

## Northgate Long Term Curriculum

	Autumn Term – Long Ago and Far Away		Spring Term – A World of our Own		Summer Term – Into the unknown	
Nursery 1	Autumn 1: All about me Autumn 2: People who help us		Spring 1: On the move Spring 2: Nursery Rhymes		Summer 1: Once upon a time... Summer 2: Amazing animals!	
	<u>Key Texts:</u> Elmer by David McKee Colour Monsters by Anna Llenas Owl Babies by Martin Waddell Only one you by Linda Kranz You choose by Pippa Goodhart The Family Book by Todd Parr I like myself by Karen Beaumont	<u>Communication and Language</u> To understand simple instructions and start to develop conversation	<u>Key texts:</u> Naughty Bus by Jan and Jerry Oke You can't take an elephant on a bus by Patricia Cleveland-Peck Things that go by Rob Lloyd Jones Range of Nursery Rhymes	<u>Communication and Language</u> To listen to simple stories and understand what is happening in the pictures	<u>Key texts:</u> Hickory Dickory Dog by Alison Murray Oh no, George by Chris Haughton Dear zoo by Rod Campbell The tiger who came to tea by Judith Kerr Monkey Puzzle by Julia Donaldson Oi Frog by Kes Gray Traditional tales: Goldilocks and the three bears. The three little pigs.	<u>Communication and Language</u> Retelling the stories, using new vocabulary
	<u>English</u> Enjoy and join in with rhymes and songs	<u>Maths</u> Take part in finger rhymes with numbers	<u>English</u> Engage in extended conversations about stories	<u>Maths</u> To subitise to 3	<u>English</u> To write some or all of their name	<u>Maths</u> To recite numbers past 5
	<u>Expressive Arts and Design</u> Join in with songs and rhymes, making some sounds.	<u>Physical Development</u> Continue to develop their movement, balancing, riding (scooters, trikes	<u>Expressive Arts and Design</u> Start to develop pretend play, pretending that one object represents another	<u>Physical Development</u> Use large and small motor skills to do things independently, for example manage	<u>Expressive Arts and Design</u> Developing more complex stories through play	<u>Physical Development</u> Use a comfortable grip with good control when holding pens and pencils.

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		and bikes) and ball skills.		buttons and zips, and pour drinks.		
	<u>Understanding the World</u> Make connections between the features of their family and other families.	<u>Personal, Social and Emotional Development</u> To separate from main care-giver and be more outgoing towards more unfamiliar people	<u>Understanding the World</u> Use all their senses in hands-on exploration of natural materials.	<u>Personal, Social and Emotional Development</u> Develop friendships with other children, extending and elaborating on play ideas	<u>Understanding the World</u> Looking after plants, understanding the life cycle of a plant and an animal	<u>Personal, Social and Emotional Development</u> Developing independence to start school
	<b>Autumn Term – Long Ago and Far Away</b>		<b>Spring Term – A World of our Own</b>		<b>Summer Term – Into the unknown</b>	
<b>Nursery 2</b>	Autumn 1: All about me Autumn 2: Nursery Rhymes		Spring 1: Into the woods Spring 2: Dinosaurs		Summer 1: Once upon a time... Summer 2: Under the sea!	
	<u>Key Texts:</u> Elmer by David McKee Colour Monsters by Anna Llenas Owl Babies by Martin Waddell Only one you by Linda Kranz You choose by Pippa Goodhart The Family Book by Todd Parr	<u>Communication and Language</u> To understand simple instructions and start to develop conversation	<u>Key Texts:</u> Bear Hunt by Michael Rosen The Gruffalo by Julia Donaldson Dinosaurs love underpants by Clare Freedman If you meet a dinosaur by Paul Bright How to look after your dinosaur by Jason Cockcroft	<u>Communication and Language</u> To listen to simple stories and understand what is happening in the pictures	<u>Key Texts:</u> Rainbow fish by Marcus Pfister Bright Stanley by Matt Buckingham Commotion in the ocean by Giles Andreae Traditional tales: Jack and the beanstalk. The gingerbread man	<u>Communication and Language</u> Retelling the stories, using new vocabulary

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	I like myself by Karen Beaumont Range of Nursery Rhymes		Harry and the Dinosaurs go to school			
	<u>English</u> Enjoy and join in with rhymes and songs	<u>Maths</u> Take part in finger rhymes with numbers	<u>English</u> Engage in extended conversations about stories	<u>Maths</u> To subitise to 3	<u>English</u> To write some or all of their name	<u>Maths</u> To recite numbers past 5
	<u>Expressive Arts and Design</u> Join in with songs and rhymes, making some sounds.	<u>Physical Development</u> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	<u>Expressive Arts and Design</u> Start to develop pretend play, pretending that one object represents another	<u>Physical Development</u> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	<u>Expressive Arts and Design</u> Developing more complex stories through play	<u>Physical Development</u> Use a comfortable grip with good control when holding pens and pencils.
	<u>Understanding the World</u> Make connections between the features of their family and other families.	<u>Personal, Social and Emotional Development</u> To separate from main caregiver and be more outgoing towards more unfamiliar people	<u>Understanding the World</u> Use all their senses in hands-on exploration of natural materials.	<u>Personal, Social and Emotional Development</u> Develop friendships with other children, extending and elaborating on play ideas	<u>Understanding the World</u> Looking after plants, understanding the life cycle of a plant and an animal	<u>Personal, Social and Emotional Development</u> Developing independence to start school

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	<b>Autumn Term – Long Ago and Far Away</b>		<b>Spring Term – A World of our Own</b>		<b>Summer Term – Into the unknown</b>	
<b>Reception</b>	<b>All about me (where I live, my extended family, the life cycle and what I want to be when I grow up) People Who help us</b>		<b>Our Wonderful World</b>		<b>Once Upon a Time/ Exploring the Summer</b>	
	<p><u>Key Texts:</u> Aut1) The great big book of families Pip and Posy The Growing Story Hair Love Colour Monster Ruby's Worry Owl babies – extend from nursery Harvest - Little Red Hen</p> <p>Aut2) Room on the broom People who help us books and visitors: Police, Firefighters, Vet, Dentist, Doctor, Teachers Supertato Festivals – Diwali and Christmas</p>	<p><u>Communication and Language</u> Start a conversation with an adult or a friend and continue it for many turns</p> <p><u>Opportunity for extra-curricular</u></p> <p>Stay and Play sessions Visitors from the local public services Christmas show</p>	<p><u>Key texts:</u> Spr1) Blue Penguin The Snail and the Whale Big Bear, Little Bear The Gruffalo We're going on a bear hunt (We're going on a lion hunt) Handa's surprise Clean up</p> <p>Spr2) Oliver's Vegetables The enormous turnip The runaway pea Yucky Worms Festivals – Eid, Easter</p>	<p><u>Communication and Language</u> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p><u>Opportunity for extra-curricular</u></p> <p>Trip to library Animal immersion day</p>	<p>Su1) The Hungry Caterpillar A Squash and a Squeeze Farmer Duck The Runaway Pea What the Ladybird Heard Superworm Su2) Three Little Pigs – extend to alternative version, such as the true story of the 3 Little Pigs Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk Goldilocks and the three bears – alternative the bear and the three goldilocks</p>	<p><u>Communication and Language</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions</p> <p><u>Opportunity for extra-curricular</u></p>

