Cohort/Group: Lower School - **Green Group** **Term:** Spring 2 **Theme:** **Historical Civilisations - Castles** **PRU-MTP** **Teacher: Miss Moore**

Hook	Overview	Outcomes
To explore and investigate different inventors and their inventions through visiting different venues such as: • Bamburgh Castle • Alnwick Castle • Gibside • Dunstanburgh Castle • Warkworth Castle • Holy Island	This term we are focussing on an 'Historical Civilisations' theme to compare and contrast different ways people lived in the past through the Medieval period. This theme will introduce children to the different ways in which people in medieval times lived, wore and ate. Through investigating in Science the pupils will have a chance to explore how light has changed over the decades and what people used to use to see in the past and how they used to tell the time using a sundial. Pupils will gain historical knowledge of their local area and will understand how the United Kingdom's Civilisation was formed. They will be able to have the chance to experience first-hand, historic events in reality such as going to see Lindisfarne and Bamburgh Castle.	**At the end of this unit**; ***Majority of children will be able to***; To understand the different of past and present To gain local historical knowledge of civilisations in the past To investigate light sources and ways to tell the time during the medieval period. To begin to understand how the civilisation on the United Kingdom was formed. To be able to compare and contrast Normans to present day in relation to where they live and what they used to eat. ***Most children will be able to***; To start using scientific language such as fair test and investigation To be able to investigate practically and scientifically to understand what can be done to make it a fair test To begin to understand differences between the Normans and Saxons ***Some children will be able to***; To understand why the Normans invented castles and weaponry. To be able to explain significant events such as the Battle of Hastings To be able to order chronologically different historical events
	Whole Class reads;	

English overview	**Fiction** Percy the Pink by Colin West In the Castle by Anna Milbourne The prisoner of Carrot castle by Jennifer Kali **Picture Books** Zoe's Tower by Paul and Emma Rogers Peep inside the Castle by Usborne Books **Non-Fiction** Castles by Maggie Freeman Castle by Christopher Cravett		
	KS1 – Year 1		
	Reading	**Writing**	**Phonics**
	Develop pleasure in reading, motivation to read, vocabulary and understanding by: ● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● Being encouraged to link what they read or hear read to their own experiences ● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases ● Learning to appreciate rhymes and poems, and to recite some by heart ● Discussing word meanings, linking new meanings to those already known **Understand both the books they can already read accurately and fluently and those they listen to by:**	**Spelling** Spell: ● Words containing each of the 40+ phonemes already taught ● Common exception words ● The days of the week English 23 Statutory requirements ● Name the letters of the alphabet: ● Naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound ● Add prefixes and suffixes: ● Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ● Using the prefix un– ● Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	● Apply phonic knowledge and skills as the route to decode words ● Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● Read other words of more than one syllable that contain taught GPCs ● Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

	● Drawing on what they already know or on background information and vocabulary provided by the teacher ● Checking that the text makes sense to them as they read and correcting inaccurate reading ● Discussing the significance of the title and events ● Making inferences on the basis of what is being said and done ● Predicting what might happen on the basis of what has been read so far **Participate in discussion about what is read to them, taking turns and listening to what others say** **Explain clearly their understanding of what is read to them.**	**<u>Composition</u>** Write sentences by: ● Saying out loud what they are going to write about ● Composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense ● Discuss what they have written with the teacher or other pupils ● Read aloud their writing clearly enough to be heard by their peers and the teacher. **<u>Vocab, Grammar and Punctuation</u>** Pupils should be taught to: ● Develop their understanding of the concepts set out in English Appendix 2 by: ● Leaving spaces between words ● Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ● Learning the grammar for year 1 in English Appendix 2 ● Use the grammatical terminology in English Appendix 2 in discussing their writing. **<u>Handwriting</u>** Pupils should be taught to: ● Sit correctly at a table, holding a pencil comfortably and correctly ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters	● Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● Re-read these books to build up their fluency and confidence in word reading.

