

# BURNOPFIELD PRIMARY SCHOOL



## CURRICULUM MAP 2020-2021

## Our Curriculum

At Burnopfield School we have created an exciting and interesting curriculum based around three main teaching and learning drivers:

- **Growth Mindset**
- **Respect, Equality and Diversity**
- **Well-being for children and staff.**

We have designed the curriculum to meet the needs of our children and increase their knowledge of Burnopfield and the surrounding areas. We want our children to be involved in their own community and to make a difference.

We want our children to:

- **learn about inspirational people**
- **to have a sense of adventure**
- **to have high aspirations for the future.**

For more detailed information on the **INTENT, IMPLEMENTATION** and **IMPACT** our curriculum please read our curriculum policy ([link to policy](#)).

The experiences that the children at our school will have during their school career include educational visits as follows.

Castle  
Beach  
River study  
Place of Worship  
Outside sculpture  
A theatre  
Landmark property (e.g. National Trust)  
Art Gallery

*To be supported by visitors from the world of art, technology, science and design.*

### Early Years Curriculum Plan

The word 'curriculum' is used to describe all of the learning experiences that children have at nursery and in reception. These experiences are consistent with the Early Years Foundation Stage framework which children will follow in nursery through to the end of their reception year in our school. We plan the curriculum to ensure that different areas of learning and experience are represented in the play, continuous provision and activities we provide. In the Early Years Foundation Stage we follow the children's interests, and provide them with the tools to plan their own next steps in learning, therefore it is highly likely that various topics will emerge from the children themselves, although we do plan for many learning experiences throughout the year.

We strive to provide a creative, discovery and play based curriculum which takes into account the children's existing skills, knowledge and interests, whilst also coinciding with the Burnopfield Primary School Curriculum Drivers. Children are encouraged and enabled to make choices about their own learning both indoors and outdoors. Through the learning opportunities we provide, our children become active and independent learners who develop strong enquiry and practical skills as well as becoming personally and socially confident individuals who enjoy learning.

At the beginning of each half term we will decide an overarching theme based on a children's book and the children's interests. We will then inform parents of the topic focus and theme to allow learning to be supported at home.

YEAR ONE TERM AUTUMN	TOPIC TOO SCHOOL FOR COOL!	TOPIC IT'S A PIRATE'S LIFE FOR ME	R,E/PSHE/RSE&H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Mrs Thompson and Mrs Brunton Maddie the Cook	Captain Blackbeard	Jesus	FISHERMAN'S FRIENDS- SEA SHANTY SINGERS	Kandinsky		Ole Kirk Christiansen
<p><b>CULTURAL CAPITAL OPPORTUNITIES</b></p> <p><b>ASPIRATION</b></p> <p><b>PARENTAL INVOLVEMENT</b></p> <p><b>COMMUNITY LINK</b></p>	<p><b>History and Geography</b></p> <p><b>DT - Food</b></p> <p><b>History</b> - To investigate and interpret the past. To understand chronology.</p> <p>History of the school through images. Apply to be the headteacher, Rebecca and Cath to talk to the children about changes in school. Children to ask HTs questions about their job and children to go on a learning walk around school with HTs to see first hand what it is like. Timeline of when staff started teaching here. Timeline of their school life. Role play - Mini Burnopfield School</p> <p><b>Geography</b> - To investigate places. To investigate patterns.</p> <p>Look at land use of the school. Create a map of the school grounds. Talk about what the different areas of the school is used for. Interview kitchen staff.</p> <p><b>D.T</b> - Food (Forest school cooking) School dinners/ Cooking with Maddie the school cook.</p> <p>Children plan a week's menu for the lunches.</p>	<p><b>Geography</b> <b>DT Textiles</b></p> <p><b>Geography</b> - To investigate patterns (taken from y2) To communicate geographically Draw own pirate island map using basic symbols and simple grid references where the treasure is. Weather - hot and cold countries. Role play - pirate ship</p> <p><b>D.T</b> - Textiles and Materials (dyeing and plaiting) Design pirate flag. Make a pirate hat/pirate bandana and braid.</p>	<p><b>RSE&amp;H</b> <b>Mental well-being</b></p> <p><b>Relationships</b> <b>Education</b> - Families and People who care for me. - Caring friendships - Respectful relationships</p> <p><b>Christianity</b></p> <p>Why is Jesus special to Christians?</p> <p>(Introducing Jesus, beliefs and stories about Jesus. <b>Belief and Authority</b>)</p> <p><b>Christmas</b></p> <p>What is the meaning of Christmas?</p> <p>Why are gifts given at Christmas?</p>	<p><b>To describe</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music including musical vocabulary to identify areas of likes and dislikes. feelings.</p>	<p>Suggested skill(s): Painting.</p>	<p><b>Basic skills/games-full term.</b></p> <p>Big focus on mastering basic skills and movements. Throwing, catching, running, jumping.</p> <p>Suggested: Primary stars website.</p> <p><b>Dance-working with dance coach-full term</b></p>	<p><b>EVERYDAY MATERIALS</b></p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials inc wood, plastic, glass, metal, water and rock. Describe simple physical properties of everyday materials Compare and group together a variety of materials on the basis of their simple physical properties.</p>
<p><b>COMPUTING</b> Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Make a simple sequence of instructions / algorithm</p>		<p><b>DIGITAL LITERACY</b> Know that the Internet is accessed all over the World and know some devices are connected to the internet.</p>		<p><b>INFORMATION TECHNOLOGY</b> Be able to log onto a computer Or use a QR code to evidence work on a tablet.</p> <p>Be able to navigate around the screen with a mouse or touchpad.</p>			

Be able to make simple predictions about an algorithm and a program.  Be make simple changes to a program.	Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.  With support from an adult be able to find information on the internet (eg. Link shared via Google Classroom)	Know how to type text using space bar for separate words to create something meaningful.  Be able to independently find and use an app on a tablet (Eg. Camera)
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YEAR ONE TERM SPRING	TOPIC TO THE MOON AND BACK History	TOPIC OH I DO LIKE TO BE BESIDE THE SEASIDE Geography	R,E/PSHE/RSE &H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
<b>INSPIRATIONAL PERSON</b>	Neil Armstrong Tim Peake	Lifeguard		<b>GUSTAV HOLST- THE PLANETS</b>		Louis Smith	David Attenborough
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<a href="#">Parental involvement link - invite parents in to make rockets.</a>  <b>History</b> - To build an overview of world history. To investigate and interpret the past. To understand chronology.  Google classroom to research Neil Armstrong and Tim Peake. Create fact file using Google Docs.  Drama - reporting the first moon landing	<a href="#">Community link - Sing summer songs at Lintz Nursing home in village.</a> <a href="#">Parenting link - R.L mum</a> <a href="#">CC - Seaside visit</a> Hook in - Beach afternoon activities, ice cream, beach songs and clothes.  <b>Geography</b> - To investigate places. To communicate geographically - locate where seashores are in the UK looking at a map and identifying London - are there any beaches near there?  <b>History</b> - The Victorian Seaside.	<b>RSE&amp;H Relationships Education</b> - Online relationships - Being safe - Internet Safety and harms  <b>Buddhism</b>  What can we find out about Buddha? (Introducing beliefs and stories about Buddha <b>Belief and Authority)</b>  <b>Easter</b>  What is the meaning of Easter?  What is the Easter story?	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low) Chose sounds to create an effect.	<b>ANCIENT ABORIGINAL ART</b> Suggested skill(s): Printing and drawing. <b>CC - Research of Ancient Aboriginal Art from another culture.</b>	<b>Games-full term.</b> Teacher planned unit. Use the term 'opponent' and 'team-mate' in games situations-using points to score. Suggested: cricket style games.  <b>Dance-full term.</b> Teacher lead dance topic based on interests.	<b>ANIMALS Human Body The Senses</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<b>COMPUTING</b> Know how to program a robot to follow simple sequence of instructions (1- 2 turns)  Make a simple sequence of instructions / algorithm  Be able to make simple predictions about an algorithm and a program.  Be make simple changes to a program.	<b>DIGITAL LITERACY</b> Know that the Internet is accessed all over the World and know some devices are connected to the internet.  Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.  With support from an adult be able to find information on the internet	<b>INFORMATION TECHNOLOGY</b> Be able to log onto a computer Or use a QR code to evidence work on a tablet.  Be able to navigate around the screen with a mouse or touchpad.  Know how to type text using space bar for separate words to create something meaningful.  Be able to independently find and use an app on a tablet (Eg. Camera)					

