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| **Global Neighbours/ Christian Calendar**  | Celebrating Harvest | Celebrating Christmas | Celebrating Candlemas | Celebrating Lent and Easter | Celebrating Pentecost | Celebrating Trinity |
| **National and Whole School Events**  | Harvest festivalTour of BritainInternational day of PeaceSukkotHalloween | Christmas worshipChristingleAnti Bullying weekRoad Safety weekRemembranceChildren in NeedBonfire night | Big Garden BirdwatchWorld Religion DaySafer Internet DayValentines Day | Shrove TuesdayAsh WednesdayWorld Book DayFair Trade FortnightPassoverHoli | MaydayChristian Aid WeekRamadanVesak | Leavers’ assemblyEid-il-Fitur |
| **Collective Worship****Roots and Fruits 1** | **Generosity** | **Compassion** | **Courage** | **Forgiveness** | **Friendship** | **Respect** |
| **Topic**  | **All About Me**  | **Dinosaur Planet**  | **Enchanted Woodland**  | **Explorers**  | **Towers, Tunnels and Turrets**  | **Beach-Combers**  |
| **Trips & Visitors**  | People who help us - emergency services First aid training for children  | Hancock museum Zoo lab  | DT - Union Chain Bridge Visit a contrasting woodland or environment e.g. an urban setting like Newcastle etc.  | Using maps to plan a route - Cragside etc  | Alnwick Castle  | Holy Island beach trip  |
| **Christian Vision Golden Thread** | UniquenessDignity and respectSpiritual beliefsPriority of enabling vulnerable pupils.Making positive choicesAspiring to be the best you can be.Positive mental health. | Spiritual and ethical questionsResponding creatively | Social actionSpiritual and ethical questionsResponding creatively | Thinking globallyAspiring to be the best you can beInternational links | Disagree well, forgiveness and reconciliation | Big questions about exploitation of the natural world.Thinking globallyInternational linksCharity/social action links. |
| **Subject**  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **Quality Text** (based on the Pie Corbett Reading Spine)  | Cops and Robbers Peace At Last The Tiger Who Came To Tea Amazing Grace  | Harry and the Bucketful Of Dinosaurs Tyrannosaurus Drip The Dinosaur That Pooped A Planet  | Rapunzel Jack and the Beanstalk Who’s Afraid of the Big Bad Book  | Lost and Found Information texts about explorers  | How to Make a Castle Banquet  | Giraffes Can’t Dance Pirate stories |
| **Literacy**  | **Stories from familiar settings** Year 1: Retell a narrative using patterns from listening and reading.Year 2: Write a three part story with a key character. **Recounts** Year 1: Write sentences to match pictures, or sequences of pictures, illustrating an event. Year 2: Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least 3 chronological events in order, maintaining past tense and consistent use of the first person. **Instructions** Year 1: Write instructions on labels around the learning area,Year 2: Write instruction with expansion about something they know well. Use imperative verbs and precise language choices. **Poetry: Pattern and Rhyme - poems about me**  | **Fantasy stories**Year 1: Tell a story about a central character. Year 2: Retell a story using typical settings, characters and events. Innovate a familiar story by changing aspects of the character and setting. **Non-chronological report** Year 1; Describe something or someone, developing descriptions in response to prompts and questions. Year 2: Use information from research to group and assemble information in a short non-chronological report. **Onomatopoeia and alliteration - linked to Bonfire Night**  | **Fairy Tales** Year 1: Innovate on patterns from a familiar story using known story patterns. Year 2: Plan and tell a story based on their own experiences or using inspiration from stories they have read, using expanded noun phrases. **Persuasive Texts** Year 1: Write simple examples of persuasion e.g. letter to a character in a book. Year 2: Write a simple persuasive piece based on research or a topic of interest. **Non-chronological report** Year 1: Describe something or someone, developing descriptions in response to prompts and questions.Year 2: Expand information using subordination and coordination and expanded noun phrases. **Traditional Poems**  | **Stories about Explorers** Year 1: Write their own version of a story and recount events in sequence. Year 2: Plan and write a story based on a familiar character, using the structure of an opening, something happens, events to sort it out and an ending. **Recounts - Diaries and Postcards** Year 1: Write simple first person recounts linked to a topic or personal experience, incorporating at least three chronological events in order, maintaining past tense with consistency. Year 2: Write a narrative about a personal experience and those of others e.g. in role. **Songs and repetitive rhymes.