|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Global Neighbours/ Christian Calendar** | Celebrating Harvest | Celebrating Christmas | Celebrating Candlemas | Celebrating Lent and Easter | Celebrating Pentecost | Celebrating Trinity |
| **National and Whole School Events** | Harvest festival  Tour of Britain  International day of Peace  Sukkot  Halloween | Christmas worship  Christingle  Anti Bullying week  Road Safety week  Remembrance  Children in Need  Bonfire night | Big Garden Birdwatch  World Religion Day  Safer Internet Day  Valentines Day | Shrove Tuesday  Ash Wednesday  World Book Day  Fair Trade Fortnight  Passover  Holi | Mayday  Christian Aid Week  Ramadan  Vesak | Leavers’ assembly  Eid-il-Fitur |
| **Collective Worship**  **Roots and Fruits 1** | **Generosity** | **Compassion** | **Courage** | **Forgiveness** | **Friendship** | **Respect** |
| **Topic** | **All About Me** | **Dinosaur Planet** | **Enchanted Woodland** | **Explorers** | **Towers, Tunnels and Turrets** | **Beach-Combers** |
| **Trips & Visitors** | People who help us - emergency services  First aid training for children | Hancock museum  Zoo lab | DT - Union Chain Bridge  Visit a contrasting woodland or environment e.g. an urban setting like Newcastle etc. | Using maps to plan a route - Cragside etc | Alnwick Castle | Holy Island beach trip |
| **Christian Vision Golden Thread** | Uniqueness  Dignity and respect  Spiritual beliefs  Priority of enabling vulnerable pupils.  Making positive choices  Aspiring to be the best you can be.  Positive mental health. | Spiritual and ethical questions  Responding creatively | Social action  Spiritual and ethical questions  Responding creatively | Thinking globally  Aspiring to be the best you can be  International links | Disagree well, forgiveness and reconciliation | Big questions about exploitation of the natural world.  Thinking globally  International links  Charity/social action links. |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Quality Text**  (based on the Pie Corbett Reading Spine) | Cops and Robbers  Peace At Last  The Tiger Who Came To Tea  Amazing Grace | Harry and the Bucketful Of Dinosaurs  Tyrannosaurus Drip  The Dinosaur That Pooped A Planet | Rapunzel  Jack and the Beanstalk  Who’s Afraid of the Big Bad Book | Lost and Found  Information texts about explorers | How to Make a Castle Banquet | Giraffes Can’t Dance  Pirate stories |
| **Literacy** | **Stories from familiar settings**  Year 1: Retell a narrative using patterns from listening and reading.  Year 2: Write a three part story with a key character.  **Recounts**  Year 1: Write sentences to match pictures, or sequences of pictures, illustrating an event.  Year 2: Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least 3 chronological events in order, maintaining past tense and consistent use of the first person.  **Instructions**  Year 1: Write instructions on labels around the learning area,  Year 2: Write instruction with expansion about something they know well. Use imperative verbs and precise language choices.  **Poetry: Pattern and Rhyme - poems about me** | **Fantasy stories**  Year 1: Tell a story about a central character.  Year 2: Retell a story using typical settings, characters and events. Innovate a familiar story by changing aspects of the character and setting.  **Non-chronological report**  Year 1; Describe something or someone, developing descriptions in response to prompts and questions.  Year 2: Use information from research to group and assemble information in a short non-chronological report.  **Onomatopoeia and alliteration - linked to Bonfire Night** | **Fairy Tales**  Year 1: Innovate on patterns from a familiar story using known story patterns.  Year 2: Plan and tell a story based on their own experiences or using inspiration from stories they have read, using expanded noun phrases.  **Persuasive Texts**  Year 1: Write simple examples of persuasion e.g. letter to a character in a book.  Year 2: Write a simple persuasive piece based on research or a topic of interest.  **Non-chronological report**  Year 1: Describe something or someone, developing descriptions in response to prompts and questions.  Year 2: Expand information using subordination and coordination and expanded noun phrases.  **Traditional Poems** | **Stories about Explorers**  Year 1: Write their own version of a story and recount events in sequence.  Year 2: Plan and write a story based on a familiar character, using the structure of an opening, something happens, events to sort it out and an ending.  **Recounts - Diaries and Postcards**  Year 1: Write simple first person recounts linked to a topic or personal experience, incorporating at least three chronological events in order, maintaining past tense with consistency.  