



		Autumn	Spring	Summer
Reading	Word reading			
	Comprehension	<p>Texts include: wide range of fiction, poetry, plays, non-fiction texts and reference books            Dictionaries and thesaurus are used to develop vocabulary.            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><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the earth and other planets in relation to the sun.</li> <li>describe the movement of the moon relative to the earth.</li> <li>understand how day and night are caused by the earth's rotation.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>investigate the forces of gravity, air resistance, water resistance and friction.</li> <li>understand that levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>compare materials based on their properties of hardness, solubility, transparency, conductivity and response to magnets.</li> <li>dissolve materials and then recover a substance from the solution made.</li> <li>separate materials by filtering, sieving and evaporating.</li> <li>look at ways materials can be changed and whether these changes are reversible or not.</li> </ul>	<p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>describe the process of reproduction in some plants and animals.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> <li>learn about puberty and when and why this occurs.</li> <li>compare gestation (pregnancy) periods of different animals</li> </ul>
		<b>Working Scientifically</b> – ongoing across the year		
Computing		<p><b>Computer Science</b> – Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch</p> <p><b>IT</b> – To be able to share their work from their personal folder to work collaboratively with others.</p> <p>Know how to use software to create and effective poster or leaflet</p> <p><b>Digital Literacy</b> - appreciate how search results are ranked</p>	<p><b>Computer Science</b> – Uses loops to achieve goals</p> <p><b>IT</b> – Be able to select the best program for the task.</p> <p>Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel</p> <p><b>Digital Literacy</b> - Know that some people are the internet should not be trusted.            Know that concerns about what they see on-line should be reported to a trusted adult.</p>	<p><b>Computer Science</b> – Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slide in Powerpoint or Keynote for instance to create an interactive story)</p> <p><b>IT</b> - 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><b>Digital Literacy</b> - Use a Search engine to find information given key words.            Know which websites are useful and begin to understand that all might not be trustworthy.            Know that using technology can sometimes be inappropriate.</p>
		<b>Ongoing:</b> Independently be able to debug basic mistakes.		

<p><b>History</b></p>	<p><b>Were the Vikings Really Vicious?</b>  <b>NC ref:</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Focus:</b> This unit of work has a particular focus upon the skills of handling historical interpretations via an overview study of the Vikings and use of primary sources to support inference.</p> <p>Develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.</p>	<p><b>Who was making history in faraway places? – The Mayans</b>  <b>NC ref:</b> a non-European society that provides contrasts with British history – one study chosen from: AD 900; Mayan civilization.  <b>Focus:</b> The key features of a Mayan society in contrast to Britain at a similar time.  Chronological knowledge around contemporaneous development and duration.</p> <p>Use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry</p>	<p><b>How has Framwellgate Moor Changed? – A local mining study</b>  <b>NC Ref:</b> A local study  <b>Focus:</b> To know key features of the Framwellgate Moor in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event.</p> <p>To build skills of using historic environment, artefacts and oral history in an enquiry. To include maps, photographs, census if possible and other written records.</p> <p>To develop understanding of similarities and differences over time. To develop understanding of change over time.</p>
<p><b>Geography</b></p>	<p><b>What shapes my world? –</b>  <b>NC ref:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Focus:</b> Locations, and places showing evidence of physical and human processes in shaping the landscape</p> <p>Use of atlases and globes. Use of a variety of sources of geographical information- text, photographs, satellite images.</p>	<p><b>Where could we go? Fantastic Journeys around the world –</b>  <b>NC ref:</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Focus:</b> Physical geography at global scale including climate zones, biomes. Local knowledge – Longitude and Latitude, Equator, Time zones.</p>	<p><b>Where has my food come from? –</b>  <b>NC ref:</b> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Focus:</b> Knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production.</p>
<p><b>Geographical skills and fieldwork – on going across the year</b></p>			
<p><b>D.T.</b></p>	<p><b>Food</b>  Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p>	<p><b>Textiles</b>  Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye. Continue to gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it</p>	<p><b>Construction</b>  Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement.</p>



<b>Art and Design</b>	<p><b>Drawing</b> Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes e.g. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p><b>Painting</b> Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p><b>Printing</b> Use tools in a safe way.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Use print as a starting point to embroidery.</p> <p>Show experience in a range of mono print techniques.</p>
	<b>Create sketchbooks to record observations</b>		
<b>Music</b>	<p><b>Pulse and Rhythm:</b> 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><b>Musical Notation:</b> 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><b>Compose and Explore:</b> 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>
<b>MFL</b>	<p><b>On our way to School (QCA Unit 15)</b> Counting up to 100 Reinforce transport Giving directions How to spell – the alphabet</p>	<p><b>The Planets (QCA Unit 18)</b> Reinforce alphabet Describing colour/size and temperature Describing position Using intensifiers for opinions Giving reasons for opinions</p>	<p><b>Beach Scene (QCA Unit 16)</b> Reinforce describing colour and size Compare colours and sizes Describing what people are doing using the 3rd person of the present tense</p>
<b>P.E.</b>	<p><b>Games</b> <b>Dance</b></p>	<p><b>Games</b> <b>Gymnastics</b></p>	<p><b>Games</b> <b>Athletics</b></p>
<b>PSHE</b>	<p><b>Being Me in My World</b> 'Who am I and how do I fit?'</p> <p><b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p><b>Healthy Me</b> Being and keeping safe and healthy</p>	<p><b>Relationships</b> Building positive, healthy relationships</p> <p><b>Changing Me</b> Coping positively with change</p>
<b>R.E.</b>	<p><b>Why is Moses important to Jewish people?</b> <b>Why do Jewish people go to the synagogue?</b> <b>What are the themes of Christmas?</b></p>	<p><b>What do Christians believe about God?</b> <b>Why is the Last Supper so important to Christians?</b></p>	<p><b>How are Jewish beliefs expressed in the home? Why do people use rituals today?</b></p>
<p><b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus for all maintained schools</b></p>			