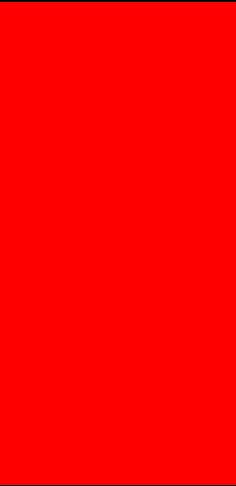



Year 3- Year 5: Curriculum: Route A, Route B and Route C

Route A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Geography</p>	<p>Is the UK the same everywhere?</p> <p>To know what a county is and name and locate counties of the UK: Focus on county Durham. To name and locate the geographical regions of the UK and their physical and human characteristics. To identify the key topographical features of the regions including hills, mountains, coasts, rivers and land-use patterns</p>			<p>Why do we have cities?</p> <p>To know what a city is. Know the names and locations of cities in the UK (The capital cities and Durham (Covered in KS1); Birmingham, Glasgow, Newcastle-Upon-Tyne, York). To know why people move to cities – economic activity, trade links To know about the impact of high population density within cities and what different cities around the world do to manage this.</p>		<p>What happens when the land meets the sea?</p> <p>To know the physical processes that shape the coast. To understand that coastal processes impact on people and landscapes. To know measures people have put in place to try and protect the human features located near coastlines.</p>
	<p align="center">History</p>		<p>Romans</p> <p>Rome invaded Britain for its resources e.g. gold, tin, lead etc. The period of invasion was followed by a period of settlement. Julius Caesar carried out the first invasion. Hadrian's wall was built to separate and control the frontier of Roman occupied land. In the North East, there was a strong military presence, trade routes</p>	<p>Anglo-Saxons and Scots</p> <p>The modern-day regions where the Anglo Saxons and Scots came from and why. The border between Scotland and England began to be established as the Anglo Saxons fought off the Scots. England was split into different kingdoms, ruled by kings. What the discoveries found in at Sutton Hoo tell</p>		<p>Ancient Greece</p> <p>Children can order Ancient Greece on a timeline – including key events. Children understand that modern-day democracy differs to democracy in Ancient Greece. Children understand the formation of the Olympic Games, the effect on Ancient Greek society and how it links to the modern Olympic Games.</p>

		to the harbours and evidence of mining. The Roman invasion left a lasting impact on Britain: towns, straight roads, coins, sanitation, Latin (evident in modern English) and number system.	us about the Anglo Saxons. That the Anglo Saxons converted to Christianity and why.		To understand the influence Ancient Greece on the modern world e.g. the battle of Marathon, Olympic Games	
Maths	Please see long term maths plan – as maths is taught in single year groups					
Science	<p>Light 1</p> <p>recognise that they need light in order to see things and that dark is the absence of light (L Y3)</p> <p>notice that light is reflected from surfaces (L Y3)</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes (L Y3)</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object (L Y3)</p> <p>find patterns in the way that the size of shadows change (L Y3)</p>	<p>Light 2</p> <p>recognise that light appears to travel in straight lines (L Y6)</p> <p>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 (L Y6)</p> <p>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 (L Y6)</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (L Y6)</p>	<p>States of Matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases (SoM Y4)</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 degrees Celsius (°C) (SoM Y4)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (SoM Y4)</p> <p><i>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (PCM Y5)</i></p>	<p>Properties and Changes of Materials</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (PCM Y5)</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (PCM Y5)</p> <p><i>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (PCM Y5)</i></p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (PCM Y5)</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes (PCM Y5)</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (PCM Y5)</p>		
Computing	<p>Neville: Digital photography Kingsgate: Video Editing</p> <p>I understand that devices can be used to</p>	<p>Neville: Connecting computers and the internet Kingsgate: The internet and</p>		<p>Multimedia presentations</p> <p>I understand that presentation software can be used to combine images, text, sound and video.</p>	<p>Sphero</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>Desktop Publishing and Spreadsheets</p> <p>I know that text and images can be combined to communicate messages. I know that desktop publishing can allow me to manipulate text and images for an audience.</p>

	<p>take photographs/video. I understand that software can be used to edit photographs/video. I understand that some photographs/video may not be real due to editing.</p>	<p>sharing information</p> <p>I know that information can be shared via the World Wide Web. I know that the WWW is part of the internet. I know that the global interconnection of networks is the internet. I know that information can be transferred between systems and devices.</p>		<p>I understand that presentations can be designed to communicate information to a range of audiences.</p>	<p>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>I know the difference between portrait and landscape orientations.</p>
				<p>Levers and Linkages</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. • Understand and use lever and linkage mechanisms. 	<p>Pneumatics</p> <p>Create a simple pneumatic powered toy/device inspired by folk tales/nature/old fashioned toys such as pop-up figure from a container.</p> <ul style="list-style-type: none"> • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the 	

