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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  Young Leaders Award  Ramadan  Vesak | Hawkhirst residential  Young Leaders Award  Leavers’ assembly  Eid-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 globally  International links  Social action and charity links | Think globally  International links  Charity and social action  Spiritual and ethical questions  Responding creatively  Disagree well, forgiveness and reconciliation. | Spiritual and ethical questions  Responding creatively | 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. | Big questions about exploitation of the natural world  Thinking globally  International links  Charity and social action links | Uniqueness  Links with Ford Church and community  International links  Charity/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 Boy  Um  How to wash a woolly mammoth | Leaflets and websites  The train to impossible places |
| **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** | States of matter (chocolate) | Animals including humans  Digestion  Food chains | Forces and magnets | Forces and magnets | Rocks and soils | Plants - parts  Growing requirements  Water transportation  Fertilisation  Seed 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  Chronology  Historical 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 enquiry  Continuity and change  Cause and consequence  Similarities 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 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 |
| **Art** | South American Art  **Painting and Drawing**  Romero Britto  Mexican bark painting  **Printing/ Textile**  Mayan eraser prints on fabric  Repeating patterns | **Drawing and Painting**  Artist study -  H Cowcher  O Hammersley  **Printing**  Collagraphs | Ancient Egypt  **Drawing & Painting**  Hieroglyphics  Portraits of pharaohs  **Sculpture**  Cartouche using clay | North American Art  **Textile**  Applying decorations | **Painting and Drawing**  Cave art | **Drawing and Painting**  Plants and Flowers/Insects  Drawing in pencil  Drawing in colour  **Sculpture**  Plant sculpture  **Textile**  Batik and wax resist plant artwork |
| **D & T** | **Design**  **Make**  **Evaluate**  South American food  Chocolate (design truffles, packaging?)  Soup  Mayan masks- papier mache  **Technical Knowledge**  Food and nutrition  Materials and structures |  | **Design**  **Make**  **Evaluate**  Mechanical posters  Moving 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 age  Stone Age Homes  **Technical Knowledge**  Textiles  Materials and structures |  |
| **PE**  **Get Set 4 PE** | Ball Skills | Gymnastics | Yoga  Swimming | Yoga  Swimming | Rugby | Cricket |
| **Computing** | Information Technology  Creating media- Branching database  Digital Literacy  Digital 5 a day | Computer Science Programming - Repetition All do a tutorial Y3 Animate a name, Y4 any)  Digital Literacy  Copyright and ownership | Information Technology  Creating Media- desktop publishing  Canva  Digital Literacy  Privacy and security | Computer Science Programming - repetition  Y4 extensions  Rapid ROuter  Digital Literacy  Self identity and image (Y4) | Information Technology  Creating media - audio editing (Y4)  Digital Literacy  Online relationships (Y4) | Information Technology  Creating media - comic creation  **Digital Literacy**  Online reputation (y4) |
| **Music**  **Charanga** | Let Your Spirit Fly  Harvest 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, habitats  Name 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 |