




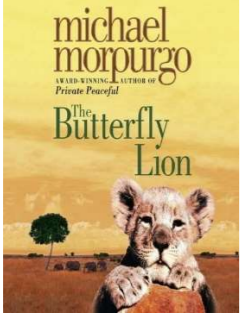
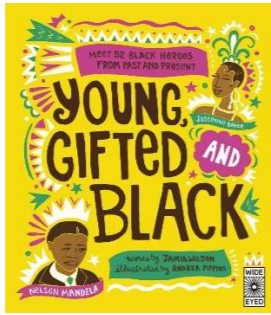
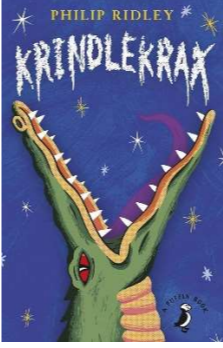
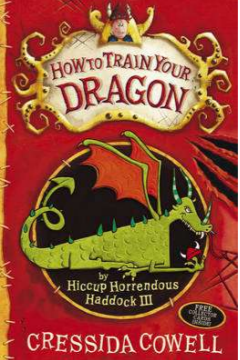


Long Term Plan 2024-2025

Year 3/4

Autumn Term		Spring Term		Summer Term	
 <p><b>Community Cam</b> Support others Appreciate each other</p>	 <p><b>Mindful Mo</b> Believe in yourselves Be Kind</p>	 <p><b>Engagement Eric</b> Think for yourselves Ask questions</p>	 <p><b>Independent India</b> Be brave Trust yourself</p>	 <p><b>Possibilities Parker</b> Try something new Keep going</p>	<p>Celebration of all Super Friends</p>
<p><b>Core texts being studied in guided reading:</b></p> <ul style="list-style-type: none"> <li>- The Butterfly Lion – Michael Morpurgo</li> <li>- Young, Gifted and Black – Jamia Wilson</li> </ul>		<p><b>Core texts being studied in guided reading:</b></p> <ul style="list-style-type: none"> <li>- Krindlekrax – Philip Ridley</li> </ul>		<p><b>Core texts being studied in guided reading:</b></p> <ul style="list-style-type: none"> <li>- How to train your dragon – Cressida Cowell</li> </ul>	
 					
<p>As <b>readers</b> we will practise reading skills across the year to include:</p> <p><b>Word Reading:</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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 <b>Develop positive attitudes to reading and understanding of what they read by:</b> 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] <b>Understand what they read by:</b> 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</p>					
<p>As <b>writers</b> we will study these units this term:</p> <ul style="list-style-type: none"> <li>• Retellings – alternative perspective</li> <li>• Biographies</li> <li>• Non-Chronological Reports</li> <li>• Narrative</li> </ul>		<p>As <b>writers</b> we will study these units this term:</p> <ul style="list-style-type: none"> <li>• Explanation texts – informal and formal</li> <li>• Prequels</li> <li>• Factual reports</li> <li>• Mystery narrative</li> </ul>		<p>As <b>writers</b> we will study these units this term:</p> <ul style="list-style-type: none"> <li>• Tourist brochures</li> <li>• Own version fantasy narrative</li> <li>• Newspaper reports</li> <li>• Narrative poems</li> </ul>	

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As **writers** we will practise these skills over the year:

**Year 3**

- I can write for a range of purposes.
- I can use tenses correctly and consistently.
- I can organise my writing into paragraphs sometimes correctly.
- I can describe settings and characters using expanded noun phrases.
- I can build cohesion within and across paragraphs using the following:  
Co-ordinating conjunctions. e.g. but, or, and, so

Adverbials. e.g. include when and where the verb happened. (As the clock struck midnight, the shadow moved across the graveyard.)

Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since

Pronouns to avoid repetition. e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

- I can use a range of punctuation mostly correctly:  
Full stops and capital letters.  
Commas in a list.  
Apostrophes for contractions.  
Inverted commas.  
Apostrophes for possession.  
Question marks and exclamation marks.  
Commas for clauses.  
Commas for fronted adverbials.
- I can spell some words from the Year 3/4 spelling list
- I can use a dictionary to check the spelling of uncommon or more ambitious words.
- I can write neatly and legibly.

**Year 4**

- I can write for a range of purposes.
- I can organise my writing into paragraphs.
- I can describe settings and characters using expanded noun phrases.
- I can use fronted adverbials. e.g. Deep in the jungle, a roar erupted.
- I can build cohesion within and across paragraphs using the following:  
Co-ordinating conjunctions. e.g. but, or, and, so

Adverbials. e.g. include when and where the verb happened. (As the clock struck midnight, the shadow moved across the graveyard.)

Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since

Pronouns to avoid repetition. e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

- I can use a range of punctuation mostly correctly:  
Full stops and capital letters.  
Commas in a list.  
Apostrophes for contractions.  
Inverted commas.  
Question marks and exclamation marks.  
Commas for clauses.  
Apostrophes for possession.  
Commas for fronted adverbials.
- I can spell most words from the Year 3/4 spelling list
- I can write neatly and legibly with joined letters.
- I can use a dictionary to check the spelling of uncommon or more ambitious words.
- I can use tenses correctly and consistently

As **Mathematicians** we will:

Conjecture: Yr 3 - Work out the 10th in a sequence. Describe multiple changes. Explain why. Identify rules when calculating. Begin to generate their own examples to find rules.  
Yr 4 - Work out the hundredth in a sequence. Use accurate Mathematical vocabulary to describe what is changing and what is staying the same. Begin to explain why with examples. Identify some rules when calculating using their own examples.

Convince: Yr 3 - Use the correct/accurate mathematical terminology to persuade others that their conjecture is correct. Begin to use examples to support their ideas.  
Yr 4 - Begin to use diagrams to persuade others that their conjecture is correct. Use examples and accurate mathematical terminology. Begin to connect Mathematical concepts together to support their explanations.

Organising: Yr 3 - Use venn diagrams and begin to use carrol diagrams to sort objects, shapes and numbers with multiple criteria. Understand what systematic means.  
Yr 4 - Sort objects, shapes, numbers and calculations using multiple criteria. Set their own criteria and begin to explain their choices. Use diagrams to support sorting. Begin to create their own tables and grids to record information systematically.

