


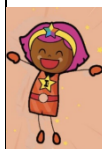



Long Term Plan					
Year 3/4					
Autumn Term		Spring Term		Summer Term	
 <div><u>Community Cam</u> Support others Appreciate each other</div>	 <div><u>Mindful Mo</u> Believe in yourselves Be Kind</div>	 <div><u>Engagement Eric</u> Think for yourselves Ask questions</div>	 <div><u>Independent India</u> Be brave Trust yourself</div>	 <div><u>Possibilities Parker</u> Try something new Keep going</div>	Celebration of all Super Friends
<div>Core texts being studied in reading:</div> <div><div>- The Butterfly Lion – Michael Morpurgo</div><div>- Young, Gifted and Black – Jamia Wilson</div></div> <div>Core texts being read as w/c readers:</div> <div>The Train to Impossible Places - P G Bell</div> <div>Core texts in class:</div> <div><div>- Books from Early Resources for Education box used throughout.</div></div>		<div>Core texts being studied in reading:</div> <div><div>- Krindlekrax – Philip Ridley</div></div> <div>Core texts being read as w/c readers:</div> <div>Fortunately, the Milk . . . - Chris Riddell</div> <div>Core texts in class:</div> <div><div>- Books from Early Resources for Education box used throughout.</div></div>		<div>Core texts being studied in reading:</div> <div><div>- How to train your dragon – Cressida Cowell</div></div> <div>Core texts being read as w/c readers:</div> <div>Loki: A Bad God's Guide to Being Good</div> <div>Core texts in class:</div> <div><div>- Books from Early Resources for Education box used throughout.</div></div>	
As readers we will practise reading skills across the year to include:					
<div>Word Reading:</div> <div>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</div> <div>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</div> <div>Develop positive attitudes to reading and understanding of what they read by:</div> <div>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</div> <div>Reading books that are structured in different ways and reading for a range of purposes</div> <div>Using dictionaries to check the meaning of words that they have read</div> <div>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</div> <div>Identifying themes and conventions in a wide range of books</div> <div>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</div> <div>Discussing words and phrases that capture the reader's interest and imagination</div> <div>Recognising some different forms of poetry [for example, free verse, narrative poetry]</div> <div>Understand what they read by:</div> <div>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</div> <div>Asking questions to improve their understanding of a text</div> <div>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</div> <div>Predicting what might happen from details stated and implied</div> <div>Identifying main ideas drawn from more than one paragraph and summarising these</div> <div>Identifying how language, structure, and presentation contribute to meaning</div> <div>Retrieve and record information from non-fiction</div> <div>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</div>					
As writers we will study these units this term:		As writers we will study these units this term:		As writers we will study these units this term:	
<div><div>• Diary writing</div><div>• Biographies</div><div>• Non-Chronological Reports</div><div>• Descriptive poetry</div></div>		<div><div>• Holiday brochures</div><div>• Persuasive speech</div><div>• Setting Description</div><div>• Narrative</div></div>		<div><div>• Newspaper Report</div><div>• Instructions</div><div>• Adventure Stories</div><div>• Dragon Descriptions</div></div>	
As writers we will practise these skills over the year:					

<p>Year 3</p> <ul style="list-style-type: none"> - 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 <p>Adverbials. e.g. include when and where the verb happened. (As the clock struck midnight, the shadow moved across the graveyard.)</p> <p>Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since</p> <p>Pronouns to avoid repetition. e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</p> <ul style="list-style-type: none"> - 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. 	<p>Year 4</p> <ul style="list-style-type: none"> - 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 <p>Adverbials. e.g. include when and where the verb happened. (As the clock struck midnight, the shadow moved across the graveyard.)</p> <p>Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since</p> <p>Pronouns to avoid repetition. e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</p> <ul style="list-style-type: none"> - 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
<p>As Mathematicians we will:</p> <p>Conjecture: Yr 3 - Work out the 10th in a sequence. Describe multiple changes. Explain why. Identify rules when calculating. Begin to generate their own examples to find rules. Yr 4 - Work out the hundredth in a sequence. Use accurate Mathematical vocabulary to describe what is changing and what is staying the same. Begin to explain why with examples. Identify some rules when calculating using their own examples.</p> <p>Convince: Yr 3 - Use the correct/accurate mathematical terminology to persuade others that their conjecture is correct. Begin to use examples to support their ideas. Yr 4 - Begin to use diagrams to persuade others that their conjecture is correct. Use examples and accurate mathematical terminology. Begin to connect Mathematical concepts together to support their explanations.</p> <p>Organising: Yr 3 - Use venn diagrams and begin to use carrol diagrams to sort objects, shapes and numbers with multiple criteria. Understand what systematic means. Yr 4 - Sort objects, shapes, numbers and calculations using multiple criteria. Set their own criteria and begin to explain their choices. Use diagrams to support sorting. Begin to create their own tables and grids to record information systematically.