(eg. Link shared via Google Classroom)

YEAR ONE TERM SUMMER	TOPIC <b>MEDIEVAL MADNESS</b>	R,E/PSHE/RSE &H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	William the Conqueror		Famous Dancer link to PE?	Andy Goldsworthy	Usain Bolt	
CULTURAL CAPITAL OPPORTUNITIES	<b>History</b> <b>DT Materials and Mechanisms</b>	<b>RSE&amp;H</b> <b>Physical Health</b> - Physical health and fitness - Healthy eating -Health and Prevention	<b>To perform</b> Take part in singing accurately following the melody. Follow instructions on how and a when to sing or play an instrument	Suggested skill(s): Sculpture and collage.	<b>Athletics/games</b> <b>Suggested: skittles, rounders, piggy in the middle.</b> Also sports day.  <b>Gymnastics-full term-working with coach</b> Copy and remember actions, spacial awareness	<b>LIVING THINGS</b> Identify common wild and garden plants including deciduous and evergreen trees & identify the basic structure of plants. Seasons.
ASPIRATION	<b>CC - Castle Visit - make castles with levers at Durham Castle.</b>	<b>Christianity</b>  What can learn about Christianity from visiting the church?  (Introducing features of the church, worship and leaders <b>Expressions of Belief and Authority)</b>	<b>CC - Sage Visit for Big Sing</b>			
PARENTAL INVOLVEMENT	<b>Aspirational visit - Builder? Firemen? Hook in - Building castles.</b>					
COMMUNITY LINK	<b>History</b> - To investigate and interpret the past.  Research castles. Timeline of castles. Facts about castles. Researching William the Conqueror. Drama on the battle of hastings. Make a factfile.  <b>D. T</b> - Materials and Mechanisms. Design, Make, Evaluate. Textiles.  Design and make a clay castle. Knight Costumes - likes and dislikes. Suggested improvements.					
<b>COMPUTING</b> Know how to program a robot to follow simple sequence of instructions (1- 2 turns)  Make a simple sequence of instructions / algorithm  Be able to make simple predictions about an algorithm and a program.  Be make simple changes to a program.	<b>DIGITAL LITERACY</b> Know that the Internet is accessed all over the World and know some devices are connected to the internet.  Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.  With support from an adult be able to find information on the internet (eg. Link shared via Google Classroom)	<b>INFORMATION TECHNOLOGY</b> Be able to log onto a computer Or use a QR code to evidence work on a tablet.  Be able to navigate around the screen with a mouse or touchpad.  Know how to type text using space bar for separate words to create something meaningful.  Be able to independently find and use an app on a tablet (Eg. Camera)				

YEAR TWO TERM AUTUMN	TOPIC BYGONE BURNOPFIELD	TOPIC THE ONLY WAY IS UP	DISCRETE RE/PSHE/RSE and H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	JIM MCCONNON AND COLIN MILBURN	Ruth and Elliot Handler (Founders of Mattel)	ST CUTHBERT	Evelyn Glennie (link to DT and Science materials).	PICASSO	DIVERSITY	John Dunlop, Charles Macintosh and John McAdam
<p>CULTURAL CAPITAL OPPORTUNITIES</p> <p>ASPIRATION</p> <p>PARENTAL INVOLVEMENT</p> <p>COMMUNITY LINK</p>	<p>(Local cricketers played for England). <b>CC - Local Area Study- walk around local area - visit to Burnopfield Cricket Club.</b></p> <p><b>CC- Eco friendly visitor</b></p> <p><b>Geography</b> - Ask and answer questions about the Burnopfield. Identify key features. use simple field work to study key human and physical of the school surrounding environment. Use aerial images and plan perspectives to recognise landmarks and physical features. Identify land use around school. use basic geographical language to refer to key physical and human features. Draw a simple map with a key. use simple grid references. <a href="#">Recap Y1 Geographical Vocabulary.</a></p> <p><b>History</b> - Investigate and interpret Burnopfield in the past (using photos, maps, recounts from people living in the village). Label timelines and talk about the changes that have occurred. To use words and phrases linked to the passing of time. <a href="#">Recapping Y1 investigating the past.</a></p>	<p><b>CC - Technology Tom to hook into topic.</b></p> <p><b>Parent Involvement link - making a toy with wheels.</b></p> <p><b>DT-</b> use materials to make and strengthen products. stiffen products/structures to make them more stable. create products using levers, wheels and winding mechanisms. design, make, evaluate and improve toy product.</p> <p><a href="#">Recap Y1 mechanisms objectives when making Y2 toy.</a></p>	<p><b>Christianity</b></p> <p>Why is the Bible special to Christians?</p> <p>(Introducing the Bible, how it is treated, beliefs about God shown in the Bible <b>Belief, Authority and Expressions of Belief</b>)</p> <p>What can we learn about the story of St Cuthbert?</p> <p>(Introducing stories of St Cuthbert and his influence. <b>Impact of belief, and expression of belief</b>)</p> <p><b>Christmas</b></p> <p>How and why is light important at Christmas?</p> <p><b>CC- The Christmas Journey Visit to a church</b></p> <p><b>PSHE/RSEand H</b></p> <p>Importance of respecting others.</p>	<p><b>To transcribe</b></p> <p>Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.-Turner percussion. <a href="#">Link to Christmas activities.</a></p>	<p>Suggested skill(s): Drawing and collage. (Cover any missed Year 1 sculpture)</p> <p><a href="#">Build in Y1 sculpture objectives when making clay faces and cardboard guitars in the style of Picasso.</a></p>	<p><b>Basic skills then move on to games-full term.</b></p> <p><a href="#">Re cover basic movements-rolling, stopping, catching, throwing etc. Plan a unit of work around above movements before moving to team games.</a></p> <p>Then apply to a small game based unit eg-benchball</p> <p><b>Suggested:</b></p> <p>Piggy in the middle. (play in different ways-rolling etc)</p> <p><b>Gymnastics-full term</b></p> <p>Basic movements</p> <p>Travelling, using equipment safely, stretching, jumping, landing</p>	<p><b>MATERIALS</b></p> <p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

			<p>Courtesy and manners</p> <p>Rules for keeping safe online.</p> <p>Tell if something is worrying you.</p> <p>People who help us.</p> <p>World Food day.</p> <p>World Mental Health Day.</p> <p>Firework Safety.</p> <p>Armistice Day.</p> <p>Anti-bullying week.</p> <p>Links with the community.</p> <p>Friendships.</p>				
<p><b>COMPUTING</b></p> <p>Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>Begin to use block programming (e.g. Scratch Junior, Alex, Daisy Dino) to complete a simple program.</p> <p>To begin to debug simple programs.</p>	<p><b>DIGITAL LITERACY</b></p> <p>Identify devices that enable direct communication between people through images and text.</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>With support be able to use a safe search engine.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>Be able to save (organise into Drive), retrieve and print work PC or Tablet.</p> <p>Know how to type and format text including basic punctuation and capital letters.</p> <p>Be able to confidently control cursor through touchpad or mouse.</p> <p>Be able to add and create simple images.</p> <p>Be able to combine simple text and graphics.</p>					

YEAR TWO TERM SPRING	TOPIC OUR KINGDOM	TOPIC GIRL POWER	DISCRETE RE/PSHE/RSE and H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PEOPLE	THE QUEEN AND THE PRIME MINISTER	FLORENCE NIGHTINGALE MARY SEACOLE		The Royal Family.	ALAN REED (LOCAL ARTIST)	AMY TINKLER	JANE GOODALL
<p>CULTURAL CAPITAL OPPORTUNITIES</p> <p>ASPIRATION</p> <p>PARENTAL INVOLVEMENT</p> <p>COMMUNITY LINK</p>	<p>Geography -</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to locate the UK and its countries. identify seasonal and daily weather patterns in the UK. Use compass directions and locational language.</p> <p>DT- Measure and weigh using measuring cups or</p>	<p>History- Describe historical events and describe significant people from the people. Recognise that there are reasons why people in the past acted as they did. Use dates.</p> <p>Can Black Lives Matter link with this? Allow children to reflect on the Black Lives Matter movement with a focus on how people might experience racism.</p>	<p><u>Christianity</u></p> <p>What does it mean to belong in Christianity?</p> <p>(Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals</p> <p><b>Expressions</b></p>	<p>To compose</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic patterns.-</p> <p>Composing own National Anthem.</p>	<p>Suggested skill(s): Painting and Digital Media.</p> <p>CC: Alan Reed to come into school to meet the children and deliver a workshop to them.</p>	<p><u>Games-full term suggested: basic cricket/rounders style game.</u></p> <p>Hitting a bat and ball.</p> <p>Fielding and defending.</p> <p>Teacher led sport to cover opponents and scoring</p> <p><u>Dance-working with dance coach-full term</u></p>	<p>CC - Visit to Great North Museum animal evolution and habitats.</p> <p><b>ANIMALS</b></p> <p>Cover Y1 animals and living things objectives</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>

