



	Ongoing/Fluency	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations/Special days/ Themed weeks		Harvest Festival	Divali 27 th Oct (Hindu) Christmas		Easter Mothers Day (31 st Mar)	St Georges Day (23 rd April)	Father’s Day (21 st June)
Visits/Visitors	Sporting competitions	Whole School Panto Art Gallery Church – Harvest Zoolab?	Pizzeria Church - Christmas Segedunum / History Guy	Cragside	Church - Easter Discovery Museum	Woodhorn Expo Chef / Warburtons	Leavers Treat Big Gig
Class Texts		Traditional Tales (Brothers Grimm)	There came a whale – environment (Morpurgo)	Cliff Hanger – dilemma & friendship (Strong)	Clockwork – Fiction / Thriller (Pullman)	Journey to Jo’burg – Apartheid (Beverley Naidoo)	Playscripts – Leavers Assembly
English	Spelling – National Curriculum rules Spelling – National Curriculum Word List Grammar - NC						
Maths	Non negotiable maths skills (number bonds, calculation, times tables, place value, fractions, time) Mental Arithmetic	Following White Rose Scheme of work : Place Value, Addition and subtraction, Length and Perimeter, Multiplication and division.		Following White Rose Scheme of work : Multiplication, Area, Fractions, Decimals		Following White Rose Scheme of work : Decimals, Money, Statistics,	
Science	Working Scientifically Asking relevant questions and using different types of scientific enquiry to answer them. Use straightforward scientific evidence to answer questions to support their findings. Make systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Setting up simple practical enquiries , comparative and fair tests . Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Reporting on findings from enquiries, including oral and	<u>Living Things</u> Construct and interpret a variety of food chains identifying producers, predators and prey. Classification/ impact on the environment Living things can be grouped in a variety of ways Environments can change and pose a danger to living things.	<u>States of Matter –</u> Compare and group materials according to Solids, Liquids and Gases. Observe changes in state due to warming / cooling and measure in °C(celsius) Identify the part played by evaporation and condensation in the water cycle.	<u>Electricity</u> Identify common appliances that run on electricity. Construct simple circuits identifying and naming basic parts including cells, wires bulbs. Identify if a circuit will work or not. Recognise how a switch works and construct a working model. Recognise common conductors and insulators	<u>Sound</u> Identify how sounds are made associate with something vibrating Recognise vibrations travel through a medium to the ear. Find & investigate Patterns linked to pitch, volume and travelling of sound.	<u>Animals including Humans</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans & simple functions.	



	written explanations, displays or presentations of results and conclusions.						
Geography	Name and locate on map countries of Europe, North and South America and their major cities Name and locate counties in the UK on a map Know 8 compass points (Y3 / 4) Use 8 compass points Impact of humans on the environment/ looking after the environment	Place Knowledge – Region of Europe (Italy) - Physical geography , mountains, volcanoes and earthquakes and the water cycle - Climate zone Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		The water cycle Physical geography Describe and understand key aspects of physical geography including: the water cycle Name and locate cities in the UK and Europe and their rivers. Vocabulary: Evaporation, condensation, precipitation, rain, sleet, snow, hail, temperature, Newcastle/Tyne, Middlesbrough/Tees, London/ Thames, York/Ouse,		Human and physical geography (Newcastle Quayside and Airport) 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	
History		Roman Invasion of Britain 43 AD – 410 AD <ul style="list-style-type: none"> The Roman Empire by 42 AD and the power of its army. British Resistance – Boudicca Romanisation of Britain – the impacts of technology, culture and beliefs – what is the legacy? 		Events Post 1066 – Victorian Britain & Queen Victoria. – The study of a significant turning point in British history.		A Local History Study over time that is significant to the local area. Coal Mining and Ship Building in the North East Employment before and after closures Shaping our landscape Lasting effects	
Art		Pencil Skills & Pen and Ink: Develop Texture and shading techniques. Accurate drawing of eyes, mouth nose, 3D shading	Collage: Matise the dance, Francis Bacon - distorted portraits, Andy Warhol - recycling art.	Printing: Using relief printing technique (pressing down areas of polystyrene) Look at the artwork of Victorian artist William Morris. Create Prints in his style	Painting: - Painting on different materials, Overpainting techniques and texture. Cubism study through Pablo Picasso	A study of the pitmen painters. Textiles - Create a banner - Introduce the children to the work of the textile artist Michael Brennan-Wood. Explain about his latticework and layering techniques	3D: Tape shoes - study fashion changes and create a shoe in a design of the future / linked to a story



