

















		Autumn	Spring		Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to:  apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
	Language Comprehension	Pupils should be taught to: <ul style="list-style-type: none">develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader's interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaningretrieve and record information from non-fictionparticipate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
	Text Types	Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
		Non-Fiction	Picture Books	Traditional Tales and Twists	Non-Fiction	Building Stamina	Contemporary Fiction
	CLPE	Wolves by Emily Gravett	The King Who Banned the Dark by Emily Haworth-Booth	The Frog Prince Continued by Jon Scieszka	Libba - The Magnificent Musical Journey of Elizabeth Cotton by Laura Veirs	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Boy at the Back of the Class by Onjali Q Rauf
Maths	Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion						
Science	Light	Animals including Humans	Rocks	Forces and Magnets	Plants	Electricity	
	Working Scientifically taught throughout the year: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none">asking relevant questions and using different types of scientific enquiries to answer themsetting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processesusing straightforward scientific evidence to answer questions or to support their findings.						
Computing	Computing Systems and Networks - Connecting Computers	Creating Media Stop-frame Animations	Programming A Sequencing Sounds	Data and Information – Branching Databases	Creating Media – Desktop Publishing	Programming B – Events and Actions in Programs	

Online Safety	Cyberbullying Computing: Online Safety: Cyberbullying Year 4 Lesson Pack 1 (twinkl.co.uk)	Emailing Computing: Online Safety: Emailing Year 3 Lesson Pack 4 (twinkl.co.uk)	Party Planners Computing: Online Safety: Party Planners Year 3 Lesson Pack 6 (twinkl.co.uk)	Copy Cats Computing: Online Safety: Copycats! Year 4 Lesson Pack 3 (twinkl.co.uk)	Keep it to Yourself Computing: Online Safety: Keep It to Yourself Year 3 Lesson Pack 3 (twinkl.co.uk)	Cyber Superheroes Computing: Online Safety: Cyber Superheroes Year 4 Lesson Pack 6 (twinkl.co.uk)
Geography		Rainforests		Rio and South East Brazil		Rivers (fieldwork opportunity)
History	What did the ancient Egyptians believe?		How have children's lives changed?		How did Benin compare to medieval Britain?	
Art		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance		Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork		Telling Stories Through Drawing and Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film
Design Technology	Mechanical Systems Levers and linkages		Electrical Systems Simple circuits and switches (including programming and control)		Food Healthy and varied diet (including cooking and nutrition requirements KS2)	
Music	The Dragon Song	Glockenspiel Stage 1	Bringing Us Together	Reflect, Rewind and Replay	Glockenspiel Stage 2	Blackbird
P.E.	Invasion Games Netball	Gymnastics	Dance	Games Cricket	Games Rounders	Athletics
R.E.	Why do people visit Durham Cathedral?		What do Christians believe about God?		What can we learn about Muslim worship and beliefs by visiting a mosque?	
RSE/ PSHE	Families & Relationships	Health & Wellbeing	Economic Wellbeing	Citizenship	Safety & the changing body	Transition
MFL	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	What's the Time?	Where in the World?
British Values	We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.					



SCHOOL MEMBER