Classifying: Yr 3 - Explain why some items belong or do not belong in a group using mathematical vocabulary. Begin to explain why multiple criteria were used.  
Yr 4 - Explain their choices for multiple criteria. Describe what is the same and different in sets of calculations e.g. they all give the same answers; they all have answers that are multiples of 8. Classify different types of triangle and quadrilateral.

Imagine: Yr 3 - Organise their jottings to support problem solving. Begin to draw diagrams for support. Draw bar models, relationship triangles and part-part-whole diagrams to support with more complex problem solving.  
Yr 4 - Draw their own images to support their problem solving. Begin to use diagrams to explain patterns and rules.

Express: Yr 3 - Present a problem and a solution to a range of audiences and begin to explain their thinking.

Yr 4 - Present a problem and a solution to a range of audiences explaining their thinking. Challenge others mistakes in an appropriate way.					
Specialise: Yr 3 - Prove/disprove given rules by testing examples. With scaffolding, test in a systematic way. Yr 4 - Prove/disprove given rules by testing examples. Test in a systematic way.					
Generalise: Yr 3 - Identify rules for given examples and being to identify rules for their own examples. Record their rules. Yr 4 - Identify rules for their own examples and record them. Begin to link back to their examples to prove their rules.					
As <b>mathematicians</b> in Autumn 1 and Spring 2 we will study:		As <b>mathematicians</b> in Autumn 2 and Summer 1 we will study:		As <b>mathematicians</b> in Spring 1 and Summer 2 we will study:	
<b>Year 3</b> <b>Place Value:</b> <ul style="list-style-type: none"> <li>Represent numbers to 100</li> <li>Partition numbers to 100</li> <li>Number line to 100</li> <li>Hundreds</li> <li>Represent numbers to 1,000</li> <li>Partition numbers to 1,000</li> <li>Flexible partitioning of numbers to 1,000</li> <li>Hundreds, tens and ones</li> <li>Find 1, 10 or 100 more or less</li> <li>Number line to 1,000</li> <li>Estimate on a number line to 1,000</li> <li>Compare numbers to 1,000</li> <li>Order numbers to 1,000</li> <li>Count in 50s</li> </ul> <b>Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>Apply number bonds within 10</li> <li>Add and subtract 1s</li> <li>Add and subtract 10s</li> <li>Add and subtract 100s</li> <li>Spot the pattern</li> <li>Add 1s across a 10</li> <li>Add 10s across a 100</li> <li>Subtract 1s across a 10</li> <li>Subtract 10s across a 100</li> <li>Make connections</li> <li>Add two numbers (no exchange)</li> <li>Subtract two numbers (no exchange)</li> <li>Add two numbers (across a 10)</li> <li>Add two numbers (across a 100)</li> <li>Subtract two numbers (across a 10)</li> <li>Subtract two numbers (across a 100)</li> </ul>	<b>Year 4</b> <b>Place Value:</b> <ul style="list-style-type: none"> <li>Represent numbers to 1,000</li> <li>Partition numbers to 1,000</li> <li>Number line to 1,000</li> <li>Thousands</li> <li>Represent numbers to 10,000</li> <li>Partition numbers to 10,000</li> <li>Flexible partitioning of numbers to 10,000</li> <li>Find 1, 10, 100, 1,000 more or less</li> <li>Number line to 10,000</li> <li>Estimate on a number line to 10,000</li> <li>Compare numbers to 10,000</li> <li>Order numbers to 10,000</li> <li>Roman numerals</li> <li>Round to the nearest 10</li> <li>Round to the nearest 100</li> <li>Round to the nearest 1,000</li> <li>Round to the nearest 10, 100 or 1,000</li> </ul> <b>Addition and Subtraction:</b> <ul style="list-style-type: none"> <li>Add and subtract 1s, 10s, 100s and 1,000s</li> <li>Add up to two 4-digit numbers - no exchange</li> <li>Add two 4-digit numbers - one exchange</li> <li>Add two 4-digit numbers - more than one exchange</li> <li>Subtract two 4-digit numbers - no exchange</li> <li>Subtract two 4-digit numbers - one exchange</li> <li>Subtract two 4-digit numbers - more than one exchange</li> <li>Efficient subtraction</li> <li>Estimate answers</li> <li>Checking strategies</li> </ul>	<b>Year 3</b> <b>Multiplication and Division:</b> <ul style="list-style-type: none"> <li>Equal groups</li> <li>Use arrays</li> <li>Multiples of 2</li> <li>Multiples of 5 and 10</li> <li>Sharing and grouping</li> <li>Multiply by 3</li> <li>Divide by 3</li> <li>The 3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>The 4 times-table</li> <li>Multiply by 8</li> <li>Divide by 8</li> <li>The 8 times-table</li> <li>The 2, 4 and 8 times-tables</li> <li>Multiples of 10</li> <li>Related calculations</li> <li>Reasoning about multiplication</li> <li>Multiply a 2-digit number by a 1-digit number - no exchange</li> <li>Multiply a 2-digit number by a 1-digit number - with exchange</li> <li>Link multiplication and division</li> <li>Divide a 2-digit number by a 1-digit number - no exchange</li> <li>Divide a 2-digit number by a 1-digit number - flexible partitioning</li> <li>Divide a 2-digit number by a 1-digit number - with remainders</li> <li>Scaling</li> <li>How many ways?</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>Measure in metres and centimetres</li> </ul>	<b>Year 4</b> <b>Multiplication and Division:</b> <ul style="list-style-type: none"> <li>Multiples of 3</li> <li>Multiply and divide by 6</li> <li>6 times-table and division facts</li> <li>Multiply and divide by 9</li> <li>9 times-table and division facts</li> <li>The 3, 6 and 9 times-tables</li> <li>Multiply and divide by 7</li> <li>7 times-table and division facts</li> <li>11 times-table and division facts</li> <li>12 times-table and division facts</li> <li>Multiply by 1 and 0</li> <li>Divide a number by 1 and itself</li> <li>Multiply three numbers</li> </ul> <b>Measures</b> <ul style="list-style-type: none"> <li>What is area?</li> <li>Count squares</li> <li>Make shapes</li> <li>Compare areas</li> <li>Measure in kilometres and metres</li> <li>Equivalent lengths (kilometres and metres)</li> <li>Perimeter on a grid</li> <li>Perimeter of a rectangle</li> <li>Perimeter of rectilinear shapes</li> <li>Find missing lengths in rectilinear shapes</li> <li>Calculate the perimeter of rectilinear shapes</li> <li>Perimeter of regular polygons</li> <li>Perimeter of polygons</li> <li>Write money using decimals</li> <li>Convert between pounds and pence</li> <li>Compare amounts of money</li> <li>Estimate with money</li> <li>Calculate with money</li> <li>Solve problems with money</li> <li>Years, months, weeks and days</li> <li>Hours, minutes and seconds</li> <li>Convert between analogue and digital times</li> <li>Convert to the 24 hour clock</li> <li>Convert from the 24 hour clock</li> </ul>	<b>Year 3</b> <b>Fractions</b> <ul style="list-style-type: none"> <li>Understand the denominators of unit fractions</li> <li>Compare and order unit fractions</li> <li>Understand the numerators of non-unit fractions</li> <li>Understand the whole</li> <li>Compare and order non-unit fractions</li> <li>Fractions and scales</li> <li>Fractions on a number line</li> <li>Count in fractions on a number line</li> <li>Equivalent fractions on a number line</li> <li>Equivalent fractions as bar models</li> <li>Add fractions</li> <li>Subtract fractions</li> <li>Partition the whole</li> <li>Unit fractions of a set of objects</li> <li>Non-unit fractions of a set of objects</li> </ul>	<b>Year 4</b> <b>Fractions and Decimals</b> <ul style="list-style-type: none"> <li>Understand the whole</li> <li>Count beyond 1</li> <li>Partition a mixed number</li> <li>Number lines with mixed numbers</li> <li>Compare and order mixed numbers</li> <li>Understand improper fractions</li> <li>Convert mixed numbers to improper fractions</li> <li>Convert improper fractions to mixed numbers</li> <li>Equivalent fractions on a number line</li> <li>Equivalent fraction families</li> <li>Add two or more fractions</li> <li>Add fractions and mixed numbers</li> <li>Subtract two fractions</li> <li>Subtract from whole amounts</li> <li>Subtract from mixed numbers</li> <li>Tenths as fractions</li> <li>Tenths as decimals</li> <li>Tenths on a place value chart</li> <li>Tenths on a number line</li> <li>Divide a 1-digit number by 10</li> <li>Divide a 2-digit number by 10</li> <li>Hundredths as fractions</li> <li>Hundredths as decimals</li> <li>Hundredths on a place value chart</li> <li>Divide a 1- or 2-digit number by 100</li> <li>Make a whole with tenths</li> <li>Make a whole with hundredths</li> <li>Partition decimals</li> <li>Flexibly partition decimals</li> <li>Compare decimals</li> <li>Order decimals</li> <li>Round to the nearest whole number</li> <li>Halves and quarters as decimals</li> </ul> <b>Shape and Statistics</b> <ul style="list-style-type: none"> <li>Understand angles as turns</li> <li>Identify angles</li> </ul>

