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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Writing**  **CLPE** | **‘The Iron Man’ by Ted Hughes**  Narrative: Science Fiction  Narrative- Character Description | ‘**The Creature’**  Non-Fiction: Newspaper Article | | **‘Charlotte’s Web’ E.B White.**  Narrative Writing | **‘The River’ by Valerie Bloom**  Non-Fiction: Poetry | **‘Journey’ by Aaron Becker**  Narrative Adventure | | **‘Sicily Holiday Brochure’**  Non-Fiction: Persuasive Writing |
| **Grammar and Punctuation** | See Progression in Grammar and Punctuation document, supported by NC English Appendix 2. | | | | | | | |
| **Word Reading** | NC Appendix 1 NC p.35  Read Write Inc. for those children still working at this level  Guided Reading Texts: Mix of genres (See plans) | | | | | | | |
| **Spelling** | Spelling Shed | | | | | | | |
| **Handwriting** | PenPals | | | | | | | |
| **Numeracy** | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: Properties of Shape, Geometry: Position, Direction and Motion, Statistics.  See White Rose LTP | | | | | | | |
| **Science** | **Changes of State**   * What is a solid, liquid or gas? How are they the same/different? * What happens when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * What is evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | **Animals Including Humans**   * What are the parts & functions of the digestive system? * What are the functions of the digestive system? * What types of teeth do humans have and what are their functions? * What are the effects of poor oral hygiene? * How can we help maintain good oral hygiene? * What is the difference between prey, predator and producer? | | **Living things and their habitats**   * How can we classify? * How can living things be grouped? * What is an environment? How can an environment change? * Why can environmental change pose a risk/danger for living things? | **Sound**   * How are sounds made * How do sounds travel? * How do sounds travel? * What is pitch and how does it vary? * Does the strength of the vibration affect the volume of the sound? * How does the volume of a sound change as the distance from the sound source increases? | **Electricity**   * What is a common appliances that run on electricity? * What is a simple electrical circuit? * I know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * I know how to recognise some common conductors and insulators, and associate metals with being good conductors | |  |
| **Art** | **Art and Design Skills**   * Design – Optical Illusions * Design – Willow Pattern * Craft – Soap Sculptures * Painting – Paul Cezanne * Drawing – Still Life   Learning About – The Work of A. Curator | | **Every Picture Tells a Story**   * My Parents * The Dance * Tables for Ladies * Children’s Games   Fiona Rae | | **Sculpture and Mixed Media**   * Maracas from Recycled Materials * Drums from Recycled Materials * Archimboldo * Sokari Douglas Camp   El Anatsui | | **Formal elements of art**     * Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. | |
| **DT** | **Mechanisms: Slingshot Cars**  * Work independently to produce an accurate, functioning car chassis. * Design a shape that is suitable for the project. * Attempt to reduce air resistance through the design of the shape. * Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. * Construct car bodies effectively. * Conduct a trial accurately and draw conclusions and improvements from the result. | | | **Structures: Pavilions**   * Produce a range of free-standing frame structures of different shapes and sizes. * Design a pavilion that is strong, stable and aesthetically pleasing. * Select appropriate materials and construction techniques to create a stable, free-standing frame structure. * Select appropriate materials and techniques to add cladding to their pavilion. | | **Food Technology: Adapting a Recipe**   * Follow a recipe, with some support. * Describe some of the features of a biscuit based on taste, smell, texture and appearance. * Adapt a recipe by adding extra ingredients to it. * Plan a biscuit recipe within a budget. | | |
| **PE** | **Invasion Games: Hockey** | **Gymnastics** | | **Dance** | **Net/Wall Games**  **Tennis** | **Striking/Fielding Games**  **Cricket** | | **Athletics** |
| **Computing** | **Computing Systems and networks (Collaborative Learning)**  **Online Safety**  What happens when I search online? | **Further Coding with Scratch**  **Online Safety**  How do companies encourage us to buy online? | | **Creating media: Website Design**  **Online Safety**  Fact, opinion, belief? | **Skills Showcase HTML**  **Online Safety**  What is a bot? | **Programming: Computational Thinking**  **Online Safety**  What is my tech timetable like? | | **Data Handling- Investigating Weather**  **Online Safety**  How can I be safe and respectful online? |
| **PSHCE** | * Setting ground rules * Respect & manners * Healthy friendships * My behaviour * Bullying * Stereotypes * Families in the wider world | * Loss and change * Looking after our teeth * Relaxation: Visualisation * Celebrating mistakes * Meaning and purpose: My role * My happiness * Emotions | | * Responsibility * Community * Democracy | * Money * Career and aspirations | * Online restrictions * Share aware * Basic first aid * Privacy and secrecy * Consuming information online * The changing adolescent body (puberty) * Transition | | |
| **Music (Charanga)** | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise | | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise | | **Durham Music Service.**  Ukulele – Learning to play, compose, perform and appraise |
| **History** | **The Romans:**  *When did Britain become a part of the Roman Empire and why? 1.*   * What is an empire? * When did the Romans exist? * What was the Roman empire? * When did Britain become part of the empire? * Why did Britain become part of the Roman empire?   Assessment: When did Britain become a part of the Roman Empire and why? | | | **The Romans:**  *How did the Roman empire change Britain?*   * What did the Romans achieve? * How did the Romans impact society in Britain? * How did the Romans impact housing in Britain? * How did the Romans impact religion in Britain? * Was everybody happy with the change made by the Romans?   Assessment: How did the Roman empire change Britain? | | **The Anglo-Saxons**  *What impact did the Anglo-Saxon settlement have on Britain?*   * When did the Anglo-Saxons settle in Britain? * Why did the Anglo-Saxons choose to settle in Britain? What was the Anglo- Saxon’s relationship like with the Scots? * How did the Anglo-Saxons impact culture in Britain? Assessment: What impact did the Anglo-Saxon settlement have on Britain? | | |
| **Geography** | **Rivers (Fieldwork opportunities)** | | | **Rainforests** | | **South America- The Amazon** | | |
| **RE** | **Autumn 1- What do we know about the Bible and why is it important to Christians?**  **Autumn 2- Why do Christians call Jesus the Light of the World?** | | | **Spring 1- What do Christians believe about Jesus?**  **Spring 2- Why is Lent such an important period for Christians?** | | **Summer 1- How and why do people show care for others?**  **Summer 2- Why do people visit Durham Cathedral today?** | | |
| **Careers** | **Why not be a Bishop or a Vicar?** | | | **Why not be a scientist?** | | **Why not be an author?** | | |