



| | | Autumn | Spring | Summer |
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| Reading | Word reading | ++ | | |
| | Comprehension | <p>Texts include: wide range of fiction, poetry, plays, non-fiction texts and reference books</p> <p>Dictionaries and thesaurus are used to develop vocabulary.</p> <p>Oxford Reading Scheme is used for progression in guided reading.</p> | | |
| Writing | Transcription | Spelling programme Read Write Inc Phonics and Oxford Owl Spelling Programme | | |
| | Composition | Writing: narrative and non- narrative | | |
| | VGP | Where appropriate, vocabulary, grammar and punctuation are taught within the context of texts studied. Some aspects of grammar and punctuation may be taught discretely. | | |
| Speaking and Listening | | Speaking and listening is encouraged in all lessons to develop language and communication skills; children have opportunities to discuss with talk partners, in a group and within the class. | | |
| Maths | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | |
| Science | | <p>Animals, including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks</p> <p>compare and group together rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed and recognise that soils are made from rocks and organic matter</p> | <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate how water is transported within plants.</p> <p>Light recognise that they need light in order to see things and that dark is the absence of light and how light is reflected from surfaces. Recognise that light from the sun can be dangerous and how to protect eyes. Understand how shadows are formed and find patterns in the way that the size of shadows change.</p> | <p>Plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Forces and Magnets</p> <p>Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other</p> |
| | | Working Scientifically – ongoing across the year | | |
| Computing | | <p>Computer Science – Be able to use a block program to make a simple programme using sequencing and timing.</p> <p>Inputs sets of instructions according to programming language and environment.</p> <p>IT – Be able to log in to computer system as and find their documents (personal drive)</p> <p>Know how to open shared documents and pictures.</p> <p>Digital Literacy – Use a simple password and be able to log in and out of websites used at school.</p> | <p>Computer Science – Use repeat loops to create a program to draw regular 2D shapes</p> <p>IT – Know how to use software to create a simple brochure or poster using a variety of content including headlines, text, pictures and graphics (Publisher).</p> <p>Know how to sequence and add to slides to make a simple presentation (PowerPoint)</p> <p>Digital Literacy - Know that some people are the internet should not be trusted.</p> <p>Know that concerns about what they see on-line should be reported to a trusted adult.</p> | <p>Computer Science – Begin to use conditionals.</p> <p>IT - Know how to sequence and add to slides to make a simple presentation (continued)/be able to create a meaningful document that contains both pictures and text (iMovie).</p> <p>Digital Literacy - Use a Search engine to find information given key words.</p> <p>Know which websites are useful and begin to understand that all might not be trustworthy.</p> <p>Know that using technology can sometimes be inappropriate.</p> |
| | | Ongoing: Independently be able to debug basic mistakes. | | |

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| History | <p>Who were Britain's first builders? NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements,</p> | <p>Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> | <p>How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations</p> |
| Geography | <p>Is the UK the same everywhere? - exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features</p> | <p>Why do we have cities? - name and locate cities of the UK, geographical regions using geographical skills using maps, atlases and globes</p> | <p>What makes the North East so special? – Locational study, location knowledge</p> |
| Geographical skills and fieldwork – on going across the year | | | |
| D.T. | <p>Eating Seasonally Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p> <p>Textiles – designing and creating cushion Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilize these new skills to design and make a cushion.</p> | <p>Structure – study, design and build an Egyptian pyramid Identify and learn about the key features of a structure, before designing and making a recycled-material (structure).</p> | <p>Mechanisms - produce a pneumatic toy. Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and diagrams.</p> |
| Art and Design | <p>Drawing and Painting Formal elements of Art -using geometry and different grade pencils to understand and use shading. Create pipe cleaners/ wire sculptures. Develop knowledge of great Artists Eg. Henry Moore, Marc Quinn</p> <p>Prehistoric Art – Learn about how and why art was created thousands of years ago. Apply and blend charcoal to create tone and texture.</p> | <p>Drawing and Painting Design, drawing craft, painting and art appreciation. Continue to develop observational drawing skills learning the difference between a tint and a shade.</p> | <p>Crafts – tie dying materials, creating T shirts. Creating mood boards as inspiration, learning to dye, weaving and sewing to create a range of effects using fabrics.</p> |
| Create sketchbooks to record observations | | | |
| Music | <p>Pulse and Rhythm: pupils to learn and understand pulse and rhythm from the basics of a rhythm box through to linear composition of rhythm. They will use note values from semibreve to quavers, with time signatures of 4/4. Skills will include clapping, following music as a class, as a smaller group and individually. Pupils will peer assess performances and all will be recorded.</p> | <p>Musical Notation: pupils to understand musical notation through the introduction of 3 notes, C, D and E. They will consolidate rhythm knowledge and be able to perform, and possibly compose, 3 note melodies in either ¾ or 4/4 time signature. Pupils will use boomwhackers and glockenspiels – possibly own instruments.</p> | <p>Compose and Explore: pupils will develop their composition work into vocal performances with basic accompaniment – ostinato. Pupils will create accompaniments to use alongside existing songs. Pupils will take part in active listening to help influence their ideas. Pupils will work towards a final class performance for the concert.</p> |
| MFL | <p>All About Me (QCA Unit 1) <i>Introducing self and family</i> <i>Greeting people</i> <i>Counting 1-12</i></p> | <p>Games and Songs (QCA Unit 2) <i>Saying what there is</i> <i>Giving opinions</i> <i>More counting (13-20)</i></p> | <p>Portraits (QCA Unit 4) <i>Saying what you and other people have or don't have</i> <i>Saying what something is or is like</i></p> |
| P.E. | <p>Games & Gymnastics Games & Dance</p> | <p>Dance Games & Gymnastics</p> | <p>Games Dance & Athletics</p> |



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| PSHE | Being Me in My World 'Who am I and how do I fit?' | Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this | Relationships Building positive, healthy relationships |
| | Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique | Healthy Me Being and keeping safe and healthy | Changing Me Coping positively with change |
| R.E. | How do Hindus worship? How and why is Advent important to Christians? | What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday? | What do Hindus believe and how does this affect the way they live their lives? |
| | Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus for all maintained schools | | |