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						Trip to farm/nature reserve
<p><u>RWI - progression</u> Aut 1 - Read the first 16+ set 1 sounds Read 26+ sounds and blend sounds into words orally C</p> <p>Aut 2 Read all set 1 single letter sounds with speed Read words with these sounds in using Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Explore the composition of numbers to 5.</p> <p>Explore shape names.</p>	<p><u>RWI - progression</u> Spr 1 -Read all set 1 single letter sounds and special friends sounds with speed. Read words with these sounds in using Fred talk (3 sounds in word) Read 3 sound nonsense words using Fred talk Red</p> <p>Spr 2 Read words with 4 and 5 sounds using Fred talk Read 3 and 4 sound nonsense words with Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Explore the composition of numbers to 10.</p> <p>Explore patterns in number and shapes.</p> <p>Apply language of measure in height, length, weight and capacity.</p>	<p><u>RWI-progression</u> Sum 1 - Read words with 4 and 5 sounds speedily Purple</p> <p>Sum 2- Read the 1 st 6 set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read words with these sounds using Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Have a deep understanding of numbers to 10, including the composition of each number and subitise to 5</p> <p>Solve mathematical problems involving numbers, shape, space and measure.</p>	
<p><u>Expressive Arts and Design</u> Self – portraits – looking at shapes, features, colours. Mark making with purpose.</p>	<p><u>Physical Development</u> 1 x 40 minutes sessions a week (indoor, class teacher led) Children get</p>	<p><u>Expressive Arts and Design</u> Colour mixing– shades, adding white and blacks (Van Gogh Starry Night) Observational drawing – flowers and fruit Exploring with</p>	<p><u>Physical Development</u> 2 x 40 minutes sessions a week (indoor, 1x class teacher led, 1 x PE specialist) Children get dressed in</p>	<p><u>Expressive Arts and Design</u> Constructing, combining, joining and assembling materials with purpose – e.g. The Three Little Pigs. Cooking – porridge</p>	<p><u>Physical Development</u> 2 x 40 minutes sessions a week (1xindoor class teacher led, 1 x outdoor PE</p>	

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	<p>Clay – Diva lamps Colour mixing paint – The Colour Monsters Splatter paintings – fireworks (Pallock) Exploring with different tools and materials Cooking – forest school (chis, pizzas, apple crumble etc.)</p>	<p>dressed in school Fundamental skills Dance Listening, understanding and applying instructions</p>	<p>different techniques – e.g. rolling, brushing, sketching, collaging Construction – bug hotels, igloos Cooking – fruit salads, sandwiches</p>	<p>school. Fundamental skills Partner work Primitive Reflexes</p>		<p>specialist) Children get dressed at home. Sports day activities Ball and bat skills Team games Gymnastics</p>
	<p><u>Understanding the World</u> Forest School Local maps – where do you live? Simple school map – journeys Seasonal /weather changes Stages of life Order/sequence daily routines Talk about events /experiences in their own lives Seasonal changes People who help us - roles Religious stories set</p>	<p><u>Personal, Social and Emotional Development</u>  All about Me  Friendships  To build respectful relationships  To label our emotions.</p>	<p><u>Understanding the World</u> Forest School Local visit (Human Features): Observing buildings, shops, and different people in their community World maps/globes/atlas – continents, countries Explore/research world climates, habitats, animals, cultures. Similarities and differences. Seasonal/weather changes.</p>	<p><u>Personal, Social and Emotional Development</u> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Understand that our behaviours can affect others. Label and identify strategies to support our emotions.</p>	<p><u>Understanding the World</u> Forest School Seasonal/weather changes Growing/planting Life-cycle of animals and plants Trip: Farm/zoo Apply tenses correctly Traditional tales – language, clothing, culture changes Seasonal changes Healthy living – balanced diet Life cycle of butterfly Materials – names, qualities Experiments – purpose for materials</p>	<p><u>Personal, Social and Emotional Development</u> Understanding the importance of healthy food choices and apply knowledge. Learn to solve conflicts independently. Apply effective strategies to support regulation.</p>

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	<p>in the past – Diwali and nativity</p> <p>Healthy living – dentist and doctor visit</p> <p>Life stages of a human</p> <p>Human body – parts, functions</p> <p>Experiments – mixing ingredients, making potions</p>		<p>Local area trip – observations of old, new environments, buildings, maps</p> <p>Seasonal changes</p> <p>Observe and care for living things – plants, animals in own environment</p> <p>How is sound formed?</p> <p>Experiments – floating/sinking</p>			
	<b>Autumn Term – Long ago and Far Away</b>		<b>Spring Term – A World of Our Own</b>		<b>Summer Term – Into the Unknown</b>	
<h1>Year 1</h1>	<b>Once Upon A Time</b>		<b>Location, Location, Location</b>		<b>Are we nearly there yet?</b>	
	<p><u>Key Texts:</u></p> <p>How to Catch a Star</p> <p>Where to Hide a Star</p> <p>There's a Tiger in the Garden</p> <p>Beegu</p>	<p><u>Enrichment:</u></p> <p>Dress up day-Kings/queens</p> <p>Afternoon tea party</p> <p>Clues for the garden/tiger in the classroom</p>	<p><u>Key Texts:</u></p> <p>The Tale of the Whale</p> <p>10 Things I Can Do To Help My World</p> <p>The Secret Sky Garden</p>	<p><u>Enrichment:</u></p> <p>Litter picking</p> <p>Hedgehog visit</p> <p>Kite making and flying (DT)</p> <p>Walk to local shops (Geography)</p> <p>Forest Schools</p>	<p><u>Key Texts:</u></p> <p>The Secret of Black Rock - Joe Todd-Stanton</p> <p>Out and About written by Shirley Hughes</p> <p>Paddington – Michael Bond</p>	<p><u>Enrichment:</u></p> <p>Beach Day in school</p> <p>Visit to Goring</p>

