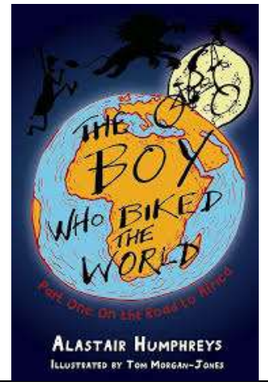
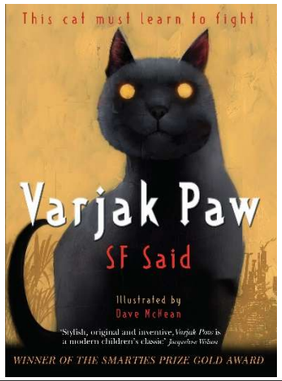
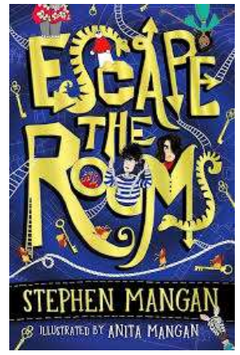
Long Term Plan

Year 3/4

Autumn Term	Spring Term	Summer Term
 **Community Cam** Support others Appreciate each other  **Mindful Mo** Believe in yourselves Be Kind	 **Engagement Eric** Think for yourselves Ask questions  **Independent India** Be brave Trust yourself	 **Possibilities Parker** Try something new Keep going	**Celebration of all Super Friends**
Core texts being studied in reading: - **The Boy Who Biked The World – Alastair Humphreys** 	**Core texts being studied in reading:** - **Varjak Paw – S.F Said** 	**Core texts being studied in reading:** - **Escape the Rooms – Stephen Mangan** 	

As **readers** we will practise reading skills across the year to include:

Word Reading:

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

Develop positive attitudes to reading and understanding of what they read by:

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]

Understand what they read by:

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

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As **writers** we will study these units this term:

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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** in Autumn 1 and Spring 2 we will study: **Place Value, Addition and subtraction, Multiplication and division and Area**	As **mathematicians** in Autumn 2 and Summer 1 we will study: **Fractions, Mass and Capacity, Length and perimeter and Time**	As **mathematicians** in Spring 1 and Summer 2 we will study: **Decimals, Money, Shape, Position and Direction, Statistics**
Place Value • Step 1 Hundreds, tens and ones • Step 2 Represent numbers to 1,000 • Step 3 Partition numbers to 1,000 • Step 4 Thousands • Step 5 Represent numbers to 10,000 • Step 6 Partition numbers to 10,000 • Step 7 Flexible partitioning • Step 8 Find 1, 10, 100 or 1,000 more or less • Step 9 Number lines to 1,000 • Step 10 Number lines to 10,000 • Step 11 Estimate on a number line • Step 12 Compare numbers • Step 13- Order numbers • Step 14- Round to the nearest 10 • Step 15- Round to the nearest 100 • Step 16- Round to the nearest 1,000 • Step 17- Round to the nearest 10, 100 or 1,000 • Step 18- Roman numerals **Addition and subtraction** • Step 1 Add and subtract 1s, 10s, 100s, 1,000s • Step 2 Add 1s, 10s, 100s, 1,000s across a boundary • Step 3 Subtract 1s, 10s, 100s, 1,000s across a boundary • Step 4 Make connections • Step 5 Add up to two 4-digit numbers – no exchange • Step 6 Add up to two 4-digit numbers (across a 10) • Step 7 Add up to two 4-digit numbers (across a 100) • Step 8 Add up to two 4-digit numbers (across a 1,000) • Step 9 Add numbers with a different number of digits • Step 10 Subtract up to two 4-digit numbers – no exchange • Step 11 Subtract up to two 4-digit numbers (across a 10) • Step 12 Subtract up to two 4-digit numbers (across a 100) • Step 13 Subtract up to two 4-digit numbers (across a 1,000) • Step 14 Subtract numbers with a different numbers of digits • Step 15 Complements to 100 and 1,000 • Step 16 Estimate answers • Step 17 Inverse operations • Step 18 Efficient methods **Multiplication and Division A** • Step 1 Arrays • Step 2 Sharing and grouping • Step 3 The 2, 5 and 10 times-tables • Step 4 The 4 times-table • Step 5 The 8 times-table • Step 6 The 2, 4 and 8 times-tables • Step 7 The 3 times-table • Step 8 The 6 times-table • Step 9 The 9 times-table • Step 10 The 3, 6 and 9 times-tables • Step 11 The 7 times-table	**Length and Perimeter** • Step 1 Measure in centimetres and millimetres • Step 2 Measure in kilometres and metres • Step 3 Kilometres, metres, centimetres and millimetres • Step 4 Equivalent lengths • Step 5 Add and subtract lengths • Step 6 What is perimeter? • Step 7 Calculate perimeter • Step 8 Perimeter of rectilinear shapes • Step 9 Calculate perimeter of rectilinear shapes • Step 10 Perimeter of polygons **Fractions A** • **Step 1** Understand denominators • **Step 2** Compare & order unit fractions • **Step 3** Understand numerators • **Step 4** Understand the whole • **Step 5** Fractions on a number line • **Step 6** Compare & order non-unit fractions • **Step 7** Equivalent fractions • **Step 8** Count beyond 1 • **Step 9** Partition a mixed number • **Step 10** Compare & order mixed numbers • **Step 11** Understand improper fractions • **Step 12** Convert mixed numbers to improper fractions • **Step 13** Convert improper fractions to mixed numbers • **Step 14** Equivalent fraction families **Mass and Capacity** • Step 1 Measure mass in grams • Step 2 Measure mass in kilograms and grams • Step 3 Equivalent masses • Step 4 Compare mass • Step 5 Add and subtract mass • Step 6 Measure capacity and volume in millilitres • Step 7 Measure capacity and volume in millilitres and litres • Step 8 Equivalent capacities and volumes • Step 9 Compare capacity and volume • Step 10 Add and subtract capacity and volume **Fractions B** • **Step 1** Add fractions • **Step 2** Add fractions and mixed numbers • **Step 3** Subtract fractions • **Step 4** Subtract from whole amounts • **Step 5** Subtract from mixed numbers • **Step 6** Unit fractions of an amount • **Step 7** Non-unit fractions of an amount • **Step 8** Reasoning with fractions of an amount **Time** • **Step 1** Tell the time to 5 minutes • **Step 2** Tell the time to the minute	**Decimals** • **Step 1** Tenths as fractions • **Step 2** Tenths as decimals • **Step 3** Tenths on a place value chart • **Step 4** Tenths on a number line • **Step 5** Hundredths as fractions • **Step 6** Hundredths as decimals • **Step 7** Hundredths on a place value chart • **Step 8** Halves and quarters as decimals • **Step 9** Make a whole • **Step 10** Partition decimals • **Step 11** Compare and order decimals • **Step 12** Round to the nearest whole number • **Step 13** Divide a number by 10 • **Step 14** Divide a number by 100 **Money** • **Step 1** Pound and pence • **Step 2** Write money using decimals • **Step 3** Convert pounds and pence • **Step 4** Compare amounts of money • **Step 5** Estimate with money • **Step 6** Add money • **Step 7** Subtract money • **Step 8** Find change • **Step 9** Solve problems with money **Shape** • **Step 1** Turns and angles • **Step 2** Identify angles • **Step 3** Compare and order angles • **Step 4** Types of lines • **Step 5** Triangles • **Step 6** Quadrilaterals • **Step 7** Polygons • **Step 8** Draw polygons • **Step 9** Symmetry • **Step 10** 3-D shapes **Position and Direction** • **Step 1** Describe position using coordinates • **Step 2** Plot coordinates • **Step 3** Draw 2-D shapes on a grid • **Step 4** Translate on a grid • **Step 5** Describe translation on a grid