<ul style="list-style-type: none"> <li>• Add 2-digit and 3-digit numbers</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Estimate answers</li> <li>• Inverse operations</li> <li>• Make decisions</li> </ul>		<ul style="list-style-type: none"> <li>• Measure in millimetres</li> <li>• Measure in centimetres and millimetres</li> <li>• Metres, centimetres and millimetres</li> <li>• Equivalent lengths (metres and centimetres)</li> <li>• Equivalent lengths (centimetres and millimetres)</li> <li>• Compare lengths</li> <li>• Add lengths</li> <li>• Subtract lengths</li> <li>• What is perimeter?</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> <li>• Use scales</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms and grams</li> <li>• Equivalent masses (kilograms and grams)</li> <li>• Compare mass</li> <li>• Add and subtract mass</li> <li>• Measure capacity and volume in millilitres</li> <li>• Measure capacity and volume in litres and millilitres</li> <li>• Equivalent capacities and volumes (litres and millilitres)</li> <li>• Compare capacity and volume</li> <li>• Add and subtract capacity and volume</li> </ul>		<ul style="list-style-type: none"> <li>• Reasoning with fractions of an amount</li> </ul> <p><b>Shape and Statistics:</b></p> <ul style="list-style-type: none"> <li>• Turns and angles</li> <li>• Right angles</li> <li>• Compare angles</li> <li>• Measure and draw accurately</li> <li>• Horizontal and vertical</li> <li>• Parallel and perpendicular</li> <li>• Recognise and describe 2-D shapes</li> <li>• Draw polygons</li> <li>• Recognise and describe 3-D shapes</li> <li>• Make 3-D shapes</li> <li>• Interpret pictograms</li> <li>• Draw pictograms</li> <li>• Interpret bar charts</li> <li>• Draw bar charts</li> <li>• Collect and represent data</li> <li>• Two-way tables</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order angles</li> <li>• Triangles</li> <li>• Quadrilaterals</li> <li>• Polygons</li> <li>• Lines of symmetry</li> <li>• Complete a symmetric figure</li> <li>• Describe position using coordinates</li> <li>• Plot coordinates</li> <li>• Draw 2-D shapes on a grid</li> <li>• Translate on a grid</li> <li>• Describe translation on a grid</li> </ul>
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**As scientists - working scientifically we will:**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables
- Take measurements with accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present enquiry findings, including conclusions, casual relationships and explanations of a degree of trust in results in oral and written form
- Identify scientific evidence that has been used to support or refute ideas or arguments.