	scales. Assemble or cook ingredients.	<p><b>DT</b> - Colour and decorate textiles using a number of techniques. Make a bed cover for the soldiers.  <a href="#">Cover Y1 objectives for textiles.</a></p> <p><b>CC - Visit from Soldiers / Army nurses (Maddie's husband?)</b></p>	<p><b>of belief and impact of believe)</b></p> <p><b>Easter</b></p> <p>How to Christians celebrate Easter?</p> <p><b>PSHE/RSEand H</b></p> <p>Diet and keeping healthy.          Keeping safe online.          Internet Safety Day.          Health lifestyles - mental and physical.          Hygiene.</p>				<p>Notice that animals, including humans, have offspring which grow into adults.          Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)          Explore &amp; compare differences between things that are living, dead, &amp; never been alive.          Identify that most living things live in habitats to which they are suited &amp; describe how different habitats provide for basic needs of different kinds of animals &amp; plants, &amp; how they depend on each other.          Identify &amp; name a variety of plants &amp; animals in their habitats, inc. micro-habitats.          Describe how animals obtain food from plants &amp; other animals, using the idea of a simple food chain, identify &amp; name different sources of food.-  <b>LIVING THINGS AND THEIR HABITATS</b>          Explore &amp; compare diffs between things that are living, dead, &amp; never been alive.</p>
<p><b>COMPUTING</b>          Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>Begin to use block programming (e.g. Scratch Junior, Alex, Daisy Dino) to complete a simple program.          To begin to debug simple programs.</p>		<p><b>DIGITAL LITERACY</b>          Identify devices that enable direct communication between people through images and text.</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>With support be able to use a safe search engine.</p>		<p><b>INFORMATION TECHNOLOGY</b>          Be able to save (organise into Drive), retrieve and print work PC or Tablet.</p> <p>Know how to type and format text including basic punctuation and capital letters.</p> <p>Be able to confidently control cursor through touchpad or mouse.</p> <p>Be able to add and create simple images.</p> <p>Be able to combine simple text and graphics.</p>			

YEAR TWO TERM SUMMER	TOPIC AMAZON	DISCRETE RE/PSHE/RSEand H	DISCRETE MUSIC	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PEOPLE	NEYMAR, PELE, RONALDINHO GISELLE BUNCHEN		Reinaldo-Samba	HENRI ROUSSEAU	MO FARAH KATRINA JOHNSON THOMPSON	Monty Don JOSEPH SWANN



<p><b>CULTURAL CAPITAL OPPORTUNITIES</b></p> <p><b>ASPIRATION</b></p> <p><b>PARENTAL INVOLVEMENT</b></p> <p><b>COMMUNITY LINK</b></p>	<p><b>Geography</b> - Use world maps, atlases and globes to study continents and oceans. understand geographical similarities and differences through studying the human and physical geography of Burnopfield, and Cabaclo Brazil.</p> <p><b>DT-</b> Diagnose faults in battery operated devices.</p>	<p><b>Buddhism</b></p> <p>How do Buddhists show their beliefs?</p> <p>(Introducing worship, ceremonies and how commitment and belonging is shown.</p> <p><b>Expressions of Belief and Impact of Belief)</b></p> <p><b>PSHE/RSEand H</b> Online Safety Transition Performance for parents.</p>	<p><b>To perform</b> Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. <b>Y2 end of year play for parents.</b></p>	<p>Suggested skill(s): Drawing and Digital Media.</p>	<p><b>Games</b> <b>Suggested: football</b> Striking and kicking skills-simple tactics</p> <p><b>Gymnastics</b> Using equipment. Working in pairs to mirror.</p> <p><b>Also athletics</b> Link to sports day.</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b> <b>PLANTS</b> Cover Y1 objectives identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees Identify that most living things live in habitats to which they are suited &amp; describe how diff habitats provide for basic needs of different kinds of animals &amp; plants, &amp; how they depend on each other. Identify &amp; name a variety of plants &amp; animals in their habitats, inc. micro-habitats. Describe how animals obtain food from plants &amp; other animals, using the idea of a simple food chain, identify &amp; name diff sources of food. Observe and describe how seeds and bulbs grow into mature plants. Find out how plants need water, light and a suitable temperature to grow and stay healthy. <b>ELECTRICITY</b> Find out where we use electricity in our homes - group and sort. Know how to stay safe when using electricity. Make a simple electrical circuit and draw a diagram using symbols.</p>
<p><b>COMPUTING</b> Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>Begin to use block programming (e.g. Scratch Junior, Alex, Daisy Dino) to complete a simple program. To begin to debug simple programs.</p>	<p><b>DIGITAL LITERACY</b> Identify devices that enable direct communication between people through images and text.</p> <p>Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Know that they should tell a trusted adult if they are upset or worried about anything on a device.</p> <p>With support be able to use a safe search engine.</p>	<p><b>INFORMATION TECHNOLOGY</b> Be able to save (organise into Drive), retrieve and print work PC or Tablet.</p> <p>Know how to type and format text including basic punctuation and capital letters.</p> <p>Be able to confidently control cursor through touchpad or mouse.</p> <p>Be able to add and create simple images.</p> <p>Be able to combine simple text and graphics.</p>				

YEAR THREE TERM AUTUMN	TOPIC COOL CONSETT	DISCRETE RERE/PSHE/RSE&H	DISCRETE MUSIC	Discrete French	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PEOPLE	ROWAN ATKINSON		Keith Strachan-Christmas Music		JIM EDWARDS		

<p><b>CULTURAL CAPITAL OPPORTUNITIES</b></p>	<p><u><a href="#">CC - Derwent Reservoir Visit/ Steel Town Walk</a></u>  <u><a href="#">CC - Consett History Society</a></u></p>	<p><b>Hinduism</b></p>	<p><b>To sing</b> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p><b>Salut Core Unit one</b></p>	<p>Suggested skill(s): Painting. (Cover any missed Year 2 drawing)</p>	<p><b>Basic skills recap (few weeks)</b></p>	<p><b>Inspirational Person - Alan Titchmarsh</b></p>
<p><b>ASPIRATION</b></p>	<p><u><a href="#">Carol Singing at the Co-op to raise money for School Fund</a></u></p>	<p>(Developing knowledge about features of Hinduism including private and communal worship, celebration, symbol and story</p>	<p><u><a href="#">Carol Singing at the Co-op to raise money for School Fund</a></u></p>	<p><b>Salut Core Unit Two</b></p>	<p>Mix and match colours (create palettes to match images)</p>	<p><b>Games-full term. Suggested netball/basketball/benchball</b></p>	<p><b>PLANTS</b> <b>Y2 Objectives:</b> Observe and describe how seeds and bulbs grow into mature plants. Find out how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p><b>PARENTAL INVOLVEMENT</b></p>	<p>Use evidence to ask questions and find answers to questions about the past.Suggest suitable sources of evidence for historical enquiriesUse more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p><b>Expressions of belief, Authority)</b></p>	<p>Perform with control and awareness of others. <u><a href="#">Carol Singing at the Co-op to raise money for School Fund</a></u></p>	<p></p>	<p></p>	<p>Cover throwing and catching skills. Cover basic defending and attacking.</p>	<p><b>Year 3 Objectives:</b> Identify 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</p>
<p><b>COMMUNITY LINK</b></p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world.</p>	<p><b>Christmas</b></p>	<p>How and why is Advent important to Christians?</p>	<p></p>	<p></p>	<p><b>Dance-full term</b> Dance topic linked topic/childrens interest.</p>	<p>Investigate the way 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.</p>
	<p><b>Geography -</b> <u><a href="#">Begin the Geography topic by looking at a map of the world and labelling continents and oceans. Include missing hot and cold areas, Equators and The Poles.</a></u></p>	<p><b>RSE and H</b></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p><b>Inspirational Person Michelangelo - Rock statue</b></p>
	<p>how the locality of the school has changed over time.Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p><b>Families and people who care for me</b></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p><b>ROCKS</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter</p>
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p><b>Caring friendship</b></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>
	<p>Use a range of resources to identify the key physical and human features of a location.</p>	<p><b>Respectful relationships</b></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>
	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills mountains, cities,</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

