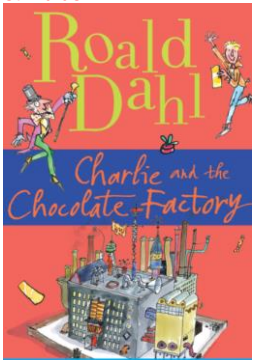
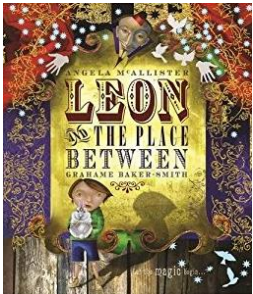


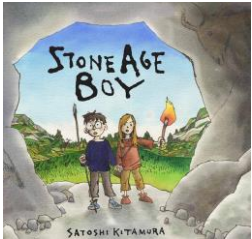
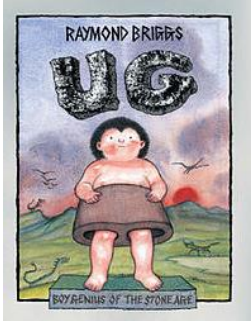




Subject	Topic Titles					
	Autumn 1: Charlie and the chocolate factory.	Autumn 2: Hot and cold.	Spring 1: France.	Spring 2: Stone-age.	Summer 1: Plants, animals and habitats.	Summer 2: Romans.
English	<p><b>Writing to Entertain</b> Letters. Charlie and the Chocolate Factory – Intro Roald Dahl, fact file. Start to analyse characters and build up profiles using evidence in text to support opinions. Investigate features of letters. Write letters to Mr Wonka as Mr/Mrs Gloop. Write instructions for making fudge/own chocolate. Poetry Write description of the Chocolate Room- use film as stimulus</p> 	<p><b>Writing to Inform</b> Non-chronological information text. Examine features of text. Short oral presentation on a climate zone. Write report on climate zone. <b>Leon and Place in between</b></p> 	<p><b>Writing to Persuade</b> Persuasive Writing Examine features of brochures. Look at language to persuade. Write own holiday or hotel brochures. Poetry- performance poetry eg Louder by Roger Stevens, Surrounded by Noise Ian Souter</p>  	<p><b>Writing to Entertain</b> Writing own myth linked to How to Train a Dragon.  <b>Read Stone Age Boy/ 'Ug' by Raymond Briggs/ Stone Age, Bone Age Innovated stories</b></p>  	<p><b>Writing to inform</b> Non-chronological report and explanation text linked to Science topic. <b>Writing to Entertain</b> Poetry Writing own riddle and kenning. Writing own stories set in familiar setting. SUPERPOWERS- Investigate characters - inside/outside profiles; Create own story using Ryton as setting, focussing on descriptive setting and dialogue between characters. Narrative Poems- the Lion and Albert/ Matilda/ Revolting Rhymes by Roald Dahl</p> 	<p><b>Writing to Inform</b> Newspaper reports and diary. Investigate features of diaries and newspapers. Write a newspaper report about Boudicca's revolt. Diary related to Romulus and Remus legend. Recount of visit to Segedrum <b>You tube diary- Veni Vede Vici. Write a diary from the soldier's point of view.</b> <b>Set up a history trail for Roman artefacts. Write description cards for an exhibition. Borrow artefacts from museum?</b></p> 
Grammar In context	<p>Subordinating conjunctions (when, before, after, because) Adverbs Prepositions- describe <u>where</u> different items in the Chocolate room are (under/by/ in front of)</p>	<p>Commas to separate items in a list Use of paragraphs to group related information Use of headings and subheadings</p>	<p>Imperative verbs Rhetorical questions Noun phrases Conjunctions Capital letters for proper nouns</p>	<p>Adverbs/ adverbials Conjunctions Apostrophes for possession Apostrophes to mark where letters are missing</p>	<p>Paragraphs to group related ideas Use of headings and subheadings Bullet points 1st, 2<sup>nd</sup> and 3<sup>rd</sup> person</p>	<p>Paragraphs to group related ideas Use of headings and subheadings Bullet points 1st, 2<sup>nd</sup> and 3<sup>rd</sup> person</p>

	Capital letters, full stops exclamation marks and question marks		Subordinating conjunctions (when, before, after, because) Use of exclamation mark	(in speech) Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech Revision
Maths	Number :Place value Number- Addition and Subtraction	Number- Addition and Subtraction Multiplication and Division	Number Multiplication and Division Measurement Money Statistics	Measurement: length and perimeter Number - Fractions	Number – Fractions Measurement: Time	Geometry – Properties of Shapes Measurement: Mass and Capacity
Science	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.		Light. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	Forces and magnets. Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Living Things and Their Habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
Geography	Where does chocolate come from ? Investigate places, using maps, atlases, globes and digital / computer mapping to locate countries and describe features.	Weather round the world. Investigate places. Investigate the impact of extreme temperatures on the day to day lives of the people living there. Name and locate counties and cities of the UK. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	France. Use digital mapping to locate France. Case study of Paris compare / contrast with life in Ryton or Newcastle. Describe geographical similarities and differences between countries. Investigate reasons for choosing certain locations/types of holidays , plan holidays	Settlements in early Britain. Why did people choose to live there? Reasons for settlements.		Investigate how a major city in Roman Britain such as Colchester or London has changed over time.