<p>As <b>scientists</b> we will study ...</p> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Notice some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- Observe how magnets attract or repel each other &amp; attract some materials &amp; not others</li> <li>- Compare &amp; group variety of materials on basis of attraction to a magnet &amp; identify magnetic materials</li> <li>- Describe magnets as having two poles</li> </ul>	<p>As <b>scientists</b> we will study ...</p> <p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>- Compare &amp; group together diff kinds of rocks on the basis of their appearance &amp; simple physical properties</li> <li>- Describe simply how fossils are formed when things that have lived are trapped within rock</li> <li>- Recognise soils are rocks &amp; organic matter</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light</li> <li>- Notice light is reflected from surfaces</li> </ul>	<p>As <b>scientists</b> we will study...</p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify &amp; describe functions of different parts of flowering plants: roots, stem/trunk, leaves, &amp; flowers</li> <li>- Explore the requirements of plants for life &amp; growth &amp; how they vary from plant to plant</li> <li>- Investigate way water is transported within plants</li> </ul> <p>Explore the part flowers play in the life cycle of plants</p>
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<ul style="list-style-type: none"> <li>- Predict if two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>- Identify that animals need right types &amp; amount of nutrition, &amp; that they get nutrition from what they eat</li> <li>- Identify that humans &amp; some other animals have skeletons &amp; muscles for support, protection &amp; movement</li> <li>- Describe functions of human digestive system</li> <li>- Identify diff types of human teeth &amp; their functions</li> <li>- Construct &amp; interpret a variety of food chains, identifying producers, predators &amp; prey</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that light from the sun can be dangerous &amp; that there are ways to protect their eyes</li> <li>- Recognise shadows are formed when the light from a light source is blocked by an opaque object</li> </ul> <p>Find patterns in way that the size of shadows change</p>	
<p>As <b>historians</b> we will :</p> <ul style="list-style-type: none"> <li>•Show an understanding of chronology and order of events, people and objects.</li> <li>•Place events, artefacts and historical figures on a time line using dates.</li> <li>•Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>•know that the past can be divided into different periods of time.</li> <li>•use a range of historical words to explain the passing of time.</li> <li>•pick out similarities and differences between different periods of time and know some significant dates.</li> <li>•Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>•Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>•Suggest causes and consequences of some of the main events and changes in history.</li> <li>•know and understand the historical events, people and changes of the period that I am studying.</li> <li>•Give some reasons for the main events and changes for the period that I am studying.</li> <li>•pick out and understand different ways that the past is shown.</li> <li>•devise historically valid questions.</li> <li>•use sources of information in ways that go beyond simple observations to help me answer questions about the past.</li> <li>•show how features of the past have been retold and interpreted in different ways.</li> <li>•Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>•understand how evidence is used to make historical claims.</li> <li>•pick out and put together information for the period that I am studying.</li> <li>•construct simple informed responses.</li> </ul>	<p>As <b>historians</b> we will :</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Know the features of a river.</li> <li>• Know how rivers and mountains are formed.</li> <li>• Discuss the relationship between human features and physical features.</li> <li>• Use grid references, keys and symbols to interpret a map.</li> <li>• Use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features.</li> <li>• Describe some physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Use maps to locate countries and continents.</li> <li>• Know how volcanoes and earthquakes occur.</li> <li>• Begin to understand plate tectonics.</li> <li>• Discuss the relationship between human features and physical features.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Describe physical and human characteristics of places in the world.</li> <li>• Make comparisons of physical features of regions in different areas of the world.</li> <li>• Make comparisons of human features of regions in different areas of the world.</li> <li>• Describe some physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe some human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources.</li> <li>• Understand geographical similarities and differences of areas.</li> <li>• Understand how climate effects landscape and environment.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries.</li> <li>• Use an 8 points on a compass independently.</li> </ul>	
<p>As <b>historians</b> we will study <b>Settlements</b> including....</p> <ul style="list-style-type: none"> <li>- Each time period is named after the main material used to make tools.</li> <li>- The Stone Age was from 15 000BC -3000BC in Britain.</li> <li>- The Bronze Age was from 3000BC – 825BC in Britain.</li> <li>- The Iron Age was from 825BC-34AD in Britain.</li> <li>- Dates can change as we discover new artefacts.</li> <li>- Modern historians have named these time periods.</li> <li>- Stonehenge was built in 2500BC.</li> <li>- At the beginning of the Stone Age, people were nomads.</li> <li>- The first evidence of farms in Britain from 5000BC.</li> <li>- Celts lived in Hillforts from 1000BC</li> </ul>	<p>As <b>historians</b> we will study <b>Invasions</b> including...</p> <ul style="list-style-type: none"> <li>- Romans invaded Britain in 43AD around the end of the Iron Age.</li> <li>- An invader is an army or country that uses force to enter and take control of another country.</li> <li>- The Roman army included people from all over their empire.</li> <li>- The Roman army was organised, well trained and had better armour.</li> <li>- The Romans brought these things to Britain: aqueducts, straight roads, towns, clean sanitation, advertising, Latin, money and Christianity.</li> <li>- Some Celts welcomed the Romans and some rebelled against them.</li> <li>- Britain had land, people to enslave and lots of metals – lead, zinc, tin, copper, silver and gold.</li> <li>- The empire ended when the rulers became more corrupt and the empire weakened.</li> <li>- 793AD The Vikings raided Lindesfarne.</li> <li>- Anglo Saxons in Britain from 410AD</li> </ul>	<p>As <b>Geographers</b> we will study <b>Why are we the Blue Planet?</b> including....</p> <p>Where is the Earth's water?  What is a river?  How does water change an environment?  How can we use maps to find water?</p>