		● Form digits 0-9 ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	
	KS1 – Year 2		
	Reading **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● being introduced to non-fiction books that are structured in different ways ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● understand both the books that they can already read accurately and fluently and those that they listen to by:	**Writing** **Spelling** spell by: ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ● learning to spell common exception words learning to spell more words with contracted forms ● learning the possessive apostrophe (singular) [for example, the girl's book] ● distinguishing between homophones and near-homophones ● add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly **Composition** **Develop positive attitudes towards and stamina for writing by:** ● writing narratives about personal experiences and those of others (real and fictional) ● writing about real events ● writing poetry ● writing for different purposes	**Phonics/SPAG** Pupils should be taught to: ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● read accurately words of two or more syllables that contain the same graphemes as above ● read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● re-read these books to build up their fluency and confidence in word reading.

	● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done ● answering and asking questions ● predicting what might happen on the basis of what has been read so far ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	● consider what they are going to write before beginning by: ● planning or saying out loud what they are going to write about ● writing down ideas and/or key words, including new vocabulary ● encapsulating what they want to say, sentence by sentence ● make simple additions, revisions and corrections to their own writing by: ● evaluating their writing with the teacher and other pupils ● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ● read aloud what they have written with appropriate intonation to make the meaning clear. **<u>Vocab, Grammar and Punctuation</u>** **Develop their understanding of the concepts set out in English Appendix 2 by:** ● learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● learn how to use: ● sentences with different forms: statement, question, exclamation, command	

		● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● the grammar for year 2 in English Appendix 2 some features of written Standard English **Handwriting** ● form lower-case letters of the correct size relative to one another ● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters	
	KS2 – Year3		
	Reading **Comprehension** ● Develop positive attitudes to reading and understanding of what they read by: ● Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Reading books that are structured in different ways and reading for a range of purposes ● Using dictionaries to check the meaning of words that they have read	**Writing** **Spelling** ● use further prefixes and suffixes and understand how to add them (English Appendix 1) ● Spell further homophones ● Spell words that are often misspelt (English Appendix 1) ● Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	**SPAG** **Word Reading** ● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

	● Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● Identifying themes and conventions in a wide range of books ● Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● Discussing words and phrases that capture the reader's interest and imagination ● Recognising some different forms of poetry [for example, free verse, narrative poetry] ● Understand what they read, in books they can read independently, by: ● Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● Asking questions to improve their understanding of a text ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Predicting what might happen from details stated and implied ● Identifying main ideas drawn from more than one paragraph and summarising these ● Identifying how language, structure, and presentation contribute to meaning ● Retrieve and record information from non-fiction ● Participate in discussion about both books that are read to them and those they can	● Use the first two or three letters of a word to check its spelling in a dictionary ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **<u>Handwriting</u>** ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] **<u>Composition</u>** ● Plan their writing by: ● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● Discussing and recording ideas ● Draft and write by: ● Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ● Organising paragraphs around a theme ● In narratives, creating settings, characters and plot ● In non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● Evaluate and edit by:	(At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('technical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].)

	read for themselves, taking turns and listening to what others say	● Assessing the effectiveness of their own and others' writing and suggesting improvements ● Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Proof-read for spelling and punctuation errors ● Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **<u>Vocab, grammar and punctuation</u>** ● Develop their understanding of the concepts set out in English Appendix 2 by: ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense ● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Using fronted adverbials ● Learning the grammar for years 3 and 4 in English Appendix 2 ● Indicate grammatical and other features by: ● Using commas after fronted adverbials ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech	

<table>
<tr><td></td><td></td><td>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</td><td></td></tr>
<tr><td></td><td colspan="3"><u>Speaking and Listening</u>
• Listen and respond appropriately to adults and their peers
• Ask relevant questions to extend their understanding and knowledge
• Use relevant strategies to build their vocabulary
• Articulate and justify answers, arguments and opinions
• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
• Speak audibly and fluently with an increasing command of Standard English
• Participate in discussions, presentations, performances, role play, improvisations and debates
• Gain, maintain and monitor the interest of the listener(s)
• Consider and evaluate different viewpoints, attending to and building on the contributions of others
• Select and use appropriate registers for effective communication</td></tr>
<tr><td rowspan="2">Maths Overview