			<ul style="list-style-type: none"> • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>product they are creating.</p> <ul style="list-style-type: none"> • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <ul style="list-style-type: none"> • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. <ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.
<p style="text-align: center;">MFL</p>	<p>Simplified conversational work, back and forth with partners. Recognising numbers 1-20.</p> <p>Read and understand a short passage/story, using familiar vocabulary.</p> <p>Understand a story/factual text and hold a conversation with at least 4 exchanges.</p>	<p>Write 2-3 short sentences on a topic and be able to read them from memory.</p> <p>Understand how sounds and words are represented when writing opinions. Listen to a well-known story, reading keywords and phrases.</p> <p>Listen to and read a non-fiction text and prepare a short talking task alone.</p>	<p>Sing a well-known children's song in the target language, whilst being able to greet and converse confidently with others.</p> <p>Sing a song from memory, and speaking in sentences with partners using the vocabulary familiar in the song.</p> <p>Understand a short story noting the main points without support.</p>	<p>Develop speaking and listening skills in target language based on celebrations (birthdays, key life events) and speak in short sentences.</p> <p>Write phrases from memory that contain an adjective, knowing where its place in a sentence it fits.</p> <p>Substitute phrases and give simple directions to key places, with</p>	<p>Sing a song from memory, using clear pronunciation –identifying accents and sound changes within words.</p> <p>Count and understand numbers from 1-49, linking into understanding sums of money in Euros. Create a real-life role-play scenario based on directional vocabulary.</p> <p>Build sentences through listening to a poem and</p>	<p>Read and understand a short passage using target language, explaining the main points in a short passage.</p> <p>Name and describe animals from a story, based on descriptive vocabulary within a structured sentence.</p> <p>Prepare a brief factual presentation in target language based on planets and their characteristics. Listen to a poem, memorise the key phrases to read aloud with a partner.</p>

				supported map work.	selecting key phrases. Take part in a brief prepared debate task.		
Art	3D visual map making.	Chiaroscuro and drawing by torchlight.			Clay coil pots with sgraffito technique in Greek style.		
Music	<p>Rock and roll: to understand the history of rock and roll music and to keep in time.</p> <p>I know the history of Rock and Roll music. I can listen to key instruments and move in time to music. I can sing in tune and in a group. I can play a walking bass line. I can read graphic notation.</p>		<p>South America: to recognise and identify the main features of Samba.</p> <p>I can recognise and identify main features of Samba music using key vocabulary. I understand and can play a syncopated rhythm. I can compose a basic rhythm break. I can perform a rhythmic break within a Samba piece.</p>			<p>Rivers: to sing in two parts.</p> <p>I can sing in two parts using expression and dynamics. I can recognise key elements of music. I can create and perform a simple ostinato- a continuing repeated musical rhythm. I can improve and perform a piece of music.</p>	
RE	Creation/Fall: What do Christian's learn from the creation story?	Creation/Fall: What do Christian's learn from the creation story?	Salvation: Why do Christian's call the day Jesus died 'Good Friday?'	Salvation: What did Jesus do to save human beings?	What does it mean to be a Hindu in Britain today?	What will make our town/city a more respectful place?	
PSHE	Families and friendships. Safe relationships. Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.		
English	Neville	Oral story telling in to writing Writing to inform Shape poetry	Descriptive writing linked to text Recount Non-chronological report	Instructions Explanations	Text based unit Narrative Odes and elegies	Playscripts Persuasion	Text based unit Narrative Acrostic poetry

	Kingsgate	Explanation NC report Text based unit Cinquain poetry	Recount Film narrative	NC report Performance poetry	Text based unit Recount in role Persuasion	Narrative Biography Free verse poetry	Text based unit Formal letter Persuasion
PE.		Gymnastics Invasion games Dance	Swimming/Dance Gymnastics Invasion Games			Net/Wall Athletics/swimming Striking & fielding games	