	rivers, key topographical features and land – use patterns; and understand how some of these patterns have changed over time.						
<b>COMPUTING</b> Be able to use a block program (Scratch) to make a simple programme using sequencing and timing.  To input a set of instructions according to programming language and environment  Use repeat loops Eg. To create a program to draw regular 2D shapes  Independently be able to debug basic mistakes  Begin to use conditionals – <i>If I click here then this happens...</i>	<b>DIGITAL LITERACY</b> Know that some people are the internet should not be trusted  Know that concerns about what they see on-line should be reported to a trusted adult  Create and use a simple password (Introduce school format Initial, Colour, Number 0-9)  Use a Search engine to find information given key words  Know which websites are useful and begin to understand all might not be trustworthy.  Be able to log in and out Google account independently.  To begin to understand the need for computer networks - Introduce vocabulary such as infrastructure, routers, server and switches.	<b>INFORMATION TECHNOLOGY</b> Be able to log in to computer system as themselves and can find their documents (Google Drive)  Know how to open shared documents and pictures. (through Classroom or class Shared Drive)  Know how to use software to create a simple brochure or poster.  Know how to sequence and add to slides to make a simple presentation.  Create a document that contains both pictures and text for a specific purpose. (Eg. Advert, poster, newspaper article)					

YEAR THREE TERM SPRING	TOPIC COUNTY CRICKET	TOPIC TRIBAL KINGDOMS	DISCRETE RERE/PSHE/R SE&H	DISCRETE MUSIC	Discrete French	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PEOPLE	PAUL COLLINGWOOD			Bob Marley		BANKSY		ISAAC NEWTON
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<b>CC - Visit to Emirates</b>  <b>Geography</b> -own views about locations, giving reasons.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  Use a range of resources to identify the key physical and human features of a location.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and	Bronze Age to Iron Age (Homes, Transport, Farming) <b>History</b>	<b>Christianity</b>  What can we learn about Christian symbols and beliefs by visiting churches?  (Developing knowledge of Christian worship, differing practices, symbols  Expressions of Belief)  <b>Easter</b>  What do Christians remember	<b>To compose</b> Create rhythmic patterns with an awareness of timbre and duration.	<b>Salut</b> Core Unit three  <b>Salut</b> Unit A: Animals	Suggested skill(s): Printing and Collage.  Use roller and ink printing. Use simple block shapes formed by children Blend two colours when printing  <b>Parent Event: Art in the style of Banksy</b>	<b>Games-full term</b> <b>Suggested: Rounders.</b> Sport specific unit linked to striking and fielding.  <b>Gymnastics-full term-working with coach</b> Mirror and contrast performance with others. Performance including speed, direction and level.	<b>Forces and Magnets</b> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials but 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  <b>Inspiration Person Steve Backshall</b>  <b>Animals, including humans</b>

	<p>physical characteristics, including hills mountains, cities, rivers, key topographical features and land – use patterns; and understand how some of these patterns have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics</p>		<p>on Palm Sunday?</p> <p><b>RSE and H</b></p> <p><b>Online relationships</b></p> <p><b>Being Safe</b></p> <p><b>Emotional Wellbeing</b></p> <p><b>Internet safety and harms</b></p>				<p>Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p><b>COMPUTING</b></p> <p>Be able to use a block program (Scratch) to make a simple programme using sequencing and timing.</p> <p>To input a set of instructions according to programming language and environment</p> <p>Use repeat loops Eg. To create a program to draw regular 2D shapes</p> <p>Independently be able to debug basic mistakes</p> <p>Begin to use conditionals – <i>If I click here then this happens...</i></p>	<p><b>DIGITAL LITERACY</b></p> <p>Know that some people are the internet should not be trusted</p> <p>Know that concerns about what they see on-line should be reported to a trusted adult</p> <p>Create and use a simple password (Introduce school format Initial, Colour, Number 0-9)</p> <p>Use a Search engine to find information given key words</p> <p>Know which websites are useful and begin to understand all might not be trustworthy.</p> <p>Be able to log in and out Google account independently.</p> <p>To begin to understand the need for computer networks - Introduce vocabulary such as infrastructure, routers, server and switches.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>Be able to log in to computer system as themselves and can find their documents (Google Drive)</p> <p>Know how to open shared documents and pictures. (through Classroom or class Shared Drive)</p> <p>Know how to use software to create a simple brochure or poster.</p> <p>Know how to sequence and add to slides to make a simple presentation.</p> <p>Create a document that contains both pictures and text for a specific purpose. (Eg. Advert, poster, newspaper article)</p>					

YEAR THREE TERM SUMMER	TOPIC ROCKING ROMANS AND THE CHARIOT CHASE	DISCRETE RERE/PSHE/RSE&H	DISCRETE MUSIC	Discrete French	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PEOPLE	JULIUS CAESAR QUEEN BOUDICCA						THOMAS EDDISON
CULTURAL CAPITAL OPPORTUNITIES  ASPIRATION  PARENTAL INVOLVEMENT  COMMUNITY LINK	<p><b>CC - Arbeia Visit To Understand Chronology</b> Place events, artefacts and historical figures on a time-line using dates. Understand the concept of change over time, representing this, along with evidence, on time line. Use dates &amp; terms to describe events.</p> <p><b>To Build an Overview of World History</b> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world.</p> <p><b>DT - Materials</b> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.</p>	<p><b>Hinduism</b>  What do Hindus believe and how does this affect the way they live their lives?  (Beliefs about God, meaning of life, life after death and how this affects how Hindus feel and act</p> <p><b>Belief, expression of belief, impact of belief)</b></p> <p><b>RSE and H</b></p> <p><b>Physical health and fitness</b></p> <p><b>Healthy eating/ Drugs, Alcohol and tobacco</b></p> <p><b>Health and prevention</b></p>	<p><b>To transcribe</b> Use the standard music notation of crotchet, minim, and semibreve to indicate how many beats to play. Read and create notes on the musical stave.- Party like a Roman- Signed song.</p>	<p><b>Salut Unit B Food</b></p> <p><b>Salut Unit C At School</b></p>	<p>SOUTH AFRICAN ART Suggested skill(s): Painting and drawing.</p> <p><b>CC: Research of South African Art from another culture. South African Art/Music link - workshop?</b></p>	<p><b>Swimming.</b></p> <p><b>Athletics.</b> Sprinting, throwing and jumping in different ways. Also-sports day.</p> <p><b>OAA</b> Working with others to solve problems.</p>	<p><b>Y2 recap - Electricity Light and Dark</b> 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.</p> <p><b>Visit: Centre For life</b></p>
<p><b>COMPUTING</b> Be able to use a block program (Scratch) to make a simple programme using sequencing and timing.</p> <p>To input a set of instructions according to programming language and environment</p> <p>Use repeat loops Eg. To create a program to draw regular 2D shapes</p> <p>Independently be able to debug basic mistakes</p>	<p><b>DIGITAL LITERACY</b> Know that some people are the internet should not be trusted</p> <p>Know that concerns about what they see on-line should be reported to a trusted adult</p> <p>Create and use a simple password (Introduce school</p>	<p><b>INFORMATION TECHNOLOGY</b> Be able to log in to computer system as themselves and can find their documents (Google Drive)</p> <p>Know how to open shared documents and pictures. (through Classroom or class Shared Drive)</p> <p>Know how to use software to create a simple brochure or poster.</p> <p>Know how to sequence and add to slides to make a simple presentation.</p> <p>Create a document that contains both pictures and text for a specific purpose. (Eg. Advert, poster, newspaper article)</p>					

