

|   |                        | Autumn  | Spring   | Summer                            |  |                                  |  |
|---|------------------------|---|--|-----------------------------------|--|----------------------------------|--|
| English: Reading, Writing, Spelling and V, G, P | Word reading           | <p>Pupils are taught to:</p> <ul style="list-style-type: none"><li>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</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p>Teaching of Word List (Year 3 &amp; Year 4) – p. 54, NC English PoS.</p> <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li></ul> <p>Teaching of Word List (Year 5 and Year 6) – p.61, NC English PoS</p>   |  |                                   |  |                                  |  |
|   | Language Comprehension | <p>Pupils are taught to continue to:</p> <ul style="list-style-type: none"><li>develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>using dictionaries to check the meaning of words that they have read</li><li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>identifying themes and conventions in a wide range of books</li><li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li><li>discussing words and phrases that capture the reader's interest and imagination</li><li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul></li><li>understand what they read, in books they can read independently, by:<ul style="list-style-type: none"><li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>asking questions to improve their understanding of a text</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>retrieve and record information from non-fiction</li><li>participate 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.</li></ul></li><li>understand what they read, in books they can read independently, by:<ul style="list-style-type: none"><li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>asking questions to improve their understanding of a text</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>retrieve and record information from non-fiction</li><li>participate 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.</li></ul></li><li>maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from understand our literary heritage, and books from other cultures and traditions</li><li>recommending books that they have read to their peers, giving reasons for their choices</li><li>identifying and discussing themes and conventions in and across a wide range of writing</li><li>making comparisons within and across books</li><li>learning a wider range of poetry by heart</li><li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul></li><li>understand what they read by:<ul style="list-style-type: none"><li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>asking questions to improve their understanding</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>identifying how language, structure and presentation contribute to meaning</li></ul></li><li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>distinguish between statements of fact and opinion</li><li>retrieve, record and present information from non-fiction</li><li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li></ul> <p>provide reasoned justifications for their views.</p> |  |                                   |  |                                  |  |
| CLPE  | Text Types             | <p>Texts 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. Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.</p>   |  |                                   |  |                                  |  |
|   |                        | Non-Fiction   | Building Stamina   | Picture Books                     | Non-Fiction                              | Poetry                           | Classic Texts                            |
|   |                        | Libba: The Magnificent Musical Life of Elizabeth Cotton<br>by Laura Veirs   | The Miraculous Journey of Edward Tulane<br>by Kate Dicamillo | Gregory Cool<br>by Caroline Binch | Shackleton's Journey<br>by William Grill | Dark Sky Park<br>by Philip Gross | Goodnight Mr Tom<br>by Michelle Magorian |

|                          |  |  |   |   |  |   |
|--------------------------|--|--|---|---|--|---|
| <b>Maths</b>             | 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   |  |   |   |  |   |
| <b>Science</b>           | <b>Sound</b>   | <b>States of Matter</b>  | <b>Forces</b>   | <b>Living Things and their Habitats</b>   | <b>Animals including Humans</b>  | <b>Properties and changes of materials</b>  |
|                          | <p>Working Scientifically taught throughout the year:</p> <p>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:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> |  |   |   |  |   |
| <b>Computing</b>         | <b>Computer Systems and Networks – Systems and Searching</b>   | <b>Creating Media – Video Production</b>   | <b>Programming A – Selection in Physical Computing</b>  | <b>Data and information - Flat File Databases</b>   | <b>Creating Media – Introduction to Vector Graphics</b>  | <b>Programming B – Selection in Quizzes</b>   |
| <b>Online Safety</b>     | <b>Too Much Information</b><br><a href="#">Computing: Online Safety: Too Much Information? Year 4 Lesson Pack 4 (twinkl.co.uk)</a>   | <b>The Online Community</b><br><a href="#">Computing: Online Safety: The Online Community Year 4 Lesson Pack 5 (twinkl.co.uk)</a>  | <b>Cyber Superheroes</b><br><a href="#">Computing: Online Safety: Cyber Superheroes Year 4 Lesson Pack 6 (twinkl.co.uk)</a> | <b>False Photography</b><br><a href="#">Computing: Online Safety: False Photography: Year 5 Lesson 4 (twinkl.co.uk)</a> | <b>Online Safety Story Planning</b><br><a href="#">Computing: Online Safety: Online Safety Story Planning Year 5 Lesson 5 (twinkl.co.uk)</a> | <b>Online Safety Comics</b><br><a href="#">Online Safety Lesson 6 For Year 5 Pack - Digital Literacy (twinkl.co.uk)</a> |
| <b>Geography</b>         |  | <b>Rainforests</b>   |   | <b>Rio and South-East Brazil</b>  |  | <b>Rivers</b><br>(fieldwork opportunity)  |
| <b>History</b>           | <b>What did the ancient Egyptians believe?</b>   |  | <b>What did the Greeks ever do for us?</b>  |   | <b>How did Benin compare to medieval Britain?</b>  |   |
| <b>Art</b>               |  | <b>Storytelling Through Drawing</b><br>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing |   | <b>Making Monotypes</b><br>Combine the monotype process with painting and collage to make visual poetry zones           |  | <b>Mixed Media</b><br>Landscapes<br>Explore how artists use a variety of media to capture the spirit of the place       |
| <b>Design Technology</b> | <b>Mechanical Systems</b><br>Levers and linkages   |  | <b>Electrical Systems</b><br>Simple circuits and switches (including programming and control)                               |   | <b>Food Healthy and varied diet</b><br>(including cooking and nutrition requirements KS2)  |   |

|                       |   |                               |  |                               |   |                             |
|-----------------------|---|-------------------------------|--|-------------------------------|---|-----------------------------|
| <b>Music</b>          | <b>The Fresh of Prince of Bel-Air</b>   | <b>Dancing in the Street</b>  | <b>Reflect, Rewind and Replay</b>  | <b>Glockenspiel (Stage 2)</b> | <b>Lean on Me</b>   | <b>Blackbird</b>            |
| <b>P.E.</b>           | <b>Invasion Games Netball</b>   | <b>Gymnastics</b>             | <b>Dance</b>   | <b>Games Cricket</b>          | <b>Games Rounders</b>   | <b>Athletics</b>            |
| <b>R.E.</b>           | <b>Why do people visit Durham Cathedral?</b>  |                               | <b>What can we learn about religious diversity in our area, eg Humanism?</b> |                               | <b>What is the Bible and why is it important to Christians? (Bible stories)</b> |                             |
| <b>RSE/ PSHE</b>      | <b>Families &amp; Relationships</b>   | <b>Health &amp; Wellbeing</b> | <b>Economic Wellbeing</b>  | <b>Citizenship</b>            | <b>Safety &amp; the changing body</b>   | <b>Transition</b>           |
| <b>MFL</b>            | <b>All Around Town</b>  | <b>On the Move</b>            | <b>Gone Shopping</b>   | <b>Where in the World?</b>    | <b>What's the Time?</b>   | <b>Holidays and Hobbies</b> |
| <b>British Values</b> | <p>We treat everybody equally.<br/>         We try to help other people.<br/>         We understand right from wrong.<br/>         We know that we are all special.<br/>         We understand the consequences of our actions.<br/>         We understand and respect the roles of people who many help us.<br/>         We listen to and respect other people's opinions and values.<br/>         We respect the culture and beliefs of others.</p> |                               |  |                               |   |                             |



SCHOOL  
MEMBER