Route B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>What shapes my world?</p> <p>To know that different physical process (rivers, volcanoes, earthquakes, coast) create particular land forms which can be identified in the landscape. To know that human processes can impact on the landscape (mining, deforestation, reservoirs).</p>		<p>Where could we go? Fantastic Journeys around the world.</p> <p>To understand and know longitude and latitude To be able to identify: the equator; Northern Hemisphere; Southern Hemisphere; Tropics of Cancer and Capricorn; Prime Meridian To understand time zones (including day and night). To know what a biome is and to understand that there are different types of biomes (Focus on Mixed and Deciduous Forest, Polar and Desert)</p>			<p>Where does my food come from?</p> <p>To know that the food we eat in the UK comes from around the world – and how this links with economic activity and trade routes. To know how land is used for farming in the UK and how certain areas particular types of farming are preferred and why (arable and pastoral farming). To gain an awareness of how food waste impacts on the physical world.</p>
History	<p>Stone Age and Bronze Age</p> <p>Stone age people used tools and weapons from flint, stone and bones. Stone age people were hunter gathers, moving from place to place with no fixed settlements. During the stone age the climate in Britain was much colder with much of the land being covered in ice.</p>		<p>Iron Age</p> <p>Iron was used to make weapons In the Iron age people continued to farm the land and keep animals. During the Iron people begin to build forts for defence. Iron was also used to make tools to farm the land. Coins were first used in Britain in the Iron Age.</p>		<p>Ancient Egypt</p> <p>We know so much about Ancient Egypt due to the artefacts found and physical evidence such as pyramids, monuments and documents including the Rosetta Stone. Egyptians relied on the Nile's flooding cycles - irrigation. That the Egyptian civilisation was more advanced than civilisations in Britain at that time: through comparisons made of the evidence left behind.</p>	

	<p>During the paleolithic period Britain was attached to main land Europe by a land-bridge. During the Mesolithic Age, the climate began to warm up and the ice in Britain began to melt and this is when Britain separated from mainland Europe. Evidence of jewellery shows that stone age people didn't just make things for survival but also for decoration for themselves.</p> <p>During the Neolithic Period, Stone Age man began to create settlements (Skara Brae) and farm the land.</p> <p>Stone tools were replaced by metals tools made from copper and bronze.</p>		<p>Egyptian believed in the afterlife and immortality and there are complex burial rituals associated with this belief – burying with items they would like to take with them, mummification etc.</p> <p>Howard Carter's discovered the tomb of Tutankhamun's tomb which was a significant discovery</p> <p>Egyptians worshipped over 1000 different gods and goddesses, who influenced the daily life of Egyptians and the most important god of all was Ra, the sun God, and Osiris was god of the dead.</p> <p>Egyptian scribes used hieroglyphics for records</p>		
Maths	Please see long term maths plan – as maths is taught in single year groups				
Science	<p>Grouping and Classification</p> <p>recognise that living things can be grouped in a variety of ways (LT Y4)</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (LT Y4)</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things. (LT Y4)</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating (S Y4)</p> <p>recognise that vibrations from sounds travel through a medium to the ear (S Y4)</p> <p>find patterns between the pitch of a sound and features of the object that produced it (S Y4)</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it. (S Y4)</p> <p>recognise that sounds get fainter as the distance from the sound source increases (S Y4)</p>	<p>Electricity</p> <p>identify common appliances that run on electricity (E Y4)</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (E Y4)</p> <p>)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 (E Y4)</p> <p>Y4)recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (E Y4)</p> <p>Y4)recognise some common conductors and insulators, and associate metals with being good conductors. (E Y4)</p>	<p>Teeth, Digestion and Food</p> <p>describe the simple functions of the basic parts of the digestive system in humans (AH Y4)</p> <p>identify the different types of teeth in humans and their simple functions (AH Y4)</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey (AH Y4)</p>	<p>Parts of Plants</p> <p>What Plants Need to Grow</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (P Y3)</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (P Y3)</p> <p>investigate the way in which water is transported within plants (P Y3)</p> <p>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 Y3)</p>
Computing		Digital Painting/Multimedia presentations.		Sphero design, write and debug programs that accomplish specific	Desktop publishing and spreadsheets I know that text and images can be combined to communicate messages.

		<p>Neville I can create and manipulate text. Kingsgate I understand that presentation software can be used to combine images, text, sound and video. I understand that presentations can be designed to communicate information to a range of audiences.</p>		<p>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>I know that desktop publishing can allow me to manipulate text and images for an audience. I know the difference between portrait and landscape orientations.</p>
<p style="text-align: center; font-weight: bold;">D&T</p>			<p>Electrical systems</p> <p>Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. • Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. • Program a standalone control box, microcontroller or interface box to enhance the way the product works. • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. 	<p>Cams</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Compare the final product to the original design specification. • Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <ul style="list-style-type: none"> • Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project. 	