Begin to use conditionals – <i>If I click here then this happens...</i>	<p>format Initial, Colour, Number 0-9)</p> <p>Use a Search engine to find information given key words</p> <p>Know which websites are useful and begin to understand all might not be trustworthy.</p> <p>Be able to log in and out Google account independently.</p> <p>To begin to understand the need for computer networks - Introduce vocabulary such as infrastructure, routers, server and switches.</p>
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YEAR FOUR TERM AUTUMN	TOPIC <b>INVASION! ANGLO SAXONS AND VIKINGS HISTORY FOCUS</b>	DISCRETE RERE/PSHE/RSE &H	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Adapt introduction of St BEDE	JESUS	Ralph Mc Tell		MONET		Inspirational Person: Joseph Priestley
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<p><b>Study of Anglo Saxons and Vikings</b></p> <p>Romans Topic missed in Summer Term of Year 3 - Ensure gaps in knowledge are addressed before teaching Anglo Saxons and Vikings. - Overview of who the Romans were.</p> <p><b>Jarrow Hall Visit</b></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Give a broad overview of Britain from ancient until medieval times.</p> <p>Place events and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use appropriate historical vocabulary to communicate chronology.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Half Term project</b> - Children to learn stitching techniques to create their own Viking costume. Understand the need for a seam allowance.</p>	<p>How and why do religious people show care for others?</p> <p>(Knowledge about practices within religious traditions and links to beliefs and sources. Similarities between the two religions.</p> <p><b>Belief, Authority, Impact of belief)</b></p> <p><b>Christmas</b></p> <p>Why do Christians call Jesus the light of the world?</p>	<p><b>To compose</b></p> <p>Create songs with verses and a chorus.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords. (based on the pentatonic scale)</p> <p>compose, edit and refine pieces of music.-Base on Alphabet Zoo by Ralpy McTell</p>	<p><b>Salut Unit D Playtime</b></p> <p><b>Salut Unit E My Home</b></p>	<p><b>Study of Monet</b></p> <p><b>Painting in the style of Monet</b></p> <p>Painting objectives to be recapped from Year 3 - South African Art missed - Look at potential comparisons.</p> <p>To develop ideas</p> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Develop ideas from starting points throughout the curriculum. Mix colours effectively.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>To take inspiration from the greats (classic and modern)</p>	<p><b>Gymnastics-full term -working with coach</b></p> <p><b>Ensure Y3 skills are recapped before progressing</b></p> <p>Travelling in different ways.</p> <p>Balances.</p> <p>Support and help others.</p> <p>Partner/small group work.</p> <p><b>Games Suggested: hockey-full term</b></p> <p>Maintain possession of an object.</p> <p>Follow rules and play fairly.</p>	<p><b>MATTER</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in Celsius</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Inspirational person: <b>Alexander Graham Bell</b></p> <p><b>SOUND</b></p> <p>Light and Dark</p> <p>Cover Y3 objectives for sound in a mini-topic at the start of the autumn</p>

	<p>Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.</p> <p>Ensure Year 3 Materials skills are covered during Viking costume project.</p> <p><a href="#">Parental Involvement Event - Viking Fashion Show</a></p>	<p><b>RSE and H</b></p> <p><b>Families and people who care for me</b></p> <p><b>Caring friendship</b></p> <p><b>Respectful relationships</b></p>			<p>Replicate some of the techniques used by notable artists, artisans and designers.</p>	<p><b>term.</b></p> <p>Identify how sounds are made, associating some with vibration. Recognise vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound &amp; features of the object that produced it. Find patterns between volume of sound &amp; strength of vibrations that produced it. Recognise that sounds get fainter as the distance from the source increases.</p>
<p><b>COMPUTING</b></p> <p>Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (<i>Scratch- steer an object by using keys /Microbit – show an image when shaken</i>)</p> <p>Be able to explain how their program works</p> <p>Be able to modify their program and be able to predict the effects of any changes</p> <p>Know how to break sets of instructions into short steps to achieve goal. - Eg. <i>drawing repeated squares to make a pattern,</i></p>	<p><b>DIGITAL LITERACY</b></p> <p>Know that pictures and text share on-line can end up with strangers</p> <p>Know what to do if something happens online that worries them including report/block facilities.</p> <p>Know that having a balance of online and offline activities is important. Introduce the term 'Screen Time'</p> <p>Identify what makes a strong password.</p> <p>Know what the key words are to enter into a Search engine to find the information they want.</p> <p>Knowingly select the most useful websites from the results of a search.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>Be able to save a document and retrieve this to continue working on it.</p> <p>Be able to organise their personal Drive effectively for instance by organising work into folders for each year at school</p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>To be able to use sequence to create an effective presentation or video.</p> <p>Be able to deliver a simple presentation to their peers.</p>				

YEAR FOUR TERM SPRING	TOPIC DAZZLING DURHAM Geography Focus	TOPIC VIVE LA PARIS DT & Geography	DISCRETE RERE/PSHE/R SE&H	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Hairy Biker - Si King		JESUS			FIONA GRAY (LOCAL ARTIST)		David Attenborough - Focus on Documentary Narration. At end of topic.
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<p>In depth study of Durham and the surrounding area including main places of interest</p> <p><b>CC - Durham Cathedral</b></p> <p><b>Bakers - Pudding Parlour</b></p> <p>Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land – use patterns; and understand how some of these patterns have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p><b>Study of Paris and the Seine</b></p> <p>Describe geographical similarities and differences between countries.</p> <p><b>DT: Food</b></p> <p>French Patisserie theme. Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients.</p> <p><b>Community Link: Church Hall - French themed bake sale</b></p>	<p><b>Christianity</b></p> <p>What do Christians believe about Jesus?</p> <p>(Significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today)</p> <p><b>Belief, Authority and Impact of belief)</b></p> <p><b>Easter</b> Why is Lent such an important period for Christians?</p> <p><b>RSE and H</b></p> <p><b>Online relationships</b></p> <p><b>Being Safe</b></p> <p><b>Emotional Wellbeing</b></p> <p><b>Internet safety and harms</b></p>	<p><b>CC - Durham CathedralC</b> <b>horal music link.</b></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including. Lyrics and Melody Sense of occasion Expressive Rounds Harmonies Accompaniments Drones Cyclic patterns Combination of musical elements</p>	<p><b>Salut: Unit F</b> <b>My Town</b></p> <p><b>Salut Unit G</b> <b>Describing People</b></p>	<p><u>Printing and Sculpture</u></p> <p>Printing in the style of Fiona Gray</p> <p>Explore different methods of creating own printing blocks and different methods of printing.</p> <p><b>CC: Fiona Gray to come into school to meet the children and deliver a workshop to them.</b></p>	<p><b>Swimming and water safety</b> -full term-may be delayed due to year 5 assessments.</p> <p><b>Games-netball/benchball</b></p> <p>Cover tactics and passing on the move</p> <p><b>Dance (if no swimming)</b></p>	<p><b>HABITATS, HUMANS, ANIMALS</b></p> <p>Cover Y3 objectives at the start of humans &amp; animals topic in Spring term.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Food chains</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>



<p><b>COMPUTING</b></p> <p>Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (<i>Scratch- steer an object by using keys /Microbit – show an image when shaken</i>)</p> <p>Be able to explain how their program works</p> <p>Be able to modify their program and be able to predict the effects of any changes</p> <p>Know how to break sets of instructions into short steps to achieve goal. - Eg. <i>drawing repeated squares to make a pattern,</i></p>	<p><b>DIGITAL LITERACY</b></p> <p>Know that pictures and text share on-line can end up with strangers</p> <p>Know what to do if something happens online that worries them including report/block facilities.</p> <p>Know that having a balance of online and offline activities is important. Introduce the term 'Screen Time'</p> <p>Identify what makes a strong password.</p> <p>Know what the key words are to enter into a Search engine to find the information they want.</p> <p>Knowingly select the most useful websites from the results of a search.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>Be able to save a document and retrieve this to continue working on it.</p> <p>Be able to organise their personal Drive effectively for instance by organising work into folders for each year at school</p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>To be able to use sequence to create an effective presentation or video.</p> <p>Be able to deliver a simple presentation to their peers.</p>						

<b>YEAR FOUR TERM SUMMER</b>	<b>TOPIC I WANT MY MUMMY HISTORY FOCUS</b>	<b>TOPIC I WANT MY MUMMY DT FOCUS</b>	<b>DISCRETE RERE/PSHE/R SE&amp;H</b>	<b>DISCRETE MUSIC</b>	<b>DISCRETE FRENCH</b>	<b>DISCRETE ART</b>	<b>DISCRETE PE</b>	<b>DISCRETE SCIENCE Full Term (Weekly Lesson)</b>
<b>INSPIRATIONAL PERSON</b>	<b>TUTANKHAMUN</b>					<b>ALBERTO GIACOMETTI</b>		<b>Nikola Tesla</b>