**  | **Contemporary fiction** Year 1: Use pattern and language from familiar stories. Write and complete a story with a beginning, middle and end. Year 2: Plan and write their own story or retell a known story using a range of sentence types and language to add detail. **Instructions - recipes** Year 1: Write a simple set of instructions including a numbered list, a title and a simple list of equipment. Year 2: Extend and clarify instructions using subordination and coordination. Use expanded noun phrases. **Discussion** Year 1: Write a sentence or more to convey their opinion and a sentence or more ot convey the contrasting opinion of others. Year 2: Write a series of sentences to convert opinion and a series of sentences to convey the contrasting opinion of others. **Poems for pleasure: reciting poetry in the style of “Entering a Castle” by Brian Moses.**   | **Stories from different cultures**Year 1: Write a complete story which includes characterisation e.g. a good and a bad character. Year 2: Plan and write their own story with a logical sequence of events, and the introduction of some kind of dialogue, **Explanations**Year 1: Write a series of sentences to explain a simple process based on first hand experience. Year 2: Produce a flow chart or cyclical diagram independently, ensuring content is clearly sequenced.**Non-chronological report** Year 1: Assemble information about a subject from their own experiences, writing sentences to describe different aspects of the subject. Year 2: Use the language and structure of a non-chronological report e.g. direct questions, opening statement, subheadings, line breaks and written in the third person. **Humorous poems**   |
| **Mathematics**  | Place ValueStatistics (cross curricular) | Addition and SubtractionStatistics (cross curricular) | Multiplication and DivisionStatistics (cross curricular) | Measurement:Length and heightShapes and geometryFractionsStatistics (cross curricular) | Money Problem solvingPosition/DirectionTimeStatistics (cross curricular) | Measurement- Weight and volumeMass , capacity and temperatureConsolidation/ investigationsStatistics (cross curricular) |
| **Science**  | **Animals including humans ( human focus)**SensesParts of the BodyOffspringBasic needsHealthy lifestyle  | **Animals including humans**ClassificationLiving /non-living thingsCarnivores/herbivores/omnivores | SeasonsWeather patterns |  | Living things and their Habitats | Living things and their Habitats |
| **History**  | Family tree Changes over time Changes within living memory Chronology Historical terms Continuity and change Similarities and differences  | Mary Anning Timeline Archeology Events beyond living memory Significant individuals Chronology Historical terms Historical enquiry Significance Cause and consequence  | Local area changing - forest school Changes within living memory Continuity and change Similarities and differences  | Captain Scott Significant individuals Events beyond living memory Interpreting history Historical enquiry Historical terms Significance Cause and consequence  | Alnwick castle Parts of a castle Changes within living memory Events beyond living memory Chronology Historical terms Historical enquiry Interpreting history Cause and consequence  | Grace Darling Events beyond living memory Significant individuals Chronology Historical terms Interpreting history Continuity and change Cause and consequence Similarities and differences Significance  |
| **Geography**  | Where we live Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Change Location and place Planning and decision making  | Continents Locational knowledge **Map skills** Using maps Map knowledge Making maps **Concepts** Cause and effect Change Location and place  | Human and physical features Comparing our woodland to the rainforest Human and physical geography Place knowledge **Map skills** Using maps Making maps **Concepts** Cause and effect Change Location and place Planning and decision making  | Continents Hot and cold places Climate change Human and physical geography **Map skills** Using maps Map knowledge **Concepts** Change Location and place Cause and effect  | Local area - identifying castles Maps and castle plans - defence features Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Change Location and place Planning and decision making  | Local features Maps Oceans Aerial photos Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Location and place Planning and decision making  |
