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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 festivalTour of BritainInternational day of PeaceSukkotHalloween | Christmas worshipChristingleAnti Bullying weekRoad Safety weekRemembranceChildren in Need | Big Garden BirdwatchWorld Religion DaySafer Internet DayValentines Day | Shrove TuesdayAsh WednesdayWorld Book DayFair Trade FortnightPassoverHoli | MaydayChristian Aid WeekYoung Leaders AwardRamadanVesak | Hawkhirst residentialYoung Leaders AwardLeavers’ assemblyEid-il-Fitur |
| **Collective Worship** **Roots and Fruits 1** | **Thankfulness** | **Trust** | **Perseverance** | **Justice** | **Service** | **Truthfulness** |
| **Topic**  | **States of Matter** **Mayans**  | **Rainforests**  | **Ancient Egypt**  | **Urban Pioneers**  | **Rocks and Rivers** | **Fabulous Ford**  |
| **Trips & Visitors**  | Baltic art gallery - look for exhibitions of cultural art etc  | Botanic gardens  | Hancock museum - Egyptian exhibition  | Visit to a city - Newcastle/Edinburgh  | River Tweed investigations | Local area visits  |
| **Christian vision golden thread** | Thinking globallyInternational linksSocial action and charity links | Think globallyInternational linksCharity and social actionSpiritual and ethical questionsResponding creativelyDisagree well, forgiveness and reconciliation. | Spiritual and ethical questionsResponding creatively | UniquenessDignity and respectSpiritual beliefsPriority of enabling vulnerable pupils.Making positive choicesAspiring to be the best you can be.Positive mental health. | Big questions about exploitation of the natural worldThinking globallyInternational linksCharity and social action links | UniquenessLinks with Ford Church and communityInternational linksCharity/social action links. |
| **Subject**  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **Literacy**  | **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.**Instructions - making chocolate, recipes** 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 **Poems for pleasure - research a poet, personal response and recite poetry out loud**  | **Stories -- focusing on setting descriptions** 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.**Persuasive writing** Year 3: Present a persuasive point of view i 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 be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. **Non-chronological reports** 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. **Limericks**  | **Descriptions and Egyptian 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 - diary** 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 third person) such as in the form of a story, a letter , a diary or a news report. **Riddles - Sphinx puzzles**  | **Stories from familiar settings** 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. **Recounts - 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 third person) such as in the form of a story, a letter , a diary or a news report.**Non-chronological reports** 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 **Poetry structure - haiku, tanka**  | **Classic contemporary fiction** 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.**Instructions** 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 **Poems for pleasure - research a poet, personal response and recite poetry out loud.**  | **Classic contemporary fiction** 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. **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. **Letters to new school/teachers** 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 third person) such as in the form of a story, a letter , a diary or a news report.**Poetry - cinquain**  |
| **Quality Text** (based on the Pie Corbett Reading Spine)  | George’s Marvellous Medicine Charlie and the Chocolate Factory  | The Great Kapok Tree | Egyptian Cinderella The Sun King Flat Stanley- Ancient Egypt | Emile and the Detectives The Family From the End of the Street  |  Stone Age BoyUmHow to wash a woolly mammoth | Leaflets and websitesThe train to impossible places |
| **Mathematics**  | Place ValueStatistics (cross curricular) | Addition and SubtractionStatistics (cross curricular) | Multiplication and DivisionStatistics (cross curricular) | Multiplication and DivisionMeasurements-height and lengthArea/PerimeterStatistics (cross curricular) | FractionsNumber:DecimalsDecimals (Y4)TimeStatistics (cross curricular) | MoneyMeasurement-capacity and weight (Y3)Geometry and shapes Statistics (cross curricular) |
| **Science**  | States of matter (chocolate) | Animals including humansDigestionFood chains | Forces and magnets | Forces and magnets | Rocks and soils | Plants - partsGrowing requirementsWater transportationFertilisationSeed dispersal |
| **History**  | Ancient Mayans The achievements of the earliest civilisations - Mayans Chronology Historical terms Historical enquiry Continuity and change Cause and consequence  | Change over time - rainforests and deforestation. Focus on historical skills Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences  | Ancient Egypt Timelines Pyramids Nile culture The achievements of the earliest civilisations ChronologyHistorical terms Historical enquiry Continuity and change Cause and consequence Significance  | Cities - change and contrast Chronological knowledge beyond 1066 Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences  | Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age Chronology Historical terms Historical enquiryContinuity and change Cause and consequenceSimilarities and differences Significance - events  | History of Ford Lady Waterford A local history study Historical terms Historical enquiry Continuity and change Cause and consequence Significance  |
