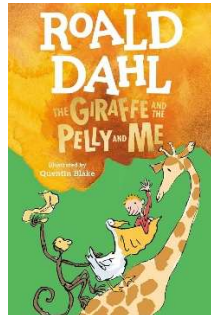
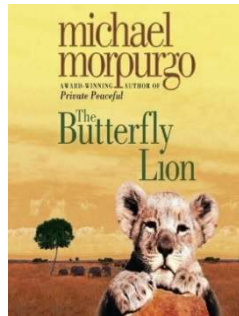
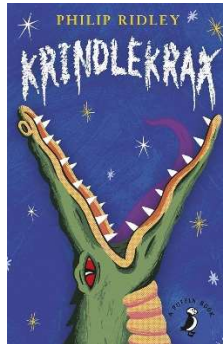
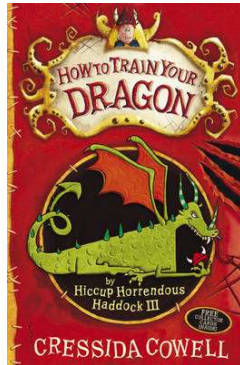


Long Term Plan 2026-2027										
Year 3/4										
Autumn Term				Spring Term				Summer Term		
	<u>Community Cam</u> Support others Appreciate each other		<u>Mindful Mo</u> Believe in yourselves Be Kind		<u>Engagement Eric</u> Think for yourselves Ask questions		<u>Independent India</u> Be brave Trust yourself		<u>Possibilities Parker</u> Try something new Keep going	Celebration of all Super Friends
Core texts being studied in guided reading: - The Butterfly Lion – Michael Morpurgo - The Giraffe and the Pelly and Me – Roald Dahl 				Core texts being studied in guided reading: - Krindlekrax – Philip Ridley 				Core texts being studied in guided reading: - How to train your dragon – Cressida Cowell 		
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										
As writers we will study these units this term: • Place Value of punctuation and grammar • Free Write • Recount – Stone Age Letter • Narrative – Stone Age Girl				As writers we will study these units this term: • Setting descriptions – Tomb of Wonders • Explanation texts – informal and formal – Until I met Dudley • Characterising Speech – Egyptian Cinderella • Instructions – How to mummify your best friend				As writers we will study these units this term: • Biographies – Mystique – The Evil Fairy • Plot weave • Persuasive adverts – Save our beautiful bees • Non-Chronological Report – All about bees		
As writers we will practise these skills over the year:										
Year 3 - I can write for a range of purposes.					Year 4 - 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.	- 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
<u>Place Value</u> • 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 <u>Addition and subtraction</u> • Step 1 Add and subtract 1s, 10s, 100s, 1,000s • Step 2 Add 1s, 10s, 100s, 1,000s across a boundary	<u>Length and Perimeter</u> • 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 <u>Fractions A</u> • 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	<u>Decimals</u> • 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 <u>Money</u> • 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 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 <u>Multiplication and Division A</u> - 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 - 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 <u>Area</u> Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas <u>Multiplication and Division</u> - 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 13 Convert improper fractions to mixed numbers Step 14 Equivalent fraction families <u>Mass and Capacity</u> - 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 <u>Fractions B</u> 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 <u>Time</u> Step 1 Tell the time to 5 minutes Step 2 Tell the time to the minute 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	Step 9 Solve problems with money <u>Shape</u> 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 <u>Position and Direction</u> 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 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		
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 ... Animals - Identify that animals need right types & amount of nutrition, & that they get nutrition from what they eat - Identify that humans & some other animals have skeletons & muscles for support, protection & movement - Describe functions of human digestive system - Identify diff types of human teeth & their functions - Construct & interpret a variety of food chains, identifying producers, predators & prey	As scientists we will study ... Forces and Magnets - Compare how things move on different surfaces - Notice some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other & attract some materials & not others - Compare & group variety of materials on basis of attraction to a magnet & identify magnetic materials - Describe magnets as having two poles - Predict if two magnets will attract or repel each other, depending on which poles are facing	As scientists we will study... Plants - Identify & describe functions of different parts of flowering plants: roots, stem/trunk, leaves, & flowers - Explore the requirements of plants for life & growth & how they vary from plant to plant - Investigate way water is transported within plants Explore the part flowers play in the life cycle of plants Light - Recognise that they need light in order to see things and that dark is the absence of light - Notice light is reflected from surfaces - Recognise that light from the sun can be dangerous & that there are ways to protect their eyes - Recognise shadows are formed when the light from a light source is blocked by an opaque object Find patterns in way that the size of shadows change Rocks and soils - Compare & group together diff kinds of rocks on the basis of their appearance & simple physical properties - Describe simply how fossils are formed when things that have lived are trapped within rock - Recognise soils are rocks & organic matter
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.	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.	

