



CYCLE 2	Autumn Term 1 (7 weeks)	Spring Term 1 (5 weeks)	Summer Term 1 (6 weeks)
Topic	What a wonderful world	A taste of Greece: past and present	The Northmen's Fury
Subject Outlines	<p>Key Dates/Events: Year 3 and 4 NUFC (+ NUFC after school club), School Games Y4 Football – 2 teams of 8 / Halloween, Year 3 Swimming, Year 3 Singing with Flora</p> <p>Topic Driver: Geography</p> <p>Visits/Visitor: Mosque</p> <p>Cross Curricular Links: Science / Geography</p> <p>English: <i>writing to inform</i>: holiday recount, report, explanation of where they've been and what they did over the 6 week holidays – using geographical knowledge to name climates, countries and locational knowledge. Year 3 (James and Giant Peach – geographical focus looking at America). Year 4 (The Boy who Biked the World)</p> <p>Maths: Year 3: Place Value with Addition and Subtraction Year 4: Place Value with Addition and Subtraction, Measurement Length and Perimeter.</p> <p>Science: Year 3: light / Year 4: Animals including humans</p> <p>History: not specifically covered this half term</p> <p>Geography: Year 3 (map work to locate countries visited and main features such as mountains, rivers, landmarks and cities) Year 4: characteristics of a range of the world's most significant human and physical features / describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Computing: 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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Art / DT: Year 4: 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] and to create sketch books to record their observations and use them to review and revisit ideas. understand how key events and individuals in design and technology have helped shape the world.</p> <p>Music: Year 4: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>PE: use running, jumping, throwing and catching in isolation and in combination moving into playing competitive games (cricket and football).</p> <p>PSHCE</p> <p>RE: Islam covered to ensure multicultural knowledge</p> <p>French: Year 4: listen attentively to spoken language and show understanding by joining in and responding, read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems</p>	<p>Key Dates/Events:</p> <p>Topic Driver: Geography</p> <p>Visits/Visitor:</p> <p>Cross Curricular Links: Geography</p> <p>English: writing to engage: writing non-chronological report about Greece – gods, mythical beasts, wars, warriors, food, Olympic games. Newspaper report on recent events – 300 fighting with the Spartan army against the Persians.</p> <p>Maths: Year 3: Multiplication and Division, Money and Statistics, Year 4: Multiplication and Division, Measurement, Area and Fractions</p> <p>Science: Year 3: Rocks / Year 4: States of Matter</p> <p>History: Year 4: continue to develop a chronologically secure knowledge and understanding of British, local and world history, contrast, trends, change and cause / Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Geography: Year 4: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features. Human geography and types of settlements in relation to the Greek armies for example and military expeditions – the use of maps will aid understanding of countries the Greeks influenced and travelled to (including sketch maps).</p> <p>Computing: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Art / DT: increasing awareness of different kinds of art, craft and design / to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. / understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Music: Year 4 – appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>PE: apply basic principles suitable for attacking and defending through netball and rugby.</p> <p>PSHCE</p> <p>RE</p> <p>French: Year 4: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words / broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Key Dates/Events: St George's Day, Cycle Generation Year 4</p> <p>Topic Driver: History</p> <p>Visits/Visitor: Viking visitors who have previously visited school</p> <p>Cross Curricular Links: History</p> <p>English: writing to entertain. Writing stories, narratives, diary entries and speeches before significant battles with the English. Monologue writing from the perspective of a key Viking – Ragnar Lothbrook.</p> <p>Maths: Year 3: Fractions and Time Year 4: Measurement – Money, Time and Statistics</p> <p>Science: Year 3: Animals including humans / Year 4: Electricity</p> <p>History: Year 4: construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In depth study of this epoch. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Geography: Leif Erickson – famous Viking known for traveling to the Americas first. Year 4: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Computing: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content / 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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Art / DT: Year 4: about great artists, architects and designers in history.</p> <p>Music: use and understand staff and other musical notations and develop an understanding of the history of music.</p> <p>PE: develop flexibility, strength, technique, control and balance through gymnastics and dance</p> <p>PSHCE</p> <p>RE:</p> <p>French: Year 4: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help / write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
	Autumn Term 2 (8 weeks)	Spring Term 2 (6 weeks)	Summer Term 2 (7 weeks)
Topic	Who's behind you?	Deadly 60	The Northmen's Fury
Subject Outlines	<p>Key Dates/Events: Year 3 and 4 NUFC (+ NUFC after school club), Guy Fawkes Day / Remembrance Sunday, Anti-bullying week, Pantomime- Gateshead</p>	<p>Key Dates/Events: World Book Day, World Poetry Day, St Patrick's Day, Year 4 singing with Flora</p>	<p>Key Dates/Events: Queen's Birthday, Leavers Assembly Year 4</p> <p>Topic Driver: History</p>



<p>Stadium, Christmas performances, Year 3 Swimming, Year 3 Class Assembly, Year 4 Carol Singing, KS2 Party</p> <p>Topic Driver: Art</p> <p>Visits/Visitor: Pantomime</p> <p>Cross Curricular Links: Theatre the Arts</p> <p>English: writing stories linked to fables, fairy tales and folklores. Writing play scripts and general story writing along with planning and story mapping.</p> <p>Maths: Year 3: Multiplication and Division with consolidation</p> <p>Science: Year 3: Forces and Magnets / Year 4: Sound</p> <p>History: a local history study of theatre in Newcastle-upon-Tyne with Geographical link – locate the world’s countries, using maps to focus on Europe.</p> <p>Geography: not explicitly taught</p> <p>Computing: use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Art / DT: about great artists, architects and designers in history.</p> <p>Music: Year 4 – improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>PE: take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PSHCE</p> <p>RE</p> <p>French: Year4: speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Topic Driver: Science</p> <p>Visits/Visitor: Life Centre (Year 3 and 4)</p> <p>Cross Curricular Links: Science / Geography</p> <p>English: writing structured text. Focus book – The Explorers by Catherine Rundell. Fact files of species and deadly animals, non-chronological reports, explanation texts about different animals, descriptive writing of animals and their habitat.</p> <p>Maths: Year 3: Measurement Perimeter and Length, Fractions Year 4: Decimals and Consolidation</p> <p>Science: Year 3: Plants / Year 4: Living things and their habitats</p> <p>History: not explicitly taught</p> <p>Geography: Year 4: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Computing: 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</p> <p>Art / DT: Year 4: Cooking and nutrition 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.</p> <p>Music: Year 4 – listen with attention to detail and recall sounds with increasing aural memory</p> <p>PE: perform dances using a range of movement patterns</p> <p>PSHCE</p> <p>RE</p> <p>French: Year 4: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases / understand basic grammar appropriate to the language being studied</p>	<p>Visits/Visitor: Lindisfarne (Years 3 and 4)</p> <p>Cross Curricular Links: History</p> <p>English: writing poetry and emotive texts: poetry about war, gods, the Viking communities and beliefs.</p> <p>Maths: Year 3: Geometry properties of shape, Measurement mass and capacity Year 4: Geometry properties of shape, position and direction.</p> <p>Science: not explicitly taught</p> <p>History: Year 4: regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Geography: not explicitly taught</p> <p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Art / DT: Year 4 – make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Music: Year 4 – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>PE: trying to achieve personal bests – through athletics in preparation for sports day... relays, timed sprints, hurdles, throwing and jumping (with skipping included).</p> <p>PSHCE</p> <p>RE</p> <p>French: Year 4: present ideas and information orally to a range of audiences / describe people, places, things and actions orally* and in writing</p>
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