










	Autumn Topic		Spring Topic		Summer Topic
<b>The 'Big Question'</b> 	<b>How do we know about the Great Fire of London?</b>		<b>What is an explorer and why are they significant?</b>		<b>Why do people go on holiday to the Seaside and what might you find there?</b>
<b>Rationale</b> <b>(Why this/Why now?)</b> 	<p>Children have previously learnt about London in Year 1 and will now compare modern day London to 1666 London. Provides children to observe what has changed and learn about the reasons why it has. This begins of the process of understanding of how history can/has changed places. They will build on their chronological ordering skills.</p> <p>Children will move out from their specific local area and focus on the UK , the countries within it and their capital cities. Continents and Oceans are touched on in preparation for the next topic.</p>		<p>Children extend their geographical knowledge further and explore more of the world through the continents and oceans. They will also learn about the equator and how this affects the temperature of the Earth. This prepares them for climate zones in Year 3 and beyond. They will continue developing their map skills and using different sources of information to compare places and how they are similar or different.</p> <p>Captain Cook is a significant, local person and also the name of a house. Children will once again be given opportunities to compare their lives to lives in the past, sequence events chronologically and begin to understand how things have changed due to modernisation.</p>		<p>This topic allows children to compare a different geographical environment, moving away from capital cities and looking at more rural and coastal locations. Their knowledge on human and physical geographical features will be revisited but in a different context and they will undertake fieldwork at the seaside in Saltburn. Applying what they have learnt in the classroom to what they see on their visit.</p> <p>Children will now compare similarities and differences and extend to thinking about why these changes occurred. Touches briefly on the changes in transport (trains) that is covered in Year 5 and how this changed people's lives.</p>
<b>Enrichment</b>	Saltholme		Captain Cook Museum		The Seaside
<b>Science</b> 	<b>Living Things and Habitats</b> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different</p>	<b>Plants (Bulbs)</b> <p>Make observations and gather ideas</p> <p>Identify and name a variety of plants in their habitats</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Set up an investigation for observation over time</p>	<b>Animals Including Humans</b> <p>Find out about the basic needs of animals</p> <p>Use a range of sources to find the answers to questions</p> <p>Sort and classify food into the food groups.</p> <p>Know and understand what makes a healthy diet</p> <p>Create a meal that is healthy and balanced</p>	<b>Plants (Seeds)</b> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Set up a simple practical enquiry</p>	<b>Materials</b> <p>Name a range of materials and describe some of their properties</p> <p>Recognise materials and understand why it is chosen for particular things</p> <p>Use scientific vocabulary to describe the different properties of materials.</p> <p>Investigate the properties of different materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Use observations to answer simple questions</p>

	<p>habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Find out which minibeast is most common in a particular area</p> <p>Understand what a food chain is</p> <p>Create food chains</p>		<p>Find out what happens when you eat without washing your hands</p> <p>Recognise the young offspring of different animals</p>		<p>Identify and compare the suitability of a variety of everyday materials</p> <p>learn about a scientist from the past who invented a product</p>
<p><b>Geography</b></p> 	<p><b>The UK</b></p> <p>Name the continents of the world, the four countries of the United Kingdom and their capital cities</p> <p>Locate Middlesbrough on a map</p> <p>Name the continents of the world, the four countries of the United Kingdom and their capital cities</p> <p>Identify famous features and characteristics of each UK country</p> <p>Name and locate the five oceans of the world</p> <p>Name the seas that surround the UK</p> <p>Map the Great Fire of London using co-ordinates and a key</p>	<p><b>The World</b></p> <p>Name the 7 continents and 5 major oceans of the world</p> <p>Name the seas that surround the UK</p> <p>Name the four countries of the United Kingdom and their capital cities</p> <p>Use maps and photographs to compare the UK and Australia</p> <p>Compare the physical and human geography of the UK and Australia</p>	<p><b>The Seaside</b></p> <p>Identify the human and physical geographical features of the seaside</p> <p>Ask simple geographical questions</p> <p>Use fieldwork skills to find out about a place</p> <p>Draw a simple map and use a simple key</p>		
<p><b>History</b></p> 	<p><b>The Great Fire of London</b></p> <p>Compare 17<sup>th</sup> Century London to modern day London.</p> <p>Learn about what it was like to live in 17<sup>th</sup> Century London</p> <p>Compare life in 17<sup>th</sup> Century London to life in London today</p>	<p><b>Explorers</b></p> <p>Understand the term explorer and that we still have them today</p> <p>Learn about the achievements of Captain Cook and why he is considered significant</p>	<p><b>Holidays in the Past</b></p> <p>Identify the features of a seaside holiday</p> <p>Use photographs to find clues as to what seaside holidays were like in the past</p> <p>Find out when and how seaside holidays became popular</p> <p>Find out what seaside holidays were like 100 years ago.</p>		