Year 2: Write a narrative about a personal experience and those of others e.g. in role.  **Songs and repetitive rhymes.** | **Contemporary fiction**  Year 1: Use pattern and language from familiar stories. Write and complete a story with a beginning, middle and end.  Year 2: Plan and write their own story or retell a known story using a range of sentence types and language to add detail.  **Instructions - recipes**  Year 1: Write a simple set of instructions including a numbered list, a title and a simple list of equipment.  Year 2: Extend and clarify instructions using subordination and coordination. Use expanded noun phrases.  **Discussion**  Year 1: Write a sentence or more to convey their opinion and a sentence or more ot convey the contrasting opinion of others.  Year 2: Write a series of sentences to convert opinion and a series of sentences to convey the contrasting opinion of others.  **Poems for pleasure: reciting poetry in the style of “Entering a Castle” by Brian Moses.** | **Stories from different cultures**  Year 1: Write a complete story which includes characterisation e.g. a good and a bad character.  Year 2: Plan and write their own story with a logical sequence of events, and the introduction of some kind of dialogue,  **Explanations**  Year 1: Write a series of sentences to explain a simple process based on first hand experience.  Year 2: Produce a flow chart or cyclical diagram independently, ensuring content is clearly sequenced.  **Non-chronological report**  Year 1: Assemble information about a subject from their own experiences, writing sentences to describe different aspects of the subject.  Year 2: Use the language and structure of a non-chronological report e.g. direct questions, opening statement, subheadings, line breaks and written in the third person.  **Humorous poems** |
| **Mathematics** | Place Value  Statistics (cross curricular) | Addition and Subtraction  Statistics (cross curricular) | Multiplication and Division  Statistics (cross curricular) | Measurement:Length and height  Shapes and geometry  Fractions  Statistics (cross curricular) | Money Problem solving  Position/Direction  Time  Statistics (cross curricular) | Measurement- Weight and volume  Mass , capacity and temperature  Consolidation/ investigations  Statistics (cross curricular) |
| **Science** | **Animals including humans ( human focus)**  Senses  Parts of the Body  Offspring  Basic needs  Healthy lifestyle | **Animals including humans**  Classification  Living /non-living things  Carnivores/herbivores/omnivores | Seasons  Weather patterns |  | Living things and their Habitats | Living things and their Habitats |
| **History** | Family tree  Changes over time  Changes within living memory  Chronology  Historical terms  Continuity and change  Similarities and differences | Mary Anning  Timeline  Archeology  Events beyond living memory  Significant individuals  Chronology  Historical terms  Historical enquiry  Significance  Cause and consequence | Local area changing - forest school  Changes within living memory  Continuity and change  Similarities and differences | Captain Scott  Significant individuals  Events beyond living memory  Interpreting history  Historical enquiry  Historical terms  Significance  Cause and consequence | Alnwick castle  Parts of a castle  Changes within living memory  Events beyond living memory  Chronology  Historical terms  Historical enquiry  Interpreting history  Cause and consequence | Grace Darling  Events beyond living memory  Significant individuals  Chronology  Historical terms  Interpreting history  Continuity and change  Cause and consequence  Similarities and differences  Significance |
| **Geography** | Where we live  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Change  Location and place  Planning and decision making | Continents  Locational knowledge  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Change  Location and place | Human and physical features  Comparing our woodland to the rainforest  Human and physical geography  Place knowledge  **Map skills**  Using maps  Making maps  **Concepts**  Cause and effect  Change  Location and place  Planning and decision making | Continents  Hot and cold places  Climate change  Human and physical geography  **Map skills**  Using maps  Map knowledge  **Concepts**  Change  Location and place  Cause and effect | Local area - identifying castles  Maps and castle plans - defence features  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Change  Location and place  Planning and decision making | Local features  Maps  Oceans  Aerial photos  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Location and place  Planning and decision making |
