English	Mathematics
Focus Text 1: 'Amazing Aliens' by Maria Richards (Talk for Writing text) **Hooks:** **Writing Focus:** Newspaper Report (log entries, advertisements); Instructions Exploring the text, 'Amazing Aliens' by Maria Richards, through Talk for Writing, children will: Imitate… ● Read the text as a class and discuss findings in small groups. ● Breakdown information into smaller parts and talk about it using pictures and story sequence displays. ● Use prompts to recite information to answer questions, ● Confidently present to the rest of the class. Innovate… ● Become ''Alien Experts' by talking like an expert. ● Write a glossary and understand how to use one. ● Alien word and adjective games. Invent… ● Write non-chronological reports ● Writing newspaper reports using When, Where, Who, What and When. **Focus Text 2:** The Boy, the Mole, the Fox and the Horse. By Charlie Mackesy 'Hooks: **Writing Focus:** Imitate… ● Read the text as a class and retell in small groups.. ● Confidently present to the rest of the class. ● Read, discuss and ask questions about a text to gain a better understanding ● Infer characters' thoughts and actions using evidence from the text Innovate… ● Design a positive/motivational affirmation in the style of Charlie Mackesy ● Make predictions based on information from the book. ● Find evidence from the text (or a visual image) to support a point of view. ● Answer questions about a text. ● Use drama techniques to explore a key moment in the plot. Invent… ● Write own version of the story. **Guided Reading - Text 1** 'The Hodgeheg' by Dick King-Smith ● notice new/interesting words ● apply problem solving strategies to complex words ● notice variety in layout/text features ● understand when author has used compare/contrast, cause/effect, etc. ● hot seat characters ● discuss different characters ● develop critical thinking skills ● analyze and evaluate text ● make predictions, ● ask questions, ● make connections between what they read and their own experience.	**Year 3 White Rose Maths** **Weeks 1-3: Place Value** ● Representing and partitioning numbers to 100 and then to 1000 using specific strategies and a range of resources. ● Using number lines to 100 and then to 1000. ● Working with numbers in the hundreds and then thousands. ● Understanding hundreds, tens and ones. ● Estimating within 100 and then 1000 using a number line. ● Comparing and ordering numbers to 1000. ● Counting in 50s. **Weeks 4-8: Addition and Subtraction** ● Applying number bonds within 10. ● Adding and subtracting 1s, 10s and 100s and then doing so across a 10 and a 100. ● Spotting patterns and connecting ideas. ● Adding and subtracting two numbers, including across a 10 and a 100. ● Exploring complements to 100, estimating answers, inverse operations and making decisions. **Year 4 White Rose Maths** **Weeks 1-5: Place Value** ● Representing and partitioning numbers to 1000 and then to 10,000 using a specific strategies and and range of resources. ● Using number lines to 1000 and then to 10,000. ● Working with numbers in the thousands up to 10,000 to solve a range of problems using specific strategies and a range of resources. ● Finding 1, 10, 100 and 1000 more or less, solving a range of problems. ● Comparing, ordering and estimating numbers to 10,000 using number lines. ● Exploring Roman Numerals. ● Exploring rounding to the nearest 10, 100 or 1000. **Weeks 5-7: Addition and Subtraction** ● Add and subtract 1s, 10s, 100s and 1000s. ● Explore addition with and without one or more exchanges. ● Explore subtraction with and without one or more exchanges. ● Find efficient ways of subtraction. ● Estimate answers. ● Check strategies through problem-solving and practical activities. **Week 8: Area** ● Find out about area and define 'area'. ● Count squares to find the area. ● Make shapes. ● Compare areas.