•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.		• 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. • 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. • 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 historians we will study Stone Age to Iron Age including.... In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can still see and walk today.	As geographers we will study The United Kingdom including... In this unit, children will deepen their understanding of the key geographical characteristics of the United Kingdom. They will begin by revisiting the four countries of the UK and their capital cities before exploring other major settlements and learning how England is divided into regions and counties. Children will investigate how different types of settlements vary and will explore both the human and physical features of the UK, as well as those of their local area. Throughout the unit, they will use maps and atlases to study the UK's topographical features while developing their skills in using compasses, four-figure grid references, map keys, and symbols. The unit will conclude with children creating a sketch map of their local area, showing key physical and human features and applying the mapping skills they have developed.	As geographers we will study Land use - What facilities are in my local area and how do people travel there? including... In this unit, children will learn about the places around them and begin looking for land-use patterns. Children will investigate their local area, focusing on its facilities and transport links. Children will also learn different ways of presenting, analysing and evaluating the data collected about their locality.	As historians we will study Ancient Egypt including... In this unit, children will learn about how early civilisation started within Egypt. They will discover how the upper and lower kingdoms joined together to create ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to the Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover the Egyptian gods, what ancient Egyptians believed about the afterlife, how the pyramids were built and who is considered the greatest pharaoh in all of Egypt's history. Please note - the spelling Ramses has been used for Ramses II throughout this unit, but there are other accepted spellings - Ramesses and Rameses. They all refer to the same historical figure.	As Geographers we will study Conservation of bees - How can we make our school environment more bee friendly? including.... In this unit, children will investigate the vital interdependence between bees and the natural world. They begin by developing their knowledge of how pollination, a natural process, is essential for farming and food production. By exploring how people and nature change the world, pupils will recognise that human actions, such as land development or pesticide use, can have a negative environmental impact on habitats that pollinators rely on for survival. Children will interpret aerial photographs to identify school land use and categorise features from a vertical perspective. Children will conduct fieldwork to collect and record data on the suitability of their school grounds for bee survival. This allows them to identify real places that either help or hinder local bee populations. Children will begin to understand sustainable development and conservation by analysing their fieldwork findings and identifying specific areas of the school that require improvement. They will communicate proposals by creating sketch maps to show how new features, such as no-mow zones or water stations, change the physical geography of their school grounds. By evaluating land use, children will plan and carry out effective ways to protect their environment for the future.

