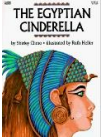
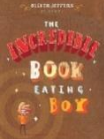
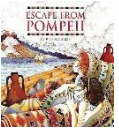

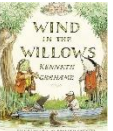

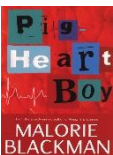


		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Events to Cover During Assemblies</b>		<b>Black History Month Remembrance Day</b>		<b>Waste Week Safer Internet Day</b>		<b>World Environment Day Healthy Eating Week</b>	
<b>PSHE/RSE Themes</b>		<b>Relationships</b>		<b>Health and Wellbeing</b>		<b>Living In The Wider World</b>	
		<b>Feelings &amp; emotions</b>	<b>Healthy relationships</b>	<b>Keeping safe</b>	<b>Healthy lifestyles</b>	<b>Taking care of the environment</b>	<b>Money matters</b>
<b>Whole School Topics (to begin the term)</b>		<b>MUSIC</b> Chosen genre – British Music		<b>ART</b>		<b>DESIGN &amp; TECHNOLOGY</b> Fairgrounds	
<b>Year 1/2</b>	<b>Book</b>	<b>Dogger</b> 	<b>Meerkat Mail</b> 	<b>Beegu</b> 	<b>Man on the Moon</b> 	<b>Wild</b> 	<b>Little Red Riding Hood</b>
	<b>Focus</b>	<b>History</b> Changes within living memory	<b>Geography</b> The location of hot and cold areas of the world	<b>Science</b> Materials	<b>History</b> Significant Individuals	<b>Science</b> Living things and their habitats	<b>Geography</b> Seasonal Change
	<b>Lead Question</b>	Why are iPads more fun than my grandparents' old toys?	What's it like to visit new places?	What does Beegu think of life on planet Earth?	Would you like to go to the moon?	What's it like outside in the wild?	What do wolves eat for dinner?
	<b>Additional Units/Skills</b>	Geography- Directions/ Compass Reading  Science- Working Scientifically	History and Art- Guy Fawks Painting  Science- Living things and their habitats.  DT- Sewing	Geography- human and physical features.  Art Look at Picasso- Aliens Painting  History- 100 year ago	Science-Balnced diet  Geography- Difference between towns,villages and cities.	History- Local area/ Study  Art- Sketches of flowers  DT- Food (Grow/cut)  Geography- UK	<i>History- Order artefacts by age. ICT- Picture</i>  Science-Classify thing by living, dead or never lived. Sources of food and food chains.  <i>Art- Drawing landscapes</i>

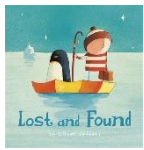

<p><b>Book</b></p>	<p><b>Egyptian Cinderella</b> </p>	<p><b>The Incredible Book Eating Boy</b> </p>	<p><b>Escape from Pompeii</b> </p>	<p><b>The Night Gardener</b> </p>	<p><b>Wind in the Willows</b> </p>	<p><b>The Promise</b> </p>
<p><b>Focus</b></p>	<p><b>History</b> Ancient Egypt and the achievements of the Early Civilisations (suggested teaching time Aut 1 &amp; 2)</p>	<p><b>Science</b> Digestive System</p>	<p><b>Geography</b> Volcanoes and Earthquakes</p>	<p><b>Science</b> Plants</p>	<p><b>Geography</b> Rivers</p>	<p><b>Science</b> Living things and their habitats</p>
<p><b>Key Questions</b></p>	<p><b>How can we recreate the wonder of Egypt?</b> How did the climate contribute to the success of farming across these civilisations? What was the importance of trade? How did rivers contribute to the success of these civilisations? Why did the civilisations decline?</p>	<p>What happens to the food we eat?</p>	<p>What makes Earth so angry?</p>	<p>What makes plants and flowers grow and flourish?</p>	<p>Why are so many of the world's cities situated on rivers?</p>	<p>Which animals and animals will thrive in our environment?</p>
<p><b>Additional Units/Skills</b></p>	<p><b>Geography Skills –</b> Locational knowledge</p> <ul style="list-style-type: none"> <li>Identify the position of the tropic of cancer and capricorn and equator</li> <li>Northern and Southern Hemisphere</li> <li>Rivers</li> </ul> <p><b>DT-</b></p> <ul style="list-style-type: none"> <li>Wood work – Pyramid maze</li> </ul>	<p><b>Art –</b></p> <ul style="list-style-type: none"> <li>Picasso cubism face artwork</li> </ul> <p><b>Additional Science-</b></p> <ul style="list-style-type: none"> <li>Animals Including Humans (Year <math>\frac{3}{4}</math> objective)</li> </ul>	<p><b>History Skills-</b></p> <ul style="list-style-type: none"> <li>Pompeii in the past and now</li> <li>Roman rule/empire</li> </ul>	<p><b>Geography Skills-</b></p> <ul style="list-style-type: none"> <li>Compass directions</li> <li>Orandance surveyry maps</li> </ul>	<p><b>Science-</b> States of Matter</p> <p><b>DT-</b></p> <ul style="list-style-type: none"> <li>Sewing</li> </ul>	<p><b>DT –</b></p> <ul style="list-style-type: none"> <li>Food (cooking)</li> </ul>

