New Brancepeth Primary School

Curriculum Coverage

Cycle B

Y1/2 – B		Autumn	Spring	Summer
Novels		• Selection of tradition and Fairy Tales	• Where the Wild Things Are	• Lighthouse Keepers Lunch Stories • The Twits
Reading	**Word Reading**	Phonic programme - Letters and Sounds		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories, non-fiction texts (NC p 21)		
Writing	**Transcription**	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Short narratives (NC p24)		
	VGP	NC Appendix 2		
S&L		12 Statutory statements (NC p 17)		
Maths		See White Rose Plans		
Science		Animals including Humans (Y1) • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Seasonal Change • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies	Plants (Y1) • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees Seasonal Change • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies	Everyday Materials (Y1) • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties Seasonal Change • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies
Working scientifically		During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions		
History/Geography		Discover - How did The Great Fire of London start and spread?	Enquire – Are all Countries the same?	Create – What are the colour and sounds of the seaside?
Computing		See Purple Mash Mixed Age Planning		
RE		• What can we learn about Christianity from visiting a church? • Why are gifts given at Christmas?	• Why is Jesus special to Christians? • What is the Easter Story?	• What can we find out about Buddah?
PE		**Games –** 10-point hoops **Dance –** Cat Dance	**Gymnastics –** Families of Action **Games –** Piggy in the Middle	**Swimming (Summer 1)** **OAA -** Shipwrecked **Athletics –** Honey Pot
Art		Observational drawings e.g. self portrait	• Printing – from observation/imagination using different print techniques • Collage	• Painting –colour and pattern • Sculpture – re-cycled theme
DT		Produce a moving structure - drawbridge	• Cooking and nutrition	• Structure – Make a lighthouse
Music		Durham Music Service Sessions – Following Charanga Scheme of Work		

PHSCE/SRE			

Y3/4 – B		Autumn	Spring	Summer
Novels		• Stig of the dump • 'Ug'	• The Hedgehog	• James & the Giant Peach
Reading	**Word Reading**	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including novel and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	**Transcription**	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
S&L		12 Statutory statements (NC p 17)		
Maths		See White Rose Plans		
Science		Animals Including Humans (Y3) • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement Forces & Magnets (Y4) • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Plants (Y3) • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Light (Y3) • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change Living Things & their Habitats (Y4) • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things
Working scientifically		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.		
History/Geography		Discover - Would you rather live in the iron age or stone age?	Enquire - Did they mine in New Brancepeth? How did this shape our village?	Create – What can art tell you about the North East? (Pittman painters)
Computing		See Purple Mash mixed age planning		
RE		• How do Hindus worship? • How & Why is Advent important to Christians?	• What can we learn about Christian symbols & beliefs by visiting churches? • What do Christians remember on Palm Sunday?	• What do Hindus believe & how does it affect the way they live their lives?
French		All about me (QCA Unit 1) • *Introducing self and family* • *Greeting people*	Games & Songs (QCA Unit 2) • *Saying what there is* • *Giving opinions*	Portraits (QCA Unit 4)

	• *Counting 1-12*	• *More counting (13-20)*	• *Saying what you and other people have or don't have* • *Saying what something is or is like*
PE	**Swimming** **Games –** 3 Touch Ball **Dance –** Indian Delight	**Gymnastics –** Partner Work **Games –** On the Attack	**OAA –** Search & Rescue **Athletics –** Pass the baton, 3 jump challenge, Furthest 5
Art	**Drawing /painting/ sculpture** – Use a range of media to create Stonehenge	Drawing and Painting - Movement (linked to animals)	• **Architects & Designers** • **Printing –**
DT	**Structure** – make a window for Stig's den, make Stone Age tools/weapons/jewellery	Control – Make a book with moving parts (linked to a specific plant or animal)	**Textiles**
Music	Durham Music Service Sessions – Following Charanga Scheme of Work		
PHSCE			

Y4/5 – B		**Autumn**	**Spring**	**Summer**
Novels		TBC	TBC	TBC
Reading	**Word Reading**	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including novel and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	**Transcription**	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
S&L		12 Statutory statements (NC p 17)		
Maths		See White Rose Plans		

Y5/6 – B		Autumn	Spring	Summer
Novels		• Harry Potter • Rainforest Text?	TBC	TBC
Reading	Word Reading	NC Appendix 1 (NC p 43)		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books (NC p 43)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing focusing on audience, purpose and form (NC p 47/48)		
	VGP	NC Appendix 2		
S&L		12 Statutory statements (NC p 17)		
Maths		See White Rose Plans		
Science		Living things & their Habitats (Y5) • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals Animals including Humans (Y5) • describe the changes as humans develop to old age	Evolution & Inheritance (Y6) • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Properties & Changes of Materials (Y5) • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Electricity (Y6) • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram
Working scientifically		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 a 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		
History/Geography		Discover - How did the Anglo Saxons and Vikings struggle for the Kingdom of England?	Enquire - What does a journey from the River to the Sea look like?	Create - Why should we protect the beauty of the rainforests?

Computing	See Purple Mash Mixed age planning		
RE	• Why do people use ritual in their lives? • What do the Gospels tell us about the birth of Jesus?	• What is religion and what di different religions have in common? • Why are Good Friday & Easter Sunday the most important days for Christians?	• So, what do we now know about Christianity?
French	Beach Scene (QCA Unit 16) • *Reinforce describing colour and size* • *Compare colours and sizes* • *Describing what people are doing using the 3rd person of the present tense*	Our World (QCA Unit 20) • *Describing geographical features* • *Describing position of features* • *Reinforce the weather (present and future)* • *Use the superlative/Present the months*	The past & present (QCA Unit 22) • *Describing places* • *Comparing past and present* • *Saying how much or many things there are*
PE	**Games –** Calling the shots **Dance –** Invasion	**Swimming** **Gymnastics –** Group Dynamics **Games –** Wide Attack	**Swimming (Summer 2)** **OAA –** Crystal Star Challenge **Athletics –** Developing Athletics
Art	Printing - fossils Drawing – observational drawings and develop section details	Painting – Mountain landscapes Drawing and Collage	• Painting & Printing • Textiles –record an event using fabric as a media (mining banners)
DT	Mechanism – make a moving car model	Structure - make a shelter to survive in a mountain environment	• Cooking and nutrition - Healthy diet
Music	• Durham Music Service Sessions – Following Charanga Scheme of Work		
PHSCE			