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 study sculpture including... In this sculpture unit, using clay, children will build on their knowledge and skills of sculpture and clay that they have studied through their previous work. Children will learn from great artists and begin to evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They will begin to develop proficiency in sculpture techniques. The elements of art that will be focused on in this unit are form, shape, colour and texture.		As artists we will study Chromatic illustration including... In this unit, children will learn what illustration is and explore how illustrations are used to help people understand ideas, stories and information. Children will develop their painting skills by learning how to use watercolour paints and how they differ from acrylic paint as a medium. They will practise watercolour techniques such as layering and blending, developing increasing control over brushstrokes and expression. Children will study the work of a range of illustrators, learning how purpose and technique influence artwork. Throughout the unit, children will annotate, discuss and evaluate illustrations using accurate art vocabulary.		As artists we will study Monochromatic sketching of faces including... In this drawing and collage unit, children will develop their drawing skills and learn how to observe and draw the features of a face. They will learn how lines and shapes help us draw realistic facial features. They will learn about drawing textures and be inspired by the work of multiple artists they will encounter again throughout their primary studies.	
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 -					
As designers we will design a perfect pouch for a Stone Age adventure?..... Children will learn about the functionality of textile objects over time, focusing on the design and creation of a Stone Age-inspired pouch. They will explore how historical tools and materials influenced design choices and use this knowledge to incorporate features like buttons for fastening. Through activities such as template cutting and stitching, children will develop practical skills and learn how sewing helps make pouches strong, durable and functional. Children will evaluate their finished products, reflecting on how their design choices contributed to both functionality and authenticity. They will become more confident in planning, creating and refining their designs to meet specific purposes		As designers we will investigate How can we use magnets to make a model move mysteriously?.... Children will explore how magnets work and how magnetic forces can be used to make models move mysteriously. They will investigate magnetic attraction and repulsion and identify everyday uses of magnets in toys and tools. Through focused practical tasks, they will develop construction skills such as joining, reinforcing and strengthening materials using techniques like folds, tabs and flanges. Drawing inspiration from ancient Egypt, children will follow design criteria, plan and build an Egyptian-themed model featuring a magnetic hidden movement, using recycled and sustainable materials wherever possible. They will apply problem-solving to refine their designs through a test–improve–evaluate process. By the end of the unit, children will have a secure understanding of magnetic forces and improved confidence in combining design thinking, sustainability and construction skills to create imaginative, functional models.		As designers we will investigate How can we turn root vegetables into a colourful summer roll? Children will explore how root vegetables such as beetroot, carrots and radishes are grown and harvested in the summer months. Through tasting and comparing raw and cooked vegetables, they will learn how seasonality affects flavour and texture. They will build technical knowledge of flavour pairing by combining vegetables with herbs, citrus juice and dressings, before designing a refreshing summer roll recipe. Pupils will practise key food preparation skills such as peeling, slicing and grating, then follow a simple recipe to assemble and serve their summer rolls. Finally, they will evaluate their dish based on taste, presentation and the success of their chosen fillings..	
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.					
Stone age: Listening: Identify accuracy of rhythms played Composing: read & write rhythm notation, turn words into rhythms Performing: follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions	Castles: Listening: Identify instruments, identify inter-related dimensions Composing: create rhythms, add actions, improvise melodies Performing: ostinato rhythms, chant and play 2 part, 3 part & 4 part rhythms, conducting, group ensemble, move to the pulse, call & response, sing in character	Volcanoes: Listening: identify the inter-related dimensions Composing: add accompaniment, improvisation, write graphic notation, use the inter-related dimensions Performing: follow graphic notation, perform as an ensemble Social: sharing, collaboration, inclusion, respect, leadership, support	Greek Myths: Listening: identify inter-related dimensions, identify how the music makes you feel, appraise compositions, place music in history Composing: improvise melodies, soundscapes Performing: drone, group ensemble, solo, movement to the pulse, combine singing, dancing & playing Social: sharing, inclusion, respect, leadership Emotional: confidence, empathy	Mayans: Listening: Identify instruments, identify the inter-related dimensions Composing: use rhythmic & pitch notation, add accompaniments, improvisation	In the Garden: Listening: identify instruments, identify changes in pitch Composing: rhythmic notation, pitch notation, add accompaniment Performing: staff notation, graphic notation, play by ear, sing in unison Social: kindness, respect, collaboration, co-operation, working safely Emotional: confidence, independence, integrity Thinking: comprehension, select & apply, reflection, feedback, creativity

Social: sharing, consideration, inclusion, respect, leadership, support Emotional: empathy, confidence Thinking: provide feedback, use feedback to improve, creativity, select & apply	Social: co-operate, supportive, respect, kindness, collaboration Emotional: confidence, empathy, independence Thinking: comprehension, problem solving, select & apply, decision making	Emotional: confidence, independence Thinking: feedback, explore, select & apply, creativity	Thinking: comprehension, remember and repeat, feedback, evaluate, select & apply	Performing: follow staff & graphic notation Social: sharing, acceptance, inclusion, respect, leadership, support Emotional: empathy, confidence, perseverance Thinking: observation, provide feedback, reflection, select & apply, creativity	
As advocates for our faith and other faiths communities.... - <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> - <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> - <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> - <i>Make clear connections between what people believe and how they live, individually and in communities</i> - <i>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</i> - <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> - <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> - <i>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.</i>					
In RE we will be studying... Creation/Fall and Gospel - L2a.1 What do Christians learn from the Creation story? By the end of the unit, pupils are expected to be able to: - Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - 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.) - 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.		In RE we will learn about ... Incarnation and Salvation - L2a.3 What is the Trinity? By the end of the unit, pupils are expected to be able to: - Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - 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.		In RE we will study ... Sikhism - L2.4a - How and why do people try to make the world a better place? - In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. - They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. - Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. - They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. - Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.	