</p> <p>Classifying: Yr 3 - Explain why some items belong or do not belong in a group using mathematical vocabulary. Begin to explain why multiple criteria were used. Yr 4 - Explain their choices for multiple criteria. Describe what is the same and different in sets of calculations e.g. they all give the same answers; they all have answers that are multiples of 8. Classify different types of triangle and quadrilateral.</p> <p>Imagine: Yr 3 - Organise their jottings to support problem solving. Begin to draw diagrams for support. Draw bar models, relationship triangles and part-part-whole diagrams to support with more complex problem solving. Yr 4 - Draw their own images to support their problem solving. Begin to use diagrams to explain patterns and rules.</p> <p>Express: Yr 3 - Present a problem and a solution to a range of audiences and begin to explain their thinking. Yr 4 - Present a problem and a solution to a range of audiences explaining their thinking. Challenge others mistakes in an appropriate way.</p> <p>Specialise: Yr 3 - Prove/disprove given rules by testing examples. With scaffolding, test in a systematic way. Yr 4 - Prove/disprove given rules by testing examples. Test in a systematic way.</p> <p>Generalise: Yr 3 - Identify rules for given examples and being to identify rules for their own examples. Record their rules. Yr 4 - Identify rules for their own examples and record them. Begin to link back to their examples to prove their rules.</p>	

As mathematicians in Autumn 1 and Spring 2 we will study:		As mathematicians in Autumn 2 and Summer 1 we will study:		As mathematicians in Spring 1 and Summer 2 we will study:	
<p>Year 3 Place Value:</p> <ul style="list-style-type: none"> •Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. 3NPV1 • I can count from 0 in multiples of 50, 100, 4 and 8; 3NPV3 3NF2 •I can compare and order numbers up to 1000 and beyond, using >, < and = 3NPV3 •I can add and subtract 10 or 100 from a number. 3NPV3 •I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3NPV2 •Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. 3NPV4 •I can round numbers to nearest 10 or 100 •I can identify, represent and estimate numbers in different ways •I can read and write numbers up to 1000, and beyond, in numerals and in words •I can partition numbers in different ways eg 342 becomes 300 +20 +22 •I can read Roman numerals up to 12 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> •Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3NF1 •Calculate complements to 100. 3AS1 •I can use column method for + and – with 2-digit numbers, crossing tens. 3AS2 •I can estimate the answer to a calculation and use inverse operations to check answers 3AS3 •I can add or subtract two 2-digit numbers where answers may exceed 100. •I can add and subtract 3 digits and one, 3 digits and tens and 3 digits and hundreds mentally. 	<p>Year 4 Place Value:</p> <ul style="list-style-type: none"> •Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. 4NPV1 •I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). 4NPV2 •I can read, write and order numbers to 10 000 4NPV3 •I can order and compare numbers beyond 1000 and negative numbers using >, < and = 4NPV3 •I can round any number to the nearest 10, 100 or 1000 4NPV3 •Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 4NPV4 •I can count in multiples of 25, 1000, 6, 9 and 7 •I can find 1000 more or less than a given number. •I can identify, represent and estimate numbers using different representations. •I can read Roman numerals to 100 (I to C) and know the numeral system changed to include zero. •I can count backwards through zero to include negative numbers •I can count forwards through zero from a negative number <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> •I can add and subtract numbers with up to 4 digits crossing the thousands barriers. •I can estimate and use inverse operations to check my answers. •I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Year 3 Multiplication:</p> <ul style="list-style-type: none"> •I can recall and use multiplication and division facts for x 3, 4 and 8. 3NF2 •I can write and calculate statements for multiplication and division using tables that I know, including 2-digit numbers x 1-digit numbers. 3NF3 and 3MD1 •I can solve missing number problems for x and ÷ •I can begin to use formal written methods to solve 2-digit numbers x 1-digit numbers. <p>Measures</p> <ul style="list-style-type: none"> •I can measure and compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) •I can add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) •I can add and subtract amounts of money to give change, using both £ and p in practical contexts using appropriate amounts •I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clock •I can tell and write the time from an analogue clock using 24-hour clocks •I can estimate and read time with increasing accuracy to the nearest minute using vocabulary of am/pm •I can record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, morning, afternoon, noon and midnight •I know the number of seconds in a minute. •I know the number of days in each month, year and leap year •I can compare durations of events. 	