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		Beegu crashlanding on the field				
<u>English</u>	<u>Maths</u>	<u>English</u>	<u>Maths</u>	<u>English</u>	<u>Maths</u>	
<p>Informal letter</p> <p>Character description (tiger/Beegu's friend)</p> <p>Story writing (Beegu)</p> <p>Phonics</p> <p>Handwriting</p> <p>Spelling</p>	<p>Count, read and write numbers to 20</p> <p>One more and one less</p> <p>Great than, less than and equal to</p> <p>Addition and Subtraction (within 10)</p> <p>Represent numbers with objects and pictorially</p> <p>Writing numbers on number lines</p> <p>Number bonds</p>	<p>Letter to Mrs Harrison</p> <p>Hedgehog fact file</p> <p>Setting description</p> <p>Instructions</p> <p>Phonics</p> <p>Handwriting</p> <p>Spelling</p>	<p>Geometry and shape</p> <p>Addition and Subtraction (within 20)</p> <p>Place Value (within 50)</p> <p>Measurement – Length &amp; Height</p> <p>Measurement – Weight &amp; Volume)</p>	<p>Setting description</p> <p>Recount of beach trip</p> <p>Poetry</p> <p>Narrative</p>	<p>Multiplication &amp; Division</p> <p>Fractions</p> <p>Position &amp; Direction</p> <p>Place Value (within 100)</p> <p>Money</p> <p>Time</p>	
<u>Science</u>	<u>Computing</u>	<u>Science</u>	<u>Computing</u>	<u>Science</u>	<u>Computing</u>	
<p>Identifying and naming a variety of common plants</p> <p>Describe the basic structure of common plants</p>	<p>Moving a Robot (Beebots)</p> <p>Digital Painting</p> <p>Smarty the Penguin E-Safety</p>	<p>Animals, including humans – classifying animals – mammals, amphibians, reptiles, birds and fish</p> <p>Seasonal Changes</p>	<p>Logging on to PCs.</p> <p>Mouse skills</p> <p>Grouping Data</p> <p>Smarty the Penguin E-Safety</p>	<p>Everyday Materials – identifying objects and what they are made from</p> <p>Describe physical properties</p> <p>Compare and group materials</p>	<p>Introduction to Programming Animation (Scratch Junior)</p> <p>Digital Writing</p>	

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	Seasonal Changes				Seasonal changes	Smarty the Penguin E-Safety
	<u>Humanities</u> <u>History (main focus)</u> Developing History Skills Introduction to chronology- family tree  Significant figures – Queen Elizabeth		<u>Humanities</u> <u>Geography (main focus)</u> Our school and our grounds – drawing maps, creating keys and giving directions Compass directions Drawing maps to help navigate the school		<u>Humanities</u> <u>History</u> The History of Transport <u>Geography</u> Exploring beaches and coastlines Harbours and Lighthouses	
	<u>PSHCE</u>  Growth mind set  What is special about me?  Who is special to us and why?	<u>Religious Education</u>  What does it mean to be a Christian child? (whole term) Including: Daily life of a Christian child Visit to local church Harvest Christmas	<u>Religious Education</u>  What does it mean to be a Hindu child? (whole term) Including: Daily life of a Hindu child Important rituals Puja Holi Visitors into school Rama and Sita	<u>PSHCE</u>  What helps us stay healthy?  How can we look after each other and the world?	<u>Religious Education</u> The Old Testament -stories about Right and Wrong (½ term) -Noah -Jonah David and Goliath -Joseph *** Symbols of faith (½ term) - Comparison Unit Christianity/Hinduism/Islam	<u>PSHCE</u>  What is the same and different about us?  Who helps to keep us safe?
	<u>Art</u>  Painting (Poster paint)	<u>DT</u> Cooking and nutrition - healthy snack	<u>Art</u> Developing Printing techniques using daily objects	<u>DT</u> Free-standing structures – making kites	<u>Art</u> Drawing using pencil Pencil grips	<u>DT</u> Cooking and nutrition -

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	Naming all of the colours Collections of colour including shades Colour mixing Van Gogh / Mondrian	Creating fruit smoothies and fruit kebabs	William Morris		Exploring line, shape and pattern Observational drawing Quentin Blake	vegetable sticks and dips  Simple mechanisms – Levers and sliders
	<u>PE - Motor Skills</u> Primitive reflex skills Gym Fundamental locomotion skills Body weight fitness	<u>Music</u> Learn a range of songs Listen and move in time to the song Perform songs to an audience	<u>PE - Motor Skills</u> Gym SAQ (Speed, Agility and Quickness) Small ball handling Big ball handling	<u>Music</u> Exploring timbre with a focus on sound effects Creating sound maps	<u>PE - Motor Skills</u> Sports day practice Cricket skills Dance Primitive Reflex Skills	<u>Music</u> Charanga- In The Groove
	<b>Autumn Term – Into the Unknown</b>		<b>Spring Term – A World of our Own</b>		<b>Summer Term – Long Ago and Far Away</b>	
<b>Year 2</b>	<b>The Unknown Hero - Do all heroes wear capes?</b>		<b>Pole to Pole</b>		<b>The Great Fire of London</b>	
	<u>Key Texts:</u> Traction man  Look Up?  Great Women who Changed the World  Little People Big Dreams – Mae Jemison	<u>Enrichment:</u> Hero Day  Visits from local heroes (RE and PSHCE focus)	<u>Key Texts:</u>  Leaf  One day in our blue planet –in the Savannah	<u>Enrichment:</u>  Tilgate Park visit	<u>Key texts:</u> <u>Key Texts:</u>  Molly McDrew and the Great Fire of London  Great Fire of London  Vlad and the Great Fire of London	<u>Enrichment:</u>  Fire of London workshop Fire station visit Forest Schools (2 <sup>nd</sup> half term)