Design Technology	<p>I use ideas from other people when I am designing I produce a plan and explain it I evaluate and suggest improvements for my designs I evaluate how I have improved my original design I present a product in an interesting way I measure accurately I persevere and adapt my work when my original ideas do not work I know how to be hygienic and safe when using food</p>	<p>Design, make and evaluate a paper bag product Understand and apply the principles of recyclable products for a healthy planet .</p> <p>Investigate joining techniques and test for strength.</p> <p>Consider where forces will be applied.</p> <p>Suggested curriculum link (Science / Art)</p> <p>OPTIONAL:</p> <p>Design, make and evaluate an ice lolly product Understand and apply the principles of a healthy and varied diet</p> <p>Suggested curriculum link (Science / changes of state)</p>		<p>Design, make and evaluate a product that lights up –e.g. a torch Technical knowledge: understand and use electrical systems in their products e.g. circuits using bulbs.</p> <p>Suggested curriculum link: Science –</p> <p>OPTIONAL :</p> <p>Design, make and evaluate a product that uses a switch and buzzer</p> <p>Technical knowledge: understand and use electrical systems in their products e.g. circuits using switches and buzzers</p> <p>Suggested curriculum link: Science / electricity</p>		<p>Design and make a minor flag (Textiles) Printing Sewing Collage Joining techniques</p> <p>Suggested curriculum link: History</p> <p>Food Technology</p> <p>Understand and apply the principles of healthy varied diet.</p> <p>Prepare and cook food using a variety of techniques while considering seasonality.</p> <p>Fair trade chocolate milk, savoury cheese scones, hearty vegetable soup, plaited bread roll, home-made pizza toast. (links Science digestion and food chains)</p>	
Computing	<p>Logging in Saving and retrieving files E-safety –Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Research using search engines - Use search technologies effectively - Appreciate how [search] results are selected and ranked.</p>	<p>Manipulating Text and Data: display information in an appealing way that clearly communicates meaning = persuasive poster / leaflet.</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Manipulating text and data: creating databases of animals which can be sorted, producing basic charts and food chains. Extension: Use prezzie to teach another child about an aspect of Y4 curriculum.</p>	<p>Algorithms: debugging and improving</p> <p>Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Programming : Code.org</p> <p>Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>programming BBC microbits</p> <p>Design write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Displaying and organising information = Power points for leavers assembly</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>



	Children have a basic understanding of how the internet works and how they can access it						
Physical Education		<p>Invasion Games- Football</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ <p>Multi skills</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns – Carnival of Animals <p>Badminton</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ <p><i>KS2 School Games Parallel Challenge</i></p>	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>Basketball</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ 	<p>Handball</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ <p>Hockey</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ <p><i>School Games Quicksticks tournament</i> <i>Primary City Cross country</i> <i>School Games KS2 Boccia</i> <i>School Games Rugby</i></p>	<p>Cricket 4 wickets</p> <ul style="list-style-type: none"> play competitive games and apply basic principles suitable for attacking and defending ☑ <p>Tri golf</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>School Games Key Step Gymnastics</i> <i>School Games Tennis</i></p>	<p>Athletics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination <p>Swimming</p> <p><i>School Games</i> <i>Quad kids Athletics</i> <i>500 GAMES</i></p>



Religious Education							
PHSCE		<p>I know what makes a balance lifestyle. I know about making choices in relation to health I know drugs that are common in everyday life (medicine, alcohol, caffeine etc) I know how the spread of infection can be prevented.</p> <p>I can recognise my achievements and set personal targets I know that changes happen at puberty – School Nurse?</p> <p>I know how to keep safe in the local environment. I know how to keep safe online.</p>		<p>I know about the concept of keeping something confidential. I know when I should or should not agree to keep a secret. I can recognise and manage dares.</p> <p>I know the difference between acceptable and unacceptable physical contact. I know how to respond to unacceptable physical contact. I know how to solve disputes and conflict</p> <p>I know how to listen and respond respectfully to a wide range of people. I can share my points of view.</p>		<p>I can discuss and debate issues concerning health and wellbeing. I can appreciate difference and diversity I know about the vales and customs of people around the world.</p> <p>I know about the sustainability of the environment across the world.</p> <p>I understand the role of money. I know ways of managing money I understand the words 'interest' and 'loan'.</p>	
Music		<p>Use digital software & drum machines to compose and play a piece of music to bring a picture to life. / Body percussion BOOM-SNAP - CLAP composition . Comment on music by modern artists (Coldplay, Gaga, - musical patterns and messages in lyrics, noting instruments played and vocals differences.</p>	<p>Learn to play a musical instrument and read music. Recorders focusing on BAGCD then progressing to the lower octave. Music History and learning - Carnival of the animals - Link to PE dance.</p>	<p>Learn rhymes and songs from different time periods (link to Victorians) What do the lyrics teach us? Musical Study: Vivaldi 4 seasons</p>	<p>Learn to play a musical instrument and read music. Recorders focusing on BAGCD then progressing to the lower octave.</p>	<p>Using recorders as the main instrument prepare pieces of music to play as part of a large group for the Big Gig. Musical pieces should be taken from different time periods.</p>	<p>Using recorders as the main instrument prepare pieces of music to play as part of a large group for the Big Gig. Musical pieces should be taken from different time periods. Musical Focus: The Nut cracker by Tchaikovsky</p>
Spanish (