	<ul style="list-style-type: none"> <li>- Britain was weak from the departure of the Romans and had plenty of good farmland.</li> <li>- Most Anglo Saxons and Vikings were farmers or traders.</li> <li>- Migration is the movement of people from one place to another.</li> <li>- Anglo Saxons and Vikings fought Alfred the Great created the Danelaw in 878AD</li> <li>- Britain was split into regions ruled by separate Viking or Anglo Saxon Kings.</li> <li>- Both societies were hierarchical.</li> <li>- Both groups were democratic.</li> <li>- 1013AD King Sweyn I is the first king of all England.</li> <li>- King Cnut 1016 was a Christian king.</li> </ul>	
<p>As <b>artists</b> we will...</p> <ul style="list-style-type: none"> <li>- Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design.</li> <li>- Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space.</li> <li>- Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work.</li> <li>- Develop specific and relevant vocabulary linked to art techniques.</li> </ul>		
<p>As <b>artists</b> we will ...</p> <p><b>Practical Knowledge –</b> Pupils will revise how grip can impact the control we have of a pencil, revise the parts of a pencil, know the definition of texture, line and shape, explore how marks can be used to create an impression of texture, explore how lines and shapes can create artistic impressions of facial features, learn to draw from observation, control a pencil with increased precision, learn how we can use shapes to support drawing and use value and texture whilst drawing.</p> <p><b>Theoretical Knowledge –</b> Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently.</p> <p><b>Disciplinary Knowledge –</b> Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.</p>	<p>As <b>artists</b> we will ...</p> <p><b>Practical Knowledge –</b> Revise primary colours, blend colours, revise complementary colours, revise parts of a brush, control a paintbrush with increased precision, know how to use watercolour paints and understand how they're different from acrylic paint, use a sketch to create guidelines for painting, identify shapes and lines whilst recreating an image.</p> <p><b>Theoretical Knowledge –</b> Learning about the work of illustrators, beginning to learn how technology can influence art, and understanding that making art can require courage and persistence.</p> <p><b>Disciplinary Knowledge –</b> Learn how art can impact society, learn about the discipline of illustration, evaluate our own work, learn to talk about art, learn</p>	<p>As <b>artists</b> we will ...</p> <p><b>Practical Knowledge –</b> Identifying shapes in forms, experimenting with various ideas, creating a pinch pot, moulding a 3D sculpture, and controlling a paintbrush with increased precision.</p> <p><b>Theoretical Knowledge –</b> How location influenced various Mexican artists and craft makers. Learning about how diverse artists were also influenced by where they lived.</p> <p><b>Disciplinary Knowledge –</b> Understanding how artists can be influenced, formally responding to a piece of art, peer and self-evaluations</p>
<p>As <b>designers</b> we will...</p> <ul style="list-style-type: none"> <li>- Develop planning and communication ideas</li> <li>- Work with tools, equipment, materials and components to make quality products (inc-food)</li> <li>- Evaluate processes and products</li> <li>-</li> </ul>		
<p>As <b>designers</b> we will <b>design a Shell structure and a healthy varied diet.....</b></p> <ul style="list-style-type: none"> <li>- Explore mechanical systems.</li> <li>- Draw a simple annotated design.</li> <li>- Start to generate ideas for design criteria.</li> <li>- Make a prototype and finished poster which has at least one lever/ linkage mechanism.</li> <li>- Evaluate what they did well on their product and things they could improve.</li> <li>- Explore how mechanical systems work.</li> <li>- Draw a design which uses annotations to add some detail.</li> <li>- Develop design criteria to inform the design of innovative products aimed at a particular audience.</li> <li>- Make a prototype and well finished poster which aims to have two lever/linkage mechanisms.</li> </ul>	<p>As <b>designers</b> we will investigate <b>Levers and linkages ....</b></p> <ul style="list-style-type: none"> <li>- Design and make a bread product with support and guidance.</li> <li>- Explain why choices were made after discussion with the teacher.</li> <li>- Have demonstrated some skills when making the product.</li> <li>- Use their experiences of food ingredients and cooking methods to help generate ideas.</li> <li>- Explain why they have chosen certain foods and processes and link them to their design criteria.</li> <li>- Produce an order of work which includes an annotated diagram and chosen equipment appropriately.</li> <li>- Make and evaluate their bread product against objective design criteria.</li> </ul>	<p>As <b>designers</b> we will investigate <b>electrical systems and Textiles.....</b></p> <ul style="list-style-type: none"> <li>-</li> <li>- Explain how Homan Walsh used a kite to help build the Niagara Falls Bridge.</li> <li>- Use research into the shape and parts of kites to develop simple design criteria.</li> <li>- Build simple frame structures.</li> <li>- Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.</li> <li>- Use research to create ideas and refine them to develop design criteria.</li> <li>- Build and join strong frame structures and stiffen materials.</li> <li>- Apply their understanding of where and how kites need stiffening</li> </ul>

<ul style="list-style-type: none"> <li>- Use design criteria to help guide the evaluation process.</li> <li>- Answer in detail a range of questions about mechanical systems, identifying the input and output.</li> <li>- Add detailed annotations to a design to show how different components move.</li> <li>- Base design criteria around the needs of the design brief.</li> <li>- Make a prototype and well-finished poster which uses up to three lever/linkage mechanisms.</li> <li>- Evaluate their product in detail against design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>- Explain how different events involving kites in design and technology have helped shape the world.</li> <li>- Use research to help prioritise ideas to create detailed design criteria.</li> <li>- Use a variety of materials and joining methods to strengthen and stiffen more complex structures.</li> <li>- Apply a detailed understanding of how to strengthen and stiffen e.g. that the central area of a kite needs stronger strengthening and the outside edges need lighter stiffening.</li> </ul>
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As **musicians** we will.....

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.