| **Geography**  | Human and physical features Water cycle Locational knowledge Place knowledge Human and physical geography **Map skills** Using maps **Concepts** Cause and effect Change Location and place  | Woodland and rainforests - a comparison study Locational knowledge Human and physical geography Place knowledge **Map skills** Using maps **Concepts** Cause and effect Change Planning and decision making  | Egypt - contrast a non-european place Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge **Concepts** Change Location and place  | UK - counties/rivers/seas Compass points Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge **Concepts** Cause and effect Change Location and place Planning and decision making  | Bridges Local area Locational knowledge Place knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Cause and effect Change Location and place Planning and decision making  | Sketch maps Land use Maps/ compass points Comparing to a place in N/S America and Europe Locational knowledgePlace knowledge 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**  | South American Art**Painting and Drawing** Romero BrittoMexican bark painting **Printing/ Textile**Mayan eraser prints on fabric Repeating patterns  | **Drawing and Painting** Artist study -H CowcherO Hammersley**Printing**Collagraphs | Ancient Egypt**Drawing & Painting** HieroglyphicsPortraits of pharaohs**Sculpture**Cartouche using clay  | North American Art**Textile** Applying decorations  | **Painting and Drawing**Cave art  | **Drawing and Painting**Plants and Flowers/InsectsDrawing in pencilDrawing in colour**Sculpture** Plant sculpture**Textile** Batik and wax resist plant artwork  |
| **D & T**  | **Design****Make** **Evaluate** South American food Chocolate (design truffles, packaging?)SoupMayan masks- papier mache **Technical Knowledge**Food and nutrition Materials and structures |  | **Design****Make** **Evaluate** Mechanical postersMoving Egyptian scenery using levers and linkages to create movement **Technical Knowledge**Mechanisms | **Design****Make** **Evaluate** Dream catchers**Technical Knowledge**Textiles | **Design****Make** **Evaluate** Sewing - clothes for stone ageStone Age Homes**Technical Knowledge**TextilesMaterials and structures  |  |
| **PE** **Get Set 4 PE** | Ball Skills | Gymnastics | YogaSwimming | YogaSwimming | Rugby | Cricket |
| **Computing**  | Information TechnologyCreating media- Branching databaseDigital LiteracyDigital 5 a day | Computer Science Programming - Repetition All do a tutorial Y3 Animate a name, Y4 any)Digital LiteracyCopyright and ownership | Information TechnologyCreating Media- desktop publishingCanvaDigital LiteracyPrivacy and security | Computer Science Programming - repetitionY4 extensionsRapid ROuterDigital LiteracySelf identity and image (Y4) | Information TechnologyCreating media - audio editing (Y4)Digital LiteracyOnline relationships (Y4) | Information TechnologyCreating media - comic creation**Digital Literacy**Online reputation (y4) |
| **Music** **Charanga** | Let Your Spirit FlyHarvest Festival | Glockenspiel Christmas Nativity | Three Little Birds | The Dragon Song | Bringing us Together | Reflect, Rewind and Replay  |
| **RE** **Understanding Christianity** | **Harvest** - multicultural **Creation / Fall** Unit 2A.1 Digging deeper What do Christians learn from the creation story?  | **Incarnation** Unit 2A.3 What is the Trinity? Christmas worship and the Christingle  | **Hinduism** What does it mean to be a Hindu in Britain today?  | **Salvation** Unit 2A.5 Digging deeper What do Christians call the day Jesus died Good Friday? Modern Britain - what religions are followed in Britain?  | **Gospel** Unit 2A.4 Digging deeper What kind of world did Jesus want?  | **Key question L2.9**What are the deeper meanings of festivals?visit ISKON centre (Hindu) Newcastle  |
| **RSE** **Jigsaw Year 4** | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Forest School**Continued throughout the year: **Forest School**Continued throughout the year: * **Seasonal Changes**
* **Being Green**
 | **Playing and exploring** Outdoor challenges Working as a team Woodland games  | Plants and trees **Plants** Plants, structure, growth requirements, habitatsName plants Plant care for vegetables **Trees** Name 5 trees Deciduous and evergreen Fruits and seeds  | Egyptian food and cooking **Fire for cooking** Y3 Light a fairy fire and keep it going Y4 Cook food on a fire and keep it going  | Urban and rural housing **Knots**Cow hitch All previous knots independently**Shelter building** Tarpaulin and found materials to build shelters of varying sizes Work as a group Evaluate and compare shelters: sturdiness, durability, weatherproofing, fit for purpose  | Stone Age and Iron Age tools **Tools** Developmentally appropriate introduction to tools Y4 Loppers Secateurs Knives for whittling |  **Geographical skills and navigation** Y3 Understand a simple map Navigate an orienteering course Understand ‘orientate’ and ‘setting a map’ Record information accurately Y4 Recognise features and symbols on a map Understand how to orientate the map Star and line orienteering Partner and group work  |