| **Art**  | **Drawing and Painting**Self portraits Colour mixing Brush choicePicasso **Sculpture**Self portraits using natural materials Clay models  | **Drawing and Painting**Dinosaur pictures**Sculpture**Dinosaur skeletons | **Drawing** Observational drawings Vincent van Gogh, Kandinsky**Painting/ Printing**Season art **Sculpture** Natural materials |  | **Printing** Shapes- Paul Klee Patterns Castle lino prints, stamps. **Drawing and Painting**Castle pictures Shields **Textile**Castle felt pictures | **Textile**Sewing flags and money bags. Seaside collage **Drawing and Painting**Animal art**Sculpture**Lighthouses  |
| **D & T**  | **Design** **Make****Evaluate** Designing and making healthy snacks. **Technical Knowledge**Food and nutrition  | **Design** **Make****Evaluate** Salt dough fossilsDinosaur hinge and lever egg**Technical Knowledge**MechanismsMaterials and structures  | **Design** **Make****Evaluate** Building structures**Technical Knowledge** Materials and structures  | **Design** **Make****Evaluate** Moving joinsCutting skills Explorers backpack**Technical Knowledge**Materials and structures Textiles | **Design** **Make****Evaluate** Castles with winding mechanisms and levers. **Technical Knowledge**Mechanisms | **Design** **Make****Evaluate** Cutting and sewing pirate money bags and flags.Boats**Technical Knowledge** TextilesMaterials and structures |
| **PE** **Get Set for PE**  | AthleticsBall SkillsSwimming | FundamentalsGymnasticsSwimming | YogaDance | SkateboardingTennis | Invasion Target GamesRugby | Striking and fieldingSports Day PracticeTeam BuildingCricket |
| **Computing**  | Information TechnologyTechnology around usOnline safetyLogging onDigital LiteracySelf identity and image(Y1) | Information TechnologyDigital PaintingDigital LiteracyOnline relationships (Y1) | Computer Science Moving a RobotDigital LiteracyOnline reputation (Y1) | Information TechnologyBook creatorDigital photographs( Y2)Digital Writing (Y1)Digital LiteracyOnline bullying  | Computer ScienceIntroduction to animationsScratch JuniorIntroduction to quizzesDigital LiteracyManaging online information | Information TechnologyGrouping data (Y1)Pictograms (Y2)Digital LiteracyHealth wellbeing and lifestyle |
| **Music** **Charanga** | Hands, Feet, Heart | Ho Ho Ho | I Wanna Play in a Band  | Zootime | Friendship Song | Reflect,Rewind and Replay  |
| **RE** **Understanding Christianity****Theology, philosophy, human science** | Harvest festival**Creation 1:2**Who made the world? **Being Special -** Where do we belong? **F4**1 day school project | ChristmasChristingle**Incarnation 1:3**Why does Christmas matter to Christians?  | Visitors**Judaism** Who is Jewish and how do they live?  | Easter**Salvation1:5**Why does Easter matter to Christians?  | Mayday**God 1:1**What do Christians believe God is like? **Creation 1:10**How should we care for the world and why does it matter? 1 day school project | **Which places are special and why? F5**Visit house of worship Orthodox synagogue, Gosforth |
| **RSE****Jigsaw Year 1** | **Being me in my world**  | **Celebrating Difference** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Forest School**Continued throughout the year: * **Seasonal Changes**
* **Being Green**
 | **Playing and Exploring** Rules and boundaries Travel safely over rough terrain Work in a team and communicate clearly Y1 Carry sticks safely Y2 Move logs safely  | Prehistoric survival **Tools** Basic tools Cutting string Peelers Bow saw to cut discs 1:1 Y2Fire strikers  | **Plants** What plants needs - common plants, structure of plants Planting vegetables, name several plants and understand how to care for them. **Trees** Know the name of at least 3 common trees  | Maps and plotting routes like explorers **Geographical skills and navigation** Use simple compass directions Directional language Describe the location of features and routes on a map Human and physical features Devise a simple map with a key  | Castle banquet **Using fire for cooking** Y1 Fire safety Gather fuel Eat foods Turning and serving food on the fire Y2 Fire strikers Light cotton wool Help prepare ingredients for the fire  | Beach shelters **Knots** Y1 Basic knots Y2 Overhand knots Half hitch knots to attach structures and tarps to trees Lashing to make frames **Shelter building** Tripod structures Lean to shelters Y2 Lashing to make a frame  |