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| **Global Neighbours Christian Calendar**  | Celebrating Harvest | Celebrating Advent | Celebrating Epiphany | Celebrating Lent and Easter | Celebrating Pentecost | Celebrating Trinity |
| **National and Whole School Events**  | Harvest festivalTour of BritainInternational day of PeaceSukkotHalloween | Christmas worshipChristingleAnti Bullying weekRoad Safety weekRemembranceChildren in Need | Big Garden BirdwatchWorld Religion DaySafer Internet DayValentines Day | Shrove TuesdayAsh WednesdayWorld Book DayFair Trade FortnightPassoverHoli | MaydayChristian Aid WeekRamadanVesak | Leavers’ assemblyEid-il-Fitur |
| **Collective Worship****Roots and Fruits 1** | **Generosity** | **Compassion** | **Courage** | **Forgiveness** | **Friendship** | **Respect** |
| **Topic**  | **Electricity / Computers**  | **Tremors** | **Romans**  | **Gods and Mortals**  | **Vikings / Anglo Saxons**  | **Animals**  |
| **Trips & Visits**  | Centre for Life  | Dynamic Earth  | Hadrian’s Wall Housesteads fort Vindolanda  | Seven Stories - poetry  | Lindisfarne Bede’s World - Jarrow Hall  | Edinburgh Zoo/Northumberland Zoo  |
| **Christian vision golden thread** | Thinking globallyInternational linksSocial action and charity links | Spiritual and ethical questionsResponding creatively | Spiritual and ethical questionsResponding creativelyThink globallyInternational links | UniquenessDignity and respectSpiritual beliefsPriority of enabling vulnerable pupils.Making positive choicesAspiring to be the best you can be.Positive mental health. | Disagree well, forgiveness and reconciliation.Thinking globallyInternational links | Big questions about exploitation of the natural worldInternational linksCharity/social action links. |
| **Subject**  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **Literacy**  | **Stories from familiar settings** Year 3: Write a story in the third person, organised into paragraphs, ensuring the sequence is clear. Basic dialogue is included. Year 4: Plan and write stories by identifying stages in the telling: introduction, build up, conflict, resolution. Organise paragraphs around a theme and include descriptive detail to make it vivid. **Non-chronological report** Year 3: Write in an impersonal style, using paragraphs to organise ideas. Year 4: Write a comparative report based on their own notes taken from several sources. **Poems for pleasure - research a poet, personal response and recite poetry by heart**  | **Fantasy stories** Year 3: Write a story in four parts in the first person with a definite ending. Year 4: Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structure. **Explanations** Year 3: Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flow charts to support the explanation. Year 4: Write an explanation text in a personal and impersonal style, adapting the use of language and grammar appropriately. **Poetry - cinquain**  | **Stories from history**Year 3: Retell or write their own story varying voice and information to create effects and sustain interest. Include dialogue to set the scene and present characters. Year 4: Plan a comprehensive story focusing on organisational devices e.g. time of day, repetitive words and phrases, adverbial phrases and use of pronouns. **Recount - Julius Caeser’s diary /Diary of Pompeiian**Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report.. **Instructions - Roman banquet** Year 3: Write increasingly complicated instructions using a wide range of devices to make them easier to follow. Year 4: Write a procedural text using a range of organisational devices and language to support clarity and cohesion. **Riddles**  | **Myths and Legends** Year 3: Write a five part story, with a strong dilemma. Use the conventions of written dialogue to show the relationship between two characters and move the action forwards.Year 4: Plan and write a longer story including details of setting, using figurative language to evoke mood and atmosphere. **Diaries** Year 3: Write the same event in a variety of ways in the third person, such as a diary. Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report. **Persuasion** Year 3: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. Year 4: Write advertisements focusing on how information should best be presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. **Poems for pleasure - research a poet, personal response and recite poetry by heart.**  | **Traditional stories** Year 3: Write stories that have a problem and resolution and organise into paragraphs that include adverbs of time. Include detailed descriptions of settings and characters. Year 4: Write in role as a character. Include character descriptions designed to provoke sympathy or dislike in the reader. **Discussion - writing in role** Year 3: Write a traditional tale or scene from a narrative from two key characters perspectives and viewpoints. Year 4: Write a book review that explores the different viewpoints of a book read. **Recount** Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.Year 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report. **Poetry structure - haiku, kennings and tanka**  | **Traditional stories** Year 3: Write a story where dialogue is the drive to move the story on. Year 4: Plan and write a story where the main character faces a problem. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood. **Recount - postcards, letters and emails**Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diaryYear 4: Write the same event in a variety of ways (in the third person), such as in the form of a story, a letter, a diary or a news report. **Non-chronological report** Year 3: Begin to incorporate the language of comparison and contrast. Year 4: Write a non-comparative report in a particular form e.g. a web page. **Limericks - animal themed.**   |
| **Quality Text** (based on the Pie Corbett Reading Spine)  | Iron man Iron Woman | Gangster Granny | Escape from PompeiiFirework Makers Daughter | Greek Myths and Legends | Viking storiesHow to train a dragon | Charlotte’s Web |
