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| **Curriculum Area** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Theme** | Image result for bbc war and peace logo | |  | | | |  | | |
| **Trips and Visits** | \*Tudhoe Hall Livery  \*What’s Wicked about Whitworth  \*St Charles Primary School Trenches | \*Safer Futures Safety Carousel |  | |  | |  | | \*London  \*Durham Cathedral |
| **Possible Class Texts** | War Horse – Michael Morpurgo  Horses – Ted Hughes  Boy in the Striped Pyjamas – John Boyne | | Floodland – Marcus Sedgwick  Escape from Pompeii – Christina Balit | | | | London Eye Mystery | | |
| **Possible English Writing outcomes** | **Poetry**  \*Free verse poetry inspired by Ted Hughes  \*Emotive poem with Rhyme inspired by John McCrae’s Flanders Field  **Instructional Writing**  \*How to make a WW1 Bi-Plane (Linked to DT)  **Recounts**  \*Diary Event linked to War Horse | **Persuasive Writing**  \*Propaganda posters  **Narrative: Alternative Ending Stories**  \*Altering a key turning point of the war.  (Vague links with ‘The Man in the High Castle’)  **Recounts**  \*Letters home from the front line/ trenches | **Discussion**  \*Chernobyl - Who was to blame?  **Poetry**  \*Free verse poetry - Springtime in Pripyat  **Persuasive Texts**  \*Persuasive information leaflet advising citizens of Pripyar of the dangers posed by Chernobyl | | **Explanation texts**  \*How do volcanoes erupt?  **Recounts**  Newspaper article relating to Mount Vesuvius or Titanic  **Non-Chronological Report**  \*Volcanoes and their features | | **Poetry**  \*Ring O’Roses and its association with the Black Death  **Explanation text**  \*How to survive the Bubonic Plague.  **Recounts**  Doctor’s journal entry relating to plague victims. | | **Mystery Story**  \*Story based mystery inspired by Sherlock Holmes and the London Eye Mystery. |
| **Possible English Spag outcomes** | \*Passive voice & subjunctive  \*Relative clauses & adverbials  \*Dashes & brackets  \*Fronted adverbials  \*Expanded noun phrases  \*Verb tenses (including the progressive & perfect forms)  \*Varied conjunctions  \*Passive voice  \*Modal verbs & adverbs | | \*Formal & informal structures (shifts)  \*Synonyms & antonyms  \*Colons & semi-colons  \*Dashes & brackets  \*Verb prefixes & nouns suffixes (word creation)  \*Ellipsis  \*Bullet points, colons and semi-colons for lists  \*Verb tenses (including the progressive & perfect forms)  \*Relative clauses & adverbials  \*Varied conjunctions  \*Subjunctive mood | | | | \*SATs Revision  \*Formal & informal structures & language (shifts)  \* Verb tenses including the progressive & perfect forms)  \*Full range of sentence punctuation | | |
| **Possible Whole Class guided reading texts** | Extracts from:  \*The mystery of the colour thief  *EwaJozefkowicz*  *(Mystery)*  \*Aberrations – The beast awakens  *Joseph Delaney*  *(Horror)*  \*William Wenton and the secret portal  *Bobby Peers*  *(Adventure in the future)*  \*Spirit  *Sally Christie*  *(Fantasy)* | | Extracts from:  \*The black amulet  *J R Wallis*  *(Fantasy)*  \*Mucking about  *John Chambers*  *(Adventure in the present)*  \*You’ve got a friend  *Judi Curtin*  *(Adventures from the past)*  \*Pages & Co. Tilly and the Bookwanders  *Anna James*  *(Fantasy)*  \*We see everything  *William Sutcliffe*  *(Spy Thriller)* | | | | Extracts from:  Extracts taken from previous SAT’s papers:  \*Decoding - **giving / explaining the meaning of words in context.**  \*Retrieval - **Retrieve and record information / identify key details from fiction and non-fiction**  \*Summarisation **- Summarise main ideas from more than one paragraph**  **\***Inference - **Make inferences from the text / explain and justify inferences with evidence from the text**  \*Prediction - **Predict what might happen from details stated and implied.**  **\***Comparison **- Make comparisons within the text**  \*Language use **- Identify / explain how a meaning is enhanced through choice of words and phrases** | | |
| **Maths White Rose Suggested Units** | Number: Place Value    \*Number: Four Operations | \*Fractions    \*Geometry, position and direction | \*Number: Decimals    \*Number: Percentages  \*Algebra | \*Measurement: Converting Units    \*Measurements: Perimeter, Area and Volume    \*Number: Ratio | | | \*Geometry: Properties of shape    \*Statistics | | \*Problem Solving    \*Investigative work |
| **Possible Science progression of knowledge** | **Electricity**  \*Timeline the changing ideas of electricity over time  \*Consolidation of prior learning of electrical circuits (Yr4) and carry out a simple investigation relating to the brightness of a lamp or the volume of a buzzer  \*Research and use recognised symbols when representing a simple circuit in a diagram  \*Discuss a concept, gather evidence to support or refute it. | **Animals including Humans**  **(Circulation)**  \*Consolidation of prior learning relating to the circulatory system  \*Measure and record a set of results relating to one’s pulse rate  \*Carry out independent research, creating a report relating to the circulatory system.  \*Investigate a lamb’s heart through dissection  \*Role play the human circulatory system  \*Create a non-chronological report related to the circulatory system for lower year groups  \*Observe the heart rate over time  \*Poster creation of how to keep a healthy heart | **Evolution & Inheritance**  \*Create a mind map showing an understanding of the key vocabulary from the topic – inheritance, adaptation and evolution  \*Researching the characteristics that make a plant suited to its environment  \*Researching the characteristics that make an animal suited to its environment  \*Identifying characteristics that make an animal suited to its environment  \*Create an animals suited to an unusual environment  \*Researching the evolution of the peppered moth  \*Seek pattern through investigation relating to birds’ beaks  \*discuss the features inherited from parent to child  \*Look for evidence for evolution through comparisons of woolly mammoths and elephants | **Light**  \*Consolidation of prior learning – investigate light and shadows through puppets  \*Investigate how light travels in straight lines by using pipes and mirrors  \*Explore how we see non-light using a black cylinder  \*Consolidate and assess learning in a piece of writing linked to ICT  \*Investigate how shadow size can be changed  \*Explore the shape of shadows | | | **Living things and their Habitat**  \*Consolidation of prior learning – compare and classify leaves and identify similarities and differences  \*Classify tulips and daffodils  \*Identify the differences between groups in the plant kingdom: mosses, ferns, conifers, flowering plants  \*Research the main characteristics of a vertebrate group  \*Research the main characteristics of some invertebrate groups  \*Classify unusual animals  \*Classify an imaginary animal  \*Research microorganisms | | |
| **Science - progression of skills** | * use recognisedsymbols when representing a simple circuit in a diagram * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches | * 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 | * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | * recognise that light appears to travel in straight lines * explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | | | * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * give reasons for classifying plants and animals based on specific characteristics | | |
| **Science Key Vocabulary** | Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage | Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle | Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils | Reflection, transparent, translucent, opaque, periscope, luminous, non‑luminous, absorb, direction | | | Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering | | |
| **Possible Science Working Scientifically Tasks** | * Does adding another battery make any difference? * Does the thickness of the wire affect the brightness of the bulb? * Does the length of wire affect the brightness of the bulb? | * How does your heart rate change for different activities? * How would different types of stomach juices affect break down of food? * Is lung capacity linked to height, age, fitness? | * How are local animals/insects different from those in other locations/countries * Explore advantages and disadvantages of adaptations e.g. long fur | * What happens to the size of a shadow when you move the object nearer the light? * How can we see round corners? – link to periscopes * Which materials are the best for reflecting light? * What colour of writing can be seen best in the dark? * How many reflections can you create using mirrors? * Which light makes the best shadows? | | | * To investigate the respiration of yeast | | |
| **Possible History Progression of Knowledge** | **The War to End all Wars They Said (WW1)**   * Identify and debate the four main cause of WWI. * Investigate how the assassination of Arch-duke Franz Ferdinand set aflame the tinderbox that was Europe!      * Develop an understanding around the why and how Britain entered the war. * Debate and discuss the implication of war on the common man and woman * Research propaganda & conscription and their shared importance * What was life really like in the trenches? * Develop an understanding of the importance of woman during WW2 and understand the roles they carried out.   **Local area study**  \* | | **Disaster Stations!**  Titanic   * Titanic Timeline * Titanic Sources * Inside the Titanic and artefacts * Who were the passengers of the Titanic? * Who was to blame? * Titanic’s legacy   Pompeii What was life like in Pompeii the day before it was destroyed?How was Pompeii first excavated?How have archaeologists found out about Pompeii and Herculaneum? Chernobyl   * Who was at blame? * What changed because of Chernobyl? (Linked to geography for map work) | | | | **Plague & Fire! London 1666**   * Examine art as a historical source to see what we can learn about the plague and this time in history * Investigate the symptoms of the Black Death**.** * understand what medieval people thought would cure the black death. * find out how the black death came to infect Britain * understand the factors that led to the spread of the black death * understand medieval and modern beliefs about the cause of the black death. * understand how society was organised in the 14th century * know facts about medieval knight * know about the peasants revolt of 1381. * understand what would happen if the black death returned today. * know about the bacteria Yersinia Pestis. | | |