<p>Year 4 Multiplication:</p> <ul style="list-style-type: none"> •I can recall multiplication and division facts for all multiplication tables up to 12 x12 4NF1 •I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit. 4MD3 •I can recognise and use factor pairs and commutativity in mental calculations 4MD2 •I can begin to divide two-digit and three-digit numbers by a one-digit number using formal written layout 4NF2 •I can divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths 4NF3 and 4MD1 •I can multiply by 0 and 1. •I can divide by 1. •I can use place value to multiply and divide mentally •I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Measures</p> <ul style="list-style-type: none"> •I can measure and calculate the perimeter of a rectangle in cm and m. 4G2 •I can find the area of rectilinear shapes by counting squares 4G2 •I can convert between different units of measure. •I can use decimal notation to record money. •I can read unlabelled divisions I can read, write and convert time between analogue and digital 12- and 24-hour clocks. •I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days using appropriate 	<p>Year 3 Fractions</p> <ul style="list-style-type: none"> • I can recognise, find and write fractions of objects. 3F1 • I can recognise and use fractions as numbers. 3F2 • I can place fraction on a number line. 3F3 • I can compare and order unit fractions, and fractions with the same denominators. 3F3 • I can add and subtract fractions with the same denominator. 3F4 • I can recognise that tenths arise from dividing one-digit numbers or quantities by 10. • I can recognise equivalent fractions with small denominators • I can compare and order unit fractions, and fractions with the same denominators using <,> = <p>Shape and Statistics:</p> <ul style="list-style-type: none"> •I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. 3G1 •I can identify pairs of perpendicular and parallel lines. 3G2 •I can measure the perimeter of simple 2-D shapes •I can recognise and name prisms. •I can recognise 3-D shapes in different orientations and describe them. •I can identify vertical and horizontal lines of symmetry in common 2-D shapes. •I can recognise angles as a property of shape or a description of a turn. •I can identify whether angles are greater than or less than a right angle. •I can identify horizontal and vertical lines. •I know and use the terms ‘North,’ ‘North-East,’ ‘East,’ ‘South-East,’ ‘South,’ ‘South-West,’ ‘West’ and ‘North-West.’ •I can move between compass directions in half and quarter turns •I can interpret and present data using bar charts, pictograms and tables 	<p>Year 4 Fractions</p> <ul style="list-style-type: none"> •Reason about the location of mixed numbers in the linear number system. 4F1 •Convert mixed numbers to improper fractions and vice versa. 4F2 •I can add and subtract fractions with the same denominator 4F3 •I can recognise and show, using diagrams, families of common equivalent fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ •I can count up and down in hundredths; recognise that hundredths arise when dividing by one hundred and dividing tenths by ten. •I can connect hundredths to tenths. •I can recognise and write decimal equivalents of any number of tenths or hundredths. •I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities. •I can round decimals with one decimal place to the nearest whole number. •I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ •I can compare decimal numbers up to 2d.p. •I can solve simple measure and money problems involving fractions and decimals to two decimal places, with mixed number of decimal places <p>Shape and Statistics</p> <ul style="list-style-type: none"> •I know names of common quadrilaterals. 4G2 •I know and name common triangles. 4G2 •I can identify all lines of symmetry in common 2-D shapes. 4G3 •I can identify lines of symmetry in 2-D shapes presented in different orientations 4G3 •I can complete a simple symmetric figure using the line of symmetry. 4G3 •I can plot specified points and draw sides to complete a given polygon. 4G1 •I can describe positions on a 2-D grid as coordinates in the first quadrant 4G1

<ul style="list-style-type: none"> •I can add and subtract 4 digits and ones, 4 digits and tens and numbers with different numbers of digits mentally. •I can add and subtract numbers with up to three digits with answers exceeding 999 		<ul style="list-style-type: none"> •I can read unlabeled divisions in measures. 		<ul style="list-style-type: none"> •I can solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> •I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 4G2 •I can identify acute and obtuse angles •I can compare and order angles up to two right angles by size •I can describe movements between positions as translations of a given unit to the left/right and up/down •I can draw and read line graphs. •I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. •I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
As scientists - working scientifically we will: <ul style="list-style-type: none"> - 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 ... Forces and Magnets <ul style="list-style-type: none"> - 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 Animals <ul style="list-style-type: none"> - 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 ... Rocks and soils <ul style="list-style-type: none"> - 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 Light <ul style="list-style-type: none"> - 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		As scientists we will study... Plants <ul style="list-style-type: none"> - 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	
As historians we will : <ul style="list-style-type: none"> •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. 		As historians we will : <ul style="list-style-type: none"> •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. 		As historians we will : <ul style="list-style-type: none"> •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. 	