| **Mathematics**  | Place ValueStatistics (cross curricular) | Addition and SubtractionStatistics (cross curricular) | Multiplication and DivisionStatistics (cross curricular) | Multiplication and DivisionMeasurements-height and lengthArea/PerimeterStatistics (cross curricular) | FractionsNumber:DecimalsDecimals (Y4)TimeStatistics (cross curricular) | MoneyMeasurement-capacity and weight (Y3)Geometry and shapes Statistics (cross curricular) |
| **Science**  | Electricity | Animals including humansMusclesHealthy Eating | Light | Sound | Living things and habitats | Living things and habitatsFood chains |
| **History**  | Robotics The internet Tim Berners Lee Chronological knowledge beyond 1066 Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Significance  | Earthquakes and natural disasters - timeline Pompeii Roman empire Chronological knowledge beyond 1066 Chronology Historical terms Cause and consequence Similarities and differences  | Romans Vesuvius Roman empire and its impact on BritainChronologyHistorical terms Historical enquiry Continuity and change Cause and consequence Significance - Roman emperors etc.  | Ancient Greece Ancient Greece - a study of Greek life and achievements and their influence on the Western world Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences Significance  | Vikings and Anglo Saxons The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward and the Confessor Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences  | Anglo Saxons and Lindisfarne Britain’s settlement by the Anglo Saxons A local history study Historical terms Historical enquiryCause and consequence Significance - St Cuthbert  |
| **Geography**  |  Internet cables across the worldHeritage Hero Award ( bridges)Locational knowledge - europe focus Place knowledge **Map skills** Using maps Map knowledge **Concepts** Cause and effect Location and place Planning and decision making  | Extreme Earth Volcanoes Earthquakes Locational knowledge Human and physical geography **Map skills** Map knowledge Using maps **Concepts** Cause and effect Change Location and place Planning and decision making | Invasion maps and plans What the Romans did for us - Roman roads Locational knowledge Place knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Cause and effect Change Location and place  | All around the world - geographic Greece Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge **Concepts** Cause and effect Change Location and place  | Seas and oceans Human geography Locational knowledge Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Cause and effect Change  | Habitats Climates Biomes Human and physical geography **Map skills** Using maps Map knowledge Making maps **Concepts** Cause and effect Change Location and place Planning and decision making  |
| **Art**  | **Drawing/ painting**European Art and ArtistsShapesPortraits | **Drawing and Painting**Fruit and vegetables sketchesDrawing with charcoal**Printing/ Textile**Fabric design |  | D**rawing and Painting**BodiesFelt tip outlinesCharcoalPen**Sculpture**Maquettes (min models)ClayPaper clothes |  | **Drawing/ painting**WildlifeDrawing feathers**Sculpture**Newspaper modelling**Printing**Clay tile impressions |
| **D & T**  | **Design****Make****Evaluate**Robot building using recycled materials**Technical Knowledge**Materials and structures  | **Design****Make****Evaluate**Baking bread**Technical Knowledge**Food and nutrition  | **Design****Make****Evaluate**Battery operated lightsCatapult- forest links**Technical Knowledge**Electrical systems  Mechanisms- levers and linkages to make movement |  | **Design****Make****Evaluate**Kite making/Sails**Technical Knowledge**Textiles |  |
| **PE** **Get Set 4 PE** | Ball Skills | Gymnastics | YogaSwimming | YogaSwimming | Rugby | Cricket |
| **Computing**  | Information TechnologySystems and networks - The internet (Y4)Digital LiteracySelf identity and image(Y3) | Computer Science Programming - Sequence in music (Y3)Digital LiteracyOnline relationships (Y3) | Information TechnologyCreating Media- desktop publishingAdobe SparkDigital LiteracyOnline reputation (Y3) | Computer Science Programming - events and actions (Y3)Digital LiteracyOnline bullying  | Information TechnologyCreating media - photo editing (Y4)Digital LiteracyManaging online information | Information TechnologyCreating media - stop frame animation (Y3)Digital LiteracyHealth wellbeing and lifestyle |
| **Music****Charanga**  | Mama MiaHarvest Festival | GlockenspielsChristmas Nativity | Stop! | Lean on MeEaster Celebrations | Blackbird | Reflect, Rewind and Replay |
| **RE** **Understanding Christianity** | **Harvest** - multicultural **Creation / Fall 2A:1**What do Christians learn from the creation story?  | **People of God 2A:2**What is it like to follow God?  | **Sikhism** What does it mean to be a Sikh in Britain today? F5 Visit to Gurdwara, Sikh house of worship | **Salvation 2A:5**What do Christians call the day Jesus died Good Friday?  | When Jesus left, what next? | **Gospel** Unit 2A.4 What kind of world did Jesus want?  |
| **RSHE** **Jigsaw Year 3** | 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**
 | Forest skills **Shelter building** Tarpaulin and found materials shelters of varying sizes Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose **Knots** Y3 Cow hitch Y4 Previous knots independently.  | Earthquake rescue shelter **Playing and exploring** Outdoor challenges Working as a team **Shelter building** Tarpaulin and found materials shelters of varying sizes Compare and evaluate shelters: sturdiness, durability, weatherproofing, fir for purpose  | Roman invasion maps **Geographical skills and navigation** Y3 Navigate a simple orienteering courseUnderstand ‘orientate’ and ‘setting a map’ Partner and group work Record information Y4 Features and symbols on a map Orientate the map Star and line orienteering Partner and group work  | Ancient Greek banquet **Fire for cooking** Y3 Light a fairy fire and keep it going Y4 Cook food on a fire and keep it going  | Viking weapons and tools **Tools** Introduce tools when developmentally appropriate Y4 Loppers Secateurs Knives for whittling  | Habitats **Plants** Plants, structure, growth requirements, habitats Name plants Plant and care for vegetables **Trees** Name 5 trees Deciduous and evergreen Fruits and seeds  |