Spring 2: Measure</td><td colspan="3"><u>Curriculum Coverage</u>
Shape, Space and Measure</td></tr>
<tr><td colspan="2"><u>Year 1/2</u>
<u>Shape, Space and Measure</u>
· Recognise and name common 2-D and 3-D shapes, including:
· 2-D shapes [for example, rectangles (including squares), circles and triangles]
· 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
· describe position, direction and movement, including whole, half, quarter and three quarter turns.
· Compare, describe and solve practical problems for:
· Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</td><td><u>Year 3</u>
<u>Shape, Space and Measure</u>
· Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
· Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
· Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
· Compare and sort common 2-D and 3-D shapes and everyday objects.

· Order and arrange combinations of mathematical objects in patterns and sequences</td></tr>
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	· Mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] · Time [for example, quicker, slower, earlier, later] measure and begin to record the following: · Lengths and heights · Mass/weight · Capacity and volume · Time (hours, minutes, seconds)	· Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). · Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels · Compare and order lengths, mass, volume/capacity and record the results using >, < and = · Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value · Find different combinations of coins that equal the same amounts of money · Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change · Compare and sequence intervals of time · Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day.

Science	**Learning Objectives/Curriculum Coverage**		**Planned Learning Experiences/Activities**	**Assessment Opportunities/Success Criteria**
Main Activity/ Area; ● Plants ● Animals Including Humans	**<u>KS1</u>** **<u>Year 2</u>** **<u>Working Scientifically</u>** ● Asking simple questions and recognising that they can be answered in different ways	**<u>KS2</u>** **<u>Year 3</u>** **<u>Working Scientifically</u>** ● Asking relevant questions and using different types of scientific enquiries to answer them	**<u>Light</u>** ● To investigate light sources ● To use torches to explore how a shadow is made (Discovery Museum – Shadow machine) ● To make different hand puppets out of	**<u>Year 1 and 2</u>** ● I can describe different properties of materials ● I can compare and group different materials ● I understand how materials can change in shape.

• Living Things and their Habitats **Cross Curricular links;** Geography, DT; cookery,	• Observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. **<u>Animals, including Humans</u>** • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and	transparent/translucent and opaque materials to investigate which material made the best shadow. • To look at different light sources such as the sun/stars (To make a sun dial – Invention to tell the time) and shadows. Does out shadow move at different times of the day? To draw around our shadow in the morning and then again in the afternoon. Did it move? Why?	• I can ask simple questions and recognise that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can Identify and classify • I can use observations and ideas to suggest answers to questions • I can gather and record data to help in answering questions **<u>Year 3</u>** • I can identify and describe the function of different materials • I can identify different light sources. • I can understand why shadows move • I can ask relevant questions and use different types of scientific enquiries to answer them • I can set up simple practical enquiries, comparative and fair tests • I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • I can gather, record, classify and present data in a variety of ways to help in answering questions • I can record findings using simple scientific language,

		written explanations, displays or presentations of results and conclusions ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● Identifying differences, similarities or changes related to simple scientific ideas and processes ● Using straightforward scientific evidence to answer questions or to support their findings. **<u>Light – Link to Thomas Edison (Light bulb)</u>** ● Recognise that they need light in order to see things and that dark is the absence of light ● Notice that light is reflected from surfaces ● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ● Recognise that shadows are formed when the light from a light source is blocked by an opaque object ● Find patterns in the way that the size of shadows change. ●		drawings, labelled diagrams, keys, bar charts, and tables ● I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● I can identify differences, similarities or changes related to simple scientific ideas and processes ● I can use straightforward scientific evidence to answer questions or to support their findings.