| **Art** | **Drawing and Painting**  Self portraits  Colour mixing  Brush choice  Picasso  **Sculpture**  Self portraits using natural materials  Clay models | **Drawing and Painting**  Dinosaur pictures  **Sculpture**  Dinosaur skeletons | **Drawing**  Observational drawings  Vincent van Gogh, Kandinsky  **Painting/ Printing**  Season art  **Sculpture**  Natural materials |  | **Printing**  Shapes- Paul Klee  Patterns  Castle lino prints, stamps.  **Drawing and Painting**  Castle pictures  Shields  **Textile**  Castle felt pictures | **Textile**  Sewing flags and money bags.  Seaside collage  **Drawing and Painting**  Animal art  **Sculpture**  Lighthouses |
| **D & T** | **Design**  **Make**  **Evaluate**  Designing and making healthy snacks.  **Technical Knowledge**  Food and nutrition | **Design**  **Make**  **Evaluate**  Salt dough fossils  Dinosaur hinge and lever egg  **Technical Knowledge**  Mechanisms  Materials and structures | **Design**  **Make**  **Evaluate**  Building structures  **Technical Knowledge**  Materials and structures | **Design**  **Make**  **Evaluate**  Moving joins  Cutting skills  Explorers backpack  **Technical Knowledge**  Materials and structures  Textiles | **Design**  **Make**  **Evaluate**  Castles with winding mechanisms and levers.  **Technical Knowledge**  Mechanisms | **Design**  **Make**  **Evaluate**  Cutting and sewing pirate money bags and flags.  Boats  **Technical Knowledge**  Textiles  Materials and structures |
| **PE**  **Get Set for PE** | Athletics  Ball Skills  Swimming | Fundamentals  Gymnastics  Swimming | Yoga  Dance | Skateboarding  Tennis | Invasion  Target Games  Rugby | Striking and fielding  Sports Day Practice  Team Building  Cricket |
| **Computing** | Information Technology  Technology around us  Online safety  Logging on  Digital Literacy  Self identity and image  (Y1) | Information Technology  Digital Painting  Digital Literacy  Online relationships (Y1) | Computer Science  Moving a Robot  Digital Literacy  Online reputation (Y1) | Information Technology  Book creator  Digital photographs( Y2)  Digital Writing (Y1)  Digital Literacy  Online bullying | Computer Science  Introduction to animations  Scratch Junior  Introduction to quizzes  Digital Literacy  Managing online information | Information Technology  Grouping data (Y1)  Pictograms (Y2)  Digital Literacy  Health wellbeing and lifestyle |
| **Music**  **Charanga** | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect,Rewind and Replay |
| **RE**  **Understanding Christianity**  **Theology, philosophy, human science** | Harvest festival  **Creation 1:2**  Who made the world?  **Being Special -** Where do we belong? **F4**  1 day school project | Christmas  Christingle  **Incarnation 1:3**  Why does Christmas matter to Christians? | Visitors  **Judaism**  Who is Jewish and how do they live? | Easter  **Salvation1:5**  Why does Easter matter to Christians? | Mayday  **God 1:1**  What do Christians believe God is like?  **Creation 1:10**  How should we care for the world and why does it matter?  1 day school project | **Which places are special and why? F5**  Visit house of worship Orthodox synagogue, Gosforth |
| **RSE**  **Jigsaw Year 1** | **Being me in my world** | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Forest School**  Continued throughout the year:   * **Seasonal Changes** * **Being Green** | **Playing and Exploring**  Rules and boundaries  Travel safely over rough terrain  Work in a team and communicate clearly  Y1  Carry sticks safely  Y2  Move logs safely | Prehistoric survival  **Tools**  Basic tools  Cutting string  Peelers  Bow saw to cut discs 1:1  Y2  Fire strikers | **Plants**  What plants needs - common plants, structure of plants  Planting vegetables, name several plants and understand how to care for them.  **Trees**  Know the name of at least 3 common trees | Maps and plotting routes like explorers  **Geographical skills and navigation**  Use simple compass directions  Directional language  Describe the location of features and routes on a map  Human and physical features  Devise a simple map with a key | Castle banquet  **Using fire for cooking**  Y1  Fire safety  Gather fuel  Eat foods  Turning and serving food on the fire  Y2  Fire strikers  Light cotton wool  Help prepare ingredients for the fire | Beach shelters  **Knots**  Y1  Basic knots  Y2  Overhand knots  Half hitch knots to attach structures and tarps to trees  Lashing to make frames  **Shelter building**  Tripod structures  Lean to shelters  Y2  Lashing to make a frame |