<p><b>CULTURAL CAPITAL OPPORTUNITIES</b></p> <p>Camping on the school field</p> <p><b>ASPIRATION</b></p> <p><b>PARENTAL INVOLVEMENT</b></p> <p><b>COMMUNITY LINK</b></p>	<p>1 lesson to begin with an overview of the different civilizations to touch on the others which will lead into the Egyptian in-depth focus - perhaps a carousel?</p> <p><b>In-depth investigation of life in ancient Egypt</b> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including; era, change, chronology.</p> <p><u>Architect</u></p>	<p><b>Design and build a pyramid</b></p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Measure and mark out to the nearest millimetre.</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material.</p> <p>Select appropriate joining techniques.</p>	<p><b>Christianity</b></p> <p>What do Christians believe about God?</p> <p>(Knowledge about Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act</p> <p><b>Belief, Expressions of belief, Impact of belief)</b></p> <p><b>RSE and H</b></p> <p><b>Physical health and fitness</b></p> <p><b>Healthy eating/ Drugs, Alcohol and tobacco</b></p> <p><b>Health and prevention</b></p>	<p><b>To transcribe</b></p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the (#)sharp and( b) flat symbols. Use and understand simple time signatures.</p>	<p><b>Salut Unit H The Body</b></p> <p><b>Salut Unit I Sport</b></p>	<p><u>Drawing and Sculpture</u></p> <p>Study the work of Giacometti's stick men.</p> <p>Create own stick men sculptures</p> <p><b>CC: Visit to the Crushed Chilli Art Gallery. Workshops with Janet Rodgers</b> creating their own small Giacometti figures and use the kiln. (Half year group to complete workshop and half year group to visit nearby Cathedral and Park then swap.)</p>	<p><b>Athletics-half term</b></p> <p>Run over longer distances. Beating personal best performance</p> <p><b>OAA-half term</b></p> <p>Maps to orienteer. Solving problems. Being resilient.</p> <p><b>Dance-full term-working with coach</b></p> <p>Teacher led dance topic.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp light in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being</p> <p><b>Inspirational Person Visit from an Dentist Teeth</b></p> <p>Identify the different types of teeth in humans and their simple functions good conductors.</p> <p>Digestive System</p>
<p><b>COMPUTING</b></p> <p>Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (<i>Scratch- steer an object by using keys /Microbit – show an image when shaken</i>)</p> <p>Be able to explain how their program works</p> <p>Be able to modify their program and be able to predict the effects of any changes</p> <p>Know how to break sets of instructions into short steps to achieve goal. - Eg. <i>drawing repeated squares to make a pattern,</i></p>	<p><b>DIGITAL LITERACY</b></p> <p>Know that pictures and text share on-line can end up with strangers</p> <p>Know what to do if something happens online that worries them including report/block facilities.</p> <p>Know that having a balance of online and offline activities is important. Introduce the term 'Screen Time'</p> <p>Identify what makes a strong password.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>Be able to save a document and retrieve this to continue working on it.</p> <p>Be able to organise their personal Drive effectively for instance by organising work into folders for each year at school</p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>To be able to use sequence to create an effective presentation or video.</p> <p>Be able to deliver a simple presentation to their peers.</p>						

	<p>Know what the key words are to enter into a Search engine to find the information they want.</p> <p>Knowingly select the most useful websites from the results of a search.</p>	
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YEAR FIVE TERM AUTUMN	TOPIC GREECE IS THE WORD	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
<b>INSPIRATIONAL PERSON</b>	<b>ARCHIMEDES</b>		David Bowie		PHIDIAS		TIM PEAKE ISAAC NEWTON
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<p>Ancient Greeks <b>History</b> Chronology Vocabulary investigate and interpret the past overview of world history</p> <p><b>DT</b>-Plan and make a model of the Greek Parthenon using craboard and glue guns etc.</p> <p><b>DT-Tanfield visits-coding, mechanics</b></p> <p><b>CC-Trip to The Great North Museum. Greek workshops.</b></p>	<p><b>Sikhism</b></p> <p>What do Sikhs believe and how are these beliefs expressed?</p> <p>(Understanding of beliefs and practices, and how beliefs make a difference to individual and communal life</p> <p><b>Belief, Authority, Expressions of belief, Impact of belief)</b></p> <p><b>Christmas</b>What are the themes of Christmas?</p> <p><b>RSEH</b></p> <p>-Physical Health and Mental Wellbeing -Families and people who care for me -Caring friendship -Respectful relationships -Being Safe including online safety</p>	<p><b>To describe music</b></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including. Pitch Dynamics Tempo Timbre Texture Lyrics and Melody Sense of occasion Expressive Solo</p>	<p><b>Salut Unit J On Holiday</b></p> <p><b>Salut Unit K Eating out</b></p>	<p>Greek art work.</p> <p>Suggested skill(s): Sculpture and Collage (Cover any missed Year 4 Sculpture)</p> <p><b>CC: Research of Greek Art from another culture.</b></p>	<p><b>Swimming-secnd half term-may be Spring based on year 6 assessments)</b></p> <p><b>Gymnastics-full term-working with coach</b></p> <p>Creating sequences, range of movements. Vary speed, level and direction.</p> <p><b>Games-full term.</b></p> <p>Football-working with team mates, footwork, field, attack and defend.</p>	<p><b>Earth and Space &amp; Forces</b></p> <p>Describe the movement of Earth and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Forces</b></p> <p>Explain that unsupported objects fall towards Earth because of the force of gravity acting between Earth and falling object.</p> <p>Identify effects of air resistance, water resistance &amp; friction between moving surfaces.</p> <p>Recognise that some mechanisms, inc levers, pulleys &amp; gears, allow a smaller force to have a greater effect.</p>
<b>COMPUTING</b> Use customisation to change a working program to change its effect.  Use loops to achieve goals (Scratch – shapes, letters)	<b>DIGITAL LITERACY</b> Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.	<b>INFORMATION TECHNOLOGY</b> To be able to share their work from their personal folder to work collaboratively with others (Shared docs Google Drive).  Know how to use software to create and effective poster or leaflet.  Be able to select the best program for the task.					

<p>Uses variable, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit)</p>	<p>Know that it is irresponsible to share images of friends on-line without their permission.</p> <p>Know that a balance of online and offline activities is important to maintain good health.</p> <p>Know how to report concerns on-line.</p> <p>Effectively use a search engine to find multiple criteria using AND/OR to refine searches.</p> <p>Know how to compare information from different websites and acknowledge that some sites may show bias.</p>	<p>Know how to add data into a prepared spreadsheet to answer simple questions (Google Sheets)</p> <p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence.</p>
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YEAR FIVE TERM SPRING	TOPIC MAYAN MADNESS	TOPIC COMING TO AMERICA	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRET E ART	DISCRET E PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	JOHN CADBURY	CHILDREN TO SELECT PERSON THAT INTERESTS THEM	<u>Christianity</u>	Louis Armstrong-New Orleans.		SALVADOR DALI		JAMES DEWAR (Thermos inventor)

<p><b>CULTURAL CAPITAL OPPORTUNITIES</b></p> <p><b>ASPIRATION</b></p> <p><b>PARENTAL INVOLVEMENT</b></p> <p><b>COMMUNITY LINK</b></p>	<p>Ancient civilizations (3/4 weeks)</p> <p><b>History</b> Chronology Communicate historically investigate and interpret the past overview of world history</p>	<p><b>*Revisit key terminology from year 4-quiz?</b></p> <p>Study of North and South America and a key river and mountain</p> <p><b>Geography</b></p> <p>Features of a location. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p><b><u>PARENT EVENT:READING CAFE</u></b></p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p>(Importance of the Bible, its impact on worship, values and daily living</p> <p><b>Authority, Impact of Belief)</b></p> <p><b>Easter Why is the Last Supper so important to Christians?</b></p> <p><b><u>St James church-Easter visit and litter picking/cleaning/gardening. Trip to church about Easter.</u></b></p> <p><b>RSEH</b> -Physical Health and Mental Wellbeing - Internet safety and harms -Physical health and fitness</p>	<p><b>To perform</b> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a sound.</p> <p><b>To compose</b> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p><b>Salut Unit L Hobbies</b></p> <p><b>Salut Unit M School Trip</b></p>	<p>Suggested skill(s): Drawing and Painting. (Cover any missed Year 4 drawing )</p>	<p><b><u>Dance-full term.</u></b> Teacher led dance topic based on Las Vegas.</p> <p><b><u>Games.</u></b> Cricket</p>	<p><b>Mini topic on electricity to cover skills from year 4.</b></p> <p><b>Materials</b> Compare &amp; group together everyday materials on the basis of properties, inc hardness, solubility, transparency, conductivity (electrical and thermal) &amp; response to magnets. Know that some materials will dissolve in liquid to form a solution &amp; describe how to recover a substance from a solution. Use knowledge of solids, liquids &amp; gases to decide how mixtures might be separated, inc through filtering, sieving &amp; evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, inc metals, wood &amp; plastic. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in formation of new materials &amp; that this kind of change is not usually reversible, inc changes associated with burning &amp; the action of acid on bicarbonate of soda. <b><u>CC: Trip to centre for life. Solutions and separation of mixtures.</u></b></p>
<p><b>COMPUTING</b> Use customisation to change a working program to change its effect.  Use loops to achieve goals (Scratch – shapes, letters)  Uses variable, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit)</p>	<p><b>DIGITAL LITERACY</b> Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.  Know that it is irresponsible to share images of friends on-line without their permission.  Know that a balance of online and offline activities is important to maintain good health.  Know how to report concerns on-line.</p>		<p><b>INFORMATION TECHNOLOGY</b> To be able to share their work from their personal folder to work collaboratively with others (Shared docs Google Drive).  Know how to use software to create and effective poster or leaflet.  Be able to select the best program for the task.  Know how to add data into a prepared spreadsheet to answer simple questions (Google Sheets)  Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence.</p>					

