Curriculum Skills and Progression Map
Geography

Nebula
where stars are born

The Nebula Federation

Horsford CE VA Primary School

Geography - Age Related Statutory Coverage		
EYFS	**Key Stage One Learning**	**Key Stage Two**
Understanding the World **The World** **30-50 months** • Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. **40-60 months** • Looks closely at similarities, differences, patterns and change. **ELG** Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another.	**Locational knowledge** Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: • key physical features • key human features **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	**Locational knowledge** Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and Understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones **Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** Describe and understand key aspects of: • Physical geography: climate zones, biomes and vegetation belts, • rivers, mountains, volcanoes and earthquakes, and the water cycle

	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (See Appendix 1 for LTP for Cycle 1 & 2).	• Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (See Appendix 1 for LTP for Cycle 1 & 2).

GEOGRAPHY: VOCABULARY MAP		
EYFS	**KEY STAGE ONE**	**KEY STAGE TWO**
• Environment • Place • Feature • World • City • Map • Weather • Compare • Similar • Different	**Locational knowledge:** Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean. **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features:** city, map, town, village, factory, farm, house, office, port, harbour and shop	General vocabulary: • County • Country • Continent • Map • Location • City • Town • Distance • Biome • Time zone • Landform • Rural • Urban • Please note that each unit covered will have topic specific vocabulary (see Appendix 2).

GEOGRAPHY: INQUIRY/DEEPER THINKING BIG QUESTIONS		
EYFS	**KEY STAGE 1**	**KEY STAGE 2**
• Geography is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week.	• Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. • Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their geographical skills & understanding to answer a deeper thinking question (see Appendix 3 for examples).	• Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. • Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their geographical skills & understanding to answer deeper thinking questions (see Appendix 3 for examples).

Throughout this section 2 colours will be used to indicate the cycle which the skills will be taught in. Red represents Cycle 1 and Blue represents Cycle 2. If no colour is present, it indicates that these skills will be taught in both cycles.

Skills Map – Geography		
Early Years	**Year 1 & Year 2**	
Expected Standard		
• Can they make observations about their local environment? • Can they talk about the features of their immediate environment? **GEOGRAPHICAL STUDY and FIELD WORK** • Explore the use of a weather map. **MAPS** • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment.	• Can they explain where they live and describe some of the physical features? • Can identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using different geographical resources? **GEOGRAPHICAL STUDY and FIELD WORK** • Show interest in what they see in field work • Record what they have seen, in simple ways • Remember and talk about what was seen • Use a digital cameras to record what they see • Collect simple statistics – longest, shortest, highest • Fill in and use a class weather chart **MAPS** • Use simple blocked maps and plans • Make simple plans and talk about them • Mark the location of the school on a simple local map • Identify where they have been on holiday, using a map	• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map? **GEOGRAPHICAL STUDY and FIELD WORK** • Ask simple geographical questions • Take and use digital photographs • Make detailed sketches whilst on field work and/or draw labelled diagrams • Discuss changes in weather and seasons from a chart • Use tally charts and simple tables to collect information **MAPS** • Identify features on a map • Know the main aspects of the British Isles using maps • Draw simple maps and plans, sometimes with keys • Mark some locations on a map of UK – our town, our school visit, my holiday • Identify the main regions of the world – continents, equator, tropics • Begin to use concepts of NSEW

KNOWLEDGE AND UNDERSTANDING • Make comparisons between familiar places.	**KNOWLEDGE AND UNDERSTANDING** • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Make lists of places with similar characteristics – e.g. the seaside, towns • Talk about places seen in books, videos, internet • Describe different types of buildings • Understand the concept of close and far away	**KNOWLEDGE AND UNDERSTANDING** • Recognise characteristic physical and human features of places - built up, noisy, busy … • Identify parts of some physical features – e.g. coast • Understand similarities and differences in places • Use aerial photographs to identify land use and other geographical features • Know that places are linked by paths or roads • Express views about local area and environment • Use vocabulary of size to classify – village town, city etc
Greater Depth		
• Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in?	• Can they ask relevant geographical questions using a range of sources provided? • Can they show empathy towards a geographical event or issue and explain the impact on people or place?	• Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?

Skills Map - Geography			
Year 3 & Year 4		Year 5 & Year 6	
EXPECTED STANDARD			
• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each?	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure	• Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion?	• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph) • Can they present their research through self- selected representations? E.g. reports, leaflets, drama, art, multimedia.
GEOGRAPHICAL STUDY and FIELD WORK • Use prediction and prior knowledge to find out about unknown places, and combine this with observation • Use a range of primary and secondary sources, including the internet, books & Google Earth • Suggest own ways of presenting information, including graphically and in writing	**GEOGRAPHICAL STUDY and FIELD WORK** • Draw on own knowledge and understanding when setting up a field work investigation • Examine, question, analyse what is discovered, using a range of evidence • Discriminate between different sources of information • Test conclusions for accuracy • Make a database to record information	**GEOGRAPHICAL STUDY and FIELD WORK** • Suggest suitable questions for a field work study • Rank information found into order of importance • Come to accurate conclusions, using information • Make careful measurements - e.g. rainfall, noise level, distance • Collect statistics about people and places • Begin to use a range of graphs, including pie charts	**GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from fieldwork or research • Analyse data – e.g. population data - using similarity and difference • Speculate and hypothesise about what is found • Suggest plausible conclusions, and back up with evidence

MAPS • Draw maps of local places, including sketches from field work • Use and draw maps with a simple key • Use maps with simple grid references • Work out routes on maps and plans • Find longest and shortest routes using maps • Plan routes using 4 points of the compass	**MAPS** • Read and use the symbols on an OS map • Use four figure grid references to locate points on a map • Identify time differences around the world • Plan a route and work out distance using map scales • Use contents and index pages of an atlas	**MAPS** • Work out a journey time, using their knowledge of time zones • Use and understand simple scale • Compare information from atlases with that from a globe • Use atlases or maps which show physical and human features • Use 8 compass points	**MAPS** • Use 6 figure grid references • Can use a compass to follow a route • confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
KNOWLEDGE AND UNDERSTANDING • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Express views and recognise how people affect the environment, summarising the issues • Suggest ways of improving local environment • Understand how weather changes an environment • Know the difference between weather and climate • Suggest ways towards a reduction in climate change	**KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country. • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these • Understand links between physical and human features • Describe and identify how a place has changed • Understand how economic development can change a place	**KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Begin to understand geographical pattern – e.g. industry by a river • Describe and begin to explain patterns and physical and human changes • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint	**KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America • Suggest how human activities can cause changes to environment and to the different views people hold • Recognise dependent links and relationships in both human and physical geography • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints • Identify the parts of a river, and land use around and how these can change people's lives

Greater Depth			
• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?	• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?	• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?	• Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing various sources?