Resources		**Key Vocabulary**
Light bulbs Cardboard Shadow puppets	Newspaper Sellotape Torches	Investigate, scientific, explore, prediction, , evaluate, compare, observe, practical, materials, fair test, explore, electricity, strong, weak,

Sun dials			
PSHCE	**Learning Objectives/Curriculum Coverage**	**Planned Learning Experiences/Activities**	**Assessment Opportunities/Success Criteria**
Main Activity/ Area; Dimensions – LKS2 – Core 1 – Health and Wellbeing **Cross Curricular links; P.E. / R.E/Cookery**	**Unit 1: Communication** ● To recognise and communicate feelings to others ● To recognise and communicate feelings to others ● To listen to, reflect on and respect other people's views and feelings ● To learn to listen to other people and play and work co-operatively ● To understand the concept of negotiation ● To work independently and in groups, taking on different roles and collaborating towards common goals	**Unit 1** Circle Time Role Playing Drama - acting out different scenarios and using different props.	I can understand how my peers feel and why I can act out scenarios when I feel different emotions
Resources		**Key Vocabulary**	
Props, emotions cards		Happy, sad, emotions, wellbeing, angry, healthy, mental health, physical,	
P.E.	**Learning Objectives/Curriculum Coverage**	**Planned Learning Experiences/Activities**	**Assessment Opportunities/Success Criteria**
Main Activity/ Area; Rounders Dodge Ball Tennis Rugby Dance **Cross Curricular links; Art/DT**	**KS1** ● 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 ● Participate in team games, developing simple tactics for attacking and defending ● Perform dances using simple movement patterns. **KS2** ● Pupils should be taught to: ● Use running, jumping, throwing and catching in isolation and in combination ● Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending ● Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● Perform dances using a range of movement patterns	Obstacle Courses – Jump over and under assault course near Whickham Developing Throwing and catching skills through rounders/rugby Developing skills working together as a team and listening/ following instructions. To play games that they played throughout different Era's such as the Victorian Era and playing with the big hoops – Visit to Beamish	● I can run, jump and throw ● I will develop my balance, agility and co-ordination ● I can participate as part of a team ● I can perform a simple dance following a routine from memory ● I can use tactics for attacking and defending

	• Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		

Resources		Key Vocabulary
Football Rugby ball Tag belts Hoops tennis rackets/net/tennis balls	Rounders bat/ball/ cones Bibs Spots nets badminton shuttle cocks	Technique, movement, exercise, perform, develop, skills, control, balance, team work, agility, co-ordination, tactics, rules, sharing, control, pass, jump, run,

History	Learning Objectives/Curriculum Coverage		Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; Normans Saxons Settlements Clothing Food **Cross Curricular links; English, Science,**	**KS1** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary	**KS2** • changes in Britain from the Stone Age to the Iron Age • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality) • a study of an aspect or theme in British history that extends pupils'	• To research different settlements from Norman, Saxon times. How has it changed? How did they get their food? • To compare housing and the differences • To look into how they got here and why they wanted to stay here . To write a letter to persuade Saxon/Normans to live in England. • To find out what they wore and to try on different outfits • To look at what a Norman soldier used to	**KS1** • I can show an awareness of the past, using common words and phrases relating to the passing of time. • I can understand where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. • I can use a wide vocabulary of everyday historical terms. • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. • I can understand some of the ways in which we find out about the past and identify different ways in which it is represented

	Seacole and/or Florence Nightingale and Edith Cavell] ● Significant historical events, people and places in their own locality	chronological knowledge beyond 1066 ● 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ● Ancient Greece – a study of Greek life and achievements and their influence on the western world History 192 ● A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	wear and to be able to label items worn. ● What transport did the Normans/Saxons use? ● What food did the Normans/Saxons wear ● To be able to compare and contrast the differences between Saxons/Normans ● To be able to put significant dates in chronological order	**KS2** ● I continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ● I can make connections, contrasts and trends over time and develop the appropriate use of historical terms. ● I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● I understand how our knowledge of the past is constructed from a range of sources

Resources	Key Vocabulary
Different names of countries - Atlas/Globe Books I-pads	History, chronological, events, local, England, moat, battlefield, catapult, barbican, turret, tower, Shield, Mud hut, straw, sandals, armour,

DT / Art	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; DT; ● **Shield**	**DT- KS1** **Design** ● Design purposeful, functional, appealing products for themselves and other users based on design criteria	**DT/Art** ● To make a shield ● To be able to make old coins	● I can use a range of tools and equipment when performing practical tasks.