Text 2: 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson.
- Using a range of strategies to build understanding of a text.
- Retrieving information directly from the text.
- Searching for clues within the text helps to infer greater meaning and draw conclusions.
- Having rich discussions improves our understanding and offers opportunities for hearing different ideas.
- understand when author has used compare/contrast, cause/effect, etc.
- discuss different characters
- analyze and evaluate text
- make predictions,
- ask questions,

Science	PSHE/ RSE	PE

States of Matter
- Investigating the properties of solids, liquids and gases through 'hands-on', practical investigations and with the aid of scientific videos.
- Exploring changes of state through relatable examples and practical investigations such as melting chocolate, freezing and boiling water, dissolving sugar etc…
- Exploring temperature and the effect that it has on solids, liquids and gases through experiments, investigations and video aids.
- Developing scientific working skills through practical investigations, some elements of which are planned, prepared and resourced collaboratively.

Families and Relationships
- Recalling what we know already about what PSHE is and how we establish a safe and respectful learning environment for this subject.
- Learning about friendship issues and bullying through social stories, role play and discussions.
- Understanding the impact of negative interactions such as bullying, and how we have responsibilties as bystanders through stories, role play and discussions.
- Exploring stereotyping (gender, age, ability) and understanding how to avoid this in everyday life through games, social stories and discussions.
- Identifying and exploring the idea of healthy relationships with a focus on healthy friendships through discussions, art e.g. a poster advertising healthy friendships, role play, and writing, e.g. 'how to be a good friend', 'a poem about friendship'...
- Exploring the idea of trust and how to know when we can trust people through stories, games and role play.
- Respecting differences and celebrating them through open discussions, games and social stories.
- Exploring the theme of loss and discussing healthy ways to cope with bereavement through picture book stories, social stories, and discussions.

Invasion Games (Hockey)
We will be learning the basic skills players need to play hockey.
- pass, receive and travel with the ball with some control and accuracy.
- know how to win the ball back by tackling and intercepting.
- begin to use and create space to pass and receive the ball.
- know what they and their team needs to do to keep possession and contribute to this occasionally.
- identify some areas that could be improved in games.
- tackle confidently and safely.
- make changes that improve their team and individual performance.
- develop flexibility, strength, technique, control and balance.
- dribble with the ball.

Geography	RE	Art

Local Area Study: Hexham
- Our proximity to Hexham - why learn about our local area? Thinking about the importance of local geography.
- Locating Hexham on a map (Google Earth) - where in the world (planet, continent, country, county).
- Discovering the origins of Hexham - when and who, why: a brief history of Hexham in relation to why it was a good location for a town, using a range of resources.
- Posing and answering the questions, 'How has Hexham changed?' and 'Why?' using a range of reliable resources and including a local walk/ trip into Hexham.
- A study of the main features of Hexham town based on the trip into Hexham - importance of Egger, the high street and shops, the recreational sites.
- Hexham in the future - designing and planning new features for Hexham

What do Christians learn from the Creation Story? (Creation)
- Thinking about and discovering the 'wow' features of our world and the universe using a range of resources such as music, videos and photographs of the world and the universe to discuss and reflect.
- Listening respectfully and responding to the opinions of others about what is wonderful about our world.
- Responding to the Christian story of Creation (Genesis) and comparing what it says is wonderful about the world with what we think/ others think.
- Exploring ideas about how wonderful things have been taken care of, or how they have been neglected, and linking this with the Christian beliefs about Creation and their practice as a result.
- Exploring songs, hymns and stories about Creation and refelcting on our own beliefs.
- Exploring other ideas about how the world was created and reflect on how