Geographical Sources of Evidence
• Photographs including aerial photographs • Atlases and globes • Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps • Google Maps and Google Earth • Infographics • Gazetteers (Geographical dictionary which contains information about locations and statistics) • Audio recordings • Video recordings • Films • Published books, newspapers and magazine clippings • Letters • Visitors and interviews Field work objects e.g. weather vane, barometer

Appendix 1:

Long Term Plan

Cycle 1: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	**Map drawing with links to fairy tales** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a map. Use a Key. Use simple compass directions and locational language	**History unit**	**History unit**	**Horsford Minibeast Hunt** Use simple fieldwork and observational skills to study the geography of their local school and its grounds and physical features of its surrounding area	**History unit**	**Our World** Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. Name and locate the four countries and capital cities of the UK. Identify weather patterns in the UK and the world in relation to the equator and the North and South Poles. Geography Field Work Day – An opportunity to ensure that any field work skills are achieved

Cycle 2: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	**History unit**	**History unit**	**Animal Habitats** Understand geographical similarities and differences through studying the human and physical differences – UK and non-European	**Wild Landscape** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary	**History unit**	**Seaside Mapping** Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Geography Field Work Day – An opportunity to ensure that any field work skills are achieved

Cycle 1: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4	**Where does our food come from?** Consider that there are complex natural and man-made processes involved in bringing their food to the dinner table. Realise that these processes involve many people all over the world, and they will reflect on the fact that there are consequences of buying cheap food from abroad or transporting food long distances. Food waste newspaper article.	**History unit**	**Countries of the World** To be able to identify the continents of the world. To locate countries on a world map. To find out about some of the key geographical features of each continent. To locate major capital cities of the world. To use a variety of sources to identify human and physical features in a particular country. To find similarities and differences between different countries.	**History unit**	**History unit**	**Earning a living** To explore jobs and why they are important. To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out children around the world who help earn a living for their families. Fair trade persuasive posters Geography Field Work Day – An opportunity to ensure that any field work skills are achieved
5/6	**History unit**	**History unit**	**The Americas – North America** Countries, cities, rivers and mountain ranges, economy, culture, climate. Compare/contrast one area with East Anglia in UK	**The Americas – South America** Countries, cities, rivers and mountain ranges, economy, culture, climate. Compare/contrast one area with East Anglia in UK	**Extreme Earth** Earth's climate and areas of extreme temperature, water cycle and the distribution of water across the world, extreme weather conditions across the world, earthquakes and what causes them, tsunamis and how they are caused, what volcanoes are and how they are formed.	**History unit** Geography Field Work Day – An opportunity to ensure that any field work skills are achieved

Cycle 2: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4	**History unit**	**Our European Neighbours** locate Europe on a world map and find out about its features, identify and locate countries in Europe, identify European countries according to their features, identify the major capital cities of Europe, compare two European capital cities, human and physical features of a European country.	**History unit**	**Local geography/ history (Depth Study linked to Anglo Saxons) Sutton Hoo.** Learn about the location of Sutton Hoo. Calculate the distance from Horsford to Sutton Hoo. Learn about the types of settlements, consider the impact of such a historic sight being nearby, investigate the people and events that took place near where they live and develop a sense of historical curiosity about their area and a sense of place	**Settlements** Explain why settlements develop in certain locations, use maps to identify settlements built by invaders, compare land use in different settlements, use maps to identify links between settlements, create a map of a settlement	**History unit** Geography Field Work Day – An opportunity to ensure that any field work skills are achieved
5/6	**Rainforest** identify areas of the world containing rainforests, describe the key aspects of a tropical climate, describe and understand the features of the layers of a rainforest, describe the animals and plants living in the rainforest, compare the Amazon rainforest with other forests, deforestation	**History unit**	**History unit**	**UK Geography (including rivers)** identify and describe key geographical features of the United Kingdom, identify and locate the counties, towns & cities of the United Kingdom, find out about the hills, mountains, seas & coast of the UK, identify and explore the major rivers of the UK, find out about rivers and how they erode, transport and deposit materials	**History unit**	**History unit** Geography Field Work Day – An opportunity to ensure that any field work skills are achieved

Appendix 2:

Vocabulary linked with Geography units can be found below:

KS2:

Where does our food come from?

Produced, food production, import, export, harvest, shipped, Fairtrade, trade, infographic, economy

Countries of the world

Equator, country, location, river, lake, Northern/southern hemisphere, region, continents, tropics, similarities, differences, capital cities,

Earning a living

Occupation, industry, salary, wage, job, work, sector, employed, unemployed, retired, labour, child labour

The Americas

Continent, country, states, region, climate, precipitation, wonders, geographical features, population, currency, area, time zone, landmarks, points of interest, culture, national holiday, national, territories, tropical, humid, subtropical, products, industries

Extreme Earth

Eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, coldest, hottest, driest, wettest, cyclone, typhoon, hurricane, tsunami, Richter Scale

Rivers:

Estuary, mouth, source, meander, waterfall. Erosion, tributary, ox bow lake, delta, stream

UK Geography

United Kingdom of Great Britain & Northern Ireland, union, Union Jack, county, elevation, coastal, headland, harbour, cliff, coast

Our European Neighbours

Europe, flag, currency, capital cities, London, Paris, population, European Union, Brexit, Euro, Mediterranean, landmarks

Local Geography

Area, local, street, road, shop, school, address, church, urban, rural, significance, effect, county, city, village

Settlements

Settlement, settler, site, need, land use, industrial, housing, business, shelter, food, defence, water, fuel, materials, survive, invader, agriculture, transport, village, town, city

Rainforest

Canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, extinction, destruction, biodiversity

Appendix 3:

Here are some examples of the types of Big Questions which will be answered throughout history units taught:

Please note that the teacher's may choose to create their own Big Questions to suit the needs of the children that they teach, these are simply provided to give ideas for the formulation of their Big Questions:

KS1:

Map drawing with links to fairy tales

- Why are maps needed?

Horsford Minibeast Hunt

- How might our school be different if we had no minibeasts living in the school environment?

Our World

- In your opinion, which country is the best in the UK? Why?

Animal Habitats

- What changes could we make to our school environment to help it become a better habitat for local wildlife?

Wild Landscapes

- Would you prefer to live in the hottest or the coldest climate on Earth? Give reasons for your answer.

Seaside Mapping

- Where would you prefer to live, inland or by the seaside? Why?

KS2:

Our European Neighbours

- Why is it important to know where European countries are and their capital cities?
- London is a better city than Paris. Do you agree?
- What are the similarities and differences between London & Paris?