• **Norman Coins** • **Sword** • **Pottery** • **Clay** DT; cookery – Religious • ***Learning where food comes from*** • ***To use different ingredients*** **Cross Curricular links; R.E / Science / Geography / P.E. / Health and Wellbeing /**	• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria **Technical knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **<u>DT - KS2</u>** When designing and making, pupils should be taught to: **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• To make a Castle • To make a wax stamp • To make a pot • To use clay to make a candle holder • To use ink to write a letter and to post home • To make a sundial **<u>Cookery</u>** • To make and taste food that was used in Medieval times • To find out what ingredients were used and how they would make their food • To explore using different utensils from different era's to make a dish.	• I use different materials, textile s and ingredients • I can generate and develop an idea through talking and drawing. • I can explore and evaluate a range of existing products • I can use different materials to make different structures • I can develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • I can build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • I can critique, evaluate and test their ideas and products and the work of others • I can understand and apply the principles of nutrition and learn how to cook.

	Evaluate ● investigate and analyse a range of existing products ● evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ● understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ● apply their understanding of computing to program, monitor and control their products. **<u>Cookery – KS1</u>** ● Use the basic principles of a healthy and varied diet to prepare dishes ● Understand where food comes from. **<u>Cookery - KS2</u>** ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Main Activity/ Area; Ink Clay Pottery Stamps Wax Mosaic	**<u>Art</u>** **<u>KS1</u>** Pupils should be taught: ● To use a range of materials creatively to design and make products ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	● To write using ink ● To make a shield ● To be able to make old coins ● To make a castle ● To make a wax stamp ● To make a pot ● To use clay to make a candle holder	● I can draw to record and share my own experiences ● I can use everyday materials ● I can compare and contrast Art through different era's ● I can produce creative work, exploring their ideas and recording experiences ● I can become proficient in drawing, painting, sculpture and

Cross Curricular links; Maths – symmetry/shapes	● About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work **KS2** Pupils should be taught: ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● about great artists, architects and designers in history.	● To use ink to write a letter and to post home ● To be able to compare and contrast Art over different periods .	other art, craft and design techniques ● I can evaluate and analyse creative works using the language of art, craft and design ● I know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Resources		Key Vocabulary
Toilet Rolls Foil cups Glitter Modelling clay Cardboard	Gold Paint Gold paper/card Clay Paint	Drawing, glue, stick, cut, paint, patterns, textures, materials, shape, newspaper, string, scissors, pegs, create, design, artist, architect, sketch, colour

R.E.	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
Main Activity/ Area; Festivals Beliefs **Cross Curricular links;**	**R.E - KS1** **Christianity and Belonging** ● Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. ● Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. ● Ask and respond to questions about what individuals and communities do, and why , so that pupils can identify what difference belonging to a community might make ● Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. **R.E – KS2** ● A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations,	● How religion is changed over times ● Chronological events from BC to AD ● What has changed in religious beliefs? Gay rights? Gay marriage? ● Witchcraft – women who float were witches ● Gods/goddesses	● I can name different beliefs and start to understand how they practice ● To learn and understand about different religious beliefs ● I can identify, compare and contrast differences between religious beliefs ● I can take part in a debate to understand different points of view. ● I can discuss personal beliefs and answer questions to explain my own point of view.

	worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. ● A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		

Resources	Key Vocabulary
	Christianity, God, right, wrong, beliefs, festivals, wise men, Christ, holy ghost, nativity, Jerusalem, Jesus, reincarnation, cross,
Educational Trips/Visits	**Useful websites**
● Bamburgh Castle ● Alnwick Castle ● Gibside ● Dunstanburgh Castle ● Warkworth Castle ● Holy Island	http://www.bmkids.org.uk/aston/changingtimes/norman/index.htm