	Effectively use a search engine to find multiple criteria using AND/OR to refine searches.		
	Know how to compare information from different websites and acknowledge that some sites may show bias.		

YEAR FIVE TERM SUMMER	TOPIC THE BOWES FAMILY	TOPIC MARVELLOUS MOUNTAINS	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	THE BOWES FAMILY	EDMUND HILLARY TENZING NORGAY				ANTONY GORMLEY (LOCAL ARTIST)		DAVID ATTENBOROUGH
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	Study of Gibside and Bowes family, (including the River Derwent)  <b>History &amp; Geography</b>  Maps-grid references, compass points. History of locality.  <b>CC - Gibside Visit-orienteeing.</b>  <b>Community Link - Local Area</b>  <b>Work.. Why Bother? Business Enterprise from LA studying the importance of work self-esteem wealth and lifestyle</b>	Study of features of mountains including focus on one mountain and mountaineer.  <b>Geography</b>  Physical geography.  <b>CC - Angel of North (Art)</b>	<b>Christianity</b>  What can we learn about Christian faith by studying the lives of northern saints?  (Significance of Northern Saints, then and now  <b>Impact of belief)</b>  <b>RSEH</b>  -Changing adolescent Body  -Healthy eating/ Drugs,  -Alcohol and tobacco -Health and prevention	<b>To transcribe</b> Use the standard music notation of crotchet, minim, and semibreve to indicate how many beats to play. Read and create notes on the musical stave.- Through untuned percussion.	<b>Salut Unit N Seasons</b>  <b>Salut Unit O The Environment</b>	Suggested skill(s): Sculpture and drawing. (Cover any missed Year 4 Sculpture and drawing)  <b>CC: Visit to the Crushed Chilli Art Gallery. Workshops with Janet Rodgers creating their own small Angel of the North figures and use the kiln. (Half year group to complete workshop and half year group to visit nearby Cathedral and Park then swap.) Visit to the Angel of the North (sketching whilst there)</b>	<b>Athletics</b> Sprint and hurdle, running paces, throwing, jumping.  <b>OAA</b> Part of a team and problem solving. Using equipment. Plan and manage risks.	<b>LIVING THINGS AND THEIR HABITATS</b> Describe the differences in the life cycle of a mammal, amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.  <b>*One lesson on teeth and one lesson on digestive system prior to starting new topic.</b>  <b>Animals Including Humans</b>  describe the changes as humans develop to old age.

<p><b>COMPUTING</b> Use customisation to change a working program to change its effect.</p> <p>Use loops to achieve goals (Scratch – shapes, letters)</p> <p>Uses variable, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit)</p>	<p><b>DIGITAL LITERACY</b> Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.</p> <p>Know that it is irresponsible to share images of friends on-line without their permission.</p> <p>Know that a balance of online and offline activities is important to maintain good health.</p> <p>Know how to report concerns on-line.</p> <p>Effectively use a search engine to find multiple criteria using AND/OR to refine searches.</p> <p>Know how to compare information from different websites and acknowledge that some sites may show bias.</p>	<p><b>INFORMATION TECHNOLOGY</b> To be able to share their work from their personal folder to work collaboratively with others (Shared docs Google Drive).</p> <p>Know how to use software to create and effective poster or leaflet.</p> <p>Be able to select the best program for the task.</p> <p>Know how to add data into a prepared spreadsheet to answer simple questions (Google Sheets)</p> <p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence.</p>
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YEAR SIX TERM AUTUMN	TOPIC GelsenKirchen WW2 Geography/ History	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Anne Frank		Dame Vera Lynn		ROY LICHTENSTEIN		MARY ANNING JOSEPH SWANN
CULTURAL CAPITAL OPPORTUNITIES	2 week study on Twinning of GelsenKirchen- Geography	<b>RE</b> Why do people use ritual in their lives? (Meaning and importance of ritual in more than one religion, comparing similarities and differences in religious beliefs and expression	WW2 songs  <b>COMMUNITY LINK - Sing WW2 songs to people at the local care home.</b>	<b>Salut Unit P Actions</b>  <b>Salut Unit Q In France</b>	Suggested skill(s): Digital Media, Painting and Collage. (Cover any missed Year 5 Sculpture and Painting [same skills for 5 and 6 for painting])  Painting skills 4G Mix colours effectively.  4I Experiment with creating mood with colour. 4J To take inspiration from the greats (classic and modern)	<b>Swimming-Fist half term-may be full term based on assessment.</b>  <b>Games. Suggested: c ricket-half term</b> Bowling, footwork, field, attack and defend.  <b>Games : tennis-half term</b>	<b>Materials</b> Compare & group together everyday materials on the basis of properties, inc hardness, solubility, transparency, conductivity (electrical and thermal) & response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in formation of new materials & that this kind of change is not usually reversible, inc changes associated with burning & the action of acid on bicarbonate of soda.  <b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  <b>EVOLUTION AND INHERITANCE</b> Recognise that living things have changed over time and that fossils provide information about living things
ASPIRATION	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	<b>Belief, Expressions of Belief)</b> <b>Christmas</b> What do the gospels tell us about the birth of Jesus?	Durham learning scheme Choose and describe a range of music.				
PARENTAL INVOLVEMENT	<b>Human geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</b> Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.						
COMMUNITY LINK	<b>Visit to Eden Camp if possible History</b> To Investigate and Interpret the Past	<b>RSE &amp; H Relationships</b>					