Countries of the world

- Which continent would you choose to live in and why?
- What country would you choose to live in and why?

Settlements

- In this picture which location would you choose to settle and why?
- Why did cities need walls?

Rainforest

- What can you do to help reduce deforestation?
- Deforestation is necessary, as we need more land for housing and farming. Do you agree?

Extreme Earth

- People shouldn't live in areas which are prone to extreme weather conditions. Agree/Disagree – why?
- Water cycle – What would happen if one of the stages of the water cycle was missing. For example, what would happen if clouds didn't form?
- Extreme weather – are they truly forces of nature or are they preventable?
- What's more powerful – wind or water? Give reasons for your answer.

The Americas

- Which country in South America would you choose to live in and why?

- Which country in North America would you choose to live in and why?
- Donald Trump is protecting the rights of US citizens by building a wall across the border with Mexico. It is the right thing to do. Do you agree? Why?
- What is the greatest landmark in South America?
- What is the greatest landmark in North America?
- Which is better, North America or South America? Why?

Rivers

- Can you explain why so many cities are situated near rivers?
- Why is water such a valuable commodity?

UK Geography

- How might Norwich change in 50 years and why?
- How do the mountains in the UK contrast to those in South America?

Earning and Living

- Is it ok for children to make clothes? Why?
- What makes a city successful?

Local Geography

- What would you improve about our local area? Why?
- What is significant about Sutton Hoo being nearby?

Where does our food come from?

- Fairtrade can make the food that we buy more expensive. Therefore, we should buy non-Fairtrade items. Do you agree with this statement? Why?
- Could wheat be produced in the UK? Why should we increase production in the UK?
- Can you name 5 products which can be bought as Fairtrade products?
- Why you think Italy is ideally positioned to trade with many countries?

Appendix 4:

Here are the Whole School Long Term Plans with cross-curricular links and suggested writing opportunities for history/geography highlighted:

Long Term Planner 2019-20
Year 1/2 - Cycle One

Cross-Curricular links **Writing opportunities**

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
TOPIC	**Forest Rangers**	**The Great Fire of London**	**How to Be a Superhero**	**Mad About Minibeasts**	**Pirate Adventures**	**Around the World in 80 Books**
Possible Texts	**Texts** used as stimulus: Once Upon a Picnic. Trust me, Jack's Beanstalk Stinks. The True Story of the Three Little Pigs.	**Texts** used as stimulus: Tragedy in London, Plague and fire. The Great Fire of London. The Gunpowder Plot. We completely must go to London Who was..? Samuel Pepys	**Texts** used as stimulus: How to be a Superhero. Elliot, Midnight Superhero. Superhero School Charlie's Superhero Underpants Marvel/DC Comics	**Texts** used as stimulus: Mad about Minibeasts Ugly Bug Ball The Very Busy Spider The Very Hungry Caterpillar	**Texts** used as stimulus: The Night Pirates. The Pirates Next Door. On a Pirate Ship. Pirate's Handbook.	**Texts** used as stimulus: Around the World in 80 Days. Stories from Around the World Tree of Life. The Willow Pattern Story. Rainbow Bird.
ENGLISH	**Power of reading – The Tin Forest** **Non-Fiction - Instructions** Write instructions to	**Power of reading – Out and About** **Poetry** Write a poem about	**Power of reading – The robot and the bluebird** **Non Fiction – Instructions** Write instructions to make	**Power of reading – Moth** **Non-Fiction – Information** Write the life cycle of a	**Power of reading – How to find gold.** **Non-Fiction – Book Review** Write a review of the book	**Power of reading – The Story Tree** **Fiction – Story** Write a story from the

	explain how to plant a seed to grow a beautiful forest. **Fiction - Fairytales** Write a mixed up fairytale. Use the plot of a well known fairytale and change the characters and/or setting.	outdoor experiences. **Fiction – Descriptive writing** Write a description of the Great Fire of London from the point of view of a character from the story. **Non-Fiction – Newspaper Report** Write a newspaper report to tell the readers all about the Great Fire of London	bird cakes to feed the birds. **Fiction - Comics** Write a comic strip for an exciting Superhero story. How did our hero save the day? **Non-Fiction – Information Text** Write an information text for a historical magazine about Edith Cavell.	moth. **Fiction – Poetry** Write a minibeast poem. **Non-Fiction – Fact file** As a class create a minibeast fact file.	and send it to the author. **Fiction - Stories** Write a pirate adventure story. Use the storytelling tools to choose a character, setting and plot. **Non-Fiction – Non Chronological Report** Write an information piece for new recruits about how to be a pirate.	Wolf's point of view. **Fiction – Postcard** Write a postcard home telling them all the exciting things places that have been visited. **Non-Fiction – Recipe** Write a recipe for a dish from a different country.
MATHS	**Coverage areas:** **Both Year Groups** Number and Place Value Addition and Subtraction **Year 2** Shape **Year 1** Measurement	**Coverage areas:** **Both Year Groups** Number and Place Value Measurement **Year 2** Multiplication and Division Statistics **Year 1** Addition and Subtraction Geometry – Position and Direction	**Coverage areas:** **Both Year Groups** Addition and Subtraction **Year 2** Money Time **Year 1** Multiplication and Division Measurement	**Coverage areas:** **Both Year Groups** Multiplication and Division **Year 2** Fractions Reasoning **Year 1** Addition and Subtraction Measurement	**Coverage areas:** Year 2 Geometry Reasoning Year 1 Number and Place Value Addition and Subtraction Multiplication and Division Fractions Geometry – Properties of shape	**Coverage areas:** **Year 2** Reasoning **Year 1** Number and Place Value Addition and Subtraction Multiplication and Division Fractions Measurement

SCIENCE – see objectives Working Scientifically in each topic	**Topic:** **Wolf Trap** Materials – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Topic:** **London Houses** Materials – Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Distinguish between an object and the material from which it is made	**Topic:** **Superhero Bodies** Animals – Find out about and describe the basic needs of humans for survival. Describe the importance for Humans of exercise, eating and hygiene.	**Topic:** **Minibeast Hunt** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	**Topic:** **Noah's Ark** Animals – Notice that animals, including humans have offspring which grow into adults. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Explore the differences between things that are living and dead, and things that have never been alive.	**Topic:** **Plants and Animals around the world** Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.
TOPIC – History/ Geography	**Geography:** **Map drawing with links to fairy tales** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a map. Use a Key.	**History:** **Fire of London** Events beyond living memory that are significant nationally or globally Newspaper report/descriptive writing (inquiry)	**History:** **Superhero - Edith Cavell** The lives of significant individuals in the past who have contributed to national and international achievements Information page (inquiry)	**Geography:** **Horsford Minibeast Hunt** Use simple fieldwork and observational skills to study the geography of their local school and it's grounds and physical features of its surrounding area. Minibeast fact file Poetry about minibeasts	**History** **Shipwreck – Henry Blogg** The lives of significant individuals in the past in their own locality. Can understand changes within living memory - Transport (lifeboats)	**Geography**: **Our World** Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. Name and locate the four countries and capital cities of the UK. Identify weather patterns in the UK and the world in relation to

