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|  | **Topic 1** | **Topic 2** | **Topic 3** | **Topic 4** | | **Topic 5** |
| **Title** | Here We Are – Whole School Topic | Topic  Homes | Local study | Discovering Australia | | Seaside |
| **Big Question?** | How can We Look After Ourselves and Others? | How have houses changed? | Why was Coulby Newham built? | What can be found beyond the horizon? | | Why do we go to the seaside? |
| **Experience / LOtC** | Walk around the School,Grounds | Fairy Dell/School grounds | Local Walk/ Fire Station | Stewart’s Park Museum | | Teesmouth |
| **Links to Rights Articles & Global Goals** | Articles 1 – 10 , 12, 14 – 19,28  Globla Goals 1, 2,3,4,6,13, 16 | Articles 3 , 9, 12, 13, 28, 29  Global Goals: 3, 4 and 6 | Articles 12, 13, 28 and 29  Global Goals 3, 33, 6, 9 and 11, | Articles 12 , 13 , 28, 29 and 30  Global Goals: 4, 13 , 14 and 15 | | Articles 12, 13; 28, 29  Global Goals: 3, 4, 9, 10 and 14 |
| **Driver Subject & Key Skills** | **English/Maths/**  **PSHE/RE** | **History**  **CU RDHK IOH**  **HE O& C**  **Geography**  **GE DM R R UM SD MK SOM** | **Geography**    **GE GE**  **DM UM SD P SOM**  **History**  **RD IOH IOH HE**  **OC** | **Geography**  **GE, DM UM SD MK SOM**  **History**  **CU RD IOH HE**  **OC** | | **Geography**    **GE DM UM SD**  **MK SOM.**  **History**  **RD IOH HE OC** |
| **English** | Here We Are  The Owl Who Was Afraid of the Dark | Poetry- Remembrance – Flanders Fields  C:\Users\STA-Severn.C\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D701F29B.tmpDescriptions –  James and the Giant Peach  Non- Chronological Reports - Habitats  Instructions  Christmas Stories | Settings- Fairy Dell  . Narrative – New Bike  Non Chronological Reports  Traditional Tales and Traditional Tales with a Twist | . Aborignal Tales – How the Kangaroo Got His Pouch  \\mb8063389-02\staffdata$\sacsevern\My Pictures\billabongstores.jpg Tiddalick the Frog - Descriptions  Narrative – Kangaroo Story  Information Texts – Chronological report  Narrative – Letter from Sea  Instructions –Make a Healthy Snack  Information Text – Non- Chronological Report – Australian Amimals  Information Text | | . Recount  C:\Users\STA-Severn.C\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\722104EE.tmp Unit 2 Narrative - Familiar Stories – The Tunnel  Explanation – Life Cycle of a Sunflower  Limericks Tongue Twisters |
| **Maths** | Number: Place value  Addition | Addition& Subtraction  Multiplication & Division  Measure - Weight | Statistics  Measures: - Length Money  Geometry: Shape  Measures: Time | Position, Direction  Time  Fractions  Measures: Scales, Capacity  Number: Rounding and Estimating | | Place Value  Addition & Subtraction  Problem Solving |
| **RE** | Beginnings: Judaism and Signs and Symbols | Beginnings: Judaism: Signs and Symbols | Signs and Symbols: Preparations | Local Church:Books Opportunities: Thanksgiving | | Spread the Word: Rules |
| **Science Includes content and skill objective**  **Scientist: David Attenborough** | **Working Scientifically**  **Living Things** | **Living Things and Their Habitats**  **WS1-9 KPI 11, 14, ,20**  1 & 2. Identify living, dead and non- living things – Group using differences, similarities or changes – Remember science words.  3. Habitats provide the basic needs for life – Remember science words.  4& 5. Living things are suited to their own habitats – Use a spider key.  6. Recognise a food chain – Use and add lables to diagrams | **Living Things and Their Habitats**  **WS 1-9**  **KPI17,18**  1. How do animals get their food from other animals or plants?  2. Recognise a food chain – Use and add lables to diagrams  **Animals including Humans**  **WS1-9**  **KP1 11 15 16**  Humans produce off spring and they grow into adults - using simple tables  Know basic needs for survival – Construct block charts | **Animals including Humans**  **WS1-9**  **KP1 11 15 16**  **Use of Everyday Materials**  **WS1-9 KPI 21**  Identify and compare everyday materials. – Group by difference, similarity or change  3.Do materials have different properites? Select equipment for a task.  4 & 5. Can we change the shape of materials? Group by difference, similarity or change. Link properties to an application. Notice obvious risks.  