• Step 12 The 11 times-table • Step 13 The 12 times-table • Step 14 Multiply by 1 and 0 • Step 15 Divide a number by 1 and itself **Area** • **Step 1** What is area? • **Step 2** Count squares • **Step 3** Make shapes • **Step 4** Compare areas **Multiplication and Division** • Step 1 Factor pairs • Step 2 Multiply and divide by 10 and 100 • Step 3 Reasoning about multiplication • Step 4 Multiply three numbers • Step 5 Efficient multiplication • Step 6 Scaling • Step 7 Correspondence problems • Step 8 Multiply up to a 3-digit number by a 1-digit number – no exchange • Step 9 Multiply up to a 3-digit number by a 1-digit number – with exchange • Step 10 Related calculations – multiplication and division • Step 11 Divide by a 1-digit number – flexible partitioning • Step 12 Divide up to a 3-digit number by a 1-digit number – no exchange • Step 13 Divide up to a 3-digit number by a 1-digit number – with exchange • Step 14 Divide up to a 3-digit number by a 1-digit number – with remainders	• **Step 3** Read time of a digital clock • **Step 4** Use a.m. and p.m. • **Step 5** Convert between analogue and digital times • **Step 6** Convert between 12- and 24-hour clock times • **Step 7** Hours, minutes and seconds • **Step 8** Find and use durations • **Step 9** Years, months, weeks and days	
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.		
As **scientists** we will study … **Sound** - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases **States of Matter** - Compare and group materials together, according to whether they are solids, liquids or gases	As **scientists** we will study … **Electricity** - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors	As **scientists** we will study… **Living Things and Their Habitats** - Recognise that environments can change and that this can sometimes pose dangers to living things. - 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.

- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Animals Including Humans** - 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.	
As **historians** we will : •Show an understanding of chronology and order of events, people and objects. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •know that the past can be divided into different periods of time. •use a range of historical words to explain the passing of time. •pick out similarities and differences between different periods of time and know some significant dates. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Suggest causes and consequences of some of the main events and changes in history. •know and understand the historical events, people and changes of the period that I am studying. •Give some reasons for the main events and changes for the period that I am studying. •pick out and understand different ways that the past is shown. •devise historically valid questions. •use sources of information in ways that go beyond simple observations to help me answer questions about the past. •show how features of the past have been retold and interpreted in different ways. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •understand how evidence is used to make historical claims. •pick out and put together information for the period that I am studying. •construct simple informed responses.	As **historians** we will : •Show an understanding of chronology and order of events, people and objects. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •know that the past can be divided into different periods of time. •use a range of historical words to explain the passing of time. •pick out similarities and differences between different periods of time and know some significant dates. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Suggest causes and consequences of some of the main events and changes in history. •know and understand the historical events, people and changes of the period that I am studying. •Give some reasons for the main events and changes for the period that I am studying. •pick out and understand different ways that the past is shown. •devise historically valid questions. •use sources of information in ways that go beyond simple observations to help me answer questions about the past. •show how features of the past have been retold and interpreted in different ways. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •understand how evidence is used to make historical claims. •pick out and put together information for the period that I am studying. •construct simple informed responses.	As **historians** we will : •Give a broad overview of life in Britain from ancient until medieval times. •Show an understanding of chronology and order of events, people and objects. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •know that the past can be divided into different periods of time. •use a range of historical words to explain the passing of time. •pick out similarities and differences between different periods of time and know some significant dates. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Suggest causes and consequences of some of the main events and changes in history. •know and understand the historical events, people and changes of the period that I am studying. •Give some reasons for the main events and changes for the period that I am studying. •pick out and understand different ways that the past is shown. •devise historically valid questions. •use sources of information in ways that go beyond simple observations to help me answer questions about the past. •show how features of the past have been retold and interpreted in different ways. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •understand how evidence is used to make historical claims. •pick out and put together information for the period that I am studying. •construct simple informed responses.
As **historians** we will study **How have ancient civilisations such as The Roman Empire, Ancient Greece and Ancient Egypt impacted Britain?** Including…. - The Romans brought these things to Britain: aqueducts, straight roads, towns, clean sanitation, advertising, Latin, money and Christianity. - What did the Ancient Greeks achieve? - The Ancient Greeks invented theatre. - Democracy originated in Ancient Athens. - The Ancient Greeks created the Olympics. - Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter (British Archaeologist). - The River Nile is the life source upon which life in Ancient Egypt flourished. It created (and still creates) banks of fertile soil for the Egyptians to live and farm on. - The Egyptians were the first civilization to invent writing. - Where does our language come from? - What is the most important Ancient invention?		

