	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	**What have we learnt from the Rotten Romans?**		**Why is music mesmerising?**		**Which plants and animals live in our local area?**	
English	**Escape from Pompeii** Christina Balit	**Roman Diary** Richard Platt	**The Pied Piper** Michael Morpurgo	**The Incredible Book Eating Boy** Oliver Jeffers	**The Promise** Nicola Davies	**The Wind in the Willows** Kenneth Grahame
Poetry/ Classic	**Fire poetry-** Bush Fire Jacky Kay		**The Pied Piper-** Robert Browning		**The Dancing Bear-** Charles Causely	
Science	**Electricity** **How could we cope without electricity for one day?** -identify common appliances that run on electricity -construct a simple series electrical circuit, -series and parallel circuits -recognising common conductors and insulators -electrical safety -where does our electricity come from?		**Sound** **Why is music mesmerising?** -identifying how sounds are made -find patterns between pitch/objects: volume/strength of vibrations; volume/distance from objects	**Animals, including Humans** -Digestive system What happens to the food we eat? -teeth and their functions - construct and interpret food chains	**Living things and their Habitats** -classification -changing environments	**States of Matter** -Group materials according to state -changing materials -evaporation and condensation in the water cycle
History	**What happened when the Romans came to Britain?** Roman invasion, settlement and legacy. Exploring the			**What did the Ancient Greeks do for us?** Exploring the impact of a civilisation.	**Local History/Geography Study** History- Why should we preserve our locality? Investigate their local area. Conduct their own research. Visit and study local listed buildings. Make	

	impact of Roman rule. Reasons for Roman invasion. How easy was the takeover of Britain? Roman soldiers on Hadrian's Wall. Were roman roads positive for all? Significance today of Romans. **Focus:** historical significance. Waypoints 2/3			Importance of Ancient Greek Empire. Comparison of Sparta and Athens. Ancient and Modern Olympics. Myths and religion. Ancient Greek wars- why were there so many? What did the Ancient Greeks do for us? Focus-Historical Significance Waypoints2/3	links to historical events from the time of the building's construction. Consolidate their learning into a big piece of creative work, illustrating what makes a building special. Possibly invite a panel of guests to take part in a question and answer session about local buildings. Focus- Historical enquiry. Use of evidence. Waypoints 2/3
Geography		**Making maps** Focus: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Greece today (European study) From migrants to Mama Mia** Using an atlas. Directional vocabulary. Vegetation zones- location affects temperature and vegetation. An introduction to Greece- location and geography. Why do people visit Greece- tourism and refugee crisis. Kefalonia case study- use of contours on a topographical map. Concept of change driven by tourism. Focus: Location and place, Change, Cause and Effect		**Local History/Geography Study** Geography - Change on the High Street Fieldwork. Visit local High street. Changes – now and then. Evidence. Map work- old and new. Cause and effect of changes. Reading photographs. Focus-Location and place
Computing	Programming Rapid Router - levels 1-32(https://www.codeforli		Scratch make more complex screens – with more complex moves		Textease Turtle – Pictures of Plants / animals / Local area - use on screen turtle to move around More

Digital Literacy Digital Citizenship	fe.education/rapidrouter/) https://hourofcode.com/ uk/learn - find appropriate coding	What makes a healthy media choice? https://www.commo nsense.org/educatio n/digital-citizenship/lesson/m y-media-choices Digital footprint and identity https://www.commo nsense.org/educatio n/digital-citizenship/lesson/o ur-online-tracks	http://code-it.co.uk/csplanning -	BBC HH Video http://www.bbc.co.uk/ cbbc/watch/p00nxznx Being a digital Citizen https://www.commonsense. org/education/digital-citizenship/lesson/super-digital-citizen	complex routes – more difficult - drawing shapes	Kidsmart– Safe Searching **Google** – How search works **A creators rights and responsibilities** https://www.commonsense. org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities
ICT Communication Publishing and collaborating Digital Video Digital Images Handling Databases	Photos to word – publisher - add instructions, sequence photos to make a set of instructions http://cookit.e2bn.org/historycook book/index-30-romano-british.html You are a publisher who has been asked to create promotional materials for a new Italian restaurant in Bishop Auckland. Design what you need		Geographical powerpoint on Europe rivers / places / people	Garage band app – create some mesmerising music, use instruments and video		Plan a short information video on a place in the North East – share with others Photos of the North east – distort / amend using pixlr Can we guess where it is ? www.pixlr.com/editor Database – Your top ten places to visit in the North-East