What are things made from? Group by difference, similarity or change.  Do materials have different properties? Select equipment for a task  Can we change the shape of materials? Group by difference, similarity or change.  6.What are solids, liquids and gases? Notice obvious risks  **Plants**  **WS1-9**  **KPI 10,11 12**  1. Investigate seeds and bulbs – similarities and differences.  2.. Know that plants grow from seeds – Follow instructions.  3.. What conditions do plants need to grow? - Suggest an idea to test from observations. Follow instructions Describe patterns in data  4. Name a variety of plants in the area – different environments.  5. Describe basic needs for a plant to survive. | | **Plants**  **WS1-9**  **KPI10,11,12,13**  4 & 5 What conditions do plants need to grow? Describe tha pattern in data  **Animals Including Humans**  **WS1-9 KPI 19**  .  The importance of eating the right foods and exercise – block charts  The importance of keeping clean Remember facts about science |
| **Geography/History** | The Local Area  Drawing Maps  The United Kingdom | **History**  Discuss features of our homes and rooms we use  Timeline of Homes dating to back to stone age.  Compare different homes \_ Victorian homes – Tudor Homes Round Houses – features of homes  Identify Skara Brae and the Stone Age village  Compare Victorianhome to Modern Day  R & HE O & C  **Geography**  1.Locate countries of UK on map MK1  2.Map of fairy Dell – draw a simple map, construct bsic symbols in a key, use simple compass directions. DM R | **History**  1. Identify countries that fought in World War One.  2. Sequence photographs from different periods Use a source to answer questions about the past.  3. Interpretation of History.Discuss reliability of photographs andaccounts and stories. Historical Enquiry – Use a source to answer questions about the past on the basis of simple observations -compare maps from now/ 1950’s and 1890’s  4. . Interpretation of History compare pictures and photographs of people and events in the past. HE – Use a source to answer questions about the past,  **Geography**  1. Remembrance - Can I identify land and sea on a map. SOM  2. Find Flanders Field on a map SD  3. Use a plan view to draw a map of Fairy Dell. DM UM P  4. Use maps from different periods to compare features of Coulby Newhan SOM  3. Use photographs of Coulby Newham to ask simple questions GE -Identify physical and human features of Coulby Newham GE.  4. Compare Middlesbrough Cathedral to St Mary’s Cathedral Coulby Newham Newham . | **History**  Captain Cook and His Travels -  Time line of Captain Cook’s Early  The Voyage of captain Cook  Dangers he faced on his voyages  **Geography**  1. Name Uk on major map  2. Continents and Countries  3. Aborigines  4. Use atlas to locate countries and continents where fruits come from. | | **History**  Identify similarities and differences between seaside holidays now and in the past.  Use pictures to learn what people did at the seaside in the past  Use evidence from photographs and and picures to prove facts.  Compare reasons why we and the Victorians went on holiday.  Compare advantages and disadvantages of holidays now and in the past.  **Geography**  Identify features of a seaside - use visit to Teesmouth  Identify different seaside locations  Physical features of the seaside and human features of the seaside –  Investigate a seaside town ( St Ives)  Identify some British islands  Compare Middlesbrough to a seaside town |
| **Art/DT** | George Seurat Paintings – Explore and develop their ideas  E ED D P  Designing and Making a Peg Doll | Poppy Fields Paintings  E ED D P  Use ICT Program to create picture of Poppies | Drawings of Gunnergate Hall  Collage T | Aboriginal Drawings (Art and Design)  Textiles/Collage of Endeavour Timeline of Captain Cook using felt – Artist to visit    T  Make a Healthy Snack - D & T  DPC WT EP | | Design and make a fish using felt.  DP Wt P  Art - Printing patterns using shells  P |