National Curriculum – Roman Empire and its impact on Britain, Study of a theme beyond 1066, Ancient Greece – a study of Greek life and achievements, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – Ancient Egypt		
As **geographers** we will… • Describe physical and human characteristics of places in the world. • Make comparisons of physical features of regions in different areas of the world. • Make comparisons of human features of regions in different areas of the world. • Describe some physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Describe some human features of a place: types of settlement and land use, economic activity including trade links and the distribution of natural resources. • Understand geographical similarities and differences of areas. • Understand how climate effects landscape and environment. • Use maps, atlases, globes and digital/computer mapping to locate countries. • Use an 8 points on a compass independently.	As **geographers** we will… • Use maps to locate countries and continents. • Know how volcanoes and earthquakes occur. • Begin to understand plate tectonics. • Discuss the relationship between human features and physical features. • Explain own views about locations, giving reasons.	As **geographers** we will… • 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. • Know the features of a river. • Know how rivers and mountains are formed. • Discuss the relationship between human features and physical features. • Use grid references, keys and symbols to interpret a map. • Use fieldwork techniques (including sketch maps, plans and graphs, and digital technologies) to observe and record geographical features. • Describe some physical features of a place: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Describe how the locality of the school has changed over time.

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As Geographers we will study: Why are maps important? Including……

- What do we use maps for?

- What are some of the key markers on maps?
- There are 8 compass points: north, north east, east, south east, south, south west, west, north west.
- The globe markers: equator, tropic of cancer, tropic of Capricorn, lines of longitude, lines of latitude
- The locations of some countries and their capital cities.
- 4 figure grid references are more accurate.
- The symbols for different types of forest, heights of hills and mountains, the source of a river, towns and cities and different types of roads as well as some amenities.
- Where we live and the areas of interest on maps nearby.
- What are some important world landmarks?

- *Revisited Knowledge:*

- *The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern.*
- *The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia*
- *The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island.*
- *Their capital cities are London, Cardiff, Edinburgh and Belfast.*
- *The compass points are North, East, South and West.*
- *Grid references are used to help you find places on a map.*
- *Ordnance survey and aerial maps show features of areas.*
- *The symbols for hills, mountains, rivers, churches, schools and roads.*
- *Three major world cities: Hong Kong, San Francisco and Lagos.*
- *Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa*
- *The equator is an imaginary line going around the middle of the globe.*
- *It is hotter nearer the equator.*
- *The north pole and south pole are at the top and bottom of the globe. It is colder there.*
- *The amazon rainforest is in Brazil. Brazil is in South America.*
- *Timbuktu is in Mali, Africa.*
- *New York is in North America.*
- *Beijing is in China, Asia.*
- *Sydney is in Australia, Australasia.*
- ***National Curriculum – name and locate counties and cities of the UK, locate European countries, locate countries in North and South America, physical geography and human geography, identify how features have changed over time, identify the position and significance of latitude, longitude, equator etc.***

What is climate?
- The main climate zones are: tropical, temperate, dry, cold and polar.
- The locations of the biomes on a map.

How does climate change?
- Climate change is caused by pollution.
- Climate change is causing the World to heat up.
- Climate change is changing climate zones.

What ways can weather change a place?
- Natural disasters include drought, flooding, landslides, tsunamis, hurricanes and tornados.

How do volcanoes and earthquakes change a place?
- Volcanoes and Earthquakes occur along fault lines.
- The Earth is made up of plates that join along fault lines.
- Some mountain ranges including the Alps, Himalayas, Rockies and Andes.
- Where the fault lines are.

Which countries have been most changed by nature?
- San Francisco is on a fault line. It had a major Earthquake in 1989.
- Japan is on a fault line and had a major Earthquake and Tsunami in 2011
- Economic activity is what we make, sell, buy and services we provide, the jobs that we have and the money that we make.
- Natural resources can be crops, animals, fossil fuels (coal and oil), minerals and metals.
- Land use can be residential, industrial, agricultural, recreational, commercial, greenbelt.
- Physical features can include climate zones, biomes, vegetation belts, volcanoes, fault lines.
- Human features can include types of settlement, land use, economic activity and natural resources.