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	<p style="text-align: center;"><u>English</u></p> <p>Job Advert/Recipe for a hero Graphic Novel</p> <p>Persuasive Flyer</p> <p>Space acrostic poem</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Place value and subitising Value of two-digit numbers Comparing using &lt; &gt; and = Addition Subtraction Shape–2D and 3D shapes and their properties</p>	<p style="text-align: center;"><u>English</u></p> <p>Role play Non-chronological report Setting description Poetry</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Time (incidental daily learning: O'clock, ½ past) Time–telling the time using an analogue clock Addition and Subtraction Division and Multiplication Money–real life money problems</p>	<p style="text-align: center;"><u>English</u></p> <p>Instruction writing – how to use a time machine</p> <p>Character description Role on the wall Diary writing including use of time adverbials</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Direction and position Multiplication and division</p> <p>Place value Addition and subtraction</p>
	<p style="text-align: center;"><u>Science</u></p> <p>Plants (Y1 retrieval and plant bulbs)</p> <p>Uses of everyday materials – exploring the best choice of materials</p>	<p style="text-align: center;"><u>Computing</u></p> <p>IT around us</p> <p>Digital photography</p> <p>DigiDuck E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p>Plants (Monitoring bulbs) Living things and their habitats - living, dead and alive Habitats and needs of animals and plants</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Pictograms</p> <p>Making music</p> <p>DigiDuck E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p>Plants (observe seeds and bulbs growth) Plant conditions Animals, including humans –how animals and humans grow Living a healthy life</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Robot Algorithms (Beebots)</p> <p>An Introduction to Quizzes (Scratch Junior)</p> <p>DigiDuck E-Safety</p>

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<u>Humanities</u> <u>History (main focus)</u> Significant figures - Women who changed the world – use of text - Great Women who Changed the World - Kate Pankhurst  Significant figures – Mae Jemison		<u>Humanities</u> <u>Geography (main focus)</u> Locating continents and the poles The equator Comparing hot and cold climates and locations  <u>History</u> Significant figures- Explorers of the Poles		<u>Humanities</u> <u>History (main focus)</u> The Great Fire of London Chronology Samuel Pepys Timelines  <u>Geography</u> Aerial maps of London	
<u>Religious Education</u>	<u>PSHCE</u>	<u>Religious Education</u>	<u>PSHCE</u>	<u>Religious Education</u>	<u>PSHCE</u>
What does it mean to be a Muslim child? (whole term) Including: Daily life of a Muslim child 5 pillars of Islam Mosque school The Qur'an Clothing Use of prayer beads Visitors into school (not Imam)	Growth mindset and new beginnings How do we recognise our feelings? Who helps us in the community?	Who was Jesus and why is he important to Christians? (whole term) Including: Born on Christmas day Stories he told – parables Easter – Good Friday and Easter Sunday	What makes a good friend? What helps us grow and stay healthy?	How do faith groups make a difference in our community and across the world? (½ term) Comparison Unit Including: why do people of faith help others? (individuals locally) Faith groups – Christian Aid/ Idabah *** Rules and Routines in faiths (½ term) Link to pillars of Islam (Autumn term) Moses : Link to 10 commandments	What helps us to stay safe in our home and on the road? What can we do with money?
<u>Art</u> Sculpture from paper	<u>DT</u> Cooking and Nutrition -	<u>Art</u> Drawing – varied sketching pencil	<u>DT</u> Sewing – simple garment	<u>Art</u> 2D collage -	<u>DT</u> Simple mechanisms –

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	Charles McGee	Adapting a healthy snack for a superhero		Designing a mitten and make a pair	Possibly Henri Rousseau	wheels and axles Making a handcart
	<u>PE - Motor Skills</u> Gym Primitive reflex skills Hockey skills Big ball throwing and catching – simple benchball	<u>Music</u> Charanga  Christmas Production preparation.	<u>PE - Motor Skills</u> Gym Animal Olympics Basketball Fundamental locomotion skills	<u>Music</u> Pitched instruments – recorder - Notation	<u>PE - Motor Skills</u> Sports day preparation Cricket games Speed, Agility and Quickness (SAQ)	<u>Music</u> Recorder 1: Reading and playing basic notation on score.
	<b>Autumn Term – Long Ago and Far Away</b>		<b>Spring Term – A World of our Own</b>		<b>Summer Term – Into the Unknown</b>	
<h1>Year 3</h1>	<b>Stone Age to Iron Age</b>		<b>Community – What's it like to live in Crawley?</b>		<b>The Ancient Unknown - Ancient Egypt</b>	
	<u>Key Texts:</u>  Ug  Stone Age Boy	<u>Enrichment:</u> Stone Age Day – Forest School  Use of artefacts	<u>Key Texts:</u>  Invisible  A World of Cities- James Brown	<u>Enrichment:</u> Trips to local park and high street Crawley museum  Forest School	<u>Key Texts:</u>  The Story of Tutankhamun  Marcy and the Riddle of the Sphinx	<u>Enrichment:</u> Egyptian day  Trips to local park (Science/DT)
	<u>English</u>  Instructions – how to play a Stone Age Game	<u>Maths</u> Times tables  Place value – 2 and 3 digit numbers	<u>English</u> Setting description  Persuasive Letter	<u>Maths</u>  Times Tables  Statistics – bar charts and line	<u>English</u> Diary writing  Information Text  Narrative	<u>Maths</u> Times Tables  Find fractions of amounts

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	<p>Character description – Dugs (Ug’s mother)</p> <p>Narrative writing (Complete story from Stone Age Boy)</p>	<p>Partitioning and the value of number</p> <p>Fact families for addition and subtraction</p> <p>Mental and written methods of addition and subtraction</p>	<p>Creating an information page about Crawley</p> <p>Crawley Poem</p>	<p>charts linked to local area survey</p> <p>Mental Maths strategies</p> <p>Multiplying and dividing by 3, 4 and 8</p> <p>Multiplying and dividing 2 digit by 1 digit numbers</p> <p>Measuring -using cms and ms</p> <p>Money</p>	<p>Book Review</p>	<p>Use unit fractions</p> <p>Irregular and regular 2D and 3D shapes</p> <p>Right-angles</p> <p>‘Perpendicular’ and ‘parallel’.</p> <p>Applying multiplication and division to solve problems</p> <p>Consolidation of calculation methods</p>
	<p><u>Science</u></p> <p>Plants – the functions of different parts of a plant</p> <p>How plants grow and what they need</p> <p>Rocks – comparing and grouping types of rock</p>	<p><u>Computing</u></p> <p>Animation (iMotion)</p> <p>Branching Databases</p> <p>Block, Report &amp; Talk E-Safety</p>	<p><u>Science</u></p> <p>Animals including Humans – skeletons and muscles</p> <p>Nutrition</p> <p>Light – how we see things</p> <p>Darkness is the absence of light</p>	<p><u>Computing</u></p> <p>Events and Actions (Scratch Pen)</p> <p>Connecting Computers (Networks)</p> <p>Block, Report &amp; Talk E-Safety</p>	<p><u>Science</u></p> <p>Light (to complete)</p> <p>Forces and magnets</p> <p>Recognising pulls and pushes</p> <p>How things move on different surfaces</p> <p>Observing how magnets attract and repel</p>	<p><u>Computing</u></p> <p>Desktop Publishing (Canva)</p> <p>Sequence in Music (Scratch Dance)</p> <p>Block, Report &amp; Talk E-Safety</p>