| **Music** | Charanga  - Beat and Pulse | Charanga  Singing with control  Identifying the pulse in different pieces of music.  SS  LMM  CPR  ES  PS | Explore the duration of vocal and instrumental sounds.  Play percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch.  Begin to organise their sounds within a steady pulse  Record their sound  Controlling pulse and rhythm | Mu - Use voices expressively and creatively by sing songs and speaking chants and rhymes. Singing Sea Shanties.  Learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note.  Create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories.  Exploring sounds, melody and accompaniment | Explore how sounds can be changed, combined and organised to create a class composition.  Respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively.  Record their compositions using pictures, symbols and words.  Exploring Sounds, Melody and Accompaniment | Use songs and activities to develop confidence in singing and playing to a common pulse.  Respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases.  Use these skills to create an accompaniment for a song or chant.  Pulse and rhythm)  a |
| **Computing** |  | We are Zoologists  D H H H  Use technology purposefully to create, organise,  store, manipulate and retrieve digital content. (Text and Multimedia)  Recognise common uses of information  technology beyond school. (understanding Technology)  Use technology safely and respectfully, keeping  personal information private; identify where to go  for help and support when they have concerns  about content or contact on the internet or other technologies (Research and E-Safety) | **Unit 2.6**  **TM TM**  **Creating Pictures**  **5 weeks**  **Programs** – 2Paint A Picture  Writing Templates  5 weeks  **SM**  **Unit 2.7**  **Making Music**  **2 weeks**  **Programs** – 2Sequenc e | **SM SM**  **Unit 2.7**  **Making Music**  **1 Week**  **Programs** – 2Sequence  **Unit 2.5**  **R & E**  **UT**  **Effective Searching**  **3 Weeks**  **Programs** – Browser  2Quiz Writing Templates  **Unit 2.2**  **Online Safety**  **2 Weeks**  **UT EC**  **Programs** - Writing Templates  Display boards  2Respond (2Email) | **Unit 2.1**  **C**  **Coding**  **5 Weeks**  **Main Programs – 2 Code**  **Unit 2.3**  **Spreadsheets**  **2 Weeks**  **Programs** – 2Calculate | **Unit 2.3**  **H**  **Spreadsheets**  **2 Weeks**  **Programs** – 2Calculate  **Unit 2.4 HI**  **Questioning**  **3 Weeks**  **Programs** – 2Question, 2Investigate 2Calculate |
| **PE** | Target Games (MFC)  Dance (Urban Koas | Invasion Games -  Dance | Hockey - Games -  Gymnastics | Invasion Games  Athletics G | Tennis  Dance | Athletics  Tennis |
| **PSHE** |  | Ten Ten- Created and Loved by God – Module 1 Unit 1 Religious Understanding/ Unit 2 Me, My Body, My Health, | Unit 3 Emotional Well Being Unit 4 – Life Cycles | Module 2 – Created to Love Others: Unit 1 -Religious Understanding. Unit 2 – Personal Relationships | Unit 2 Personal Relationships  Unit 3 Keeping Safe | Unit 3 – Keeping Safe  Module 3 – Created to Live in the Community |
| **SMSC** | **Spiritual**  Faith Stories  Awe around natural phenomena in world  **Moral**  understanding of the difference between **right and wrong**  Develop Class Charter and Behaviour Traffic Lights System  **sense of self** | **Spiritual**  Rembrance Day – 11 November  **Cultural**  Promotion and Respect of own cultures and beliefs  **Social**  Anti Bullying Week 16 November  World Kindness Day – 13th November Children in Need – 13th November Anti-Bullying Week 16th November Christmas Jumper Day – 11 th December | World Day of Social Justice 20th February  World Book Day | **Moral**  Captain Cook  International Women’s Day 8th March  **Cultural** - Appreciate Cultural Differences  Difference between people - link to Aborigines  World Earth Day 22 April  **Cultural**: Appreciate cultural influences | | Social and Moral  Social Responsibility to looking after the Environment  Cultural  Holidays |