Revisited Knowledge:

- *The main biomes are grassland, savannahs, taiga, tundra, desert, tropical rainforest, temperate forest.*
- *Animals and plants the grow in each biome.*
- *The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern.*
- *The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia*
- *Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation.*
- *Human features are manmade and include: settlements, houses, monuments.*
- *The equator is an imaginary line going around the middle of the globe.*
- *It is hotter nearer the equator.*
- *The North Pole and South Pole are at the top and bottom of the globe. It is colder there.*
- *Weather impacts what we can do and how plants grow.*
- *Weather changes with the four seasons: spring, summer, autumn and winter.*
- *Weather forecasting symbols used.*
- *Our climate is temperate and our biome is temperate woodland.*

National Curriculum –locate European countries, locate countries in North and South America, physical geography and human geography, identify how features have changed over time, identify similarities and differences, physical and human geography.

As **artists** we will….
- Develop techniques with a range of media and materials, showing creativity, experimentation and an awareness of different kinds of art, craft and design.
- Improve their mastery of drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Embed a wide range of art and design techniques in using colour, pattern, texture, line, form and space.
- Learn about the work of great artists and designers in history, describing differences and similarities between them and making links to their own work.
- Develop specific and relevant vocabulary linked to art techniques.

As **artists** we will … Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours.	As **artists** we will … • Join 2D shapes to make a 3D form • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.	As **artists** we will … • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques eg. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials.	As **artists** we will … • Use their arm to draw 3D objects on a large scale. • Sculpt soap from a drawn design. • Smooth the surface of soap using water when carving. • Join wire to make shapes by twisting and looping pieces together. • Create a neat line in wire by cutting and twisting the end onto the main piece. • Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • Try out different ways to display a 3D piece and choose the most effective.

As **designers** we will….
- Develop planning and communication ideas
- Work with tools, equipment, materials and components to make quality products (inc-food)
- Evaluate processes and products
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As **designers** we will **design Juggling Balls** This Juggling Balls unit will teach your class how to make juggling balls. They will start by exploring and evaluating different juggling balls. Children are then given a design brief, asking them to design and make a circus themed juggling ball. A hemming and overcast stitch will be introduced during this unit. Children will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. Finally, when they have completed the making of their juggling ball, children will evaluate their product against design criteria.	As **designers** we will **create an Edible Garden** This unit provides an opportunity for children to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules	As **designers** we will **learn to design Battery Operated Lights – electrical systems** This 'Battery Operated Lights' unit gives children opportunities to enhance their knowledge and understanding of electrical systems. In this unit children will develop understanding about series and parallel circuits and different types switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, children will complete a detailed evaluation of their final product.

As **musicians** we will……
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Rivers Listening: Identify instruments, identify key features, identify inter-related dimensions of music. Composing: select and combine to create texture, use graphics score, use pentatonic scale, write melody and lyrics, compose to represent a theme, use inter-related dimensions.	**Ancient China** Listening: identify instruments, identify features, appraise performances Composing: using pentatonic scale, add accompaniment, improvise, tell a story Performing: to the pulse, rhythm and pitch notation, harmonious notes, singing pentatonic scale, soloist, group & class ensemble Social: sharing, respect, collaboration, inclusion	**Words, words, words** Listening: identify characteristics, appraise, identify instruments, identify inter-related dimensions Composing: use graphic notation, use inter-related dimensions Performing: follow graphic & western notation, group ensemble, chant & sing exploring inter-related dimensions Social: respect, support, communication, kindness, co operation	**Samba** Listening: identify characteristics, appraise, identify instruments Composing: polyrhythm, rhythm, stanotation Performing: follow sta notation, group ensemble, solo, call and response, call and response, sing in a round Social: respect, support, communication, patience Emotional: condence, empathy, independence, perseverance	**Minimalism** Listening: identify key features, identify inter-related dimensions of music Composing: use sta notation & graphic score Performing: follow graphic notation & sta notation, group ensemble Social: respect, communication, collaboration, leadership Emotional: condence, perseverance, independence	**Jazz** Listening: identify characteristics, appraise, identify instruments. Composing: use pitch, rhythm, improvisation and notation. Performing: follow sta notation, group ensemble, solo, call and response, scatting. Social: respect, support, communication. Emotional: condence, independence.