	Use simple compass directions and locational language.				Henry Blogg plaque outlining his achievements (inquiry)	the equator and the North and South Poles. Recipe writing of food from a different country
ART		**Fire Pictures** Use a range of materials creatively to design and make products.		**Minibeast Patterns** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		
DT	**Wolf Trap** Design, Make, Evaluate. Technical knowledge – mechanisms.		**Make a cape** Design, Make, Evaluate. Technical knowledge – sewing.		**Make a Treasure Chest** Design, Make, Evaluate. Technical knowledge – Mechanisms.	**Cooking & Nutrition:** Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes
PE	**Games Skills** Master basic movements including running, jumping, throwing and catching.	**Gymnastics** Develop balance, agility and co-ordination.	**Dance** Perform dances using simple movement patterns. Continue to develop balance, agility and co-ordination.	**Games Skills** Master basic movements including running, jumping, throwing and catching.	**Athletic Skills** Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.	**Team games** Participate in team games, developing simple tactics for attacking and defending.

RE	How do Jews and Christians celebrate God as provider?	Why is light an important symbol?	What does the cross mean to Christians?	What does the cross mean to Christians?	What do Jews remember on Shabbat?	What is God like?
MUSIC	**Charanga - Hands, Feet, Heart**	**Charanga - Ho Ho Ho**	**Charanga - I Wanna Play in a Band**	**Charanga - Zootime**	**Charanga - Friendship Song**	**Charanga - Reflect, Rewind and Replay**
COMPUTING	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Can recognise common uses of information 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 online technologies.	Use logical reasoning to predict the behaviour of simple programs.	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 online technologies.	Use logical reasoning to predict the behaviour of simple programs.	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 online technologies.
ENRICHMENT – VISITS	Theatre Visit	Fire Service	Storytelling	Horsford Woods	Time and Tide	How Hill

Nebula
where stars are born

Long Term Planner 2019-20
Year 3/4 - Cycle One

Cross-Curricular links Writing opportunities

Subject	Autumn 1 (6.3 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks)	Spring 2 (5.5 weeks)	Summer 1 (5 weeks)	Summer 2 (7.2 weeks)
TOPIC	**Where does our food come from?**	**Normans**	**Countries of the World**	**Stone Age to Iron Age**	**Stone Age to Iron Age**	**Earning a Living**
ENGLISH	**The Promise** Diary entry, narrative alternative endings & story mapping **Year 3:** **The Green Ship** Story maps, character description, setting description, poetry & persuasive writing **Lower group Y1/2 text- Claude in the City** Character descriptions, City Poems Storymapping, Postcard in role, Guide Book for the Museum, Newspaper Reports, Doctor's report, Own	Year 3: **The Ice Palace** Poetry, instructions, recount, non-chronological report, writing in role, captions, narrative ending Year 4: **Pugs of the Frozen North** Poetry about the Kraken, mythological creature abduction recount, Short stories for grandpa	Year 3: **The Ice Bear** Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter Year 4: **Arthur and the Golden Rope** Persuasive letter writing, poetry, Script for advertisement about Iceland, newspaper recounts, journal writing, research about Iceland	Year 3: **The Pebble in my pocket** Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter Year 4: **Ug: Boy Genius of the Stone Age** Procedural: Script, Instructions, Postcard Information Writing, Recount, Comic Strip, Persuasive Speech, Advertisement, Poetry	Year 3: **Tales of Wisdom and wonder** Poetry, story maps, fact files, instructions, writing in role, descriptive writing, book making, diary entry Year 4: **Fox** Senses poetry,captions, information text about foxes, writing in role	Year 3: **The Great Kapok Tree** Poetry, explanation, debate, report, writing in role, argument, playscript, narrative Year 4: **James and the Giant Peach** Character descriptions Setting descriptions Diary entry Playscripts

	Claude story in an alternative setting Year 4: **Pugs of the Frozen North** Diary entry, recounts, non-chronological reports about pugs, Bonfire Night poetry, An event programme					
MATHS	Coverage areas: Yr3 – Place value; addition and subtraction Yr4 – Place value; addition and subtraction; perimeter	Coverage areas: Yr3 – Number properties; multiplication and division Yr4 – Number properties; multiplication and division; area	Coverage areas: Yr3 – Properties of fractions and decimals; time Yr4 – Properties of fractions and decimals; time	Coverage areas: Yr3 – Properties of shape; angles Yr4 – Properties of shape; angles; co-ordinates	Coverage areas: Yr3 – Data handling; money Yr4 – Data handling; transformations; units of measure	Coverage areas: Yr3 – Solving problems with measures Yr4 – Solving problems with measures
SCIENCE	**Topic:** **Healthy Eating** Identify the different types of teeth and their functions. Recognise that animals including humans need the right types and amount of nutrition and they cannot	**Topic:** **Forces and magnets** Magnes and his discovery of magnetism in Ancient Greece Observe how magnets attract or repel each other and attract some materials and not others.	**Topic:** **States of Matter** Compare and group solids, liquids or gasses. Observe that some materials change state when heated or cooled and measure or research the	**Topic:** **Rocks & Fossils** The work of Mary Anning Compare and group rocks based on their appearance and physical properties. Describe simply how fossils are formed when things that	**Topic:** **Plant Life Cycles – Links to farming in Bronze/Iron Age** Identify and describe the function of different plants, roots, stem, trunk,leaves and flowers.	**Topic:** **Classification** Recognise that things can be grouped in a variety of ways. Recognise that environments can change and this can pose dangers to living things**.**

	make their own food, they get nutrition from what they eat.	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance	temperature at which this happens in °c Identify evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Explore the requirements for plants for life and growth and how they vary from plant to plant, including pollination, seed formation and seed dispersal. Explore the part that flowers play in the life cycle of flowering plants. Plant fact files Investigate the way in which water is transported within plants.	Explore the use of classification keys to help group, identify and name a variety of living things in their local and wider environment.