Drawing: Growing Artists
- Exploring how artists use shape by looking at famous works of art and finding how shape is used.
- Creating tone by shading, using famous works of art to inspire, and using a range of mediums such as pencils and charcoal to explore and experiment with shading.
- Exploring and creating texture using a range of tools and colours, using the work of famous artists as inspiration.
- Developing observational drawing techniques and skills to draw plants and flowers, using and applying the shading and texture techniques explored previously.
- Creating abstract art (composition) using O'Keefe as inspiration, and applying the techniques explored so far to do so.
- Creating both large and small drawings, adding colour, tone, texture, observational or abstract features → create a 'final piece' using preferred

in the future based on developing understanding of Hexham, towns and the impact of such towns on local geography/ local communities.	we can look after the world regardless of beliefs. ● Through role play and drama, explore ideas about God and Christians in relation to Creation and how the world is or is not being taken care of/ how we do or do not take care of one another.	mediums and techniques. ● Evaluating existing and created pieces, and reflecting on their impact.
Music	**Computing**	**French**
Rock and Roll ● Discovering the origins of rock and roll music - when, where, who. ● Identifying what makes music, 'rock and roll', listening to a range of music genres and comparing their sound and style. ● Identify instruments used in rock and roll music by listening carefully and matching sounds to instruments (matching pairs/ Bingo-style game). ● Exploring the bass line using movement and instruments to do so. ● Expressing preferences - choosing a favourite rock and roll song to learn and perform, e.g. 'Sweet Child o'Mine' by Guns n Roses. ● Interacting with rock and roll music to move (jive), sing and play along. ● Developing performance-skills by joining in with rock and roll pieces, adding actions such as the hand jive, moving in time to different elements such as the bass, the beat…. Singing in time and performing with others. ● Local element - discovering local rock and roll musicians and stars from the North East.	**Computing Systems and Networks** **Year 3 - Networks** ● Exploring what a network is, using a range of resources including videos and interactive activities, including a 'network safari'. ● Exploring what a file is and how it moves around using videos and interactive activities, including role play/ physical representation of a file's journey. ● Exploring the internet - uses and purpose - and how it works, using videos, photographs, first-hand use, drawing ideas, and visual representations. ● Exploring the role of a router and understanding it's function. ● Exploring 'packet data' using puzzles as visual representations, and developing understanding of the role of packet data. **Year 4 - Collaborative Learning (Google)** ● Exploring collaboration and teamwork using online software (shared Google Docs), with physical representations first such as creating collaborative drawings/ stories etc… ● Creating effective slide presentations collaboratively and sharing them with others using Google software. ● Creating and sharing Google Forms. ● Creating and using shared spreadsheets to record and share data.	**French Greetings** ● Greeting someone and introducing ourselves in French through video examples and small group practice. ● Exploring different greetings for different times of day and night. ● Exploring ways of asking and answering questions in French, related to feelings and emotions. ● Exploring and performing French rhymes.

Forest School
● Exploring the woods. Forest school introduction/ rules/ song/ fire pit safety ● Exploring the woodland area ● To establish safety boundaries for the site and the fire pit area for future sessions. (PSHE) ● Dress appropriately for the weather and with increasing independence ● To establish safety boundaries for the site and the fire pit area for future sessions. ● Increasingly follow the rules, understanding why they are important ● Select and use a range of tools and equipment to perform practical tasks - fire lighting (DT) ● Select from and use a wide range of materials, textiles and ingredients, according to their characteristics (DT) ● Observe that some materials change state when heated (science) ● Understand seasonality , and know where and how a variety of ingredients are grown. ● Prepare and cook a variety of things using a range of cooking techniques - boiling and toasting (DT) ● Identify and describe the functions of different parts of flowering plants: root, stem, leaves and flowers - horse chesnut tree (science) ● Identify and name a variety of living things in their local environment (science) ● Select and use a range of tools and equipment to perform practical tasks - fire lighting (DT) ● Select from and use a wide range of materials, textiles and ingredients, according to their characteristics (DT) ● Evaluate their ideas and products - necklaces ● Describe, explain and analyse beliefs and practices. Recognising the diversity that exists. (RE) ● Select and use a wider range of tools and equipment to perform practical tasks - (DT) ● Select from and use a wider range of materials, textiles and ingredients, according to their characteristics (DT) ● Evaluate their ideas and products - broomsticks/ potions/ pumpkins