Performing: follow graphic notation sing unison, group ensemble. Social: collaboration, respect, communication. Emotional: confidence, perseverance Thinking: select and apply, comprehension, providing feedback.	Emotional: empathy, condence Thinking: provide & use feedback, select & apply	Emotional: condence, independence, perseverance, integrity Thinking: creativity, provide feedback, reection, select & apply, comprehension	Thinking: creativity, decision making, provide feedback, reection, select & apply, comprehension	Thinking: provide feedback, creativity, reection, select & apply	Thinking: creativity, decision making, providing feedback, reection.

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.*

In **RE** we will be studying…

PEOPLE OF GOD

Unit U2A.2 What is it like to follow God?

●Make clear links between the story of Noah and the idea of covenant.
●Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
●Make links between the story of Noah and how we live in school and the wider world.

What are the deeper meanings of festivals?

L2.9 What are the deeper meaning of festivals?
Make sense of belief:

• Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)
• Make clear links between these beliefs and the stories recalled at the festivals.
Understand the impact:

• Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals
• Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).

Make connections:

• Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives
• Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas
• Talk about what they have learned, how and why their thinking has changed.

In **RE** we will learn about …

What are the deeper meanings of festivals?

L2.9 What are the deeper meaning of festivals?
Make sense of belief:

• Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)
• Make clear links between these beliefs and the stories recalled at the festivals.
Understand the impact:

• Make connections between stories, teachings, symbols and beliefs
and how believers celebrate these festivals
• Describe how believers celebrate festivals in different ways (e.g.
between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).

Make connections:

• Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives
• Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas
• Talk about what they have learned, how and why their thinking has changed.

- **L2.10 How and why do people show their commitments during the journey of life?**

Make sense of belief:

In **RE** we will study …

Hinduism

- **What does it mean to be a Hindu in Britain today?**
  Make sense of belief:
- Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)
- Offer informed suggestions about what Hindu murtis express about God
- Understand Hindu beliefs and the aims of life (e.g. karma).

Understand the impact:
- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.

Make connections:
- Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas
- Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.

L2a.6 When Jesus left, what next?

- Christians believe that Jesus inaugurated the ‘Kingdom of God’ i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’).

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	- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Understand the impact: - • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean - Make simple links between beliefs about love and commitment and how - people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Make connections: - Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies - Give good reasons why they think ceremonies of commitment are or are not valuable today.	- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. - Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. - Christians celebrate Pentecost as the beginning of the Church.
In **computing** we will study…. **3D Design** - Understand 3D spacial awareness. - Add 3D shapes, resize, adjust height, duplicate and use the different perspective. - Re-create different types of buildings using 3D shapes. - Create roads/paths by adjusting the height of 3D shapes. - Add windows and door shapes. - **Data Handling** - Change appearance of cells in a spreadsheet (fill colour and border) then add and align text. - Find and add data to a spreadsheet, resize cells and use the software to create a suitable chart with a title.	**In computing we will …** **Animation** - Create a stop-motion video by duplicating slides that include backgrounds and shapes. (Activity 1) - Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot. (Activity 2-4) - Animate individual elements of objects. (Activity 5) - Create animated GIF files by animating pixels. (Activity 6) **Internet Research** - Appreciate how search results are selected and ranked and show awareness of different strategies for finding specific information (Teacher input) - Understand the features of an Internet Browser (Teacher Input and unplugged task) - Use search technologies (different websites) to find specific pieces of information (Activity 1 and 2) - Reference the correct source of information (Activity 3) - Be discerning in evaluating digital content. (Activity 4) - Check the internet for fake news by cross-referencing facts (Activity 5) **Video Editing** - Add scene images. - Add scripted voiceover audio, adjust the volume and crop clips (including splitting a clip). - Add more clips and use transition effects. - Add titles. - Use elements such as shapes.	In **computing** we will … **Programming in Scratch** - Program inputs with loops, selection and sensing for interactions. - Work with variables and various forms of input and output. - Debug programs that accomplish goals. (correcting errors) - Use selection, data variables and operators. - Program a virtual robot using Scratch blocks. **Ebook Creation** - Choose a suitable page shape and add a title and subtitle. - Change the background colour/texture of a page. - Add, resize and change the colour of a shape then copy and paste it. - Search for and add suitable images then resize and position them. - Create another page with a background, image, shapes and text. - Add an audio recording of the page text. - Use hyperlinks for navigation between the pages.