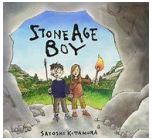
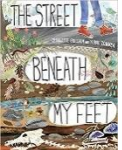
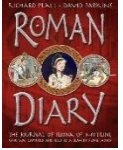
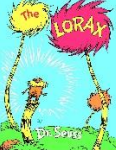
<b>Year 5/6</b>	<b>Book</b>	<b>Beowulf</b> 	<b>Pig Heart Boy</b> 	<b>Trash</b> 	<b>Man Who Walked Between Two Towers</b> 	<b>Viking Boy</b> 	<b>Spider and the Fly</b> 
	<b>Focus</b>	<b>History/Geog</b> Britain's settlement by Anglo-Saxons and Scots (suggested teaching time Aut 1 & 2)	<b>Science</b> The heart and the circulatory system	<b>Geography</b> A South American Study	<b>Science</b> Forces	<b>History</b> Vikings and Anglo-Saxon struggle	<b>Science</b> Living things and their habitats
	<b>Key Questions</b>	<b>Who were the Anglo-Saxons?</b> What happened to Britain when the Romans left? Why did the Saxons want to invade/relocate to Britain? How did the Saxons affect our local area?	<b>Why is our heart the most important pump we own?</b>	<b>Why is Brazil one of the world's most talked about countries?</b>	<b>Does what goes up always come down?</b>	<b>Were the Vikings always victorious and vicious?</b> Where did the Vikings come from and why? What did the Vikings leave us? What is the impact of the Anglo-Saxon and Viking struggle today? What was the consequence of Edward the Confessor's death?	<b>How can we find out if spiders and flies are related?</b>
	<b>Additional Units/Skills</b>	<i>Sc: CSI Investigators (Materials)</i>	<i>Geog/Hist Skills – Timelines and UK/Europe Maps</i>	<i>Sc: Nintendo Apprentice (Electricity)</i>	<i>Geog/Hist Skills – Timelines. World Mapwork – Biomes, Rivers, Mountains etc</i>	<i>Sc: Working Scientifically</i>	<i>Local Study – Northallerton and Locality – History and Geography</i>
<b>Additional Planning</b>							
<b>Maths</b>	Mastery and Reasoning Archimedes and White Rose Hub Planning						
<b>Computing</b>	ICT Curriculum Year Group Plans						
<b>Music</b>	Charanga Music Scheme Additional Musical Experiences: Y1/2 – Singing Y3/4 – Drumming Y5/6 – Instrumental Teaching						

French	Language Angels
PE	Alverton Long Term Planning
RE	Jigsaw RE
PSHE & RSE	Jigsaw PSHCE

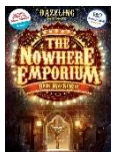

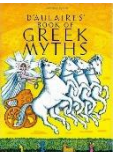

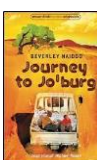
Alternatives: Y3/4 – Yo Vikings! – The Vikings



Alverton Long Term Plan – Topic Overview				Year 2 of 2 Year Rolling Programme 2024-25			
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events to Cover During Assemblies	Black History Month Remembrance Day			Waste Week Safer Internet Day		World Environment Day Healthy Eating Week	
PSHE/RSE Theme	Relationships			Health and Wellbeing		Living In The Wider World	
	Feelings & emotions	Valuing difference		Keeping safe	Growing & changing	Taking care of the environment	Rights & responsibilities
Whole School Topics (to begin the term)	MUSIC			ART		DESIGN & TECHNOLOGY	
Year 1/2	Book	Major Glad Major Dizzy 	The Rabbit Problem 	Lost and Found 	Traction Man 	Lila and the Secret of Rain 	Bog Baby 
	Focus	History Changes outside living memory	Science Seasonal change	Geography Location of Hot and Cold Places	Science Materials	Geography Non-European Country study	Science Animals, including humans
	Lead Question	What do we know about the Victorians and the way they lived?	Why are there so many leaves on the floor?	Why can't a penguin live near the Equator?	What would traction man use to build our school?	Where would you prefer to live: England or Africa?	Why are humans not like tigers?
	Additional Units/Skills	Science- Working Significantly  Art- Andy Warhol Keith Haring  Geography- Continents and Ocean. Use world maps and globes.	Geography- Weather Symbols  Art- Pauline boty  DT-Sewing  History-Beyond living memory Remembrance Day	History- Captain Cook Study  Science- Living things and their habitats / sources of food.	ICT- Picture (Shapes)  DT- Building school (materials)  History- Famous Woman Grace Darling  Geography- City, town and village	Science- Plants and seeds.  History- Artefacts	Art- Clay  DT- Food  Geography- Local area study  History-Differences in the local area