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<u>Humanities</u> <u>History (main focus)</u> The Stone Age – Iron Age Chronology Using artefacts Historical Enquiry Settlements		<u>Humanities</u> <u>Geography (main focus)</u> Crawley and the Local community – use of maps and fieldwork <u>Local History</u> How has Crawley changed over time and why have these changes happened?		<u>Humanities</u> <u>History (main focus)</u> Were the Ancient Egyptians the greatest ever builders? <u>Geography</u> Where is Egypt? Climate Continents	
<u>Religious Education</u> What is the Bible? The Books of the Bible - new testament (½ term) Focus on Acts. Linked to harvest and sharing life style of early Christians. (the start of the Christian faith) *** How and why is light important in all faiths? Festivals of Light - Comparison Unit (½ term) -Diwali (link to y1) Hanukkah Christmas (link - y1)	<u>PSHCE</u> Growth mindset and new beginnings How can we be a good friend? What is a stereotype and how can we challenge it? -	<u>Religious Education</u> What religions are represented in our community? (whole term) Comparison Unit Including: what is a religious community and why are they important? Special books Places of worship Visit from imam Visits to St Johns (Links to previous learning in y1 and 2)	<u>PSHCE</u> What makes a community? Why should we eat well and look after our teeth?	<u>Religious Education</u> What does it mean to be a Jewish child? (whole term) Including: Daily life of a Jewish child The synagogue Important rituals Clothes etc Celebrations (link to Aut term festival of lights) Passover – Pesach Why is this important to the Jewish faith? (Links to Moses and 10 Commandments from Y2)	<u>PSHCE</u> What keeps us safe when we are out and about and online? What are families like?
<u>Art</u> Drawing (Multi-media)	<u>DT</u> Textiles – sewing Trousers for Ug	<u>Art</u> 3D Collage – including quilling	<u>DT</u>	<u>Art</u> 3D art	<u>DT</u>

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	Continuous line drawing			Cooking and Nutrition – Bread making	clay sculpture - sarcophagus	Creating an Egyptian Shaduf Mechanical Systems – Levers and Linkages and Pneumatics
	<u>PE - Skills for sport</u> Primitive reflex skills Netball <b>Elm &amp; Hawthorn</b> – Tagging games Multi-skills competitions <b>Ash</b> – Swimming	<u>Music</u> Improvisation/ scat singing.  Glockenspiel Stage 3	<u>PE - Skills for sport</u>  Football Cricket <b>Ash &amp; Hawthorn</b> – Basketball Core-Cardio strength  <b>Elm</b> – Swimming	<u>Music</u> Composition based on No Place Like using vocal/body percussion. Graphic/western notation to record.	<u>PE - Skills for sport</u>  Sports day practice Striking and Fielding <b>Ash</b> – Multi-skills Core-cardio strength <b>Elm</b> - Tagging games Basketball <b>Hawthorn</b> – Swimming	<u>Music</u> Egyptian god composition based on Holst’s Planet Suite. Glock ostinato & percussion, exploring timbre etc.
	<u>Spanish</u> Introduction to Spanish. Basic conversation including name, age and how you are.  Learn to say and spell 10 familiar animals and the high frequency verb ‘I am’		<u>Spanish</u>  Learn to say and spell 10 vegetables in their plural form with their definite articles.  Little Red Riding Hood in Spanish		<u>Spanish</u> Learn to say and spell 10 fruits with simple opinions ‘I like’ and ‘I don’t like’  Learn to say and spell 10 ice-creams with the transactional language needed to buy one	
	<b>Autumn Term – Long Ago and Far Away</b>		<b>Spring Term – A World of Our Own</b>		<b>Summer Term – Into the Unknown</b>	
	<b>Why did the Romans invade Britain?</b>		Rivers and Mountains		<b>The Unknown World – What is Hidden in the Rainforest?</b>	

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<h1>Year 4</h1>			What would be the most incredible place to explore?		– Mayan Civilisation	
	<u>Key Texts:</u> The Matchbox Diary Boudicca non-fiction	<u>Enrichment:</u> Roman Day in school  Fishbourne Roman Palace  Forest School	<u>Key Texts:</u> Everest  The Boat (video stimulus)	<u>Enrichment:</u> Visit from climbing experts  Local river visit – Pulborough Brooks	<u>Key Texts:</u> The Maya (infographics)  Jemmy Button  The Great Kapok Tree	<u>Enrichment:</u>  Maya workshop  Trip to Hindu temple
<u>English</u>  Descriptive settings  Diary entry  Roman based Non-Chronological Report  Character descriptions	<u>Maths</u> Place value of 3 and 4 digit numbers Informal and formal methods of addition and subtraction Rounding Negative numbers Times tables Multiplication and dividing	<u>English</u>  Informal Letters  Explanation text  Setting description  Narrative	<u>Maths</u> Mental Maths strategies Multiplying and dividing by 10, 100 and 1000 Times Tables Money –adding, subtracting and ordering. Time –24hr, days, months, weeks, years, minutes, hours and seconds	<u>English</u> Layers of rainforest non-chronological report  Kennings  Persuasive letter  Mayan God advert  Balanced argument	<u>Maths</u> Common & equivalent fractions Tenths and hundredths Add & subtract fractions with the same denominator Recognise and write decimal equivalents of tenths and hundredths Recognise and write decimal equivalents to a quarter, a half and three quarters	