TOPIC – history/ geography	**Geography:** **Where does our food come from?** Consider that there are complex natural and man-made processes involved in bringing their food to the dinner table. Realise that these processes involve many people all over the world, and they will reflect on the fact that there are consequences of buying cheap food from abroad or transporting food long distances Food waste newspaper article - Literacy	**History:** **Norman Conquest** The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor/ A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: Catapults - Forces Creating the Bayeux tapestry – DT /Art CV For contenders to Throne - ICT The story of the battles for the throne Literacy	**Geography:** **Countries of the World** To be able to identify the continents of the world. To locate countries on a world map. To find out about some of the key geographical features of each continent. To locate major capital cities of the world. To use a variety of sources to identify human and physical features in a particular country. To find similarities and differences between different countries. Country fact file Literacy	**History:** **Stone Age to Iron Age** Changes in Britain from the Stone Age to the Iron Age. Skara Brae information text – Literacy link	**History:** **Stone Age to Iron Age** Changes in Britain from the Stone Age to the Iron Age Stonehenge information text – Literacy link	**Geography**: **Earning a living** To explore jobs and why they are important. To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out children around the world who help earn a living for their families. Persuasive posters – literacy links
ART		**Andy Warhol inspired Christmas cards/decorations** To learn about great artists, architects and designers in history.	**European Art & Artists** To create sketch books to record their observations and use them to review and revisit ideas. To learn about great artists, architects & designers in history, Improve their mastery of art and design techniques –		**Plants & Flowers** 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,	

		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]	drawing, painting and a range of materials.		including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
DT	**DT (Cooking & Nutrition):** **Creating a healthy locally sourced meal** To understand and apply the principles of a healthy and varied diet. To understand seasonality and know where food comes from.			**Make a Stone Age Tool or Jewellery** Design, Make, Evaluate. Technical knowledge – mechanical systems. To investigate and analyse a range of existing products 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 To apply their understanding of how to strengthen, stiffen and reinforce more complex structures To investigate and analyse a range of existing products evaluate their ideas and products against their own		**DT (Cooking & Nutrition):** **Great Bread Bake Off** To investigate and analyse a range of existing products 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 To understand and apply the principles of a healthy and varied diet to prepare dishes. To understand seasonality and know where food comes from. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

				design criteria and consider the views of others to improve their work		Design packaging/market item
PE	**Invasion games** Hockey Korfball Play competitive games with attacking and defending.	**OAA** Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team. **Gymnastics** Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Dance** Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Net/Wall games** Tennis Badminton Play competitive games.	**Athletics** Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Striking and Fielding** Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.
RE	How and why do Jews show a commitment to their faith?	What do Christians learn from the Creation story?	What do Buddhists believe and how does it affect their daily lives?	Why do Christians call the day Jesus died Good Friday?	What is the Trinity?	What is the Trinity?
LANGUAGES	**Spanish** Following the Early Start Programme Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.					

MUSIC	Food Glorious Food	Christmas production songs	Charanga - National Anthems	Charanga - Year 4 - Lean on Me	BBC Ten Pieces - Aaron Copland - Rodeo (see https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j)	Charanga - Year 4 - Blackbird
COMPUTING	**We are Programmers** Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs. Use logical reasoning to explain how simple algorithms work. Select, use and combine a variety of software.		**We are Word Processors** Can select, use and combine a variety of software, including internet services, on a range of digital devices to design and create a range of programs, systems and content that can accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**We are Communicators** Use search technologies effectively. Select, use and combine a variety of software. Use technology safely, respectfully and responsibly.	**We are Opinion Pollsters** Understand computer networks including the internet. Understand computer networks including the internet.	**Using & Applying Skills**
ENRICHMENT – VISITS		Church Visit		VISITOR: ROCKS & FOSSILS	GRESSENHALL: Stone Age	Y4 to MFL Workshop at HHS House reward

Long Term Planner 2019-20
Year 5/6 - Cycle One

Cross-Curricular links **Writing opportunities**

Subject	Autumn 1 (6.3 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks)	Spring 2 (5.5 weeks)	Summer 1 (5 weeks)	Summer 2 (7.2 weeks)
TOPIC	**Victorian Britain**	**Victorian Britain**	**The Americas**	**The Americas**	**Health, Heart and Fitness**	**The Mayans**
ENGLISH	**The Promise** - Reading Weeks **Street Child** Diary writing Newspaper reports	**Moth – Darwin's theory during Victorian times** Non Chron report	**Wonder** Letters	**The Journey** Narrative: journey story	**Pig Heart Boy** Explanation texts	**The Song from Somewhere else** Poetry Narrative: dilemma story
MATHS	Y5: Place Value, addition and subtraction Y6: Place value, addition, subtraction, multiplication and division	Y5: Multiplication and division, statistics, Area and perimeter Y6: Fractions, position and direction	Y5: Multiplication and division, Fractions, decimals and percentages , Y6: Decimals and percentages, algebra	Y5: Fractions, decimals and percentages Y6: Measure (converting units), perimeter, area and volume, Rati	Y5: Decimals, properties of shape Y6: Properties of shape, statistics	Y5: Measure: converting units, volume Y6: Problem solving and investigations

SCIENCE	**Topic: Electricity – Origins of electrical use in Victorian times** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	**Topic: Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Topic: Classification – American species** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	**Topic: The digestive system** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	**Topic: The Human body: circulatory and respiratory system** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	**Topic: Light** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

History/ Geography	Who was Queen Victoria? Non-chronological report Rich and Poor in Victorian times Crime and punishment The workhouse – Diary entry	Inventions and discoveries Charles Darwin – Fact file Victorian Christmas	**North America**: Countries, cities, rivers and mountain ranges, economy, culture, climate Compare/contrast one area with East Anglia in UK	**South America** Countries, cities, rivers and mountain ranges, economy, culture, climate Compare/contrast one area with East Anglia in UK	**Extreme Earth**	**The Mayan civilisation – information page**
ART	**Printing** Inspired by William Morris	**Printing** Inspired by William Morris				**Painting** Mayan art
DT			**Structures** Creating 3D models of maps, bridges, mountains	**Structures** Creating 3D models of maps, bridges, mountains	**DT (Cooking & Nutrition):** **Creating a healthy locally sourced meal** Understand and apply the principles of a healthy and varied diet to prepare dishes. Understand seasonality and know where food comes from.	

