

| Topic | Monsters and Monstrous Times | Smashing Saxons | Fantastic Future Inventions | Journeys: Ancient Egypt | Journeys: Raging Rivers | |
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| CC overview 2016-2017 | T1a 7 Weeks | T1b 7 Weeks | T2a 6 Weeks | T2b 6 Weeks | T3a 5 Weeks | T3b 7 Weeks |
| Educational Visit/Guest | Castle Keep <i>Purpose of a castle and Workshop on the Black Death</i> | Bede's World <i>Anglo Saxon Life</i> | CLC <i>Computing (Programming with Raspberry Pi, 2D and 3D adventure gaming, Makey Makey and Lego Robotics)</i> | The Discovery Museum | Great North Museum <i>Ancient Egyptian workshop</i> | Tynemouth <i>Mouth of the river</i> |
| Text | Fiction: Stitch Head T4W The Pied Piper of Hamelin Non-Fiction: A variety of books on Castles and the Medieval Times | Fiction: Beowulf T4W The Laidly Worm Non-Fiction: A variety of books on The Anglo Saxons | Fiction: Imagination Box Non-Fiction: T4W What the world will be like in 100 years | Fiction: Imagination Box Non-Fiction: T4W Shirt Machine Explanation Text T4W The Butter Stick | Fiction: The Time Travelling Cat and the Egyptian Goddess Non-Fiction: A variety of texts and books on Ancient Egypt T4W life of the rich | Fiction: Journey to Jo'Burgh The Window T4W Raindrop River Poem |
| Literacy | Reading: Writing: <ul style="list-style-type: none">Non-Chron Report Castles Teeth <ul style="list-style-type: none">News Report Black Death <ul style="list-style-type: none">Poetry Winter Poems (figurative language) | Reading: Writing: <ul style="list-style-type: none">Narrative/ Myths and LegendsDiary entry from the point of view of an Anglo Saxon (King, Baron, Knight, Peasant) From the point of view of Beowulf or his ThanessLetters | Reading: Writing: <ul style="list-style-type: none">Narrative/ Science Fiction Description of the approach to a new planet <ul style="list-style-type: none">Non-Chronologica I Report Description of renewable energy <ul style="list-style-type: none">Persuasion What will the world be like in 100 years' time? | Reading: Writing: <ul style="list-style-type: none">Persuasion Persuasive letter selling the Butter Stick Persuasive leaflet for Water Aid <ul style="list-style-type: none">Explanation How the shirt machine works <ul style="list-style-type: none">Diary entry Captain's log (science week) | Reading: Writing: <ul style="list-style-type: none">Non- Chron report Aspect of Ancient Egypt <ul style="list-style-type: none">News Report Tutankhamun curse or Flooding of the River Nile <ul style="list-style-type: none">Diary entry From the point of view of an AE child <ul style="list-style-type: none">Narrative/ Myths and Legends Creation Stories | Reading: Writing: <ul style="list-style-type: none">ExplanationDiary entry Journey of a river Day in the life of a drop of water (water cycle) <ul style="list-style-type: none">Non- Chron report Science link.... Vertebrae invertebrate <ul style="list-style-type: none">Non- Chron report River Poems (figurative language) |
| Maths | Time Stitch Head time | Symmetry Design an Anglo | | | | Place Value Ordering rivers |

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| | problem Area and perimeter of a creature Ratio | Saxon brooch Data Handling Artefacts found in UK Measure Anglo Saxon bread making | | | | |
| Science | <u>Animals Including Humans</u> (Creature's teeth investigation) Recognise teeth in carnivores and herbivores and describe why they are different Structure of human teeth | <u>Animals Including Humans</u> Grendel's digestive system. Name of Organs in the digestive system (limited to stomach, small intestine, oesophagus and mouth) Function. <u>Sound</u> Anglo Saxon instruments (carousel of activities) | <u>Electricity</u> Common appliances Build a simple circuit Draw pictorial representation (no symbols) Open/closed switch Increasing batteries leads to brighter bulbs conductors | <u>States of matter</u> Solids liquids and gases Science Week? 13 th -17 th March Identify, Define, describe Changing states (Iceberg investigation) | <u>Living Things and their Habitat</u> Link to the Nile Using keys to identify vertebrates; know that invertebrates can be grouped into 5 main groups (mammals, reptiles, fish, amphibians and birds = Mr Fab) (could link to plans to build on Nuns Moor)Negative effects of litter in an environment considering the destruction of habitat through development. | <u>Living Things and their Habitat</u> (Link to the Nile and the Tyne) Know that invertebrates can be grouped as snails, slugs, worms, insects and spiders. Explore the positive effects of nature reserves. Flowering and non-flowering plants. Negative effects of pollution and deforestation. <u>States of matter</u> Water cycle (evaporation) |
| Humanities | <u>Geographical Skills & Field work</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features | <u>Location</u> Locate countries of origin for Anglo Saxons Key physical and human characteristics, countries and major cities. | | <u>Place</u> Fairtrade Fortnight Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of | <u>Location</u> Locate countries of Africa including Egypt Key physical and human characteristics | <u>Human and physical</u> Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle |

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| | <p>studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p><u>Events locally</u></p> <p>Visit local castle. Learn about medieval life in Newcastle Castle Keep</p> | <p><u>Human and physical</u></p> <p>Describe and understand key aspects of:</p> <p><u>Anglo-Saxons and Scots</u></p> <p>Saxon invasions, settlements and kingdoms: place names and village life -Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Physical geography, including: Comparing types of settlements in modern Britain: villages, towns, cities to Anglo Saxon settlements.</p> | | <p>bananas in St Lucia</p> <p>Fair/unfair distribution of resources</p> | <p><u>Human and physical</u></p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: Comparing types of settlements in modern Britain: villages, towns, cities to Anglo Saxon settlements.</p> <p><u>Geographical Skills & Field work</u></p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p><u>The achievements of the earliest civilizations</u></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations lived</p> <p>How the Egyptians lived</p> <p>Slavery</p> <p>The Pyramids</p> <p>The discovery of Tutankhamun</p> <p>Egyptian beliefs</p> | <p>Make and label a river in Forest School. Create a river using Minecraft.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |
| Computing | <p><u>The Final Score</u></p> <p>The children will create their own <i>news report</i> on the Black Death which</p> | <p><u>Making Games</u></p> <p>Make a game in Scratch that links to EI learning.</p> | <p><u>Back to the Future</u></p> <p>Blog Marie Curie and her invention</p> | <p><u>We built this city</u></p> <p>Minecraft – Simulation</p> | <p><u>Hooray for Hollywood</u></p> <p>The children will devise their own characters, plot and</p> | <p><u>Interface Designer</u></p> <p>build a basic web page</p> <p><u>Minecraft</u>-creating rivers</p> |

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| | they will share and work on together online using iWork or Google Docs. Edmodo – blogging Data Logger Bede's World? | | | | storyboard before filming a short movie which they will then edit in iMovie. A film reflecting life in Ancient Egypt. | Data Logger Tynemouth |
| Safeguarding / PSHCE/SMS C | <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • To produce class charter <p>Vote for School Council and link to how we use a system that reflects our system of rule in the UK. Introduce democracy.</p> <p><u>Myself & Others</u></p> <p>Discuss what it is to be a true Wingrovia. Link to Wingrovia Values and look at skills passport. Make links to our school values to our family values and our countries values. Are they the same?</p> <p><u>Healthy Lifestyles</u></p> <p><u>Drug Awareness</u> – Linked to the cures for the Bubonic Plague and modern medicine.</p> | <p><u>Myself & Others</u></p> <p>EI session. Developing a vocabulary for feelings. Link to Anti Bullying week and how important it is (for us and others) to be able to express ourselves clearly.</p> <p>Primary Care Trust Session Healthy Lifestyle Link to smoking and respiratory system</p> | <p><u>Respiration and circulation</u></p> <p>Link to ordering activity thinking of useful inventions and harmful inventions like cigarettes.</p> <p>Link to the future... what will the world be like in 100 years? What will our health look like?</p> <p><u>Myself & Others</u></p> <p><u>International Women's Day</u></p> <p>Showcasing female role models in Science</p> <p>Challenging gender stereotypes.</p> | <p><u>Healthy Lifestyles</u></p> <p><u>Smoking</u></p> <p>– Link to inventions that have supported the giving up of smoking.</p> <p><u>Healthy Lifestyles</u></p> <p><u>First Aid Procedures</u></p> <p><u>St. Johns Ambulance</u> – Link to inventions that have improved First Aid.</p> <p><u>Rights and Responsibilities</u></p> <p>Simulate a kingdom and different systems of rule in Minecraft. Produce a set of laws to help understand that rights and responsibilities can differ according to their role in society</p> <p><u>Water Aid</u></p> <p>Pupils will be aware that basic rights for some children are denied</p> | <p><u>Community and Local Environment</u></p> <p><u>Rights and responsibilities</u></p> <p>Compare systems of rule, feudal system, democracy and systems of rule in Ancient Egypt. Compare to modern systems of rule-discuss rights and responsibilities of citizens under all systems of rule.</p> <p><u>Introducing First Aid Procedures</u></p> <p><u>First Aid Procedures</u></p> <p><u>St. Johns Ambulance</u> – The Big 'First Aid' Live Lesson</p> <p>Workshops to teach resuscitation and using emergency services.</p> <p>Outdoor classroom</p> | <p><u>Community and Local Environment</u></p> <p><u>Rights and responsibilities</u></p> <p>Compare systems of rule, feudal system, democracy and systems of rule in Ancient Egypt. Compare to modern systems of rule-discuss rights and responsibilities of citizens under all systems of rule. Compare our laws and the laws of apartheid in South Africa. Discuss ways in which we know our laws are fair and who it is that enforces them.</p> <p>The Walking Bus</p> <p>Discuss driving laws and why it is an offence to drive faster than the speed limit. Discuss other laws</p> |

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| | <p><u>Community and Local Environment Rights and responsibilities</u> Link to the feudal system and compare to modern systems of rule-discuss rights and responsibilities of citizens under both systems of rule.</p> <p><u>Global Goals</u> Agree goal and link to learning throughout the year.</p> | | | teddy hospital. | <p>that keep us safe.</p> <p><u>Refugee week</u></p> |