	- Add music background music and adjust the volume. - Export a project.	
In **PE** we will enjoy: - **Hockey** - **Physical:** passing, dribbling, receiving, intercepting, tackling - **Social:** communication, collaboration, inclusive - **Emotional:** honesty and fair play, perseverance, empathy - **Thinking:** planning strategies and using tactics, observing and providing feedback, decision making - **Basketball** - **Physical: run, jump, throw, catch, dribble, shoot** - **Social: responsibility, collaboration, respect.** - **Thinking: exploration, select and apply skills, make decisions, tactics, reflection** - **Fundamentals** - **Physical:** balancing, running, hopping, jumping, dodging, skipping - **Social:** supporting and encouraging others, respect, communication, taking turns - **Emotional:** challenging myself, perseverance, honesty - **Thinking:** selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development - - **Gymnastics** - **Physical:** balancing, running, hopping, jumping, dodging, skipping - **Social:** supporting and encouraging others, respect, communication, taking turns - **Emotional:** challenging myself, perseverance, honesty - **Thinking:** selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development **Units covered by Get Set 4 PE** Term1 – **Hockey, Basketball** Term 2 – **Fundamentals, Gymnastics**	In **PE** we will enjoy: - **Dance** - **Key Skills: Physical** - **Physical:** performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique - **Social:** collaboration, consideration, inclusion, respect - **Emotional**: empathy, confidence - **Thinking:** observing and providing feedback, selecting and applying skills - **OAA:** - - **Physical:** balance, dodging, running - **Social:** communication, teamwork, trust, inclusion, listening - **Emotional:** confidence, resilience, determination, honesty, integrity - **Thinking:** planning, map reading, decision making, tactics, problem solving - **Dodgeball:** - Physical: throw, catch, dodge, jump. - Social: respect, co-operation, communication - Emotional: honesty, self-regulation, confidence - Thinking: comprehension, select and apply, tactics - **Tag Rugby** - **Physical:** passing, catching, dodging, tagging, scoring - **Social:** communication, collaboration, inclusion - **Emotional:** honesty and fair play, perseverance, confidence - **Thinking:** planning strategies and using tactics, observing and providing feedback **Units covered by Get Set 4 PE** Term 3 – **Dance, OAA** Term 4 – **Dodgeball, Tag Rugby**	In **PE** we will enjoy: - **Swimming** - **Key Skills: Physical** - Strokes - Water safety - Breathing - **Key skills: SET** - **Social**: Communication, supporting and encouraging others - **Emotional:** Determination - **Thinking:** Creating, decision making, using tactics - **Cricket** - **Physical:** underarm and overarm throwing, catching, over and underarm bowling, fielding and tracking a ball, batting - **Social:** collaboration and communication, respect - **Emotional:** perseverance, honesty - **Thinking:** observing and providing feedback, applying strategies - **Athletics** - **Physical:** pacing, sprinting technique, jumping for distance, throwing for distance - **Social:** working collaboratively, working safely - **Emotional:** perseverance, determination - **Thinking:** observing and providing feedback, exploring ideas - **Units covered by Get Set 4 PE** Term 5 - **Athletics, May Day** Term 6 – **Cricket, Swimming**
In **PSHE** we will … - **Me and my relationships** - Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules. - Identify people who they have a special relationship with;	In **PSHE** we will … - **Keeping myself safe** - Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe. - Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation.	In **PSHE** we will … - **Being my best** - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal. - Explain how some infectious illnesses are spread from one person to another;

