

		Autumn	Spring		Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils are 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. Teaching of Word List (Year 3 & Year 4) – p. 54, NC English PoS. 📌 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. Teaching of Word List (Year 5 and Year 6) - p.61, NC English PoS					
	Language Comprehension	Pupils are taught to continue to: • 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 meaning 📌 retrieve and record information from non-fiction 📌 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. • 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 meaning 📌 retrieve and record information from non-fiction 📌 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. • maintain positive attitudes to reading and understanding of what they read by: 📌 continuing to read and discuss an increasingly 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 📌 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 📌 recommending books that they have read to their peers, giving reasons for their choices 📌 identifying and discussing themes and conventions in and across a wide range of writing 📌 making comparisons within and across books 📌 learning a wider range of poetry by heart 📌 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 • understand what they read by: 📌 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 📌 asking questions to improve their understanding 📌 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 📌 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 📌 identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 provide reasoned justifications for their views.					
		Text Types	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.				
			Picture Books	Non-Fiction	Building Stamina	Non-Fiction	Poetry
CLPE	The Little Island by Smriti Prasadam-Halls	Libba: The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs	The Miraculous Journey of Edward Tulane by Kate DiCamillo	Here we are by Oliver Jeffers	Being Me by Liz Brownlee, Matt Goodfellow and Laura Mucha	Harry Miller's Run by David Almond	

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	Living Things and their Habitats	States of Matter	Sound	Forces	Properties and changes of materials	Animals including Humans
	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: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 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: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing	Computer Systems and Networks – The Internet	Programming A – Repetition in shapes	Creating Media Audio production	Computer Systems and Networks – Systems and searching	Programming B – Repetition in games	Creating Media – Video production
Online Safety	Your Rings of Responsibility <i>My Media Choices</i>	The Power of Words <i>Be a Super Digital Citizen</i>	Our Digital Citizenship Pledge <i>Keeping Games Fun and Friendly</i>	Is Seeing Believing? <i>A Creator's Rights and Responsibilities</i>	Password Power-Up <i>Private and Personal Information</i>	This Is Me <i>Our Online Tracks</i>
Geography	Local area – Co.Durham <i>(including fieldwork)</i>	Climate Zones	European Region		Rivers <i>(fieldwork opportunity)</i>	
History	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		British history 2: Why did the Romans settle in Britain?	British history 3: How hard was it to invade and settle in Britain?		British history 4: Were the Vikings raiders, traders or settlers?
Art		Typography and Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps		Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns		Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?

Design Technology	Structures Frame structures		Textiles Combining different fabric shapes (including computer aided design)		Electrical Systems Simple programming and control	
Music		Lean on me		Glockenspiel 2	Classroom Jazz 1	Living on a Prayer
P.E.	Handball	Dance	Gymnastics	Tag Rugby	Orienteering	Athletics
R.E.	How and why do people show care for others?		What does it mean to be a Humanist?		What is the Bible and why is it important to Christians?	
RSE/ PSHE	MyHappyMind Meet your brain & Celebrate	MyHappyMind Appreciate	MyHappyMind Relate & Engage	Money matters	Safety First	It's My Body
MFL	Recap on greetings, numbers, knowledge of France. All Around Town	On the Move	Gone Shopping	Where in the World?	Time / What's the Time?	Holidays and Hobbies
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.					



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