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	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Sound</p> <p style="text-align: center;">Animals including humans (Teeth and digestive system)</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Data Logging (iPads) <span style="color: red;">Links to DT/Sci</span></p> <p style="text-align: center;">Photo Editing</p> <p style="text-align: center;">Detecting fake images and in-game messages E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">States of matter including the Water Cycle</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Connecting Computers (Networks- The Internet)</p> <p style="text-align: center;">Repetition in Shapes (Scratch)</p> <p style="text-align: center;">Detecting fake images and in-game messages E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Electricity</p> <p style="text-align: center;">Living things and their habitats Classification</p>	<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;">Audio Editing (Audacity)</p> <p style="text-align: center;">Repetition in Games (Scratch)</p> <p style="text-align: center;">Detecting fake images and in-game messages E-Safety</p>
	<p style="text-align: center;"><u>Humanities</u></p> <p style="text-align: center;"><u>History (main focus)</u></p> <p style="text-align: center;">The Roman Empire Why did the Romans invade Britain? Why was there conflict between the Celts and Romans? What can we learn about Roman life in Britain from artefacts?</p> <p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">Maps of the Roman Empire</p>		<p style="text-align: center;"><u>Humanities</u></p> <p style="text-align: center;"><u>Geography (main focus)</u></p> <p style="text-align: center;">Rivers and Mountains Features of rivers (Local river study) Journey of the river The water cycle Features and types of mountains</p> <p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Explorers and adventurers – areas explored and when</p>		<p style="text-align: center;"><u>Humanities</u></p> <p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Mayan Civilisation Who was making history in faraway places? What connections can you find between the Mayan civilisation and others we have studied? What legacy did the Mayans leave behind?</p> <p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">Where are the rainforests? The equator, tropics of cancer and capricorn Climates Layers of the rainforest</p>	
	<p style="text-align: center;"><u>Religious Education</u></p>	<p style="text-align: center;"><u>PSHCE</u></p> <p style="text-align: center;">Growth mindset and new beginnings</p>	<p style="text-align: center;"><u>Religious Education</u></p>	<p style="text-align: center;"><u>PSHCE</u></p>	<p style="text-align: center;"><u>Religious Education</u></p>	<p style="text-align: center;"><u>PSHCE</u></p> <p style="text-align: center;">How can we manage risk in</p>

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	<p><b>What do Hindus believe?</b> (whole term) (Linked to and building from Y1 learning) Including: Different gods Reincarnation Why they perform special rituals Visit to a Hindu temple</p>	<p>What strengths, skills and interests do we have?</p> <p>How can we manage our feelings?</p>	<p><b>What miracles did Jesus perform?</b> (½ term) ***</p> <p><b>What is Lent and why is it important in the Easter Story?</b> (½ term)</p>	<p>How do we treat each other with respect?</p> <p>What are our rights and responsibilities?</p>	<p><b>How is religion expressed through Art?</b> (whole term Comparison unit) (Including link to Art curriculum) Including: Music Drawing Clothing Dance Use of colour in faiths</p>	<p>different places?</p> <p>How can we grow and change? (mental health, exercise and hygiene)</p>
	<p style="text-align: center;"><u>Art</u></p> <p>Drawing – pen and pencil – human body</p>	<p style="text-align: center;"><u>DT</u></p> <p>Electrical Circuits / Functional Product Ear defenders</p>	<p style="text-align: center;"><u>DT</u></p> <p>Cooking and Nutrition – food for energy/explorers</p>	<p style="text-align: center;"><u>Art</u></p> <p>Printing – use of Collagraph</p>	<p style="text-align: center;"><u>Art</u></p> <p>Painting using powder paints</p>	<p style="text-align: center;"><u>DT</u></p> <p>Reinforcing Complex Structures (Bridges)</p>
	<p><u>PE - Skills for sport</u></p> <p>Tag Rugby &amp; Gym</p> <p>Netball Basketball</p>	<p style="text-align: center;"><u>Music</u></p> <p>Ukulele Magic Unit 4b &amp; 5 Recorder 3.</p>	<p><u>PE - Skills for sport</u></p> <p>Football &amp; Sports hall Athletics Cricket &amp; Primitive Reflex skills</p>	<p style="text-align: center;"><u>Music</u></p> <p>Guitars – 1Term2Learn</p>	<p><u>PE - Skills for sport</u></p> <p>Sports Day preparation Tennis skills Striking &amp; Fielding Basketball</p>	<p style="text-align: center;"><u>Music</u></p> <p>Composition – songwriting using C, Am, F chords on ukulele and voice/tuned instrument.</p>

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	<p style="text-align: center;"><u>Spanish</u></p> <p>Presenting yourself. Be able to present themselves both orally and in written form in Spanish.</p> <p>The date, Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated</p>		<p style="text-align: center;"><u>Spanish</u></p> <p>In class. Pencil case objects with I have/don't have</p> <p>My family. Be able to describe a fictitious family</p>		<p style="text-align: center;"><u>Spanish</u></p> <p>Do you have a pet? Talk about pets using adjective agreements</p> <p>In the cafe. Short role-play in a cafeteria</p>	
	<p style="text-align: center;"><b>Autumn Term – Long Ago and Far Away</b></p>		<p style="text-align: center;"><b>Spring Term –A World of our Own</b></p>		<p style="text-align: center;"><b>Summer Term – Into the Unknown</b></p>	
<h1>Year 5</h1>	<p style="text-align: center;"><b>Living Amongst The Stars (Space/The Greeks)</b></p>		<p style="text-align: center;"><b>Settlements - why do people move? Colonialism/ Migration/Refugeeism</b></p>		<p style="text-align: center;"><b>The Unknown Time Traveller Life with the Anglo Saxons and Vikings</b></p>	
	<p style="text-align: center;"><u>Key Texts:</u></p> <p>Adventures of Odysseus</p> <p>Trojan War</p>	<p style="text-align: center;"><u>Enrichment:</u></p> <p>Greek day in school</p> <p>Use of Greek artefact box</p> <p>Mobile planetarium</p>	<p style="text-align: center;"><u>Key Texts:</u></p> <p>The Journey</p> <p>Windrush</p>	<p style="text-align: center;"><u>Enrichment:</u></p> <p>Visit to Crawley High Street for Geography surveys</p>	<p style="text-align: center;"><u>Key Texts:</u></p> <p>Monster Slayer</p> <p>Viking Boy</p>	<p style="text-align: center;"><u>Enrichment:</u></p> <p>Forest School</p> <p>Viking day</p> <p>Artefact box</p>