- L2a.4 What kind of world did Jesus want? By the end of the unit, pupils are expected to be able to: - Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. - Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. - Make simple links between Bible texts and the concept of ‘Gospel’ (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. - 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.	- L2a.5 Why do Christians called the day Jesus died Good Friday? By the end of the unit, pupils are expected to be able to: - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - 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.	- L2.8 What does it mean to be a Sikh in Britain today? By the end of the unit, pupils are expected to be able to: - Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service - Make clear links between the Mool Mantar and Sikh beliefs and actions - Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. - 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) - Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. - Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today - 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. -
In computing we will study.... 3D Design - Understand and use 3D space on a grid. - Design cities/towns for a purpose and to a budget. - Re-create or design familiar 3D models using cubes, such as tables and chairs. - Use chisel tool to improve and adapt models. - Colour individual blocks or whole models. Digital Art - Use various lines and fill tools plus copy/paste and rotation to create pattern effects. (Project 1) - Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. (Project 2) - Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics. (Project 3)	In computing we will ... Music Creation - Create ascending and descending scales. - Add chords evenly across the scales. - Add arepeggios and melodies. - Add a steady and even rhythm. - Use sampled sounds to create an effective mix. - Build beats, melody (tones) and effects. Comic Creation - Add, resize and organise colour or picture backgrounds. - Add, resize, organise characters/objects to different panels. - Add narration using text and direct speech using speech bubbles. - Save comic with name and title. - Add audio recordings	In computing we will ... Programming in Kodu - Create a 3D place using various design tools - Write a program to control a character using inputs - Write a program with conditions to create an if statement (If the character touches an object it will disappear) - Add a multi-player aspect - Write a program with variables (scoring system) - Program operators (equals) to achieve a score and win game. Document editing - Copy and paste text and images - Find and replace words - Format text for a purpose - Edit images inside documents - Add bullet points to make lists - Experiment with keyboard shortcuts Infographics - Understand what an infographic is and why we use them. - Search for and add suitable graphic elements. - Add and format suitable titles and text. - Label an image using arrows. Branching Databases - Add and label objects. - Ask questions to sort (classify) objects correctly. -

In PE we will enjoy: - Golf - Key Skills: Physical - Throwing - Striking - Key Skills: SET - Social: Organising & self-managing a game, Respect, Supporting & encouraging others, Communicating ideas & reflecting with others - Emotional: Honesty & fair play, Confident to take risks, Managing emotion - Thinking: Decision making, Using tactics, Identifying how to improve - Football - Key Skills: Physical - Dribbling - Passing - Receiving - Tackling - Creating and using space - Shooting - Key Skills: SET - Social: Communication, Collaboration - Emotional: Perseverance, Honesty and fair play - Thinking: Planning strategies and using tactics, observing and providing feedback, selecting and applying skills - Dodgeball - Key skills: Physical - Throwing - Catching - Key skills: SET - Social: Communication, teamwork, trust, inclusion, listening - Emotional: Confidence - Thinking: Planning, map reading, decision making, problem solving - Yoga - Key Skills: Physical - Balance - Flexibility - Strength - Mindfulness - Key Skills: SET - Social: Communication, respect, supporting and encouraging others - Emotional: Confidence, perseverance, honesty - Thinking: Using tactics, selecting and applying skills, identifying strengths and areas for development Units covered by Get Set 4 PE Term1 – Golf, Football	In PE we will enjoy: - Dance - Key Skills: Physical - Actions - Space - Dynamics - Relationships - Performance - Key Skills: SET - Social: - Collaboration Social: Consideration and awareness of others Social: Social, respect, leadership - Emotional: Empathy, confidence - Thinking: Creating, observing and providing feedback, using feedback to improve, selecting and applying skills - Gymnastics - Key Skills: Physical - Shapes - Balances - Rolls - Jumps - Key Skills: SET - Social: Responsibility, collaboration, communication, respect - Emotional: Confidence - Thinking: Observing and providing feedback, selecting and applying actions, evaluating and improving sequences - OAA - Key Skills: Physical - Balance - Running - Key Skills: SET - Social: Collaboration, communication, respect - Emotional: Honesty - Thinking: Decision making, selecting and applying tactics - Fitness - Key Skills: Physical - Strength - Speed - Agility - Coordination - Balance - Stamina - Key skills: SET - Social: Supporting and encouraging others, working collaboratively - Emotional: Perseverance, determination - Thinking: Analysing data Units covered by Get Set 4 PE Term 3 – Dance, Gymnastics Term 4 – OAA, Fitness	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 - Tennis: - Key Skills: Physical - Shots - Rallying - Footwork - Key Skills: SET - Social: Communication, collaboration - Emotional: Perseverance, honesty and fair play - Thinking: Planning strategies and using tactics, selecting and applying skills, decision making - Athletics - Key Skills: Physical - Sprinting - Running over obstacles - Jumping for distance - Jumping for height - Push throw for distance - Pull throw for distance - Key Skills: SET - Social: Collaborating with others, supporting others - Emotional: Perseverance, determination - Thinking: Observing and providing feedback Units covered by Get Set 4 PE Term 5 - Swimming, May Day Term 6 – Tennis, Athletics
--	---	---