PE	**Invasion games** Hockey Football Play competitive games with attacking and defending.	**OAA** Team Building/Orienteering **Gymnastics** Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Dance** Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Net/Wall games** Tennis Badminton Play competitive games.	**Athletics** Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Striking and Fielding** Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.
RE	What is Prayer? (Three Weeks) How can we Remember the Holocaust? (Three Weeks)	Was Jesus the Messiah?	What do Hindus believe and how does it affect their daily lives?	What did Jesus do to save human beings?	How do Hindus talk about God?	What kind of king is Jesus?
MFL	**French** Following the Rigolo Programme Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.					
MUSIC	**Recorder** **Songwriter** **Charanga - Happy**	**Recorder** **Stars, Hide your Fires** **Charanga - You've Got a Friend**	**Song Writer** **Charanga - Happy** **Recorder**	**Stars, Hide your Fires** **Charanga - You've Got a Friend** **Recorder**	**Charanga - Happy** **Recorder** **Song Writer**	**Charanga - You've Got a Friend** **Recorder** **Stars, Hide your Fires**

COMPUTING	**Online safety and responsibility**	**Scratch**	**Controlling and programming**	**Radio Station**	**3D Modelling**	**Online safety and responsibility**
PSHE/RSE	**My feelings**	**My body**	**My relationships**	**My beliefs**	**My rights and responsibilities**	**Asking for help**
ENRICHMENT – VISITS	Y5 Challenger Bronze Award Y5 Shakespeare in schools Y6 HHS Science Fair	Residential trip to Thorpe Woodlands Y6 to German Market at HHS	Y6 to Drama production at HHS		Leisure centre visit/personal trainer for a Boot camp fitness session	Y5 to French Market at HHS

Long Term Planner 2018-19
Year 1/2 - Cycle Two

Cross-Curricular links **Writing opportunities**

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks 2 days)	Spring 1 (6 weeks 2 days)	Spring 2 (6 weeks)	Summer 1 (5 weeks - 2 short weeks)	Summer 2 (7 weeks 3 days)
TOPIC	**Fairytale Problem Solvers**	**Mission Space!**	**Animal Park**	**Where the Wild Things are**	**Castles**	**At the Beach**
Enrichment		**Stargazing**		**Holt Country Park**		**Cromer and How Hill**
Possible Texts	**Texts** used as stimulus: Each, Peach, Pear, Plum Traditional Fairytales Mixed Up Fairytales Once Upon a Picnic	**Texts** used as stimulus: Whatever Next! The way back home Aliens love underpants How to catch a star The man on the moon	**Texts** used as stimulus: Dear Zoo Giraffes Can't Dance Rumble in the Jungle Elmer	**Texts** used as stimulus: Where the Wild Things Are Gruffalo A Seed in Need Jaspers Beanstalk	**Texts** used as stimulus: How to Catch a Dragon. Paperbag Princess. The Knight and the Dragon. The Queen's Knickers.	**Texts** used as stimulus: At the beach Magic Beach Lucy and Tom at the Seaside Sharing a shell Commotion in the ocean
ENGLISH	**Power of reading – Rapunzel** **Non – Fiction – Poster** Make a wanted poster for the villans in the story. **Fiction – Alternative**	**Power of reading – Beegu** **Non-Fiction – Letter Writing** Write a letter to say goodbye to Beegu. **Fiction – Poetry**	**Power of reading – Poems to perform** **Fiction – Poetry** Perform a poem to the rest of the class. **Fiction – Predictable and**	**Power of reading – Where the Wild Things Are** **Fiction – Description** Write a setting description for the island of the Wild Things	**Power of reading – The adventures of the egg box** Write an invitation to the tea party. **Fiction – Storytelling** Use the storytelling prompts to write a fantasy	**Power of reading – 10 things I can do to help my world.** **No-Fiction – Information Book** Write a zig-zag book of 10 things that school can do to help our world.

	Fairytales Rewrite a chosen fairytale with an alternative twist. **Non-Fiction – Instructions** Write instructions for Hansel and Gretal's Dad to get to the Gingerbread Cottage.	Write a space poem, using descriptive language **Non-Fiction – Newspaper Report** Write a newspaper report to tell the world about the first moon landing!	**patterned language** Write repetitive text using Dear Zoo or Brown Bear, Brown Bear as a model. **Non-Fiction – Animal Fact Sheet** Create a class book detailing how to look after all the animals at the park. Write a fact sheet for each one with all the essential information on it.	**Fiction – Description** Write a detailed description of one of the 'Wild Things.' **Non-Fiction – Recount** Write a recount of the trip to Holt Country Park.	story about the ruins that have been found. **Non-Fiction – Non-Chronological report** Write a report for Norfolk County Council about 'Life in the Castle' they have discovered.	**Non-Fiction – Persuasive Text** Write a piece to persuade tourists to look after our beaches and protect the wildlife. **Fiction – Poetry** Write a seaside poem using the senses.
MATHS	**Coverage areas:** **Both Year Groups** Number and Place Value Addition and Subtraction **Year 2** Shape **Year 1** Measurement	**Coverage areas:** **Both Year Groups** Number and Place Value Measurement **Year 2** Multiplication and Division Statistics **Year 1** Addition and Subtraction Geometry – Position and Direction	**Coverage areas:** **Both Year Groups** Addition and Subtraction **Year 2** Money Time **Year 1** Multiplication and Division Measurement	**Coverage areas:** **Both Year Groups** Multiplication and Division **Year 2** Fractions Reasoning **Year 1** Addition and Subtraction Measurement	**Coverage areas:** Year 2 Geometry Reasoning Year 1 Number and Place Value Addition and Subtraction Multiplication and Division Fractions Geometry – Properties of shape	**Coverage areas:** **Year 2** Reasoning **Year 1** Number and Place Value Addition and Subtraction Multiplication and Division Fractions Measurement

SCIENCE – see objectives Working Scientifically in each topic	**Topic:** **Character Creation** Animals - Identify, name, draw, and label the basic parts of the human body and say which part of the body is associated with each sense.	**Topic:** **Rockets** Materials – Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	**Topic:** **Animal Study** Animals – Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe and compare the structure of a variety of common animals.	**Topic:** **Growing Plants** Plants - Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Topic:** **Castles** Materials – Describe some physical properties of a variety of everyday materials.	**Topic:** **Sealife Study** Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
TOPIC – History/ Geography	**History:** **Brothers Grimm Study** The lives significant individuals in the past who have contributed to national and international achievement. Brothers Grimm plaque title- literacy (Inquiry)	**History:** **Moon Landing** Significant historical events. The lives of significant individuals in the past who have contributed to national and international achievements. Newspaper report/poetry- literacy (Inquiry)	**Geography** **Animal Habitats** Understand geographical similarities and differences through studying the human and physical differences – UK and non-European. Animal fact file - literacy	**Geography:** **Wild Landscape** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary. Hot/cold places poster - literacy	**History** **The Royal Family** Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. Report about life at Norwich Castle - literacy (Inquiry)	**Geography**: **Seaside Mapping** Use basic geographical vocabulary. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Poetry about seaside – literacy Persuasive text about seaside - literacy

ART		.	**Animal Patterns** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. **Artist Study**		**Dragon Sculpture** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	**Seaside Art** Use a range of materials creatively to design and make products. **Artist Study**
DT	**Cooking and Nutrition** Tea Party Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes	**Rocket Crawler** Design, Make, Evaluate. Technical knowledge – Mechanisms: Wheels and Levers		**Make a Boat** Design, Make, Evaluate. Technical knowledge – Building structures - Strength and stability		
PE	**Gym** 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.	**Dance** Perform dances using simple movement patterns.	**Gym** 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.	**Dance** Perform dances using simple movement patterns.	**Games** Participate in team games, developing simple tactics for attacking and defending.	**Team games** Participate in team games, developing simple tactics for attacking and defending.
RE	**Christianity:** What is the Good News that Jesus brings?	**Christianity:** What can we learn about Jesus from the Nativity Story?	**Thematic Unit:** Where is the religion around us?	**Judaism:** Why do Jews celebrate Passover (Pesach)?	**Thematic Unit:** How does celebration bring a community together?	**Thematic Unit:** How does celebration bring a community together?

