

		Autumn	Spring	Summer			
Topics:		Humans and Health	Fire!	Traditional Stories	Castles	Plants / Rainforest	The Sea / Space
Reading	Word reading	<b>Letters and Sounds</b> – Phase 5-6 <b>High Frequency Words</b>					
	Comprehension	<b>Texts include:</b> poetry, traditional stories, modern children's literature, stories by same authors, nonfiction texts, information texts, historical texts, newspapers, reference texts (dictionaries / thesaurus / encyclopedia), websites <b>Guided reading groups</b>					
Writing	Transcription	<b>Phonics</b> (letters and sounds) <b>Spelling patterns and skills</b> (see NC)					
	Composition	<b>Writing:</b> Narratives (real and fictional); Recounts; Information texts; Explanation texts; Instructional texts; Reports of different kinds (non-chronological, newspaper etc.) Dictionaries / word banks; Poetry for different purposes					
	VGP	See NC Appendix 2					
Speaking and Listening		See 12 Statutory statements in NC across a variety of experiences					
Maths		<b>Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry:</b> properties of shape, <b>Geometry:</b> position, direction and motion; <b>Statistics</b>					
Science		<b>Animals, including humans;</b> variation <b>Health and Growth</b>	<b>Uses of Everyday Materials</b> including changing materials	<b>Plants</b> – growth and variation <b>Living Things and Habitats</b> – habitats and food chains			
		<b>Seasonal Changes</b> (in local woodland / school area) <b>Working Scientifically</b> – on going across the year					
Computing		<b>Computer Science</b> - understand that algorithms are implemented as programs on digital devices Make routes using precise instructions <b>Programming:</b> Create and debug simple programs <b>Digital Literacy</b> : Use technology safely and respectfully <b>ICT</b> - use technology purposely to organise & manipulate digital content	<b>Computer Science</b> - understand that algorithms are implemented as programs on digital devices  <b>Digital Literacy:</b> recognise common uses of IT beyond school  <b>ICT</b> - use technology purposely to organise & manipulate digital content	<b>Computer Science</b> – use logical reasoning to predict the behavior of simple programs  <b>Digital Literacy</b> Use technology safely  <b>ICT</b> -use technology purposely to manipulate digital content			
History		<b>Changes within living memory and events beyond living memory:</b> Family trees / history <i>How have I changed? How has my family changed? How has our local area changed? How has our country changed?</i>  <b>Compare local area to another area:</b> Leadgate and London: Significant people, places and events e.g. Watling Wood e.g. Great Fire of London; Pypes' Diary	<b>Places in the past in the UK and around the world</b> (Villages, settlements, forts, palaces and castles)  <b>Events from beyond living memory</b> – Stories about castle battles and tournaments Invasions  <b>Significant people from the past:</b> Queens and Kings	<b>Lives of significant individuals national/international, possible comparison of aspects of life</b> – Who made history? Why? e.g. Florence Nightingale / Mary Seacole  <b>First Flight to Space Travel:</b> e.g. First flying machines, Neil Armstrong  <b>Prehistory:</b> Dinosaurs!			
Geography		<b>Geographical skills and fieldwork</b> – Around our school / surrounding environment (woods) Creating simple maps and using simple compass directions <b>Place knowledge:</b> Human and Physical geography of four countries of the UK	<b>Human and Physical geography</b> - exploring hot and cold areas, (Equator, North & South Poles.)  <b>Locational Knowledge</b> – 7 continents and 5 oceans – world maps	<b>Place knowledge</b> – Forests / rainforests in different countries. Focus on similarities and differences <b>Physical and human features</b> <b>Environmental geography:</b> human impact on natural landscapes			
		<b>Geographical skills and fieldwork</b> – on going across the year					
D.T.		<b>Food:</b> Where food comes from / Healthy Meals  <b>Textiles:</b> Hand puppets	<b>Structure:</b> Design and Make a castle  <b>Struct. / Mech.:</b> Shadow puppet theatre	<b>Mechanism</b> – Design and Make projects: e.g. birds / vehicles / planes / rockets			
Art and Design		<b>Painting, drawing, collage:</b> Places, Fire  <b>Sculpture and Modelling:</b> Human body shapes / 2D & 3D animals	<b>Drawing and painting</b> – using variety of different materials <b>Structure and Sculpture:</b> Textures and shapes in castles / buildings	<b>Printing</b> – linked to plants / sea <b>Collage</b> –sea-scape			
		<b>Studying different artists, craft-makers and designers linked to topics across curriculum</b> – on going across the year					
Music		<b>Listening and Singing</b> - animal songs and rhymes using descriptive language. Animal word-rhythm grids <b>Body sounds</b>  <b>Experimenting with Sounds</b> - descriptive music scapes / Using sounds to represent ideas	<b>Listening and Experimenting with Sound</b> – materials making sound ... Junk Percussion Band?  <b>Listening and responding</b> traditional songs / songs with actions Pulse and rhythm	<b>Listening and Singing</b> - World music/songs and dances linked to countries explored... <b>Sound scape:</b> jungle trail  <b>Creating musical structures</b> 'The Sea and Space':			
		Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery. (Durham Music Service)					
P.E.		<b>Fundamental Movement Skills (SAQ)</b> <b>Gymnastics &amp; Dance</b>	<b>Dance &amp; Gymnastics</b> <b>Games &amp; Gymnastics</b>	<b>Games &amp; Athletics</b> <b>Athletics &amp; OAA</b>			
R.E.		<b>Christianity:</b> Why is the Bible special to Christians? How and why is light important at Christmas? <b>Hinduism:</b> Story of Divali	What does it mean to belong in Christianity? How do Christians celebrate Easter?	How do Buddhists show their beliefs? What can we learn from the story of St Cuthbert?			
		<b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b>					

## Additional information relating to Computing

<p><b>Computing</b></p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices-</b> send Beebot to match animal cards/identify families of animals /<b>make routes using precise instructions</b> - animals/ weather symbols/ oceans continents – using sets of arrow cards to make instructions <b>Debug simple programs</b> – did it reach the right place? Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy SWGFL</b> Staying safe online - choosing appropriate websites. Leaving a digital trail/footprint</p> <p><b>IT Database</b> Branching database/database sorting and identifying animals</p>	<p><b>Computer Science - Understand that algorithms are implemented as programs on digital devices –</b> use of programming IPAD apps - Catos Hike Hopscotch ALEX- Using direction / map symbols ( G ) – treasure map</p> <p><b>Digital Literacy –</b> Cyberbullying – using technology respectfully. Effective searching</p> <p><b>IT - Use technology purposely to organize &amp; manipulate digital content</b> Database of solids / liquids and gases. Publisher/WP Advert for a job as an explorer/astronaut/- poster to advertise job. Hot seating as e.g. Christopher Columbus/Neil Armstrong – use easispeaks to prepare – video to record</p>	<p><b>Computer Science – Use logical reasoning to predict the behavior of simple programs –</b> use food chain pictures/geographical features/holiday pictures – predict sets of instructions – did it reach the correct place? If not debug. Use of Probot for more complex instructions and programs</p> <p><b>Digital Literacy</b> <b>Use technology safely</b> - Hectors World safety button – who to tell? Privacy</p> <p><b>ICT - Use technology purposely to manipulate digital content</b> WP – nonfiction texts / posters / information leaflets - habitats - publisher/PowerPoint/ photo story - physical geography/ living memories</p>
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