Term 2 – Dodgeball, Yoga		
In PSHE we will ... - Me and my relationships - Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; - Explain how different words can express the intensity of feelings. - Explain what we mean by a 'positive, healthy relationship'; - Describe some of the qualities that they admire in others. - Recognise that there are times when they might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend. - Demonstrate strategies for working on a collaborative task; - Define successful qualities of teamwork and collaboration. - Identify a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to physical state. - Demonstrate a range of feelings through their facial expressions and body language; - Recognise that their feelings might change towards someone or something once they have further information. - Give examples of strategies to respond to being bullied, including what people can do and say; - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. - Valuing Difference: - Define the terms 'negotiation' and 'compromise'; - Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. - •Understand that they have the right to protect their personal body space; - •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. - •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);	In PSHE we will ... - Keeping myself safe - Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk. - Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. - Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares. - Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). - Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk. - Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. - Rights and Responsibilities - Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe. - Understand that humans have rights and also responsibilities; - Identify some rights and also responsibilities that come with these. - Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process. - Define the word influence; - Recognise that reports in the media can influence the way they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. - •Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; - •Recognise that they can play a role in influencing outcomes of situations by their actions. - •Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - •Understand and explain the value of this work. - •Define the terms 'income' and 'expenditure'; - •List some of the items and services of expenditure in the school and in the home; - •Prioritise items of expenditure in the home from most essential to least essential. - •Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - •Understand how a payslip is laid out showing both pay and deductions;	In PSHE we will ... - Being my best - Identify ways in which everyone is unique; - Appreciate their own uniqueness; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Give examples of choices they make for themselves and choices others make for them; - Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; - Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell - Guide (formerly Eatwell Plate). - Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); - Suggest ways the Seven Rs recycling methods can be applied to different scenarios. - Define what is meant by the word 'community'; - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community. - See link to external resources for further information - 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;

- •Give examples of features of these different types of relationships, including how they influence what is shared. - List some of the ways that people are different to each other (including differences of race, gender, religion); - Recognise potential consequences of aggressive behaviour; - Suggest strategies for dealing with someone who is behaving aggressively. - List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); - Define the word respect and demonstrate ways of showing respect to others' differences. - Understand and identify stereotypes, including those promoted in the media.	- •Prioritise public services from most essential to least essential.	- •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.
Thinking Classroom: What to do with a problem Why? Growth Mindset: From failure to success Bounce	Thinking Classroom: Amazing Inventions What do I need to know? Growth Mindset: Doom words Mindset trumps	Thinking Classroom: Show not tell I can't do it Growth Mindset: Fantastic elastic brain Learning cereals

As Spanish speakers we will learn about: - Core vocabulary and 'I am learning Spanish and Little Red Riding Hood' - 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. - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - 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. - Appreciate stories, songs, poems and rhymes in the language. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	As Spanish speakers we will learn about: - Ancient Britain - Romans - Listen attentively to spoken language and show understanding by joining in and responding. - 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. - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - 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. - Appreciate stories, songs, poems and rhymes in the language.	As Spanish speakers we will learn about: - Family - Goldilocks - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - 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. - Appreciate stories, songs, poems and rhymes in the language. - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. - 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. - Appreciate stories, songs, poems and rhymes in the language.
---	---	---