIdentifying the place characteristics of HaitiIdentifying impacts of tectonic activity on peopleGiving reasons why people live in tectonic areasUnderstanding why some places suffer moreUsing an atlas to find placesLabelling volcanic featuresLabelling/annotating earthquake features |
| **Science** | **Rocks**Different rocks and their featuresThe three rock typesSoilHow are fossils formed? | **Light**What is light?ReflectionsStaying safe in the sunShadows | **Animals including humans**Nutrition and food groups (diet)The human bodyTypes of skeletonsMuscles | **Plants**Parts of a flowerWhat plants needPollinationSeed dispersal | **Movement, forces and magnets**Forces over distanceMagnetsMagnetismMagnetic materials |
| **Art** |  | **Drawing – Use of line**Draw different shapes using different linesDraw outlines of everyday objects using various lines as appropriateRedraw an everyday object and add bold colours, inspired by the work of Michael Craig MartinArrange and overlay multiple shapes and everyday objects inspired by previous lessons – Explore adding colourProduce a continuous line drawing self-portraitProduce a self-portrait in the style of Julian OpieUse pupils’ Julian Opie style portrait to produce a mono-print (black and white)Build on mono-print skills to use different coloured paints to produce portraits |  | **Painting – Patterns in nature**Introduction to Art Nouveau with a focus on Charles Rennie MackintoshUse watercolour to control toneExplore tone using tonal ladders and experiment with watercoloursVisual analysis: Artist study – Simplifying still life in the style of MackintoshComparing artists – Complimentary and harmonious coloursDrawing and painting still life – Re-creating still life in the style of MackintoshObservational drawing and painting |
| **DT** | **Design and make – Branding and packaging**What is sustainability? Explore existing packaging and branding examplesAnalyse types of nets for flat packingAdapt and repurpose netsExplore slotted structuresGenerate ideas for packaging and accessories using given toysCreate a final designMake internal elements to accompany toysMake an external box including use of photosEvaluate final productWrite persuasively to toy manufacturers about why they should use sustainable designs |  | **Cooking and nutrition – Fruit crumble**Where do fruits come from?Carbon footprint of fruitMarket research (product and packaging)Design a crumble using seasonal fruits of choice, recapping hygiene rulesMake fruit crumbleEvaluate fruit crumble |  |
| **PE** | Circuits | Boxercise | Dance | Athletics | Swimming | Swimming |
| **Music** | Pupils will be introduced to the concept of rests during this unit exploring this through the following key themes: pulse, rhythm, melody, active listening and appraising, performance, singing and composition. **Pulse** – Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos.**Rhythm** – Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests. **Melody** – Pupils will perform three notes from notation including simple rhythms and rests. Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.**Performance** – Pupils will use tuned percussion and the voice to perform three note melodies (C, E and G) and simple rhythms. **Singing** - Pupils will sing folk songs and will focus on rounds.**Composition** – Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. | Pupils will be introduced to the concepts of ostinatos and rounds during this unit exploring this through the following key themes: pulse, rhythm, melody, active listening and appraising, performance, singing and composition. **Pulse** – Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using three different tempos.**Rhythm** – Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet and minim rests. Pupils will use and improvise with body percussion.**Melody** – Pupils will perform and improvise three notes from notation including simple rhythms and rests. **Listening** – Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.**Performance** – Pupils will use tuned percussion and the voice to perform and improvise three note melodies and simple rhythms. **Singing** – Pupils will sing folk songs and will focus on rounds accompanied by ostinatos.**Composition** – Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.  | Pupils will be introduced to the concepts of ostinatos and rounds during this unit exploring this through the following key themes: pulse, rhythm, melody, active listening and appraising, performance, singing and composition. **Pulse** – Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using three different tempos.**Rhythm** – Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet and minim rests. Pupils will use and improvise with body percussion.**Melody** – Pupils will perform and improvise three notes from notation including simple rhythms and rests. **Listening** – Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.**Performance** – Pupils will use tuned percussion and the voice to perform and improvise three note melodies and simple rhythms. **Singing** – Pupils will sing folk songs and will focus on rounds accompanied by ostinatos.**Composition** – Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.  |
| **Computing** | **Computer network** – **Computer connection**To recognise inputs and outputs of a digital device.To recognise how digital devices can change the way they work.To recognise how a computer network can share information.To explore how digital devices can be connected.To recognise physical components of a network in school. | **Computer science – Sequencing**To recap and consolidate prior learning of algorithms.To recognise how to decompose a project into smaller steps.To know how to create a sequence of code.To know to work with a variety of inputs and outputs of a program.To know to design and create a simple program for a specific goal.To begin to recognise how to evaluate a program that has been designed and created. | **Information technology – Features on Microsoft Word**To continue to develop typing skills, increasing speed and accuracy.To be able to navigate folders to find, open and put work into new folders.To use the undo and redo feature effectively.To add shapes and images using the copy and paste feature.To format images (crop and resize).To use spell check effectively. | **Data and information – Branching databases**To create questions with yes or no answers.To select an attribute to separate objects into groups.To create a branching database.To plan the structure of a branching database.To identify real world uses for branching databases. | **Media creation – Stop motion animation**To study and evaluate a stop motion animation (e.g. Wallace and Gromit).To tinker with an animation program in preparation for your own animation.To create a storyboard to design an animation.To create own animation using an animation program.To evaluate the animation. |  |
| **French** | **Family**Family membersName, age, birthdayAnimalsNumbersColours | **All about me**Physical description – Hair, eyes, skin, height, size, shapeCharacter descriptionsResearch a famous Francophone person (French fact file)All about me – Monsters | **Four Friends (story)**Introduction to the storyRecap animals and coloursVerbsRetelling the storyCreating own story |
| **PSCHE****TenTen** | Hands of TrustFair Trade Fortnight E-Safety Anti-Racism WeekDiwaliGet Up! | Anti-Bullying Week The Sacraments | Safer Internet DayHoli FestivalJesus, My Friend Family, Friends and OthersSafe in my Body | When things feel badDrugs, Alcohol and TobaccoFirst Aid Heroes  | Sharing OnlineChatting Online Working Together  | A community of loveWhat is Church?How do I love others?Big Changes, Little ChangesKidSafe Unit |
| **Assessment** |  | Autumn Assessments |  | Spring Assessments |  | Summer Assessments |
| **Trips, Visits, Visitors, Memorable Experiences** | Hancock Museum:Investigating Prehistory: The Stone Age and the Bronze Age? (History) | Hancock Museum:Investigating Prehistory: The Stone Age and the Bronze Age? (History)Centre for Life:Electrifying Newcastle? (Science) | Walk around the local area? (Geography) | Walk around the local area? (Geography) | Hancock Museum:Ancient Greece? (History)Centre for Life:Disgusting Digestion? (Science) | Centre for Life:Disgusting Digestion? (Science) |
| **Parental Engagement** | Harvest Festival | Parents’ EveningNativity | TBC | Parents’ Evening | TBC | Sports Day |