<p><b>Stone age:</b>  <b>Listening:</b> identify accuracy of rhythms played  <b>Composing:</b> read &amp; write rhythm notation, turn words into rhythms  <b>Performing:</b> follow graphic score &amp; western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call &amp; response, add actions  <b>Social:</b> sharing, consideration, inclusion, respect, leadership, support  <b>Emotional:</b> empathy, confidence  <b>Thinking:</b> provide feedback, use feedback to improve, creativity, select &amp; apply</p>	<p><b>Castles:</b>  <b>Listening:</b> identify instruments, identify inter-related dimensions  <b>Composing:</b> create rhythms, add actions, improvise melodies  <b>Performing:</b> ostinato rhythms, chant and play 2 part, 3 part &amp; 4 part rhythms, conducting, group ensemble, move to the pulse, call &amp; response, sing in character  <b>Social:</b> co-operate, supportive, respect, kindness, collaboration  <b>Emotional:</b> confidence, empathy, independence  <b>Thinking:</b> comprehension, problem solving, select &amp; apply, decision making</p>	<p><b>Volcanoes:</b>  <b>Listening:</b> identify the inter-related dimensions  <b>Composing:</b> add accompaniment, improvisation, write graphic notation, use the inter-related dimensions  <b>Performing:</b> follow graphic notation, perform as an ensemble  <b>Social:</b> sharing, collaboration, inclusion, respect, leadership, support  <b>Emotional:</b> confidence, independence  <b>Thinking:</b> feedback, explore, select &amp; apply, creativity</p>	<p><b>Greek Myths:</b>  <b>Listening:</b> identify inter-related dimensions, identify how the music makes you feel, appraise compositions, place music in history  <b>Composing:</b> improvise melodies, soundscapes  <b>Performing:</b> drone, group ensemble, solo, movement to the pulse, combine singing, dancing &amp; playing  <b>Social:</b> sharing, inclusion, respect, leadership  <b>Emotional:</b> confidence, empathy  <b>Thinking:</b> comprehension, remember and repeat, feedback, evaluate, select &amp; apply</p>	<p><b>Mayans:</b>  <b>Listening:</b> identify instruments, identify the inter-related dimensions  <b>Composing:</b> use rhythmic &amp; pitch notation, add accompaniments, improvisation  <b>Performing:</b> follow staff &amp; graphic notation  <b>Social:</b> sharing, acceptance, inclusion, respect, leadership, support  <b>Emotional:</b> empathy, confidence, perseverance  <b>Thinking:</b> observation, provide feedback, reflection, select &amp; apply, creativity</p>	<p><b>In the Garden:</b>  <b>Listening:</b> identify instruments, identify changes in pitch  <b>Composing:</b> rhythmic notation, pitch notation, add accompaniment  <b>Performing:</b> staff notation, graphic notation, play by ear, sing in unison  <b>Social:</b> kindness, respect, collaboration, co-operation, working safely  <b>Emotional:</b> confidence, independence, integrity  <b>Thinking:</b> comprehension, select &amp; apply, reflection, feedback, creativity</p>
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As **advocates for our faith and other faiths communities....**

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures*
- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.*
- *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.*

<p>In <b>RE</b> we will be studying...</p> <p><b>Creation/Fall and Gospel</b></p> <ul style="list-style-type: none"> <li>- <b>L2a.1 What do Christians learn from the Creation story?</b> By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>- Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul> </li> <li>- <b>L2a.4 What kind of world did Jesus want?</b> By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</li> <li>- Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> <li>- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</li> </ul> </li> </ul>	<p>In <b>RE</b> we will learn about ...</p> <p><b>Incarnation and Salvation</b></p> <ul style="list-style-type: none"> <li>- <b>L2a.3 What is the Trinity?</b> By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>- Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>- Give examples of what these texts mean to some Christians today.</li> <li>- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul> </li> <li>- <b>L2a.5 Why do Christians called the day Jesus died Good Friday?</b> By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>- Give examples of what the texts studied mean to some Christians.</li> <li>- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</li> </ul> </li> </ul>	<p>In <b>RE</b> we will study ...</p> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>- <b>L2.8 What does it mean to be a Sikh in Britain today?</b> By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>- Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</li> <li>- Make clear links between the Mool Mantar and Sikh beliefs and actions</li> <li>- Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</li> <li>- Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</li> <li>- Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</li> <li>- Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</li> <li>- Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today.</li> </ul> </li> </ul>
<p>In <b>computing</b> we will study....</p> <p><b>3D Design</b></p> <ul style="list-style-type: none"> <li>- Understand and use 3D space on a grid.</li> <li>- Design cities/towns for a purpose and to a budget.</li> <li>- Re-create or design familiar 3D models using cubes, such as tables and chairs.</li> <li>- Use chisel tool to improve and adapt models.</li> <li>- Colour individual blocks or whole models.</li> </ul> <p><b>Digital Art</b></p> <ul style="list-style-type: none"> <li>- Use various lines and fill tools plus copy/paste and rotation to create pattern effects. (Project 1)</li> <li>- Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. (Project 2)</li> <li>- Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics. (Project 3)</li> </ul>	<p>In <b>computing</b> we will ...</p> <p><b>Music Creation</b></p> <ul style="list-style-type: none"> <li>- Create ascending and descending scales.</li> <li>- Add chords evenly across the scales.</li> <li>- Add arepeggios and melodies.</li> <li>- Add a steady and even rhythm.</li> <li>- Use sampled sounds to create an effective mix.</li> <li>- Build beats, melody (tones) and effects.</li> </ul> <p><b>Comic Creation</b></p> <ul style="list-style-type: none"> <li>- Add, resize and organise colour or picture backgrounds.</li> <li>- Add, resize, organise characters/objects to different panels.</li> <li>- Add narration using text and direct speech using speech bubbles.</li> <li>- Save comic with name and title.</li> <li>- Add audio recordings</li> </ul>	<p>In <b>computing</b> we will ...</p> <p><b>Programming in Kodu</b></p> <ul style="list-style-type: none"> <li>- Create a 3D place using various design tools</li> <li>- Write a program to control a character using inputs</li> <li>- Write a program with conditions to create an if statement (If the character touches an object it will disappear)</li> <li>- Add a multi-player aspect</li> <li>- Write a program with variables (scoring system)</li> <li>- Program operators (equals) to achieve a score and win game.</li> </ul> <p><b>Document editing</b></p> <ul style="list-style-type: none"> <li>- Copy and paste text and images</li> <li>- Find and replace words</li> <li>- Format text for a purpose</li> <li>- Edit images inside documents</li> <li>- Add bullet points to make lists</li> <li>- Experiment with keyboard shortcuts</li> </ul>

