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|  | **Asia: Where in the world?**  |  **Mayans (Exploration and** **Encounters)** **How did ancient civilisations develop?** | **Coasts** **Why are there different types of coasts?**  |
| AUTUMN  | SPRING  | SUMMER  |
| **LITERACY** | Significant Authors – Philip Pullman Northern LightsClockwork | Short Stories: FantasyTales from Outer Suburbia  | Short StoriesShort! by Kevin Crossley-Holland |
| RecountThe day of Ahmed’s SecretHurricane  | Chronological Report When Jessie Came Across the Sea & Mr George Baker by Amy Hest  | Modern Classic FictionBetsy Byers – The Eighteenth Emergency |
| Traditional Tales and stories from other cultures Arabian NightsTales of Nasrettin HocaStories from India | Persuasive WritingThe Tin Forest, Dinosaurs & all that rubbish, Eco-Wolf & thnie Three Pigs | Drama - ShakespeareMr William Shakespeare’s Plays by Marcia Williams  |
|  Choral and Performance Poetry  | Information Texts The First Drawing; The Secrets of Stonehenge; Stone Age Boy | Dialogue Poems and Poet StudyEmily Dickinson/Michael Rosen |

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| **NUMERACY** | Number and place value * 4 operations written and mental methods

Measurement - Measuring (length), perimeter/ area Geometry- properties of shape Problem solving, reasoning and algebra Number - Decimals, percentages and their equivalence to fractions* Ratio and proportion

Statistics |  Number and place value * 4 operations written and mental methods
* common factors/multiples, prime numbers

StatisticsGeometry- properties of shape* position and direction

Measurement - Measuring (mass / time), Problem solving, reasoning and algebraNumber - Fractions, decimals and percentages * Fractions, ratio and proportion
 |  Number and place value* 4 operations multi-step word problems

Ratio and Proportion - Quantities / recipes Statistics - Data Algebra - missing numbers coordinates Measurement - Measuring (angles),  Number - Decimals, percentages and their equivalence to fractions* Ratio and proportion

Geometry- properties of shape* position and direction
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| **Geography** |  **Where in the World: Asia – focus on India**Location knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography 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. What and where is India? India’s mountain ranges, rivers, changingclimate, cities and culture. Comparing India to the UK.  | **The Americas** Location knowledge To locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America.Human and physical geographyHuman 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 To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America in the context of comparing landscapes, climate and major towns and cities - Mexico. | **Coasts** Location KnowledgeGeographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Geographical skills and fieldwork Use the eight points of a compass, (four and six-figure grid references), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local coast line. Human and physical geography 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.How are coasts formed? Physical features of the coastline. Management strategies on Britain’s beaches. Describing coastal areas and changes in land use. (Make links with local mining and fishing industries)  |

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| **History** |  Indus Valley The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley.  Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.To know where and when the Indus Valley civilisation existed.To know some significant events from the history of the Indus Valley civilisation and order them on a timeline.To know what it was like to live in the Indus Valley civilisation.To know some of the key people who discovered the Indus Valley civilisation. | Mayan CivilisationA non-European society that provides contrasts with British history. Mayan civilisation AD900. Maya civilisation and understanding who they were and when and where they lived.The religious beliefs and practices of the Maya people and the gods they believed in.How the Maya invented and used their calendars and number system.Identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.The food the ancient Maya people ate and its religious and cultural significance. | Viking Raids and InvasionDevelop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Looking at where the Vikings came from and why they decided to invade Britain. What evidence is there from their time in Britain? (Archaeology) To understand what happened during the Viking invasions and know what Viking warriors were like. Become History detective and look at artefacts to discover more about Viking life. Create a timeline to show other events that were taking place at the same time as the Viking invasions. How did they travel? (Links to science, DT)  |
| **Science** | Evolution and Inheritance: Survival of the Fittest (Y6) Recognise how animals have changed over time. (Mutations, adaptations and survival.)Identify fossils and how they are important. Understand how offspring are produced but not exactly the same as parents (mixed DNA) How has adaptation helped animals survive in different environments? Understand the work and findings of Charles Darwin and why they are so important.  | Forces (Y5) Understand that gravity is a force which pulls down on objects. Understand friction as a force. Investigate water resistance (linked to Anglo Saxon boats DT and history planning). Research Isaac Newton and his discoveries. Properties of Materials (Y5) Children will be able to group materials based on their properties. Understand different forms of matter (solids, liquids, gases.) Understand dissolving and reversible and irreversible changes.  | All living things (Y5/6) Explain the differences in life cycles of mammals and plants. Flowering plant reproduction.Learn about sexual and asexual reproduction in plants and animals. Understand that all living things can be classified through common characteristics. Lifecycles of insects, amphibians, birds and mammals. Becoming natural scientists. (Growing up talk)  |
| **RE** | We use the Northumberland County Council Agreed Syllabus for Religious Education It matters to me, it matters to others.  Religions Sikhism and Hinduism,  Identify and begin to describe the similarities and differences within and between religions Reflect on ideas of right and wrong and their own and others responses to them. Reflect on sources of inspiration in their own and others’ lives   | We use the Northumberland County Council Agreed Syllabus for Religious Education Faith in Action. Describe and begin to understand religious and other responses to ultimate and ethical questions.  Describe the variety of practices and ways of life in religions and understand how these stem from, and are clearly connected to, beliefs and teachings. Reflect on sources of inspiration in their own and others’ lives  Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways.  | We use the Northumberland County Council Agreed Syllabus for Religious Education Beliefs in Action around the world. Describe the key aspects of religions, especially the people, stories and traditions Identify and begin to describe the similarities and differences within and between religions Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways. Discuss their own and others’ views of religious truth and belief, expressing their own ideas.        |