MUSIC	**Charanga - Rhythm in the way we walk** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	**Alien sounds** Play tuned and untuned instruments musically.	**BBC Ten Pieces - No Place Like** Experiment with, create, select and combine sounds using the inter-related dimensions of music..	**BBC Ten Pieces - 'Mars' from 'The Planets'** Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music.	**Charanga - Friendship Song** Listen with concentration and understanding to a range of high-quality live and recorded music.	**BBC Ten Pieces - Lark Ascending** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.Experiment with, create, select and combine sounds using the inter-related dimensions of music..
COMPUTING	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 online technologies.	Recognise common uses of information technology beyond school.	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 online technologies.		Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 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 online technologies.	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 online technologies.

Long Term Planner 2018-19
Year 3/4 - Cycle Two

Cross-Curricular links Writing opportunities

Subject	Autumn 1 (5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Guided Reading	The Firework Maker's Daughter	The Iron Man	The Butterfly Lion	The Lion, The Witch & The Wardrobe	Who Let the Gods Out?	Fantastic Mr Fox
ENGLISH	**Reading Week Text** **Year 3:** **The Green Ship** Story maps, character description, setting description, poetry & persuasive writing **Lower group Y1/2 text- Claude in the City** Character descriptions, City Poems Storymapping, Postcard in role, Guide Book for the Museum, Newspaper Reports, Doctor's report, Own Claude story in an alternative setting Year 4: **Pugs of the Frozen North** Diary entry, recounts, non-chronological reports	Year 3: **The Ice Palace** Poetry, instructions, recount, non-chronological report, writing in role, captions, narrative ending Year 4: **Pugs of the Frozen North** Poetry about the Kraken, mythological creature abduction recount, Short stories for grandpa	Year 3: **The Ice Bear** Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter Year 4: **Arthur and the Golden Rope** Persuasive letter writing, poetry, Script for advertisement about Iceland, newspaper recounts, journal writing, research about Iceland	Year 3: **The Pebble in my pocket** Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter Year 4: **Ug: Boy Genius of the Stone Age** Procedural: Script, Instructions, Postcard Information Writing, Recount, Comic Strip, Persuasive Speech, Advertisement, Poetry	Year 3: **Tales of Wisdom and wonder** Poetry, story maps, fact files, instructions, writing in role, descriptive writing, book making, diary entry Year 4: **Fox** Senses poetry,captions, information text about foxes, writing about fox habitats, writing in role	Year 3: **The Great Kapok Tree** Poetry, explanation, debate, report, writing in role, argument, playscript, narrative Year 4: **James and the Giant Peach** Character descriptions Setting descriptions Diary entry Playscripts

	about pugs, Bonfire Night poetry, An event programme					
MATHS	Coverage areas: Yr3 – Place value; addition and subtraction Yr4 – Place value; addition and subtraction; perimeter	Coverage areas: Yr3 – Number properties; multiplication and division Yr4 – Number properties; multiplication and division; area	Coverage areas: Yr3 – Properties of fractions and decimals; time Yr4 – Properties of fractions and decimals; time	Coverage areas: Yr3 – Properties of shape; angles Yr4 – Properties of shape; angles; co-ordinates	Coverage areas: Yr3 – Data handling; money Yr4 – Data handling; transformations; units of measure	Coverage areas: Yr3 – Solving problems with measures Yr4 – Solving problems with measures

SCIENCE	Topic: **Digestion** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions	Topic: **Humans & Animals** Construct and interpret a variety of food chains, energy chains and food webs, identifying producers, predators and prey	Topic: **Light** Recognise that we 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	Topic: **Electricity** Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	Topic: **Sound** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases	Topic: **Biodiversity & The Environment** Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

TOPIC – history/ geography	Ancient Greece – a study of Greek life and achievements and their influence on the western world: **Ancient Greeks** (Inquiry) Writing your own Greek myth - literacy	**Our European Neighbours** locate Europe on a world map and find out about its features, identify and locate countries in Europe, identify European countries according to their features, identify the major capital cities of Europe, compare two European capital cities, human and physical features of a European country. European country fact file text - literacy	Britain's settlement by Anglo-Saxons & Scots/Anglo-Saxon and Viking struggle for the Kingdom of England in the time of Edward the Confessor: **Anglo Saxons & Vikings** Diary entry - literacy (Inquiry)	**Local geography/ history (Depth Study linked to Anglo Saxons) Sutton Hoo.** Learn about the location of Sutton Hoo. Calculate the distance from Horsford to Sutton Hoo. Learn about the types of settlements, consider the impact of such a historic sight being nearby, investigate the people and events that took place near where they live and develop a sense of historical curiosity about their area and a sense of place Sutton Hoo information text - literacy	**Settlements** Explain why settlements develop in certain locations, use maps to identify settlements built by invaders, compare land use in different settlements, use maps to identify links between settlements, create a map of a settlement Persuasive text arguing for a specific settlement - literacy	The Roman Empire and its impact upon Britain: **Romans** Country fact file for soldier – Geography Letter from a Roman soldier - literacy

ART	Art Pottery inspired by Greeks To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [clay]		Art Sketching skills Designing and creating Anglo Saxon shields To become proficient in drawing, painting, sculpture and other art, craft and design techniques To produce creative work, exploring their ideas and recording their experiences To evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		Art Portraits To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol To improve their mastery of art and design techniques To draw different settlements	

DT		DT Autumn crafts/seasonal pop-up books To 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. To critique, evaluate and test their ideas and products and the work of others To 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		DT Cooking & Nutrition Cereal bars with raisins To understand and apply the principles of nutrition and learn how to cook. 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.		DT Roman Catapults Roman mosaics To 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 To 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

PE	Invasion games Hockey Football Tag rugby Play competitive games with attacking and defending	OAA Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team. Gymnastics Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Net/Wall games Tennis Badminton Play competitive games	Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Striking and Fielding Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games
RE	What do Muslims believe and how does it affect their daily lives?	How do Christians bring hope to others?	How do Muslims talk about God?	What is it like to follow God?	When Jesus left, what was the impact of Pentecost?	What does it mean to be a pilgrim?
LANGUAGES	German Following the Early Start Programme Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.					