			<ul style="list-style-type: none"> • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 			
MFL	<p>Listen, understand and hold a basic conversation, which includes 3-4 personal phrases.</p> <p>Independently use a word bank or dictionary to look up new words about the topic.</p> <p>Talk with a partner in a role-play setting about food and drink, in a present tense sentence.</p>	<p>Develop spoken skills in pairs and groups, further deepening vocabulary by independently using word bank or dictionary.</p> <p>Research, identify and accurately pronounce names of countries and towns around the world.</p> <p>Through the use of non-fiction text, select key words to talk about myself and ask others simple personal information.</p>	<p>Reply and respond in pairs to questions linked with personal information, such as name and age – through using numbers 1-20.</p> <p>Discuss in groups, sports that contribute to living a healthy lifestyle.</p> <p>Listen to a story and identify key phrases linked with clothing. Use descriptive vocabulary to complete short complex sentences linked with clothing.</p>	<p>Hold a short presentation, detailing information about themselves, answering questions from spoken memory.</p> <p>Read and understand a short passage within the 'Tell Me A Story' topic, explaining main points in Target Language.</p> <p>Use context within the 'I like your style' topic to work out unfamiliar words within a text.</p>	<p>Using 'The Four Friends' topic story, research new vocabulary to re-write short sentences on a familiar topic.</p> <p>Read and understand together 'Brown Bear' to name and describe certain animals and their characteristics with the use of key phrases within the story.</p> <p>Hold a detailed conversation with at least 4 back and forth exchanges using the knowledge of grammar, linked with the 4 seasons.</p>	<p>Listen to a story and link key phrases to the 'real world' on 'growing things' by having a short conversation stating 3-4 facts from the topic of 'growing things'.</p> <p>From the 'What's the weather like?' topic, be able to present about what clothes are required in certain weather conditions.</p> <p>Prepare and create a short presentation based on positional vocabulary using the agreements of adjectives in masculine and feminine form.</p>
Art	<p>Painting: blending colours. sunsets/skies/silhouette Artist: J W Turner.</p>	<p>Clay pinch pots in the style of the Beaker people.</p>				<p>Fruit inspired clay tiles</p>
Music	<p>Rainforests: to identify structure and texture.</p>		<p>Chinese New Year: to learn about the music</p>		<p>Ancient Egypt: to sing with accuracy, fluency</p>	

		I can identify structure and texture in music. I can use body percussion to perform a boom clap click sequence. I can record my rhythm using symbols or words. I can create simple tunes to represent the 'canopy' and 'emergent' layers of the rainforest. I can build and improvise a composition.		used to celebrate Chinese New Year. I can play a pentatonic melody. I can write and perform a pentatonic melody. I can perform a group composition.		and control and expression. I can sing with accuracy, fluency, control and expression. I can sing with other people and a backing track. I can understand note length. I can read simple pitch notation. I can use hieroglyphs and stave notation to write a piece of music.	
RE		People of God: What is it like to follow God?	People of God: How can following God bring freedom and justice?	What are the deeper meanings of festivals?	Gospel: What kind of world did Jesus want?	Gospel: What kind of world did Jesus want?	How and why do believers show their commitments during the journey of life?
PSHE		Families and friendships. Safe relationships. Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.	
English	English	Oral story telling in to writing Writing to inform Shape poetry	Descriptive writing linked to text Recount Non-chronological report	Instructions Explanations	Text based unit Narrative Odes and elegies	Playscripts Persuasion	Text based unit Narrative Acrostic poetry
	Kingsgate	Explanation NC report Text based unit Cinquain poetry	Recount Film narrative	NC report Performance poetry	Text based unit Recount in role Persuasion	Narrative Biography Free verse poetry	Text based unit Formal letter Persuasion
PE.		Gymnastics Invasion games Dance		Swimming/Dance Gymnastics Invasion Games		Net/Wall Athletics/swimming Striking & fielding games	