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| **E****-****Safety** | Networks and communication/e-Safety  |
| **Talking Safely Online** Children will learn not to reveal private information while using the Internet for example; on games; in chat rooms or on social media.  | **Privacy Rules** Children will learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.  | **What's Cyberbullying?** Children will explore how it feels to be cyber-bullied, how cyber-bullying is similar to or different than in-person bullying, and learn strategies for handling cyber-bullying when it arises.  |
| **Computing** | Presentation and Analyses (Data -Numeracy) LOGO - Creating shapes and patterns using repeats Programming – Scratch/flowol/logotron   | Presentation and Analyses (PowerPoint / Prezi) Programming - Robots   | Flowol (inputs /outputs / variables) Internet research - Mapping / Google earth   |
| Understanding the Internet / Search Engines/Using software  |
| **D&T** | Indian food Look at different types of food and spices used in traditional Indian dishes  | Make a boat. Links to Science: forces and pulleys.   | Product Design: Shoes Design seaside shoes linked to measuring and data handling. Sewing.  |
| **Food &** **Nutrition** | Prepare and cook a range of food using different techniques   | Looking at how seasonal foods are grown and sourced- compare then and now.  | Design and prepare a healthy picnic for a trip to the coast.  |
| **Art****&** **Design** | Rangoli design/Indian silk painting. Children will be studying rangoli patterns and the use of colour to create their own design on silk.  | Aztec art  Developing line drawings by observational drawings of nature. Aztec masks. Weaving. Clay tiles with embossed designs. | Block printing Sunset skylines.Linked to theme - looking at coastal pictures/creatures to create a block printing image/pattern.  |
| **Music** | \*Planning taken from Charanga Music scheme.Don’t Stop Believin’ (Rock)Five Gold Rings | Classroom Jazz 1Benjamin Britten -A Tragic Story | Stop! Reflect, Rewind and Replay |
| **PE** | Daily MileHockeyFootballYogaNetballBikeability | Daily MileDanceGymnasticsRugbyRounders | Daily MileCycling SkillsAthleticsCross CountryKwik Cricket |
| **PSHE**  | PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time. |

Further suggestions for these topics

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| India | Anglo Saxons | Coasts |
| Suggested Texts;Grandpa Chatterji – Jamila GavinThe Tiger Child – Joanna TroughtonHindu StoriesThe Tiger-Skin Rug – Gerald RoseThe Jungle Book | Suggested Texts;The Chocolate Tree: A Mayan Folktale- Linda LoweryThe Great Kapok Tree - Lynne CherryThe Hero Twins: Against the Lords of Death (A Mayan Myth) - Dan Jolley and David WittRain Player - David Wisniewski | Suggested Texts;The Wreck of the Zanzibar – Michael MorpurgoThe Saga of Erik the Viking - Terry Jones & Michael ForemanViking Boy - Tony BradmanArthur and the Golden Rope - Joe Todd StantonThere's a Viking in My Bed and Other Stories - Jeremy StrongViking Longship - Mick Manning & Brita Granstrom |
| Maths across the curriculum;History; pie charts – interpretation of survey data, Ratio and proportion – adapting a recipe for different numbers of people, calculating time differences, exploring prime numbers through the prisoners problem.DT; measuring in mm | Maths across the curriculum;Science – setting up investigations – measures for materials topic. DT – Weighing and measuring. | Maths across the curriculum;Geography – reading maps, pie charts – interpretation of survey data,DT – Weighing and measuring. |