<b>Year 3/4</b>	<b>Book</b>	<b>Stone Age Boy</b> 	<b>Street Beneath My Feet</b> 	<b>Roman Diary</b> 	<b>The Pied Piper</b> 	<b>The Lorax</b> 	<b>Orion and the Dark</b> 
	<b>Focus</b>	<b>History</b> Changes in Britain from the Stone-Age to the Iron Age (suggested teaching time Aut 1 & 2)	<b>Science</b> Rocks	<b>History</b> Roman Empire and its impact on Britain (suggested teaching time Spr 1 & 2)	<b>Science</b> Sound	<b>Geography</b> Rainforests	<b>Science</b> Light and Dark
	<b>Key Questions</b>	<b>Who first lived in Britain?</b> Why is there no evidence of cave paintings in the UK? What was the impact of climate change on trade and Stone Age lifestyles? Why did people build 'henges'?	<b>What do rocks tell us about how Earth was formed?</b>	<b>Who were the Romans; what did we learn from them?</b> Why did the Romans want to invade Britain? How did the Romans travel from the south coast to Hadrian's Wall? Why did the Romans leave?	<b>Why is the sound of Little Mix enjoyed by many?</b>	<b>Why should the rainforests matter to us?</b>	<b>How far can you throw your shadow?</b>
	<b>Additional Units/Skills</b>	<b>Science</b> – Forces and magnets		<b>Science</b> – Electricity		<b>DT-</b> <ul style="list-style-type: none"> <li>3D Shoe box Rainforest diorama</li> </ul>	<b>Local Study working alongside the records office</b> – Northallerton and Locality – History and Geography



<b>Year 5/6</b>	<b>Book</b>	<b>Nowhere Imporium</b> 	<b>Arabian Nights Stories</b>	<b>Wonder</b> 	<b>Greek Myths</b> 	<b>Cosmic</b> 	<b>Journey to Jo'Burg</b> 
	<b>Focus</b>	<b>Science</b> Life Cycles – Animals Including Adults	<b>History/Geog</b> Non-European society - Baghdad	<b>Science</b> Inheritance	<b>History/Geog</b> Ancient Greece – Greek life and achievements and their influence on western world	<b>Science</b> Space	<b>History/Geog</b> British History beyond 1066 SLAVERY
	<b>Key Questions</b>	How different will you be when you are as old as grandparents?	Why was the Islam Civilisation the 'Golden Age? Trade and Travel Asia	Have we always looked like this?	<b>Why were the Ancient Greeks ruled by their Gods?</b> Were all Ancient Greeks the same? What did they leave behind? Did the Greeks travel?	Will Liam really be the next astronaut to land on the moon?	Why should we be ashamed of slavery in the past?
	<b>Additional Units/Skills</b>	HIst/Geog Skills Local Geography and History RAILWAYS	Sc: Working Scientifically	Hist/Geog Skills Biomes	Sc: Light up your Life - Light	HIst/Geog Skills GMT – Time Zones Temperature and Rainfall Timelines and Chronology	Sc: Do all animals and plants start as an egg?- Living Things and their Habitats
<b>Additional Planning</b>							
<b>Maths</b>	Convince Me Maths Archimedes and White Rose Hub Planning						
<b>Computing</b>	Computing Curriculum Year Group Plans						
<b>Music</b>	Charanga Music Scheme (see additional Music Long Term Plan) Additional Musical Experiences: Y1/2 – Singing Y3/4 – Drumming Y5/6 – Instrumental Teaching (recorders – using notation)						
<b>French</b>	Language Angels						
<b>PE</b>	Alverton Long Term Planning						
<b>RE</b>	Jigsaw RE						

Alternatives: Y3/4 – The Great Kapok Tree – rainforests