		and date time zones. Describe some of the characteristics of these geographical area Describe key aspects of physical geography (including rivers, mountains, volcanoes and earthquakes and the water cycle.)	and what will be needed, write postcards. Describe key features of human geography, including settlements and land use.			
History				<p>To understand that different historians have different opinions of events during the Stone-Age.</p> <p>The impact of new discoveries on the lives of Stone-Age people (e.g bronze/iron and developments in weaponry etc).</p> <p>Stone-age to iron –age.</p> <p>Time line.</p> <p>Stone age cave paintings.</p> <p>Skarae Brae.</p> <p>What did stone-age people eat?</p> <p>Where did stone-age people live?</p>		<p>Romans</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Impact of the Roman wall.</p> <p>Roman gods and goddesses.</p> <p>Religious beliefs of the Celts (druids, the other world and Stonehenge).</p> <p>That history bloke</p> <p>Compare the lives of Britons with the lives of Romans. Investigate different sources depicting Boudicca in different ways(pictures, poems etc). Some of which are created by Celts and some of which are created by Romans.</p> <p>Making Celtic houses.</p> <p>Roman day (Roman feast/costumes/make mosaics/make Roman shields/Roman maths-numerals.).</p> <p>Visit to Segedunum</p>
<u>Art and Design</u> 3D Art Printmaking Collage Textiles Drawing Painting	Collage Select and arrange materials for a striking effect. Use coiling, overlapping, tessellation, mosaic	Drawing Use different pencils hb, 2b, 4b etc to show line, tone and texture. Annotate sketches to explain and elaborate	Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	3-D art – Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Make printing blocks	Printmaking Use layers of two or more colours. Replicate patterns observed in natural or built environments . Make printing blocks	Textiles Shape and stitch materials. Use basic cross stitch and back stitch. Create weavings. exploring pattern, dip dye

	and montage Work in the style of Paul Klee, Victor Vasarely and Henri Matisse.	ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. inventing marks, exploring shading, imaginative drawing (the hippocrump) and patterned papers.	Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Starry night painting, Sean Scully and Tonking.	(e.g. from coiled string glued to a block). Bowl made out of papier mache for a famous artist. Decorate a clay tile. Create a clay slab tile.	(e.g. from coiled string glued to a block). Using a roller, mono prints, animal prints, plastercine stamps.	backgrounds, printing with collagraph blocks.
DT	<u>Food</u> Making sweets/fudge and boxes from nets to hold the fudge. Measure ingredients to the nearest gram accurately. Follow a recipe. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work	<u>Computing</u> Design with purpose by identifying opportunities to design. Begin to control and monitor models using software designed for this purpose. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work	<u>Mechanics</u> Design with purpose by identifying opportunities to design. Begin to control and monitor models using software designed for this purpose. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work	<u>Electricals and Electronics</u> Design with purpose by identifying opportunities to design. Begin to control and monitor models using software designed for this purpose. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work	<u>Construction</u> Design with purpose by identifying opportunities to design. Begin to control and monitor models using software designed for this purpose. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work	<u>Materials</u> Design with purpose by identifying opportunities to design. Begin to control and monitor models using software designed for this purpose. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work <u>Textiles</u> Design with purpose by identifying opportunities to design. Join textiles with appropriate stitching. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts through- Motion - Use specified screen coordinates to control movement. Looks - Set the appearance of objects and create sequences of change. Events - Specify conditions to trigger events. Control - Use IF THEN conditions to control events or objects.	Select, use and combine a variety of software that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Devise and construct databases using applications designed for this purpose in areas across the curriculum. Data handling – children collect data and present it as a graph using.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term	Select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals, including presenting information Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Multimedia – Green Screen with the theme 'How to train a dragon'	Select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals, including presenting information Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Multimedia – Create a short presentation using photos or film (movie	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Give examples of the risks posed by online communications. Understand that comments made online that are hurtful or offensive are the same as

