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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 01.11.25  All Souls’ Day 02.11.25  Remembrance Day 11.11.25  St. Andrew’s Day 30.11.25  Advent 01.12.25 to 24.12.25 | Epiphany 06.01.26 | St David’s Day 01.03.26  Shrove Tuesday 04.03.26  St Patrick’s Day 17.03.26  St Joseph’s Day 19.03.26  Ash Wednesday 18.02.26  Lent 18.02.26 to 02.04.26  Palm Sunday 29.03.26  Good Friday 03.04.26  Easter Sunday 05.04.26 |  | Pentecost Sunday 24.05.26 |
| **Calendar Events** | International Literacy Day 08.09.25  Fairtrade Fortnight W/C 22.09.25 and 29.09.25  Democracy Day 15.09.25  International Day of Peace 21.09.25  Black History Month (October)  National Poetry Day 02.10.25  World Mental Health Day 10.10.25  Recycling Week W/C 22.09.25 | Diwali 20.10.25  Bonfire Night 05.11.25  Anti-Bullying Week W/C 10.11.25  Remembrance Day 11.11.25  Maths Week W/C 15.11.25  World Kindness Day 13.11.25  Children in Need 14.11.25  Road Safety Week W/C 16.11.25 | World Religion Day 18.01.26  Chinese New Year 29.01.26  NSPCC Number Day 06.02.26  Children’s Mental Health Week W/C 03.02.25  Safer Internet Day 11.02.25 | World Book Day 05.03.26  Science Week W/C 06.03.26  Mother’s Day 15.03.26 | World Fair Trade Day 09.05.26 | Father’s Day 21.06.26 |
| **Curriculum** |
| **Maths** | Place value  Addition and subtraction | Addition and subtraction  Multiplication and division A | Multiplication and division B  Perimeter and length | Fractions A  Mass and capacity | Fractions B  Money  Time | Time  Shape  Statistics |
| **English** | Wanted poster  Diary entry  Newspaper report | Portal story  Information | Lost poster  Playscript  Recount  Persuasion | Suspense story  Character description  Setting description  Poetry |  | Narrative  Formal letter |
| **Phonics/SPaG** | Nouns and pronouns for clarity  Consonants and vowels  Suffixes: -ly  Simple past and present perfect  Subordinate clauses and subordinating conjunctions  Adjectives  ‘A’ or ‘an’? | Prefixes: super-, anti-, auto-  Past, present and future tense  Apostrophes  Inverted commas  Compound nouns  Powerful verbs  Prefixes: dis-, mis-, un- | Adverbs  Adverbs – Time, place and cause  Prefixes: in-  Suffixes: -ation | Coordinating conjunctions  Organisational devices | Prepositions  Prefixes: re-, sub-, inter-  Suffixes beginning with vowels  Time conjunctions  Paragraphs | Homophones  Suffixes: -ous  Word families  Place and cause  Conjunctions  Editing 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 Age  Case Study – Skara Brae  What 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 UK  Locate rural and urban examples in the UK  Locate the climate patterns for the UK  Locate UK rural and urban places people would visit  Know the countries, capitals and unique features of the UK home nations  Know the climate patterns for the UK  Know characteristics of rural and urban places  Identify positive and negative impacts of tourism for the UK  Give reasons why places change overtime  Identify push and pull factors for UK migration  Use an atlas and maps to find places  Use choropleth maps to describe climate patterns  Read climate graphs | |  | **Volcanoes and Earthquakes**  Locating general pattern of volcanoes  Locating general pattern of earthquakes  Locating Montserrat  Location Haiti  Identifying the place characteristics of Montserrat  Identifying the place characteristics of Haiti  Identifying impacts of tectonic activity on people  Giving reasons why people live in tectonic areas  Understanding why some places suffer more  Using an atlas to find places  Labelling volcanic features  Labelling/annotating earthquake features |
| **Science** | **Rocks**  Different rocks and their features  The three rock types  Soil  How are fossils formed? | **Light**  What is light?  Reflections  Staying safe in the sun  Shadows | **Animals including humans**  Nutrition and food groups (diet)  The human body  Types of skeletons  Muscles | **Plants**  Parts of a flower  What plants need  Pollination  Seed dispersal | **Movement, forces and magnets**  Forces over distance  Magnets  Magnetism  Magnetic materials | |
| **Art** |  | **Drawing – Use of line**  Draw different shapes using different lines  Draw outlines of everyday objects using various lines as appropriate  Redraw an everyday object and add bold colours, inspired by the work of Michael Craig Martin  Arrange and overlay multiple shapes and everyday objects inspired by previous lessons – Explore adding colour  Produce a continuous line drawing self-portrait  Produce a self-portrait in the style of Julian Opie  Use 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 Mackintosh  Use watercolour to control tone  Explore tone using tonal ladders and experiment with watercolours  Visual analysis: Artist study – Simplifying still life in the style of Mackintosh  Comparing artists – Complimentary and harmonious colours  Drawing and painting still life – Re-creating still life in the style of Mackintosh  Observational drawing and painting | |
| **DT** | **Design and make – Branding and packaging**  What is sustainability? Explore existing packaging and branding examples  Analyse types of nets for flat packing  Adapt and repurpose nets  Explore slotted structures  Generate ideas for packaging and accessories using given toys  Create a final design  Make internal elements to accompany toys  Make an external box including use of photos  Evaluate final product  Write persuasively to toy manufacturers about why they should use sustainable designs |  | | **Cooking and nutrition – Fruit crumble**  Where do fruits come from?  Carbon footprint of fruit  Market research (product and packaging)  Design a crumble using seasonal fruits of choice, recapping hygiene rules  Make fruit crumble  Evaluate 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 members  Name, age, birthday  Animals  Numbers  Colours | | **All about me**  Physical description – Hair, eyes, skin, height, size, shape  Character descriptions  Research a famous Francophone person (French fact file)  All about me – Monsters | | **Four Friends (story)**  Introduction to the story  Recap animals and colours  Verbs  Retelling the story  Creating own story | |
| **PSCHE**  **TenTen** | Hands of Trust  Fair Trade Fortnight  E-Safety  Anti-Racism Week  Diwali  Get Up! | Anti-Bullying Week  The Sacraments | Safer Internet Day  Holi Festival  Jesus, My Friend Family, Friends and Others  Safe in my Body | When things feel bad  Drugs, Alcohol and Tobacco  First Aid Heroes | Sharing Online  Chatting Online  Working Together | A community of love  What is Church?  How do I love others?  Big Changes, Little Changes  KidSafe 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’ Evening  Nativity | TBC | Parents’ Evening | TBC | Sports Day |