MUSIC	Let your spirit fly	Songs in preparation for Christmas Production	Three Little Birds	The Dragon Song – Links to Anglo Saxon myths	Bringing us Together	Reflect, Rewind, Replay
COMPUTING	We are software developers To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems to solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		We are musicians To select, use and combine a variety of software, including internet services, on a range of digital devices to design and create music	We are HTML editors To understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	We are animators To use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
ENRICHMENT – VISITS	The Hobbit Performance	Visitors: Dog's Trust - Dogs at War Archaeologist visit Church visit	Anglo Saxon/Vikings trip		Roman Day	

Long Term Planner 2018-19
Year 5/6 - Cycle One

Cross-Curricular links **Writing opportunities**

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
TOPIC	Rainforests	WW1	Stargazers	Floodland	Ancient Egyptians	Ancient Egyptians
ENGLISH	**The Explorer** Letters Diaries Descriptions	**War Horse** Recounts Letters Poetry	**Cosmic** Character and setting descriptions Letters Dialogue	**Floodland** Setting and character descriptions Diaries Narrative - stories set in future	Short story: Raiders Narrative- portal stories	**Secrets of the Sun King** Diaries Letters
MATHS	**Coverage areas:** Yr5 – place value, addition and subtraction, perimeter. Yr6 – place value, 4 operations, algebra	**Coverage areas:** Yr5 – number properties, multiplication and division, area Yr6 – number properties, multiplication and division, area and volume	**Coverage areas:** Yr5 – fractions, decimals, percentages Yr6 - fractions, decimals, percentages, ratio and proportion	**Coverage areas:** Yr5 – shape, angles, coordinates Yr6 – shape (inc. angles), transformations, coordinates, measure, data	**Coverage areas:** Yr5 – fractions, decimals and percentages Yr6 - Revision	**Coverage areas:** Yr5 – properties of shape, angles Yr6 – Enterprise Project

	Topic: Living things and their habitats –	Topic: Forces	Topic: Earth Space	Topic: properties and changes of materials	Topic: properties and changes of materials	Topic: Animals including humans
SCIENCE	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Dse the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Describe the changes as humans develop to old age.

TOPIC – history/ geography	**Rainforest** identify areas of the world containing rainforests, describe the key aspects of a tropical climate, describe and understand the features of the layers of a rainforest, describe the animals and plants living in the rainforest, compare the Amazon rainforest with other forests, deforestation	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: **WW1** (Inquiry) Letters	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: **WW1** (Inquiry) diary entries	**UK Geography (including rivers)** identify and describe key geographicalfeatures of the United Kingdom, identify and locate the counties, towns & cities of the United Kingdom, find out about the hills, mountains, seas & coast of the UK, identify and explore the major rivers of the UK, find out about rivers and how they erode, transport and deposit materials Fact file about a region of the UK	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: **Ancient Egypt** (Inquiry) diary entries	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: **Ancient Egypt** (Inquiry) Fact files about Egyptian artefacts

ART	Drawing: Rainforest pictures	Painting: creating paintings depicting WW1 battlefields, mixing paint, silhouettes	Famous artists: the works of Peter Thorpe Space Art	Painting and drawing landscapes		Egyptian art: scaled drawings, tomb paintings, jewellry
DT		Designing and making a trench in a shoe box		Cooking: making different types of bread and cakes	£D maps of regions of the UK	
PE	**Invasion games** Tag rugby, netball, korfball, hockey Play competitive games with attacking and defending.	**Dance** Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best **PE - Gymnastics** Develop flexibility, strength, technique, control and balance.	**PE - Gymnastics** Develop flexibility, strength, technique, control and balance.	**OAA** Team Building/Problem solving & Orienteering	**Athletics** Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Striking and Fielding** Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games. **Net/Wall Games** Tennis/Badminton Play competitive games
RE	Why is there suffering?	What does it mean if God is holy and loving?	Creation and Science: Confliction or complimentary?	What does the Resurrection mean to Christians?	Does religion bring peace or conflict?	Can I have an informed conversation about faith and belief?

LANGUAGES	**French** Following the Rigolo Programme: Broaden their vocabulary through using a dictionary, write phrases from memory and describe people, places things and actions orally and in writing and understand basic grammar.					
MUSIC	A - Recorder B - Charanga: Livin on a prayer C - Charanga: Classroom Jazz	A - Recorder B - Charanga: The Fresh Prince of Belair C - Charanga: Dancing in the Street	B - Recorder C - Charanga: Livin on a Prayer A - Charanga: Classroom Jazz	B - Recorder C - Charanga: The Fresh Prince of Belair A - Charanga: Dancing in the Street	C - Recorder A - Charanga: Livin on a Prayer B - Charanga: Classroom Jazz	C - Recorder A - Charanga: The Fresh Prince of Belair B - Charanga: Dancing in the Street
COMPUTING	**We are Cryptographers** Can understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Spreadsheets (Twinkl) Excel** Introduce and familiarise with spreadsheets using given templates. Enter and edit text and numbers in cells and use SUM formula; begin formatting cells. Begin to use the SUM function for specific a purpose, such as calculating a League Table. Order data using the Sort function and produce a graph to present the data. - Pupils will create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Begin to understand the benefit of automatic recalculation when editing. -Pupils are given an investigation where the solution to a problem is best calculated using a spreadsheet. They must	**Code.org** Use logical reasoning to explain how some simple algorithms work. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work. Design, write and debug programs that accomplish specific goals,	**We are Bloggers** Can understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Can select, use and combine a variety of software, including internet services, on a range of digital devices to design and create a range of programs, systems and content that can accomplish given goals,	

			use prior knowledge and skills to find the best solution. -Pupils are given a list of possible items and prices, along with a maximum spending budget. They must choose items for a party, calculate quantities and totals within the set budget for a given number of people. -After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own.	including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	including collecting analysing, evaluating and presenting data and information. Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (If time **Film Making**- Twinkl)	
ENRICHMENT – VISITS	Mini Monsters workshop: visit to school . An interactive talk and display Y5s: Shakespeare in schools	WW1 Exhibition of art, music, writing and DT Y6: Stem day and visit to German Christmas Market at Hellesdon High School	The Planetarium: visit to school by a mobile planetarium Y6: visit to see Peter Pan at Hellesdon High School	Cracking the Anglo Saxon Code: introduction to the topic through a code breaking activity	A Letter in a bottle: to introduce the topic	Visit to British Museum, London to see the Egyptian collection