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| **Global Neighbours Christian Calendar** | Celebrating Harvest | Celebrating Advent | Celebrating Epiphany | 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 | 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** | **Electricity / Computers** | **Tremors** | **Romans** | **Gods and Mortals** | **Vikings / Anglo Saxons** | **Animals** |
| **Trips & Visits** | Centre for Life | Dynamic Earth | Hadrian’s Wall  Housesteads fort  Vindolanda | Seven Stories - poetry | Lindisfarne  Bede’s World - Jarrow Hall | Edinburgh Zoo/Northumberland Zoo |
| **Christian vision golden thread** | Thinking globally  International links  Social action and charity links | Spiritual and ethical questions  Responding creatively | Spiritual and ethical questions  Responding creatively  Think globally  International links | 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. | Disagree well, forgiveness and reconciliation.  Thinking globally  International links | Big questions about exploitation of the natural world  International links  Charity/social action links. |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy** | **Stories from familiar settings**  Year 3: Write a story in the third person, organised into paragraphs, ensuring the sequence is clear. Basic dialogue is included.  Year 4: Plan and write stories by identifying stages in the telling: introduction, build up, conflict, resolution. Organise paragraphs around a theme and include descriptive detail to make it vivid.  **Non-chronological report**  Year 3: Write in an impersonal style, using paragraphs to organise ideas.  Year 4: Write a comparative report based on their own notes taken from several sources.  **Poems for pleasure - research a poet, personal response and recite poetry by heart** | **Fantasy stories**  Year 3: Write a story in four parts in the first person with a definite ending.  Year 4: Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structure.  **Explanations**  Year 3: Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flow charts to support the explanation.  Year 4: Write an explanation text in a personal and impersonal style, adapting the use of language and grammar appropriately.  **Poetry - cinquain** | **Stories from history**  Year 3: Retell or write their own story varying voice and information to create effects and sustain interest. Include dialogue to set the scene and present characters.  Year 4: Plan a comprehensive story focusing on organisational devices e.g. time of day, repetitive words and phrases, adverbial phrases and use of pronouns.  **Recount - Julius Caeser’s diary /Diary of Pompeiian**  Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.  Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report..  **Instructions - Roman banquet**  Year 3: Write increasingly complicated instructions using a wide range of devices to make them easier to follow.  Year 4: Write a procedural text using a range of organisational devices and language to support clarity and cohesion.  **Riddles** | **Myths and Legends**  Year 3: Write a five part story, with a strong dilemma. Use the conventions of written dialogue to show the relationship between two characters and move the action forwards.  Year 4: Plan and write a longer story including details of setting, using figurative language to evoke mood and atmosphere.  **Diaries**  Year 3: Write the same event in a variety of ways in the third person, such as a diary.  Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.  **Persuasion**  Year 3: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.  Year 4: Write advertisements focusing on how information should best be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.  **Poems for pleasure - research a poet, personal response and recite poetry by heart.** | **Traditional stories**  Year 3: Write stories that have a problem and resolution and organise into paragraphs that include adverbs of time. Include detailed descriptions of settings and characters.  Year 4: Write in role as a character. Include character descriptions designed to provoke sympathy or dislike in the reader.  **Discussion - writing in role**  Year 3: Write a traditional tale or scene from a narrative from two key characters perspectives and viewpoints.  Year 4: Write a book review that explores the different viewpoints of a book read.  **Recount**  Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.  Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.  **Poetry structure - haiku, kennings and tanka** | **Traditional stories**  Year 3: Write a story where dialogue is the drive to move the story on.  Year 4: Plan and write a story where the main character faces a problem. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.  **Recount - postcards, letters and emails**  Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary  Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.  **Non-chronological report**  Year 3: Begin to incorporate the language of comparison and contrast.  Year 4: Write a non-comparative report in a particular form e.g. a web page.  **Limericks - animal themed.** |
| **Quality Text**  (based on the Pie Corbett Reading Spine) | Iron man  Iron Woman | Gangster Granny | Escape from Pompeii  Firework Makers Daughter | Greek Myths and Legends | Viking stories  How to train a dragon | Charlotte’s Web |
| **Mathematics** | Place Value  Statistics (cross curricular) | Addition and Subtraction  Statistics (cross curricular) | Multiplication and Division  Statistics (cross curricular) | Multiplication and Division  Measurements-height and length  Area/Perimeter  Statistics (cross curricular) | Fractions  Number:Decimals  Decimals (Y4)  Time  Statistics (cross curricular) | Money  Measurement-capacity and weight (Y3)  Geometry and shapes  Statistics (cross curricular) |
| **Science** | Electricity | Animals including humans  Muscles  Healthy Eating | Light | Sound | Living things and habitats | Living things and habitats  Food chains |