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	<u>English</u>	<u>Maths</u>	<u>English</u>	<u>Maths</u>	<u>English</u>	<u>Maths</u>
	<p>Playscripts</p> <p>Non-fiction - Space</p> <p>Greek Myth (IW)</p> <p>Newspaper Report</p>	<p>Place value - value of decimal numbers</p> <p>How many tenths in whole/hundredths etc?</p> <p>Addition and Subtraction – mental and written calculations</p> <p>Multiply and divide numbers by 10 and 100 (inc decimals)</p>	<p>Poetry in a range of forms</p> <p>Persuasive letter leaflet</p> <p>Balanced Argument</p> <p>Diary Entry (IW)</p>	<p>Factors and multiples</p> <p>Formal written methods for multiplication and division</p> <p>Fractions of quantities and equivalent fractions</p>	<p>Wanted Poster</p> <p>Narrative rewriting an ending of a story</p> <p>Vikings non-chronological report</p> <p>Diary entry</p>	<p>Year 4 geometry catch up (coordinates, symmetry)</p> <p>Compare, estimate, measure and draw angles</p> <p>Compare and calculate area of rectangles</p> <p>Statistics</p>
	<u>Science</u>	<u>Computing</u>	<u>Science</u>	<u>Computing</u>	<u>Science</u>	<u>Computing</u>
	<p>Earth and Space</p> <p>Properties and Changes of Materials</p>	<p>Vector drawing</p> <p>Flat File Databases (J2 data)</p> <p>Phishing scams &amp; in-game</p>	<p>Properties and Changes of Materials ctd</p> <p>Living things and their habitats</p>	<p>Scratch Quizzes</p> <p>Video Editing (iMovie)</p> <p>Phishing scams &amp; in-game messages</p> <p>E-Safety</p>	<p>Forces</p> <p>Animals, including humans</p>	<p>Tinkercad <a href="#">DT link</a></p> <p>Crumble Coding</p> <p>Phishing scams &amp; in-game</p>

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		messages E-Safety				messages E-Safety
<u>Humanities</u> <u>History (main focus)</u>		<u>Humanities</u> <u>Geography (main focus)</u>		<u>Humanities</u> <u>History (main focus)</u>		
<p>The Ancient Greeks- what were their achievements?                  Who were the Greeks and what did they contribute to the world?                  How has modern life been affected by the ancient Greeks?</p> <p style="text-align: center;"><u>Geography</u></p> <p>Where is Greece in the world?                  Which continent is it in? What is the climate like there? Topographical features</p>		<p>Why do people move? Physical and human geography.                  Settlements. Refugeeism.                  Enquiry: How can we make Crawley High Street a high street for the future? - geographical enquiry unit)</p> <p style="text-align: center;"><u>History</u></p> <p>What was the Windrush? Where did it get its name from? How is Britain more multi-cultural now than in war times? Why is this?                  Why have people chosen to leave their homes to travel to new countries?</p>		<p>The Anglo Saxons and Vikings                  Why did the Anglo Saxons and Vikings come to Britain? Were they only attackers and fighters? How vicious were the Vikings? When did they invade? Where did they settle? How long did they stay for? What did they bring? How has Britain changed because of the invasion?</p> <p style="text-align: center;"><u>Geography</u></p> <p>Where do people invade from? Why would they invade a new place? How are the locations different?</p>		
<u>Religious Education</u>		<u>PSHCE</u>		<u>Religious Education</u>		<u>PSHCE</u>
<p><b>What do Muslims believe?</b> (¾ term)                  (Linked to and building from Y2 learning)                  Including:                  Why they live the way they live</p>		<p>Growth mindset and new beginnings</p> <p>What makes up a person's identity? / Is it</p>		<p><b>Why do people make pilgrimages?</b> (½ term – comparison unit)                  Link to Muslim faith from Autumn term                  Pilgrimages from different faiths and non-religious</p>		<p>Anti-Racism for ¾ of term</p> <p>What decisions can people make with money?- 2/3 weeks</p>
				<u>Religious Education</u>		<u>PSHCE</u>
				<p><b>What are people's perceptions of Jesus?</b>                  (whole term)                  Including:                  How Jesus saw himself – The I Am statements                  What the Bible tells us about him</p>		<p>How can we grow and change? (puberty)</p>

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	<p>An in depth look at 5 pillars 99 beautiful names of Allah Visit to Mosque The link between the Abrahamic faiths *** <b>Who was involved in the Christmas story?</b> (4 weeks) Including: Viewpoints of different people Different stories from the gospels Symbolism of imagery</p>	<p>true that everyone is unique and everyone is equal?  How can drugs common to everyday life affect health?</p>	<p style="text-align: center;">*** <b>What are the important milestones in the journey of life?</b> Rites of passage – the journeys of life (½ term comparison unit)</p>		<p>What do other faiths say about him? Use of artwork about Jesus – stereotypical views</p>	<p>How can friends communicate safely? (online safety)</p>
	<p><u>Art</u></p> <p>Digital Art – Greek Myths</p>	<p><u>DT</u></p> <p>3D Textile product - Eyemasks</p>	<p><u>Art</u></p> <p>Multi-media collage</p>	<p><u>DT</u></p> <p>Cooking and Nutrition – pasties</p>	<p><u>Art</u></p> <p>Painting with Acrylic and Texture (Gesso)</p>	<p><u>DT</u></p> <p>Mechanical systems – cams pulleys and gears</p>
	<p><u>PE - Sports Skills</u></p> <p>Hockey &amp; Sports Hall athletics</p> <p>Netball</p> <p>Dance</p>	<p><u>Music</u></p> <p>Composition using class percussion (Aesop’s fables)</p> <p>Djembe/Samba:</p>	<p><u>PE - Sports Skills</u></p> <p>Gym/Primitive Reflexes</p> <p>Cricket</p> <p>Football &amp; Lacrosse</p>	<p><u>Music</u></p> <p>Guitar 1</p> <p>G,B,E strings &amp; reading tablature (TAB)</p> <p>Clarinet – continuation of</p>	<p><u>PE - Sports Skills</u></p> <p>Sports day preparation &amp; Basketball</p> <p>Tennis skills &amp; Rounders</p>	<p><u>Music</u></p> <p>Music Tech: GarageBand Unit 1</p> <p>Ensemble Playing using glockenspiel/</p>