<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •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. 	
<p>As historians we will study Stone Age to Iron Age – When was the best time to live? including....</p> <ul style="list-style-type: none"> - Each time period is named after the main material used to make tools. - The Stone Age was from 15 000BC -3000BC in Britain. - The Bronze Age was from 3000BC – 825BC in Britain. - The Iron Age was from 825BC-34AD in Britain. - Dates can change as we discover new artefacts. - Modern historians have named these time periods. - Stonehenge was built in 2500BC. - At the beginning of the Stone Age, people were nomads. - The first evidence of farms in Britain from 5000BC. - Celts lived in Hillforts from 1000BC 	<p>As historians we will study The Romans – Why did the Romans invade so many countries? including...</p> <ul style="list-style-type: none"> - Romans invaded Britain in 43AD around the end of the Iron Age. - An invader is an army or country that uses force to enter and take control of another country. - The Roman army included people from all over their empire. - The Roman army was organised, well trained and had better armour. - The Romans brought these things to Britain: aqueducts, straight roads, towns, clean sanitation, advertising, Latin, money and Christianity. - Some Celts welcomed the Romans and some rebelled against them. - Britain had land, people to enslave and lots of metals – lead, zinc, tin, copper, silver and gold. - The empire ended when the rulers became more corrupt and the empire weakened. 	<p>As historians we will study The Anglo Saxons and the Vikings – How did they change Britain? including....</p> <ul style="list-style-type: none"> - 793AD The Vikings raided Lindesfarne. - Anglo Saxons in Britain from 410AD - Britain was weak from the departure of the Romans and had plenty of good farmland. - Most Anglo Saxons and Vikings were farmers or traders. - Migration is the movement of people from one place to another. - Anglo Saxons and Vikings fought Alfred the Great created the Danelaw in 878AD - Britain was split into regions ruled by separate Viking or Anglo Saxon Kings. - Both societies were hierarchical. - Both groups were democractic. - 1013AD King Sweyn I is the first king of all England. - King Cnut 1016 was a Christian king. 	
<p>As geographers we will...</p> <ul style="list-style-type: none"> • 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. 	<p>As geographers we will...</p> <ul style="list-style-type: none"> • 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. 		<p>As geographers we will...</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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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<p>As geographers we will discuss the Are the Americas a good place for a holiday?</p> <ul style="list-style-type: none"> • The Rockies are a mountain range in North America and the Andes are a mountain range in South America. • USA is a country and North America is a continent. • Some states of USA and countries of South America. <ul style="list-style-type: none"> • 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 • 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. • Land use can be residential, industrial, agricultural, recreational, commercial, greenbelt • 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. <p><u>Revisited Knowledge</u></p> <p><i>The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern.</i></p> <p><i>The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia</i></p> <p><i>Yosemite national park is in USA.</i></p> <p><i>Christ the Redeemer is in Brazil.</i></p> <p><i>Human features are manmade and include: factories, farms, offices, shops, ports and harbours.</i></p> <p><i>Physical features are natural and include: coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation.</i></p> <p><i>The compass points are North, East, South and West.</i></p> <p><i>Grid references are used to help you find places on a map.</i></p> <p><i>Ordnance survey and aerial maps show features of areas.</i></p> <p><i>The symbols for hills, mountains, rivers, churches, schools and roads.</i></p> <p><i>The equator is an imaginary line going around the middle of the globe.</i></p> <p><i>It is hotter nearer the equator.</i></p> <p><i>The north pole and south pole are at the top and bottom of the globe. It is colder there.</i></p> <p><i>The amazon rainforest is in Brazil. Brazil is in South America. New York is in North America.</i></p>	<p>As geographers we will study the Why do people live in dangerous places?</p> <ul style="list-style-type: none"> • Natural disasters include drought, flooding, landslides, tsunamis, volcanoes and earthquakes, hurricanes and tornados. • 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. • 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 • The Sahara desert is in Africa. • 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 • Natural resources can be crops, animals, fossil fuels (coal and oil), minerals and metals. • 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. <p><u>Revisited Knowledge</u></p> <p><i>Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation.</i></p> <p><i>Human features are manmade and include: settlements, houses, monuments.</i></p> <p><i>The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern.</i></p> <p><i>The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia</i></p> <p><i>The equator is an imaginary line going around the middle of the globe.</i></p> <p><i>It is hotter nearer the equator.</i></p> <p><i>The north pole and south pole are at the top and bottom of the globe. It is colder there.</i></p>	<p>As geographers we will consider what our future will look like....</p> <ul style="list-style-type: none"> - 71% of the Earth’s surface is water. - A river begins at the source and ends at the mouth. - The mouth of a river is where the river meets a lake or the sea. - Rivers flow downhill. - Rivers can erode the landscape and form valleys and mountains. - Some mountain ranges including the Alps, Himalayas, Rockies and Andes. - Ben Nevis, Snowdon, Scafell Pike and Slieve Donard are mountains in the UK. - Settlements are often formed along rivers. - The River Thames, River Nene, River Severn and the River Trent are UK rivers. - The water cycle. - 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. - 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. <p><u>Revisited Knowledge</u></p> <p><i>Congo, Yangtze, Amazon, Nile, Volga and Mississippi are some world rivers</i></p> <p><i>The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island.</i></p> <p><i>Their capital cities are London, Cardiff, Edinburgh and Belfast.</i></p> <p><i>The compass points are North, East, South and West.</i></p> <p><i>Grid references are used to help you find places on a map.</i></p> <p><i>Ordnance survey and aerial maps show features of areas.</i></p> <p><i>The symbols for hills, mountains, rivers, churches, schools and roads.</i></p> <p><i>The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern.</i></p> <p><i>The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia</i></p> <p><i>Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation.</i></p> <p><i>Human features are manmade and include: settlements, houses, monuments.</i></p> <p><i>Mount Everest is the tallest mountain in the world. It is in the Himalayas.</i></p>
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<p>As artists we will....</p> <ul style="list-style-type: none"> - 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. 		
<p>As artists we will ...</p> <p>Colour mixing</p> <p>Make colour wheels</p> <p>Introduce different brushes.</p> <p>Apply colour using dotting, scratching and splashing.</p> <p>Tint, tone and shade</p> <p>Observe colours.</p> <p>Use colours to reflect mood.</p> <p>I use a wide variety of techniques with colours and brushes to produce shapes, textures, patterns and lines.</p> <p>I make notes in my sketchbook of how artists have used techniques and I use these in my own work.</p> <p>Shape, form, model and construct.</p> <p>Plan and develop understanding of different adhesives and methods of construction.</p> <p>I have explored with a range of modelling materials.</p> <p>I make shapes and models from a range of materials.</p> <p>Experience of surface patterns and textures.</p> <p>Analyse natural and manmade construction.</p> <p>I add texture using tools.</p>	<p>As artists we will ...</p> <p>Experiment with the potential of different pencils.</p> <p>Close observation.</p> <p>Draw positive and negative shapes.</p> <p>Use initial sketches as prep for painting.</p> <p>Accurate drawings of people, especially faces.</p> <p>I explain the ideas in my sketchbook.</p> <p>Identify and draw the effect of light.</p> <p>Scale and proportion.</p> <p>Accurate drawings of whole people including proportion and placement.</p> <p>Work on a variety of scales.</p> <p>Computer generated images.</p> <p>I look at the work of artists, including graphic artists, to see how styles are used for effect.</p> <p>I experiment with these styles in my own work.</p>	<p>As artists we will ...</p> <p>Experiment with the potential of different pencils.</p> <p>Close observation.</p> <p>Draw positive and negative shapes.</p> <p>Use initial sketches as prep for painting.</p> <p>Accurate drawings of people, especially faces.</p> <p>I explain the ideas in my sketchbook.</p> <p>Identify and draw the effect of light.</p> <p>Scale and proportion.</p> <p>Accurate drawings of whole people including proportion and placement.</p> <p>Work on a variety of scales.</p> <p>Computer generated images.</p> <p>I look at the work of artists, including graphic artists, to see how styles are used for effect.</p> <p>I experiment with these styles in my own work.</p>
<p>As designers we will....</p> <ul style="list-style-type: none"> - Develop planning and communication ideas - Work with tools, equipment, materials and components to make quality products (inc-food) - Evaluate processes and products - 		