Route C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p style="text-align: center; font-size: 24px; font-weight: bold; color: white;">Geography</p>	<p>Why is the North East special? To locate the North East region on a map To know the areas of the North East region. There are three cities in the region, Durham, Newcastle and Sunderland To identify key physical and human features To know that there are lots of different industries in the North East including Chemical production, energy , steel, cars, fishing. To know that a lot of the key industry in the North East are linked with water and trade routes. To know the names of the major rivers in the North East To know the main parts of a river.</p>		<p>What can we discover about Europe? To locate climate zones and look at biomes and to know the physical differences across Europe. They can locate key physical features within Europe – rivers, mountains, areas of water Children know there are different environment regions/biome’s in Europe They can identify countries and major cities To investigate the distribution of natural resources and land use.</p>		<p>Why does Italy shake and roar? Children can locate Italy on a map and know it is in Europe Children know that across Italy the geography of the regions varies. Children know how a cone volcano is formed (like Vesuvius) Children know what happens before and after a cone volcano erupts Children can identify Campania on the map and know that Naples is the main city. Children can identify the similarities and difference between the North East and Campania</p>	
<p style="text-align: center; font-size: 24px; font-weight: bold; color: white;">History</p>		<p>Golden Age of Northumbria England was split into different kingdoms, ruled by kings. Northumbria was a large, powerful kingdom and was one of the most important kingdoms of Anglo-Saxon England The ‘Golden Age’ of Northumbria was from the late 7th Century into the 8th Century. The Kingdom of Northumbria had trade</p>		<p>Anglo-Saxons & Vikings The first recorded Viking raid was in 793AD at the monastery at Lindisfarne. Vikings came from the area of modern-day Denmark, Norway and Sweden. There were 7 Kingdoms in Anglo-Saxon Britain by 878AD there was only one kingdom left under their control: Wessex. The remaining kingdoms were under</p>		<p>Maya Civilization The classic period of the Maya civilization was between 250-900 AD and they were a civilization who lived in the area of Mexico and Central America. The Maya were the only civilization in central America to develop a writing system. Evidence for the Maya civilization is limited due to the growth of rainforests as well the Spanish Conquistadors and</p>

		<p>routes with Europe and other countries. St Oswald was a famous king of Northumbria who was responsible for the reintroduction of Christianity. The Christian church was powerful and wealthy. At the Synod of Whitby Roman Christians and Celtic Christians came together to decide on key aspects of the faith e.g. the date of Easter. St Bede is widely regarded as the greatest Anglo-Saxon scholar/historian The Lindisfarne Gospels is often claimed to be the most spectacular manuscript to survive from Anglo-Saxon England.</p>		<p>the control of the Vikings. The land controlled by the Vikings was called the Danelaw Alfred the Great (King of Wessex) fought the Vikings making Peace with them. Æthelflæd (daughter of Alfred) supported her brother Edward the Elder (to claim land from the Vikings). Athelstan (son of Alfred the great) was the first King of England.</p>		<p>priests deliberate destroyed material. Maya used a base 20 system (we use base 10), for maths (based on dots and bars like sticks and stones and had the concept of zero). The Maya believed in many different types of gods which were based on natural and astronomical forms. The Maya used their understanding of the calendar year to determine how to farm and grew food such as maize, squash and avocado.</p>
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Maths	Please see long term maths plan – as maths is taught in single year groups
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Science	<p>Forces and Magnets (Y3 Forces and Magnets) Physics. compare how things move on different surfaces (FM Y3) notice that some forces need contact between 2 objects, but magnetic forces can act at a distance (FM Y3) observe how magnets attract or repel each other and attract some</p>	<p>Gravity and Friction (Y5 Forces) Physics explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (F Y5) identify the effects of air resistance, water resistance and friction, that act between moving surfaces (F Y5) recognise that some mechanisms including levers, pulleys and gears</p>	<p>The Solar System (Y5 Earth and Space) Physics describe the movement of the Earth, and other planets, relative to the Sun in the solar system (ES Y5) describe the movement of the Moon relative to the Earth (ES Y5) describe the Sun, Earth and Moon as approximately spherical bodies (ES Y5) use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. (ES Y5) <i>Include that people in the past used the sky to navigate – including Vikings.</i></p>	<p>Rocks (Y3 Rocks) Chemistry compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (R Y3) describe in simple terms how fossils are formed when things that have lived are trapped within rock (R Y3) recognise that soils are made from rocks and organic matter (R Y3)</p>	<p>Animal Food and Skeletons (Y3 Animals, including Humans) Biology 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 (AH Y3) identify that humans and some other animals have skeletons and muscles for</p>
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	<p>materials and not others (FM Y3)</p> <p>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 (FM Y3)</p> <p>describe magnets as having 2 poles (FM Y3)</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing. (FM Y3)</p>	<p>allow a smaller force to have a greater effect (F Y5)</p>			<p>support, protection and movement. (AH Y3)</p>	
<p>Computing</p>	<p>Neville: Digital writing Kingsgate: Desktop publishing</p> <p>Neville I know that digital devices can be used to create artwork. I can compare digital and non-digital artwork.</p> <p>Kingsgate I understand that presentation software can be used to combine images, text, sound and video. I understand that presentations can be designed to communicate information to a range of audiences.</p>	<p>Neville: Connecting computers and the internet Kingsgate: The internet and sharing information</p> <p>I know that information can be shared via the World Wide Web. I know that the WWW is part of the internet. I know that the global interconnection of networks is the internet. I know that information can be transferred between systems and devices.</p>		<p>Video Editing</p> <p>I understand that I can use devices to capture, edit and manipulate video.</p>	<p>Sphero</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>D&T</p>	<p>Pulleys or gears</p>		<p>Structures</p>		<p>Healthy and varied diet</p>	