| **History - Progression of Skills** | **Historical Enquiry**  \*recognise primary and secondary sources independently  \*use a range of sources to find out about aspects of period studied  \*identify omissions in their knowledge and suggest means of finding out  \* gather knowledge from several sources to create a fluent account  **Chronology**  \*sequence up to ten events on a timeline  \*use relevant dates and times accurately  **Range & Depth of Historical Knowledge**  \*find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  \*write an alternative explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation – linked to English | |  | | | |  | | |
| **Possible Geography Progression of Knowledge** | **Africa! Asia! Oceania! Continents Not Countries**   * Locate Africa, Asia and Oceania on a map and identify that that it is a continent, not a country. * Locate countries of Africa, Asia and Oceania & their capital cities. * Compare & contrast region in Africa, Asia and Oceania with a region in the UK – geographical features. | |  | | | | **Raging Rivers From Around the World**   * Where Does Our Water Come From? The Water cycle! * Rivers of the World including the River Wear * Features of a River * Erosion and Deposition * How Do We Use Rivers? * Holding Back the Flood   **Local Area Study**   * River wear – mouth to sea | | |
| **Geography - Progression of skills** | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * locate, on a world map, the main countries in Africa, Asia & Australasia/Oceania * expand map skills to include non-UK countries * compare a region in the UK with a region in Africa, Asia or Australasia with significant differences and similarities | | * describe and understand key aspects of physical geography, including: volcanoes and natural disasters e.g. earthquakes, looking at plate tectonics and the ring of fire * understand and discuss fair & unfair distribution of natural resources, focusing on energy | | | | * describe and understand key aspects of physical geography, including: coasts, rivers and the water cycle (including transpiration) * name and locate the topographical features including coast, features of erosion, hills, mountains and rivers * extend into six-figure grid references, including longitude and latitude in greater depth * use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | |
| **Computing** |  | Scheme  **iSafe**  eSafety | Scheme  **IProgramme Unit 1**  Designing and Developing programmes | | | Scheme  **iApp**  Designing and Developing apps | Scheme  **iNetwork**  Networks, data & HTML/CSS | Scheme  **iProgramme Unit 2**  Developing 3D Animations | |
| **Music** | Charanga Unit  Happy  By Pharrell Willaims | Charanga Unit  Classroom Jazz 2 | Charanga Unit  A New Year Carol | | | Charanga Unit  You’ve got a friend | Glee Club | | |
| **Possible Art projects** | Sketching  \*Seaham Tommy  \*World War 1 Bi-Planes  Colour Mixing  \*Battle scenes  Persuasive Drawings linked to topic  \*Propaganda posters | | Banksy & the history/evolution of graffiti  \*Sketching – Banksy’s art work  \*Oil Pastels  – Graffiti art | | | | Lost masterworks (Picasso & Monet)  \*Collective artwork – Chuck Close  <http://www.artyfactory.com/art_appreciation/portraits/chuck_close.html>    \*Detailed Sketching - Woman with a Parasol    \*Clay Masks – sculpture of Plague Doctors mask | | |
| **Art & Design skills** | \*Colour mixing, understanding tone, shade, hue, mood  select colour precisely for intended purpose  select colour to match intended mood/atmosphere | understand properties of different media |  | | | |  | |  |
| **Possible Design and Technology projects** | Machines of war  \*World War 1  Bi-planes with electrical components | Make do and mend!  \*Ration cook book food  \*Patchwork quilts |  | | | |  | |  |
| **Physical Education** | Games  Wide Attack         Gymnastics  Group Dynamics | Games   \*Grid Rugby  \*Tag Rugby       Dance  WWII - Lindy Hop | Dance  Invasion        Gymnastics   Assessing level 1 Unit 6 Tasks 1 and 2 | | | Games   Zone Rounders        Gymnastics  Propped up | Games  \*Long and Thin, Short and Fat  \*Pairs Cricket    OAA   \*Beat the Clock \*Electric Fence    OUTDOOR ED | | Athletics  Distance Challenge      SWIMMING      OUTDOOR ED |
| **Religious Education** | What can we find out about the 5 Pillars?      How do Muslims express their beliefs? | | Why should people with a religious faith care about the environment?    Why are Good Friday and Easter Day the most important days for Christians? | | | | What do we now know about Christianity? (exploration through the concepts) | | |
| **PHSE / SMSC / Citizenship** | Self-Confidence | Support | Positive relationships | | | Achievement and Success | Coping skills | | Growing up |
| **P4C** | Amazon Fires: Is It the World’s Responsibility to Help? | [Should animal testing for medicinal research be banned?](https://www.twinkl.co.uk/resource/should-animal-testing-for-medicinal-research-be-banned-debate-pack-t-e-842) | [Should mobile phones be banned from schools?](https://www.twinkl.co.uk/resource/t3-dd-165-mobile-phones-should-be-banned-from-schools-debate-pack) | | | [Should women footballers earn as much as men?](https://www.twinkl.co.uk/resource/t3-dd-28-its-right-that-male-footballers-are-paid-more-than-female-footballers-discuss-lesson-pack) | [Should new cars have speed limiters?](https://www.twinkl.co.uk/resource/should-new-cars-have-speed-limiters-debate-pack-t3-dd-380) | | Should carrying a knife in public carry a long prison sentence? |