		<p><b>Infographics</b></p> <ul style="list-style-type: none"> <li>- Understand what an infographic is and why we use them.</li> <li>- Search for and add suitable graphic elements.</li> <li>- Add and format suitable titles and text.</li> <li>- Label an image using arrows.</li> </ul> <p><b>Branching Databases</b></p> <ul style="list-style-type: none"> <li>- Add and label objects.</li> <li>- Ask questions to sort (classify) objects correctly.</li> </ul>
<p>In <b>PE</b> we will enjoy:</p> <ul style="list-style-type: none"> <li>- <b>Golf</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Throwing</li> <li>- Striking</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Organising &amp; self-managing a game, Respect, Supporting &amp; encouraging others, Communicating ideas &amp; reflecting with others</li> <li>- <b>Emotional:</b> Honesty &amp; fair play, Confident to take risks, Managing emotion</li> <li>- <b>Thinking:</b> Decision making, Using tactics, Identifying how to improve</li> </ul> <ul style="list-style-type: none"> <li>- <b>Football</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Dribbling</li> <li>- Passing</li> <li>- Receiving</li> <li>- Tackling</li> <li>- Creating and using space</li> <li>- Shooting</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Communication, Collaboration</li> <li>- <b>Emotional:</b> Perseverance, Honesty and fair play</li> <li>- <b>Thinking:</b> Planning strategies and using tactics, observing and providing feedback, selecting and applying skills</li> </ul> <ul style="list-style-type: none"> <li>- <b>Dodgeball</b></li> <li>- <b>Key skills: Physical</b></li> <li>- Throwing</li> <li>- Catching</li> <li>- <b>Key skills: SET</b></li> <li>- <b>Social:</b> Communication, teamwork, trust, inclusion, listening</li> <li>- <b>Emotional:</b> Confidence</li> <li>- <b>Thinking:</b> Planning, map reading, decision making, problem solving</li> </ul> <ul style="list-style-type: none"> <li>- <b>Yoga</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Balance</li> <li>- Flexibility</li> <li>- Strength</li> <li>- Mindfulness</li> </ul>	<p>In <b>PE</b> we will enjoy:</p> <ul style="list-style-type: none"> <li>- <b>Dance</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Actions</li> <li>- Space</li> <li>- Dynamics</li> <li>- Relationships</li> <li>- Performance</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b></li> <li>- <b>Collaboration Social:</b> Consideration and awareness of others <b>Social:</b> Social, respect, leadership</li> <li>- <b>Emotional:</b> Empathy, confidence</li> <li>- <b>Thinking:</b> Creating, observing and providing feedback, using feedback to improve, selecting and applying skills</li> </ul> <ul style="list-style-type: none"> <li>- <b>Tennis:</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Shots</li> <li>- Rallying</li> <li>- Footwork</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Communication, collaboration</li> <li>- <b>Emotional:</b> Perseverance, honesty and fair play</li> <li>- <b>Thinking:</b> Planning strategies and using tactics, selecting and applying skills, decision making</li> </ul> <ul style="list-style-type: none"> <li>- <b>Gymnastics</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Shapes</li> <li>- Balances</li> <li>- Rolls</li> <li>- Jumps</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Responsibility, collaboration, communication, respect</li> <li>- <b>Emotional:</b> Confidence</li> <li>- <b>Thinking:</b> Observing and providing feedback, selecting and applying actions, evaluating and improving sequences</li> </ul> <ul style="list-style-type: none"> <li>- <b>Fitness</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Strength</li> <li>- Speed</li> <li>- Agility</li> </ul>	<p>In <b>PE</b> we will enjoy:</p> <ul style="list-style-type: none"> <li>- <b>Swimming</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Strokes</li> <li>- Water safety</li> <li>- Breathing</li> <li>- <b>Key skills: SET</b></li> <li>- <b>Social:</b> Communication, supporting and encouraging others</li> <li>- <b>Emotional:</b> Determination</li> <li>- <b>Thinking:</b> Creating, decision making, using tactics</li> </ul> <ul style="list-style-type: none"> <li>- <b>OAA</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Balance</li> <li>- Running</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Collaboration, communication, respect</li> <li>- <b>Emotional:</b> Honesty</li> <li>- <b>Thinking:</b> Decision making, selecting and applying tactics</li> </ul> <ul style="list-style-type: none"> <li>- <b>Athletics</b></li> <li>- <b>Key Skills: Physical</b></li> <li>- Sprinting</li> <li>- Running over obstacles</li> <li>- Jumping for distance</li> <li>- Jumping for height</li> <li>- Push throw for distance</li> <li>- Pull throw for distance</li> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Collaborating with others, supporting others</li> <li>- <b>Emotional:</b> Perseverance, determination</li> <li>- <b>Thinking:</b> Observing and providing feedback</li> </ul> <p><b>Units covered by Get Set 4 PE</b>  Term 5 - Swimming, May Day  Term 6 – Tennis, Athletics</p>