- Suggest strategies for maintaining a positive relationship with their special people. - Rehearse and demonstrate simple strategies for resolving given conflict situations. - Define and demonstrate cooperation and collaboration; - Identify the different skills that people can bring to a group task; - Demonstrate how working together in a collaborative manner can help everyone to achieve success. - Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again. - Express opinions and listen to those of others; - Consider others' points of view; - Practice explaining the thinking behind their ideas and opinions. - Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. - Explain some of the feelings someone might have when they lose something important to them; - Understand that these feelings are normal and a way of dealing with the situation. - **Valuing Difference:** - Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully. - Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' - Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. - Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. - Recognise the factors that make people similar to and different from each other; - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult). - Understand and explain some of the reasons why different people are bullied; - Explore why people have prejudiced views and understand what this is. -	- Identify risk factors in given situations; - Suggest ways of reducing or managing those risks. - Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online. - Understand that medicines are drugs and suggest ways that they can be helpful or harmful. - Identify some key risks from and effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs. - Demonstrate strategies for assessing risks; - Understand and explain decision-making skills; - Understand where to get help from when making decisions. - **Rights and Responsibilities** - Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people. - Understand the difference between 'fact' and 'opinion'; - Understand how an event can be perceived from different viewpoints; - Plan, draft and publish a recount using the appropriate language. - Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. - Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for them; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). - Define what is meant by the environment; - Evaluate and explain different methods of looking after the school environment; - Devise methods of promoting their priority method. -	- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness. - Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); - Describe how food, water and air get into the body and blood. - Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Empathise with different viewpoints; - Make recommendations, based on their research. - Identify their achievements and areas of development; - Recognise that people may say kind things to help us feel good about ourselves; - Explain why some groups of people are not represented as much on television/in the media. - Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class. - Demonstrate how working together in a collaborative manner can help everyone to achieve success; - Understand and explain how the brain sends and receives messages through the nerves. - **Growing and Changing (Y3)** - •Identify different types of relationships; - •Recognise who they have positive healthy relationships with. - •Understand what is meant by the term body space (or personal space); - •Identify when it is appropriate or inappropriate to allow someone into their body space; - •Rehearse strategies for when someone is inappropriately in their body space. - •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - •Recognise how different surprises and secrets might make them feel; - •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. - •Recognise that babies come from the joining of an egg and sperm; - •Explain what happens when an egg doesn't meet a sperm; - •Understand that for girls, periods are a normal part of puberty. - See link to external resources for further information - **Growing and Changing (Y4)** - •Describe some of the changes that happen to people during their lives; - •Explain how the Learning Line can be used as a tool to help them manage change more easily; - •Suggest people who may be able to help them deal with change. - •Name some positive and negative feelings; - •Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise. - •Identify parts of the body that males and females have in common and those that are different; - •Know the correct terminology for their genitalia;

		- •Understand and explain why puberty happens. - •Recognise that babies come from the joining of an egg and sperm; - •Explain what happens when an egg doesn't meet a sperm; - •Understand that periods are a normal part of puberty for girls; - •Identify some of the ways they can cope better with periods. - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. - •Recognise that marriage includes same sex and opposite sex partners; - •Know the legal age for marriage in England or Scotland; - •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
As **Spanish speakers** we will learn about: - **Core vocabulary and 'Instruments, the Classroom and Vegetables** - I can attempt to name/spell a couple of different instruments in Spanish with the correct definite article/determiner but may need to look at the vocabulary sheet first. - I am beginning to understand that the instruments do not all have the same definite article/determiner. - I can say/write one short phrase on a couple of the instruments in Spanish but may need to look at the vocabulary sheet first to support me with the spellings. - I can attempt to name/spell at least 5 different instruments in Spanish with the correct definite article/determiner. - I understand that the instruments do not all have the same definite article/determiner. - I can say/write at least 5 short phrases on 5 different instruments in Spanish but may need to look at the vocabulary sheet to support me with the spellings. - I can name/spell all 10 instruments in Spanish with the correct definite article/determiner. - I understand that the instruments do not all have the same definite article/determiner and I know which definite articles/determiners go with each instrument confidently from memory. - I can say/write 10 short phrases on the ten different instruments in Spanish from memory. - I can repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct article but I will need a word bank with pictures to help me. - I can try to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.	As **Spanish speakers** we will learn about: - **I know how** - **At the cafe** - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	As **Spanish speakers** we will learn about: - **Rooms of a house** - **What is the date** - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - Describe people, places, things and actions orally and in writing. - Listen attentively to spoken language and show understanding by joining in and responding. - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing.

- I can recall in spoken and possibly written form what I have and do not have in my pencil case if I can work with a word bank with pictures to support me. - I can repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner. - I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. - I can recall in spoken and written form what I have and do not have in my pencil case. - I can repeat, recall and spell all 12 classroom objects in Spanish with their correct indefinite article/determiner from memory with high accuracy. - I can change the word for 'a' before a classroom object to the correct word for 'my' with confidence. - I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Present ideas and information orally to a range of audiences.	- Present ideas and information orally to a range of audiences. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -	- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

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