P.E.	Swimming	Jogging and running Short sprints Longer running	(tbc) Swimming Health Related fitness	(tbc) OAA Dance	(tbc) Athletics Kwik cricket	(tbc) Quadkids Athletics
MFL	**Spanish** **Welcome to our school** • Greetings • Numbers and colours • Nouns: masculine/ feminine	**Spanish** **My local area/your local area** • Robots/comm ands/actions • Shops/signs/d irections • Christmas poem	**Spanish** **Family tree and faces** • Epiphany • Meet the alien family	**Spanish** **Celebrating carnival/body parts** • Carnival of animals • Body parts and aliens • Alien family "Easter egg hunt"	**Spanish** **Feeling unwell/Jungle animals** • I don't feel well • Walking through the jungle- fantastical animal descriptions	**Spanish** **Summer time** • Weather plus Enormous turnip performance story • Ice-creams
RE	**What do we know about the Bible and why is it important to Christians?**	**Why do Christians call Jesus the Light of the World?**	**What do Christians believe about Jesus?**	**Why is Lent such an important period for Christians?**	**How and why do people show care for others?**	**Why do people visit Durham Cathedral today?**
PSHE	**The value of trees** Why do we need trees? Why are forest being destroyed? What can I do to stop deforestation? **Protecting local habitats** Understand the term endangered species Understand threats to local habitats Democracy Rule of Law	**Understanding cancer** Who can help? Making a gift Designing a well- being room **The Big Vote - Cancer, early prevention and detection** Individual Liberty	**Go Givers Community Centre** Design a community centre and activity programme Individual Liberty Mutual Respect and Tolerance.	**Homelessness** Why might someone become homeless? Who can help the homeless? **How can I make a difference?** Social action Democracy Individual Liberty	**How should we farm?** Farming methods: advantages and disadvantages **Water: Our most precious resource** Qualities of water and why it is vital Problems facing people who do not have clean water Water shortages	**Dilemmas** Ethical dilemmas arising in everyday life Democracy Individual Liberty Mutual Respect and Tolerance. Rule of Law

RSE	**Firm Foundations** Building good relationships	**Staying safe Smart (childnet.com)**	**NSPCC** **Bullying**	**Power of words** **Staying safe create**	**Marriage** **Huge bag of worries** **Virginia Ironside**	**Keeping information private**
ART	Roman art Pupils will understand that Romans (like the Greeks) believed in various Gods that they thought affected every part of their life. They made art to pay homage to their Gods. The rich nobility also liked to have their portraits made from white marble, they liked making beautiful jewellery, weapons and costumes from expensive metals and materials. Also, Roman architecture was very important. They used methods they had learned from Greece to make beautiful buildings, houses and monuments. They decorated many of these with rich mosaics. Pupils are to draw profile portraits of each other in their sketchbooks. Pupils		Music Art Pupils will investigate the artwork of Wassily Kandinsky and Tom Phillips to learn how these artists have represented sounds and instruments in an abstract way through art. Replicating this, they will then practise drawing various sounds of instruments, building and extending this 'library' of mark-making until they feel confident that they can represent sounds through marks, lines and colour. This will lead into their own abstract paintings based on music.		People art Drawings of people moving. Drawings of facial expressions-Opie Portraits Children take photos of their faces then trace over them in simple outlines in the style of artist Julian Opie to develop into large-scale paintings.	

	now create a design for a coin using their profile drawing. They might add Roman headdress and hairstyles, Roman writing and patterns. Colour or paint or collage these as required. The pupils create mosaics based on a Roman style.				
DT	Electrical systems: Simple Circuits and Switches Simple Programming and Control Designing • 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. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making • 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.		Mechanical systems: Levers and Linkages Designing • 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. Making • 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. Evaluating • 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. Technical knowledge and understanding • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.	Structures: Shell Structures using CAD Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making • Plan the order of the main stages of making. • Select and use appropriate tools and software 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 computer-generated finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of 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.	

	Evaluating • Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.				Technical knowledge and understanding • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project.	
Music	**Ukulele** Listen & Appraise - Musical Activities - ● Games ● Singing ● Playing ● Improvisation ● Composition Perform/Share		**Ukulele** Listen & Appraise - Musical Activities - ● Games ● Singing ● Playing ● Improvisation ● Composition Perform/Share		Ukulele Listen & Appraise - Musical Activities - ● Games ● Singing ● Playing ● Improvisation ● Composition Perform/Share	
Visits/ Visitors		**(tbc)Visit to school by The Bowes Museum- outreach programme- Romans**		**(tbc)Local area study**	**(tbc)Low Barns Nature Reserve**	(tbc)Durham Cathedral