<ul style="list-style-type: none"> <li>- <b>Key Skills: SET</b></li> <li>- <b>Social:</b> Communication, respect, supporting and encouraging others</li> <li>- <b>Emotional:</b> Confidence, perseverance, honesty</li> <li>- <b>Thinking:</b> Using tactics, selecting and applying skills, identifying strengths and areas for development</li> </ul> <p><b>Units covered by Get Set 4 PE</b> Term1 – <b>Golf, Football</b> Term 2 – <b>Dodgeball, Yoga</b></p>	<ul style="list-style-type: none"> <li>- Coordination</li> <li>- Balance</li> <li>- Stamina</li> <li>- <b>Key skills: SET</b></li> <li>- <b>Social:</b> Supporting and encouraging others, working collaboratively</li> <li>- <b>Emotional:</b> Perseverance, determination</li> <li>- <b>Thinking:</b> Analysing data</li> </ul> <p><b>Units covered by Get Set 4 PE</b> Term 3 – <b>Dance, Tennis</b> Term 4 – <b>Gymnastics, Fitness</b></p>	
<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>- <b>Me and my relationships</b></li> <li>- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>- Explain how different words can express the intensity of feelings.</li> <li>- Explain what we mean by a 'positive, healthy relationship';</li> <li>- Describe some of the qualities that they admire in others.</li> <li>- Recognise that there are times when they might need to say 'no' to a friend;</li> <li>- Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>- Demonstrate strategies for working on a collaborative task;</li> <li>- Define successful qualities of teamwork and collaboration.</li> <li>- Identify a wide range of feelings;</li> <li>- Recognise that different people can have different feelings in the same situation;</li> <li>- Explain how feelings can be linked to physical state.</li> <li>- Demonstrate a range of feelings through their facial expressions and body language;</li> <li>- Recognise that their feelings might change towards someone or something once they have further information.</li> <li>- Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> <ul style="list-style-type: none"> <li>- <b>Valuing Difference:</b></li> <li>- Define the terms 'negotiation' and 'compromise';</li> <li>- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>- •Understand that they have the right to protect their personal body space;</li> <li>- •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>- •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>- •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>- •Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>- <b>Keeping myself safe</b></li> <li>- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>- Identify situations which are either dangerous, risky or hazardous;</li> <li>- Suggest simple strategies for managing risk.</li> <li>- Identify images that are safe/unsafe to share online;</li> <li>- Know and explain strategies for safe online sharing;</li> <li>- Understand and explain the implications of sharing images online without consent.</li> <li>- Define what is meant by the word 'dare';</li> <li>- Identify from given scenarios which are dares and which are not;</li> <li>- Suggest strategies for managing dares.</li> <li>- Understand that medicines are drugs;</li> <li>- Explain safety issues for medicine use;</li> <li>- Suggest alternatives to taking a medicine when unwell;</li> <li>- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>- Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>- Describe stages of identifying and managing risk;</li> <li>- Suggest people they can ask for help in managing risk.</li> <li>- Understand that we can be influenced both positively and negatively;</li> <li>- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>- <b>Rights and Responsibilities</b></li> <li>- Explain how different people in the school and local community help them stay healthy and safe;</li> <li>- Define what is meant by 'being responsible';</li> <li>- Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>- Suggest ways they can help the people who keep them healthy and safe.</li> <li>- Understand that humans have rights and also responsibilities;</li> <li>- Identify some rights and also responsibilities that come with these.</li> <li>- Understand the reason we have rules;</li> <li>- Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>- Recognise that everyone can make a difference within a democratic process.</li> <li>- Define the word influence;</li> <li>- Recognise that reports in the media can influence the way they think about an topic;</li> <li>- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>- •Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>- •Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>- <b>Being my best</b></li> <li>- Identify ways in which everyone is unique;</li> <li>- Appreciate their own uniqueness;</li> <li>- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>- Give examples of choices they make for themselves and choices others make for them;</li> <li>- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>- Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell</li> <li>- Guide (formerly Eatwell Plate).</li> <li>- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>- Define what is meant by the word 'community';</li> <li>- Suggest ways in which different people support the school community;</li> <li>- Identify qualities and attributes of people who support the school community.</li> <li>- See link to external resources for further information</li> </ul> <ul style="list-style-type: none"> <li>- <b>Growing and Changing (Y3)</b></li> <li>- •Identify different types of relationships;</li> <li>- •Recognise who they have positive healthy relationships with.</li> <li>- •Understand what is meant by the term body space (or personal space);</li> <li>- •Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>- •Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>

<ul style="list-style-type: none"> <li>- List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>- Recognise potential consequences of aggressive behaviour;</li> <li>- Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>- Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>- Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<ul style="list-style-type: none"> <li>- •Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>- •Understand and explain the value of this work.</li> <li>- •Define the terms 'income' and 'expenditure';</li> <li>- •List some of the items and services of expenditure in the school and in the home;</li> <li>- •Prioritise items of expenditure in the home from most essential to least essential.</li> <li>- •Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>- •Understand how a payslip is laid out showing both pay and deductions;</li> <li>- •Prioritise public services from most essential to least essential.</li> </ul>	<ul style="list-style-type: none"> <li>- •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>- •Recognise how different surprises and secrets might make them feel;</li> <li>- •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>- •Recognise that babies come from the joining of an egg and sperm;</li> <li>- •Explain what happens when an egg doesn't meet a sperm;</li> <li>- •Understand that for girls, periods are a normal part of puberty.</li> <li>- See link to external resources for further information</li>   <li>- <b>Growing and Changing (Y4)</b></li> <li>- •Describe some of the changes that happen to people during their lives;</li> <li>- •Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>- •Suggest people who may be able to help them deal with change.</li> <li>- •Name some positive and negative feelings;</li> <li>- •Suggest reasons why young people sometimes fall out with their parents;</li> <li>- Take part in a role play practising how to compromise.</li> <li>- •Identify parts of the body that males and females have in common and those that are different;</li> <li>- •Know the correct terminology for their genitalia;</li> <li>- •Understand and explain why puberty happens.</li> <li>- •Recognise that babies come from the joining of an egg and sperm;</li> <li>- •Explain what happens when an egg doesn't meet a sperm;</li> <li>- •Understand that periods are a normal part of puberty for girls;</li> <li>- •Identify some of the ways they can cope better with periods.</li> <li>- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>- Recognise how different surprises and secrets might make them feel;</li> <li>- •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>- •Recognise that marriage includes same sex and opposite sex partners;</li> <li>- •Know the legal age for marriage in England or Scotland;</li> </ul>
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		<ul style="list-style-type: none"> <li>- •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
<p><b>Thinking Classroom:</b> What to do with a problem Why? <b>Growth Mindset:</b> From failure to success Bounce</p>	<p><b>Thinking Classroom:</b> Amazing Inventions What do I need to know? <b>Growth Mindset:</b> Doom words Mindset trumps</p>	<p><b>Thinking Classroom:</b> Show not tell I can't do it <b>Growth Mindset:</b> Fantastic elastic brain Learning cereals</p>
<p>As <b>Spanish speakers</b> we will learn about:</p> <ul style="list-style-type: none"> <li>- <b>Core vocabulary and 'I am learning Spanish and Little Red Riding Hood'</b></li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Appreciate stories, songs, poems and rhymes in the language.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>	<p>As <b>Spanish speakers</b> we will learn about:</p> <ul style="list-style-type: none"> <li>- <b>Ancient Britain</b></li> <li>- <b>Romans</b></li> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<p>As <b>Spanish speakers</b> we will learn about:</p> <ul style="list-style-type: none"> <li>- <b>Family</b></li> <li>- <b>Goldilocks</b></li> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing.</li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>- Appreciate stories, songs, poems and rhymes in the language.</li> <li>- Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>- Present ideas and information orally to a range of audiences.</li> </ul>

		<ul style="list-style-type: none"><li>- Read carefully and show understanding of words, phrases and simple writing.</li><li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>- Appreciate stories, songs, poems and rhymes in the language.</li></ul>
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