	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. To Build an Overview of World History Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. To Understand Chronology Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. To Communicate Historically Use appropriate historical vocabulary. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p> <p><b>Geography</b> <b>Human geography</b> including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. Use the eight points of a compass six figure grid references, symbols, and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world..</p> <p><b>DesignTechnology</b> <b>Make a WW2 Christmas Cake</b> <b>Food</b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p><b>Make-do-and-mend</b> Give children a plain T-shirt. They alter it for a uniform for the Land Army or Home Guard. <b>Textiles</b></p>	<p>Know that stable, caring relationships are important for children's security as they grow up.</p> <p>Know how to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Caring Friendships</u> Know that most friendships have ups and downs, and that these can often be worked through. Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>			<p>Replicate some of the techniques used by notable artists, artisans and designers. 4K Create original pieces that are influenced by studies of others.</p>		<p>that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Use recognisable symbols when representing a simple circuit in a diagram.</p>
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	<p>Create objects that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <b>Design, Make, Evaluate, Improve</b> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>						
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<p><b>COMPUTING</b> Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit)  Use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops &gt;5 then...)  Be able to explain what a program will do and accurately predict the effect of changes.  Be able to reliably modify existing algorithms and code to change the effect of the program.  Be able to create an efficient program by using an effective algorithm and techniques such as loops and procedures</p>	<p><b>DIGITAL LITERACY</b> Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing. (Link to RSHE) Know that it is illegal to post or view 'rude' images of children. Know that hacking or misusing someone else's account is illegal. Know that search results can be manipulated by sponsorship and advertising. Know how to validate information found through searches by checking</p>	<p><b>INFORMATION TECHNOLOGY</b> To select the most appropriate software to produce suitable documents and presentations for a specific purpose - <i>This could include a range of software/apps such as Slides, iMovie, Adobe Spark etc</i>  Know how to edit a picture.  Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.  To create and sequence a video, add sound effects, transitions and title/subtitles.  To be able to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document)</p>
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	more than one source. Know that some news is 'fake'.	
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YEAR SIX TERM SPRING	TOPIC Bonny Tyne Geography/History	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Norman Foster		William Byrd		SARAH MILBURN (LOCAL ARTIST)		CHRIS PACKHAM STEVE IRWIN
CULTURAL CAPITAL OPPORTUNITIES	Identify continuity and change in the history of the locality of the school. (Missed Y5 objective)	RE Why should people with a religious faith care about the environment? (Understanding of the impact of religious faiths on actions)	Durham scheme To describe music using a wide range of vocabulary	Salut Unit R Family  Salut Unit S A weekend with friends	Suggested skill(s): Drawing and Painting. (Cover any missed Year 5 Drawing and Painting [same skills for 5 and 6]) 5G Use a choice of techniques to depict movement, perspective, shadows and reflection. 5H Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 5I Use lines to represent movement. 5K Show how the work of those studied was influential in both society and to other artists.  <b>CC: Sarah Milburn to visit school to meet the children and carry out some workshops? Sarah Milburn to send original pieces in for the children to look at in real life along with photographs of her Art Shed where she does her painting.</b>	Dance-Linked to topic/children's interests  Gymnastics-full term-working with coach Creating complex sequences using a range of equipment.	LIVING THINGS AND THEIR HABITATS Describe the differences in the life cycle of a mammal, amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.  Animals Including Humans Describe the changes as humans develop to old age.  <b>Community link- Litter pick (Pollution link)</b>  LIGHT Light Statutory requirements Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
ASPIRATION	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe how locations around the world are changing and explain some of the reasons for change. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the	Impact of belief) Easter Why are Good Friday and Easter Day the most important days for Christians?  RSE & H Respectful Relationships Know what a stereotype is. Understand the importance of permission in relationships with friends, peers and adults.  Being Safe Know how to ask for advice or help for themselves or others, and to keep trying until they are heard, Know how to report					
PARENTAL INVOLVEMENT							
COMMUNITY LINK							

	<p>results in a range of ways.          Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographical maps – as in London's Tube map.  <b>Newcastle visit</b></p> <p><b>DT- Structures and Construction, Materials</b>  <b>Materials</b>          Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).  <b>Structures &amp; Construction</b>          Develop a range of practical skills to create and strengthen products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding) and more complex structures  <b>Design, Make, Evaluate, Improve</b>          Make products through stages of prototypes, making continual refinements.          Ensure products have a high quality finish, using art skills where appropriate.          Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.  <b>Evaluation of Past and Present Design</b>  <b>technology – impact on daily life and the world</b>          Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.          Create innovative designs that improve upon existing products.          Evaluate the design of products so as to suggest improvements to the user experience.</p>	<p>concerns or abuse.          Know where to get advice.</p>					
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	<p>Look at the variety of bridges. Compare types swing, millenium, tyne etc</p> <p><a href="#">Parent workshop or exhibition with the bridges</a></p> <p><a href="#">Career Pathways Business Enterprise from LA Awareness of Apprenticeships further education jobs and self Employment</a></p>						
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<p><b>COMPUTING</b></p> <p>Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit)</p> <p>Use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops &gt;5 then...)</p> <p>Be able to explain what a program will do and accurately predict the effect of changes.</p> <p>Be able to reliably modify existing algorithms and code to change the effect of the program.</p> <p>Be able to create an efficient program by using an effective algorithm and techniques such as loops and procedures</p>	<p><b>DIGITAL LITERACY</b></p> <p>Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings.</p> <p>Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional wellbeing. (Link to RSHE)</p> <p>Know that it is illegal to post or view 'rude' images of children.</p> <p>Know that hacking or misusing someone else's account is illegal.</p> <p>Know that search results can be manipulated by sponsorship and advertising.</p> <p>Know how to validate information found through searches by checking</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p>To select the most appropriate software to produce suitable documents and presentations for a specific purpose - <i>This could include a range of software/apps such as Slides, iMovie, Adobe Spark etc</i></p> <p>Know how to edit a picture.</p> <p>Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.</p> <p>To create and sequence a video, add sound effects, transitions and title/subtitles.</p> <p>To be able to use two or more programmes to create a final piece of work. (eg, edit a picture before inserting into a document)</p>
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	more than one source. Know that some news is 'fake'.	
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YEAR SIX TERM SUMMER	TOPIC Our World	DISCRETE RE / PSHE / RSE & Health	DISCRETE MUSIC	DISCRETE FRENCH	DISCRETE ART	DISCRETE PE	DISCRETE SCIENCE Full Term (Weekly Lesson)
INSPIRATIONAL PERSON	Greta Thunberg				HANNAH HOCH		LOCAL DOCTOR
<b>CULTURAL CAPITAL OPPORTUNITIES</b>  <b>ASPIRATION</b>  <b>PARENTAL INVOLVEMENT</b>  <b>COMMUNITY LINK</b>	<p><b>Physical geography</b> including climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Human geography</b> including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass four figure grid references, symbols, and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as : land use, climate zones, population densities, height of land).</p> <p><b>Community Link / Cultural Capital / Parental Involvement</b></p> <p>Walk around the local area - map work, land use.</p>	<p><b>RE</b></p> <p><b>Christianity</b></p> <p>So what do we now know about Christianity? (exploration through the concepts)</p> <p>Demonstrating understanding of what they have learnt about Christianity through the four concepts:</p> <p><b>Belief, authority, Expressions of belief, impact of belief</b></p>	<p><b>To perform</b></p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument)</p>	<p><b>Salut Unit T</b></p> <p><b>The Future</b></p> <p><b>Salut Unit U</b></p> <p><b>Jobs</b></p>	<p>Suggested skill(s):</p> <p>Collage and Digital Media. (Cover any missed Year 5 Sculpture)</p> <p><b>CC:</b> Susan Warlock (Local Artist) to visit school over 2 days and carry out a Mosaic project with the children to create a whole year group large mosaic. (legacy Project)</p>	<p><b>Athletics.</b></p> <p>Running paces.</p> <p>Throwing with accuracy.</p> <p>Sprint and hurdle.</p> <p>Comparing and beating performance s.</p> <p><b>OAA</b></p> <p>Selecting appropriate equipment.</p> <p>Working as a team.</p> <p>*RESIDENTIAL*</p>	<p><b>The Human Body, Drugs and Alcohol</b></p> <p>Identify &amp; name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals including humans.</p> <p><b>Parental Involvement - Invite parents who are doctors or nurses to work with the children.</b></p>

		<p><b>Bridging unit</b></p> <p><b>RSE &amp; H</b>  <u>Physical and Mental Wellbeing</u>          Know that bullying has a negative impact on mental wellbeing. Know that isolation and loneliness can affect children. Know where and how to seek support, including whom in school they should speak to. Know that it is common for people to experience mental ill health.</p> <p><u>Health</u>          Know what constitutes a healthy diet. Know the facts about legal and illegal harmful substances and risks, including smoking, alcohol use and drug-taking.</p>					
<p><b>COMPUTING</b>          Use conditional sentences (when/then) to program objects (Kodu, Scratch, Microbit)</p> <p>Use mathematical expressions when constructing conditionals e.g. trigger winning when (If loops &gt;5 then...)</p> <p>Be able to explain what a program will do and accurately predict the effect of changes.</p> <p>Be able to reliably modify existing algorithms and code to change the effect of the program.</p>	<p><b>DIGITAL LITERACY</b>          Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. Be able to maintain a healthy balance of online and offline activities and know that some activities may affect their emotional</p>	<p><b>INFORMATION TECHNOLOGY</b>          To select the most appropriate software to produce suitable documents and presentations for a specific purpose - <i>This could include a range of software/apps such as Slides, iMovie, Adobe Spark etc</i></p> <p>Know how to edit a picture.</p> <p>Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.</p> <p>To create and sequence a video, add sound effects, transitions and title/subtitles.</p> <p>To be able to use two or more programmes to create a final piece of work. (eg. edit a picture before inserting into a document)</p>					

<p>Be able to create an efficient program by using an effective algorithm and techniques such as loops and procedures</p>	<p>wellbeing. (Link to RSHE) Know that it is illegal to post or view 'rude' images of children. Know that hacking or misusing someone else's account is illegal. Know that search results can be manipulated by sponsorship and advertising. Know how to validate information found through searches by checking more than one source. Know that some news is 'fake.'</p>		
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