	<p>Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p>Draw - Control the shade of pens.</p> <p>Using scratch, children learn how to use the blocks to make the sprite follow a series of commands. Children design and create their own interactive scene.</p>	<p>Select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals, including presenting information</p> <p>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Multimedia – Green Screen to create a weather report on location in a variety of different weathers.</p>	<p>'copyright.'</p> <p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>Understand how online services work.</p> <p>E safety – downloading files and games and making good choices when working online.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts through-</p> <p>Motion - Use specified screen coordinates to control movement.</p> <p>Looks - Set the appearance of objects and create sequences of change.</p> <p>Sound - Create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p>Draw - Control the shade of pens.</p> <p>Events - Specify conditions to trigger events.</p> <p>Control - Use IF THEN conditions to control events or objects.</p> <p>Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Give examples of the risks posed by online communications.</p> <p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>Understand how online services work.</p> <p>Keeping safe online and using the internet to search for information and images.</p>	<p>making software)</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Give examples of the risks posed by online communications.</p> <p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>Understand how online services work.</p> <p>Keeping passwords safe and how to do it.</p>	<p>bullying.</p> <p>Understand how online services work.</p> <p>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Children learn how to use the internet safely, how search engines work and how to use them. Children use these skills to create an e book and record their own narration.</p>
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			Variables and lists - Use variables to store a value. Use the functions define, set, change, show and hide to control the variables. Operators - Use the reporter operators from a menu. Programming using Kodu. Children learn how to make a simple game.			
RE	Our World	Water	Hinduism	Hinduism	Special places	Special Places
PE Games Dance Gymnastics OAA Athletics	Multi skills – rolling, catching and throwing  "Hoop stars" PPA lessons.	Invasion skills – rugby  Gymnastics.	Netball/basketball skills.  Gymnastics.	Hockey  Dance.	Tennis  Athletics/multi skills.	Rounders  Outdoors and adventurous.
PSHE	WE'RE ALL STARS! Community Rights and responsibilities Getting to know each other Working together	BE FRIENDLY, BE WISE Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors	LIVING LONG, LIVING STRONG RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation	DARING TO BE DIFFERENT Identity and self-esteem Difference and diversity Peer influence and assertiveness	DEAR DIARY Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support	JOINING IN AND JOINING UP Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities
	1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions On the High Wire	1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety Firing Neurons	1. RSE: differences: male and female 2. RSE: personal space 3. RSE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals Born on be...	1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself Mistakes that worked	1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other Challenge mountains	1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising Never give up!
Music	Glockenspiel Stage 1  Children cut their painted sheets of A4 and arrange their painted strips to create an image in the	Extreme Weather  BBC 10 pieces: Storm Interlude by Benjamin Britten	Charanga scheme -Three Little Birds (Reggae) Evaluate music using musical vocabulary to identify areas of likes and	Charanga scheme-  The Dragon Song (Music from around the world) To understand the symbols	Identify instruments used to create each character (use YouTube for film of orchestration) Compose music using tuned and	Romans  Sing Up- 6 week topic Romans Use the term timbre, pitch



	<p>style of "Highway and Byways". Recognise the symbols for a crotchet, minim and rest. Recognise the notes CDEF on the musical stave. Devise non-standard symbols to indicate when to play and rest. Play notes on an instrument with care so they are clear. Use the term pitch to describe music. Create repeated patterns with a range of instruments. Sing from memory with accurate pitch. Maintain a simple part in a group. Pronounce words clearly. Perform with awareness of others. Use the terms- beat and tempo to describe music.</p>	<p>Sing 'Rain on the Green Grass (Sing Up)- Simple Round. Sing from memory with accurate pitch. Maintain a simple part in a group. Pronounce words clearly. Perform with awareness of others. Use the terms- beat and tempo to describe music.</p>	<p>dislikes. Recognise the symbols for Crotchets, Quavers, Minims and Rests and notes CDE on the stave. Use the musical term duration. Sing in tune. Pronounce words within a song clearly. Play notes on an instrument with care. Compose a melody using notes CDE.</p>	<p>for crotchets and minims. Recognise the notes GEBAD on the musical stave. Compose and improvise repeated patterns on glockenspiels. Perform with control and awareness of others.</p>	<p>untuned instruments to represent an animal. Animal Fair (Sing Up) song with ostinato. Use the terms texture, tempo (contrast) and use of silence to describe music. Use sound to create abstract effects. Create a repeated pattern (rondo). Maintain a simple part within a group. Sing in tune.</p>	<p>and texture to describe the of different instruments used to create characters. Use non standard symbols/ stave to represent notes. Choose, order, combine and control sounds to create an effect. Perform with control and awareness of others.</p>
MFL (French)	<p>J'apprends le Français (Early). Understand a range of spoken phrases.</p>	<p>Core Vocabulary and Phonetics (Core). Understand standard language (sometimes asking for words or phrases to be repeated). Pronounce words showing a knowledge of sound patterns.</p>	<p>Je peux...(Early). Use phonic knowledge to read words. Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p>	<p>L'ancienne histoire de la Grande Bretagne (Early). Read out loud everyday words and phrases.</p>	<p>Les animaux (Early). Write or copy everyday words correctly. Give responses to questions about everyday events.</p>	<p>Petit Chaperon Rouge or Les Fruits (Early). Label items and choose appropriate words to complete short sentences. Give responses to questions about everyday events.</p>