

		Autumn		Spring		Summer	
English: Reading, Writing, Spelling and V, G, P	Word reading	<p>Pupils should be 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>					
	Language Comprehension	<p>Pupils should be taught 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 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></ul></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>					
	Text Types	<p>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.</p> <p>CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.</p>					
		Picture Books	Non-Fiction	Building Stamina	Non-Fiction	Traditional Tales and Twists	Contemporary Fiction
	CLPE	The Tin Forest	One Plastic Bag	Noah Barleywater Runs Away by John Boyne	Bluest of Blues	Frog Prince Continued	Ice Bear
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	Animals including Humans	Rocks, Fossils and Soils	Electricity	Forces and Magnets	Plants	Light	
	<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>						
Computing	Computing Systems and Networks - Connecting Computers	Creating Media Animations	Programming A Sequencing Sounds	Data and Information – Branching Databases	Creating Media – Desktop Publishing	Programming B – Events and Actions	
Online Safety	Device-Free Moments	Putting a STOP to Online Meanness	Who Is in Your Online Community?	We the Digital Citizens Digital Trails	That's Private!	We the Digital Citizens Digital Trails	
Geography	Local area	Climate Zones	North America		Rainforests		

History	How have children's lives changed?		What did the ancient Egyptians believe?			How did the achievements of the Ancient Maya impact their society and beyond?
Art		<b>Storytelling through drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create <b>accordian</b> books or comic strips to retell poetry or prose through drawing.  <b>Laura Carlin, Shaun Tan</b>		<b>Working With Shape and Colour</b> "Painting with Scissors": Collage and stencil in response to looking at artwork <b>Henri Matisse, Claire Willberg Romare Bearden</b>		<b>Making Animated Drawings</b> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets <b>Manga/Manwha artists – Linking storyboards to anime</b>
Design Technology	<b>Mechanical Systems</b> Levers and linkages		<b>Food Healthy and Varied Diet</b> (including cooking and nutrition requirements KS2)		<b>Electrical Systems</b> Simple circuits and switches (including programming and control)	
Music		<b>The Dragon Song</b>		<b>Glockenspiel Stage 1</b>	<b>Glockenspiel Stage 2</b>	<b>Blackbird</b>
P.E.	Handball	Gymnastics	Dance	Handball Gymnastics	Volleyball	Athletics Orienteering
R.E.	Why do people visit Durham Cathedral?		What do Christians believe about God?		How do Hindus worship?	
RSE/ PSHE	My Happy Mind – Meet your Brain & Celebrate	My Happy Mind – Appreciate	My Happy Mind Relate & Engage	Diverse Britain	Digital Wellbeing	Growing Up
MFL	1-10, age, greetings (y3)	Time, 11-31, dates (y3)	All around Town, address, 10s, 100s, dictionary (Y4)	Family and Friends (Y3)	Our School (Y3)	On the move, transport, directions (Y4)
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