	<p>Describe the events of the Great Fire</p> <p>Place the events of the Great Fire on a timeline</p> <p>Understand why the fire destroyed so much of London</p> <p>Explain why the fire was hard to slow down</p> <p>Understand how historians know about the Great Fire of London</p> <p>Understand that some sources can be more useful than others</p> <p>Learn about Samuel Pepys and why his diary is so important.</p> <p>Understand how historians know about the Great Fire of London.</p> <p>Understand that some sources can be more useful than others</p> <p>Learn about what happened after the Great Fire of London</p> <p>explain how London changed after the Great Fire of London</p>	<p>Place the main events of Captain Cook's life on a timeline.</p> <p>Understand what life as a sailor was like and to compare Captain Cook's journey to modern day</p> <p>Understand why Captain Cook was considered a good captain</p> <p>Learn about the achievements of Neil Armstrong and why he is considered significant</p> <p>Compare the achievements of Captain Cook and Neil Armstrong and say which who is the most significant</p>	<p>Order historical sources chronologically</p>
<p><b>Art</b></p> 	<p><b>Sparks and Fire</b></p> <p>Learn about the work of a range of artists and making links to their own work</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Use a range of materials creatively to design and make products</p>	<p><b>Aboriginal Art</b></p> <p>Use drawing to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, shape and line</p> <p>Learn about the work of craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p><b>Sculpture - Andy Goldsworthy</b></p> <p>Learn about the work of an artist making links to their own work</p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour</p> <p>Develop a wide range of art and design techniques in using shape, form and space</p> <p>Use drawing to develop and share their ideas, experiences and imagination</p>

<div>Design and Technology</div> <div></div>	<div>Mechanisms – Sliders and Levers</div> <p>Explore and evaluate a range of existing products</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Select from and use a wide range of materials and components according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p>		<div>Textiles – Cutting and Joining</div> <p>Explore and evaluate a range of existing products</p> <p>Use a range of tools and equipment to perform practical tasks [for example, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including textiles</p> <p>Generate, develop, model and communicate their ideas through talking and drawing</p>		<div>Textiles - Hand Puppet</div> <p>Use a range of tools and equipment to perform practical tasks [for example, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including textiles</p> <p>Generate, develop, model and communicate their ideas through talking and drawing</p> <p>Evaluate their ideas and products against design criteria</p>	
<div>Computing</div> <div></div>	<div>Information Technology - IT Around Us</div> <p>Identify examples of computers</p> <p>Describe some uses of computers</p> <p>Identify examples of IT</p> <p>Sort IT by where it is found</p> <p>Talk about uses of information technology</p> <p>Recognise common types of technology</p> <p>Demonstrate how IT devices work together</p> <p>List different uses of information technology</p>	<div>Computer Science – Programming</div> <p>Follow instruction given by someone else</p> <p>Choose a series of words that be enacted as a sequence</p> <p>Give clear instructions</p> <p>Use the same instructions to create different algorithms</p> <p>Use an algorithm to program a sequence on a floor robot</p> <p>Show the difference in outcomes between two sequences that</p>	<div>Information Technology - Creating Media (Making Music)</div> <p>Use a computer to experiment with pitch</p> <p>Relate an idea to a piece of music</p> <p>Explain how my music can be played in different ways</p> <p>Refine my musical pattern on a computer</p> <p>Create a rhythm which represents an animal</p> <p>Add a sequence of notes to a rhythm</p> <p>Review work</p>	<div>Information Technology - Creating Media (Digital Photography)</div> <p>Recognise what devices can be used to take photographs</p> <p>Talk about how to take a photograph</p> <p>Explain the process of taking a good photograph</p> <p>Take photos in both landscape and portrait format</p> <p>Explain why a photo looks better in</p>	<div>Information Technology - Data (Pictograms)</div> <p>Enter data onto a computer</p> <p>Use a computer to view data in a different format</p> <p>Use pictograms to answer simple questions about objects</p> <p>Organise data in a tally chart</p> <p>Use a tally chart to create a pictogram</p> <p>Explain what the pictogram shows</p> <p>Use a computer program to present information in different ways</p> <p>Share what I have found out using a computer</p>	<div>Computer Science Programming</div> <p>Find the commands to move a sprite</p> <p>Use commands to move a sprite</p> <p>Run a program</p> <p>Say what happens when a value is changed</p> <p>Show that a project can include more than one sprite</p> <p>work out the actions in an algorithm</p> <p>Create an algorithm and debug</p> <p>Compare projects</p>

	<p>Talk about different rules for using IT</p> <p>Say how rules can help keep me safe</p>	<p>consist of the same commands</p> <p>Follow a sequence</p> <p>I can predict the outcome of a sequence</p> <p>Compare my prediction to the program outcome</p> <p>Explain what my algorithm should achieve</p> <p>Create an algorithm to meet my goal</p> <p>Use an algorithm to create a program</p> <p>Test and debug each part of the program</p> <p>Plan algorithms for different parts of a task</p> <p>Put together the different parts of my program</p>	<p>Explain how work has been changed</p> <p>Listen to music and describe feelings related to it</p>	<p>portrait or landscape format</p> <p>Identify what is wrong with a photograph</p> <p>Discuss how to take a good photograph</p> <p>Improve a photograph by retaking it</p> <p>Explain the effect that light has on a photo and experiment with different light sources</p> <p>Recognise that images can be changes</p> <p>Use a tool to achieve a desired effect</p> <p>Apply a range of photography skills to capture a photo</p> <p>Identify which photos are real and which have been changes</p>	<p>Give simple examples of why information should not be shared</p>	
<p><b>PE</b></p> 	<p>Fundamental Movement</p> <p>Dance - Animals</p>	<p>Gymnastics – Spinning, Turning and Twisting</p> <p>Invasion Games</p>	<p>Net and Wall Games</p>	<p>Striking and Fielding Games</p>	<p>Athletics</p>	<p>Target Games</p>
	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>					