| **History** | Robotics  The internet  Tim Berners Lee  Chronological knowledge beyond 1066  Chronology  Historical terms  Historical enquiry  Continuity and change  Cause and consequence  Significance | Earthquakes and natural disasters - timeline  Pompeii  Roman empire  Chronological knowledge beyond 1066  Chronology  Historical terms  Cause and consequence  Similarities and differences | Romans  Vesuvius  Roman empire and its impact on Britain  Chronology  Historical terms  Historical enquiry  Continuity and change  Cause and consequence  Significance - Roman emperors etc. | Ancient Greece  Ancient Greece - a study of Greek life and achievements and their influence on the Western world  Chronology  Historical terms  Historical enquiry  Continuity and change  Cause and consequence  Similarities and differences  Significance | Vikings and Anglo Saxons  The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward and the Confessor  Chronology  Historical terms  Historical enquiry  Continuity and change  Cause and consequence  Similarities and differences | Anglo Saxons and Lindisfarne  Britain’s settlement by the Anglo Saxons  A local history study  Historical terms  Historical enquiry  Cause and consequence  Significance - St Cuthbert |
| **Geography** | Internet cables across the world  Heritage Hero Award ( bridges)  Locational knowledge - europe focus  Place knowledge  **Map skills**  Using maps  Map knowledge  **Concepts**  Cause and effect  Location and place  Planning and decision making | Extreme Earth  Volcanoes  Earthquakes  Locational knowledge  Human and physical geography  **Map skills**  Map knowledge  Using maps  **Concepts**  Cause and effect  Change  Location and place  Planning and decision making | Invasion maps and plans  What the Romans did for us - Roman roads  Locational knowledge  Place knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Change  Location and place | All around the world - geographic Greece  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  **Concepts**  Cause and effect  Change  Location and place | Seas and oceans  Human geography  Locational knowledge Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Change | Habitats  Climates  Biomes  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Change  Location and place  Planning and decision making |
| **Art** | **Drawing/ painting**  European Art and Artists  Shapes  Portraits | **Drawing and Painting**  Fruit and vegetables sketches  Drawing with charcoal  **Printing/ Textile**  Fabric design |  | D**rawing and Painting**  Bodies  Felt tip outlines  Charcoal  Pen  **Sculpture**  Maquettes (min models)  Clay  Paper clothes |  | **Drawing/ painting**  Wildlife  Drawing feathers  **Sculpture**  Newspaper modelling  **Printing**  Clay tile impressions |
| **D & T** | **Design**  **Make**  **Evaluate**  Robot building using  recycled materials  **Technical Knowledge**  Materials and structures | **Design**  **Make**  **Evaluate**  Baking bread  **Technical Knowledge**  Food and nutrition | **Design**  **Make**  **Evaluate**  Battery operated lights  Catapult- forest links  **Technical Knowledge**  Electrical systems    Mechanisms- levers and linkages to make movement |  | **Design**  **Make**  **Evaluate**  Kite making/Sails  **Technical Knowledge**  Textiles |  |
| **PE**  **Get Set 4 PE** | Ball Skills | Gymnastics | Yoga  Swimming | Yoga  Swimming | Rugby | Cricket |
| **Computing** | Information Technology  Systems and networks - The internet (Y4)  Digital Literacy  Self identity and image  (Y3) | Computer Science  Programming - Sequence in music (Y3)  Digital Literacy  Online relationships (Y3) | Information Technology  Creating Media- desktop publishing  Adobe Spark  Digital Literacy  Online reputation (Y3) | Computer Science Programming - events and actions (Y3)  Digital Literacy  Online bullying | Information Technology  Creating media - photo editing (Y4)  Digital Literacy  Managing online information | Information Technology  Creating media - stop frame animation (Y3)  Digital Literacy  Health wellbeing and lifestyle |
| **Music**  **Charanga** | Mama Mia  Harvest Festival | Glockenspiels  Christmas Nativity | Stop! | Lean on Me  Easter Celebrations | Blackbird | Reflect, Rewind and Replay |
| **RE**  **Understanding Christianity** | **Harvest** - multicultural  **Creation / Fall 2A:1**  What do Christians learn from the creation story? | **People of God 2A:2**  What is it like to follow God? | **Sikhism**  What does it mean to be a Sikh in Britain today?  F5  Visit to Gurdwara, Sikh house of worship | **Salvation 2A:5**  What do Christians call the day Jesus died Good Friday? | When Jesus left, what next? | **Gospel**  Unit 2A.4  What kind of world did Jesus want? |
| **RSHE**  **Jigsaw Year 3** | 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** | Forest skills  **Shelter building**  Tarpaulin and found materials shelters of varying sizes  Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose  **Knots**  Y3  Cow hitch  Y4  Previous knots independently. | Earthquake rescue shelter  **Playing and exploring**  Outdoor challenges  Working as a team  **Shelter building**  Tarpaulin and found materials shelters of varying sizes  Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose | Roman invasion maps  **Geographical skills and navigation**  Y3  Navigate a simple orienteering course  Understand ‘orientate’ and ‘setting a map’  Partner and group work  Record information  Y4  Features and symbols on a map  Orientate the map  Star and line orienteering  Partner and group work | Ancient Greek banquet  **Fire for cooking**  Y3  Light a fairy fire and keep it going  Y4  Cook food on a fire and keep it going | Viking weapons and tools  **Tools**  Introduce tools when developmentally appropriate  Y4  Loppers  Secateurs  Knives for whittling | Habitats  **Plants**  Plants, structure, growth requirements, habitats  Name plants  Plant and care for vegetables  **Trees**  Name 5 trees  Deciduous and evergreen  Fruits and seeds |