	<ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	
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<p style="text-align: center; font-weight: bold; font-size: 1.2em;">MFL</p>	<p>Use word bank or bi-lingual dictionary to look up new words to prepare for a short about me presentation.</p> <p>Understand numbers beyond 29 to use in age and money.</p> <p>Talk about myself in a short presentation format, and asking others simple personal information questions.</p>	<p>Focus on understanding time. Writing diary entry about activities. Develop conversational skills in a natural way, speaking in short sentences in a flowing manner.</p> <p>Accurately pronouncing countries and cities, using speaking rules linked to All Aboard topic.</p> <p>Giving personal opinions based on musical styles disliking and liking.</p>	<p>Write and understand at least 2-3 short sentences on a familiar topic with celebrations, from memory.</p> <p>Name food and drink in a short presentation format to say whether it is healthy or not as part of the 'Our Sporting Lives' topic.</p> <p>Hold a simple conversation with at least 4 exchanges using knowledge of grammar to speak correctly.</p>	<p>Listen to a story and select key phrases and look up new words to further detail the written conversation.</p> <p>Describing animals to begin using feminine and masculine and agreement.</p> <p>Use new language in a short presentation, with the use of a dictionary and key language box.</p>	<p>Understand a short story and factual text and note the main points for a discussion together in pairs.</p> <p>Write factual phrases from memory, and begin to debate through asking questions in the 'Brown Bear' topic.</p> <p>Build sentences by adding key adjectives and placing them accurately within a written sentence.</p>	<p>Use communicative skills in the target language, begin to share a story together.</p> <p>Write phrases from memory, by writing 3-4 short sentences on a familiar topic.</p> <p>Build sentences up in the imperfect tense, through the use of a poem/song to join in together as a group.</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Art</p>	<p>Anthony Gormley – The angle of the north and his other works. Create a wire sculpture.</p>	<p>Colour wheels. Kandinsky and circles Mushrooms</p>		<p>Birds in trees</p>		<p>Sgraffito Chimera</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Music</p>	<p>Blues: To know the key features of blues music.</p> <p>I know the key features of Blues music. I can play the first line of the 12-bar Blues. I can play the Blues scale. I can improvise with notes from the Blues scale.</p>			<p>The Vikings: to sing in time with others, learn new lyrics and keep in tune.</p> <p>I can sing in time with others. I can identify how to improve my performance. I can recognise simple rhythmic notation by ear and by sight.</p>	<p>Looping and remixing</p> <p>I can play a simple looped rhythm from notation. I can create a piece of music using pre-written loops. I can play a melody line accurately and fluently. I can select a section of a tune and perform it as a loop.</p>	

				I can compose a Viking battle song.	I can combine loops to create a remix.		
RE	God: What does it mean if God is holy and loving?	Incarnation/God: What is the Trinity?	How do religions help people live through good times and bad times?	Kingdom of God: What kind of king is Jesus?	Kingdom of God: When Jesus left what next?	Why do some people believe in God and some people not?	
PSHE	Families and friendships Safe relationships Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.		
English	Neville	Oral story telling in to writing Writing to inform Shape poetry	Descriptive writing linked to text Recount Non-chronological report	Instructions Explanations	Text based unit Narrative Odes and elegies	Playscripts Persuasion	Text based unit Narrative Acrostic poetry
	Kingsgate	Explanation NC report Text based unit Cinquain poetry	Recount Film narrative	NC report Performance poetry	Text based unit Recount in role Persuasion	Narrative Biography Free verse poetry	Text based unit Formal letter Persuasion
PE.	Gymnastic Invasion games Swimming/Dance		Swimming/Dance Gymnastics Invasion Games		Net/Wall Athletics/swimming Striking & fielding games		