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		Composing rhythmic ostinato	1Term2Learn skills learnt	Ukulele/ percussion
		<p style="text-align: center;"><u>MFL- Spanish</u></p> <p>Planets. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions.</p> <p>Weather. Describe the weather and present a weather forecast in Spanish.</p>	<p style="text-align: center;"><u>MFL - Spanish</u></p> <p>My house. Present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.</p> <p>Habitats. Pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.</p>	<p style="text-align: center;"><u>MFL - Spanish</u></p> <p>Clothes. Describe what you are wearing and might pack in your suitcase for a holiday.</p> <p>Vikings. Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves in the foreign language. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.</p>
		<b>Autumn Term – Long Ago and Far Away</b>	<b>Spring Term – A World of our Own</b>	<b>Summer Term – Into the Unknown</b>
		<b>What was life like in WW2?</b>	<b>Our Changing World: Natural and Man-made Disasters</b>	<b>The Unknown Within How do our amazing bodies work?</b>
<h1>Year 6</h1>	<u>Key Texts:</u>	<u>Enrichment:</u>	<u>Key Texts:</u>	<u>Enrichment:</u>
	Letters from the Lighthouse  War Poetry  Rose Blanche	Evacuee Day  PGL  Forest School	Alma (video)  Dr K Fisher books  Natural disaster  Darwin's Dragons	Pig Heart Boy  Playscript from Y6 production  Y6 Performance

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						Cycling Proficiency
	<p style="text-align: center;"><u>English</u></p> <p>Diary entry</p> <p>Setting description</p> <p>War poetry</p> <p>“How to be an evacuee” guide</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Place value</p> <p>Methods of calculation</p> <p>Fractions</p>	<p style="text-align: center;"><u>English</u></p> <p>Narrative - Alma</p> <p>Problem pages</p> <p>Writing to inform – documentary</p> <p>Narrative – Darwin’s Dragons</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Fractions</p> <p>Decimals and percentages</p> <p>Ratio geometry</p>	<p style="text-align: center;"><u>English</u></p> <p>Formal balanced arguments</p> <p>Informal steam of consciousness- writing in role</p> <p>Narrative</p> <p>Advertising</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Geometry</p> <p>Angles</p> <p>Additive and multiplicative relationships</p> <p>Solving problems with 2 unknown quantities (algebra)</p>
	<p style="text-align: center;"><u>Science</u></p> <p>Electricity</p> <p>Light</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Crumble</p> <p style="color: red;">DT link</p> <p>Systems and Networks</p> <p>Online scenarios - reply, block, report, ignore, be an upstander or to talk to a trusted adult – E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p>- Evolution and inheritance</p> <p>Living things and their habitats</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Spreadsheets</p> <p>Web Page Creation</p> <p>Online scenarios - reply, block, report, ignore, be an upstander or to talk to a trusted adult – E-Safety</p>	<p style="text-align: center;"><u>Science</u></p> <p>Animals including humans - Circulatory system (including heart dissection)</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Coding Variables (Scratch)</p> <p>3D Modelling (Tinkercad)</p> <p>Online scenarios - reply, block, report, ignore, be an upstander or to talk to a</p>

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					trusted adult – E-Safety
<p style="text-align: center;"><u>Humanities</u> <u>History (main focus)</u> Why did the war start? What was life like in Britain in WW2? The Jewish holocaust What was the legacy of WW2? <u>Geography</u> Maps of Europe to show countries involved in war Maps of UK – bombing and evacuation</p>		<p style="text-align: center;"><u>Humanities</u> <u>Geography (main focus)</u> Natural and man-made disasters. How natural disasters impact on human geography The impact of climate change. <u>History</u> What lessons can we learn from environmental episodes and disasters over the past 5/10/25/50 years? What have the causes been? What are the impacts? What do we notice about/from the patterns?</p>		<p style="text-align: center;"><u>Humanities</u></p>	
<p><u>Religious Education</u> <b>What do Sikhs believe?</b> (whole term) Including: Life as a Sikh child The 5 Ks Daily rituals Celebrations Places of worship</p>	<p style="text-align: center;"><u>PSHCE</u></p> <p>Growth mindset and new beginnings How do I see myself and how do other people see me?  How can social media influence people?  Social media, fake news and body image</p>	<p><u>Religious Education</u> <b>What can we learn from the Creation stories about caring for our environment?</b> (Comparison unit)  *** Who killed Jesus? A look at the different roles within the Easter story – possibly book a drama workshop</p>	<p style="text-align: center;"><u>PSHCE</u></p> <p>Whose responsibility is it to care for the environment?  What jobs could I do?</p>	<p><u>Religious Education</u> <b>How do inspirational people of faith change the world?</b> (Comparison unit) (½ term) Eg – Gandhi/ Mother Teresa/ Yusuf Islam etc *** <b>What do I believe?</b> This is me – reflections on faith learnings from their time at Primary Is faith just about religion?</p>	<p><u>PSHCE</u></p> <p>What makes a family? (RSE)  What will change as we become more independent? (transition)</p>

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					(link to PSHCE transition)	
	<u>Art</u>  Drawing – multimedia  Portraits Use of drawing mediums (charcoal/chalk/pastels) Collage background	<u>DT</u>  Computer Controlled systems	<u>Art</u>  Printing - Using different printing methods for different effects	<u>DT</u>  Mechanical and Electrical systems – using previous knowledge to ‘solve a problem’	<u>Art</u>  Colour and design for a message – graffiti art	<u>DT</u>  Cooking and Nutrition
	<u>PE - Sports Skills</u>  Hockey Basketball  Netball & Sports Hall athletics Gym	<u>Music</u> Recorder 4 Playing one of several parts using familiar notation.  Blues composition – 12 bar blues using G, C, D7 chords on guitar and blues scale on glockenspiel.	<u>PE - Sports Skills</u>  Football & Lacrosse  Tennis & Cricket	<u>Music</u> Composition for ensemble based around ‘Earth’ theme (vocal/tuned instruments and percussion.)	<u>PE - Sports Skills</u>  Sports day preparation & Tagging Games  Rounders & Teambuilding	<u>Music</u> Ensemble Performing.  Music Tech: GarageBand Unit 2
	<u>MFL- Spanish</u> In school. School subjects with opinions. Intro to time.		<u>MFL- Spanish</u>		<u>MFL- Spanish</u> Healthy eating. Pupils will learn the nouns and articles/determiners for 10	

## Northgate Long Term Curriculum

	<p>World war 2. Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand more Spanish by using cognates and language they are familiar.</p>	<p>The weekend. write and talk about weekend activities with the time and opinions. (use regular verbs)</p> <p>In the town. Pupils will learn the nouns and definite articles/determiners for 10 places around a town in Spanish. They will learn how to navigate around the town using directions and prepositions.</p>	<p>'healthy' and 10 'less healthy' foods, along with the 1<sup>st</sup> person singular conjugation of the high frequency verbs 'to eat' and 'to drink'.</p> <p>The world around us. Pupils will learn about other countries around the globe that speak Spanish. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries.</p>
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