<p>As designers we will design a Shell structure and a healthy varied diet.....</p> <ul style="list-style-type: none"> - Designing a structure with key features to appeal to a specific person/purpose - Building frame structures designed to support weight - Drawing and labelling a design using 2D - shapes, labelling: the 3D shapes that will create the features materials need and colours - Designing and/or decorating a structure on CAD software - Constructing a range of 3D geometric shapes using nets - Creating special features for individual designs - Making facades from a range of recycled materials - Creating a range of different shaped frame structures - Making a variety of free standing frame structures of different shapes and sizes - Selecting appropriate materials to build a strong structure and for the cladding - Reinforcing corners to strengthen a structure - Creating a design in accordance with a plan - Learning to create different textural effects with materials - Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design - Suggesting points for modification of the individual designs 	<p>As designers we will investigate Levers and linkages</p> <ul style="list-style-type: none"> - Designing a toy which uses a pneumatic system - Developing design criteria from a design brief - Generating ideas using thumbnail sketches and exploded diagrams - Learning that different types of drawings are used in design to explain ideas clearly - Designing a shape that reduces air resistance - Drawing a net to create a structure - Choosing shapes that increase or decrease speed as a result of air resistance - Personalising a design - Creating a pneumatic system to create a desired motion - Building secure housing for a pneumatic system - Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy - Selecting materials due to their functional and aesthetic characteristics - Manipulating materials to create different effects by cutting, creasing, folding, weaving - Measuring, marking, cutting and assembling with increasing accuracy - Making a model based on a chosen design 	<p>As designers we will investigate electrical systems and Textiles.....</p> <ul style="list-style-type: none"> - Designing a game that works using static electricity, including the instructions for playing the game - Identifying a design criteria and a target audience - Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas - Making an electrostatic game, referring to the design criteria - Using a wider range of materials and equipment safely - Using electrostatic energy to move objects in isolation as well as in part of a system - Making a torch with a working electrical circuit and switch - Using appropriate equipment to cut and attach materials - Assembling a torch according to the design and success criteria - Learning to give constructive criticism on own work and the work of others - Testing the success of a product against the original design criteria and justifying opinions - Evaluating electrical products - Testing and evaluating the success of a final product and taking inspiration from the work of peers - Designing and making a template from an existing cushion and applying individual design criteria - Writing design criteria for a product, articulating decisions made - Designing a personalised Book sleeve

<ul style="list-style-type: none">- Describing what characteristics of a design and construction made it the most effective- Considering effective and ineffective designs- Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish- Designing a biscuit within a given budget, drawing upon previous taste testing.- Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination- Following the instructions within a recipe- Following a baking recipe- Cooking safely, following basic hygiene rules- Adapting a recipe	<ul style="list-style-type: none">- Using the views of others to improve designs- Testing and modifying the outcome, suggesting improvements- Understanding the purpose of exploded-diagrams through the eyes of a designer and their client- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance	<ul style="list-style-type: none">- Following design criteria to create a cushion- Selecting and cutting fabrics with ease using fabric scissors- Sewing cross stitch to join fabric- Decorating fabric using appliqué- Completing design ideas with stuffing and sewing the edges- Making and testing a paper template with accuracy and in keeping with the design criteria- Measuring, marking and cutting fabric using a paper template- Selecting a stitch style to join fabric, working neatly sewing small neat stitches- Incorporating fastening to a design
<p>As musicians we will.....</p> <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• Improvise and compose music for a range of purposes using the inter-related dimensions of music• Listen with attention to detail and recall sounds with increasing aural memory• Use and understand staff and other musical notations• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.		
<p>In music we will ...</p> <p>Essential Knowledge:</p> <ul style="list-style-type: none">- Know some key style indicators of the genres studied (See Charanga style indicator document for characteristics)- Sing 5 songs from memory, know who wrote them, when they were written and, if possible, why?- Know that a group of singers is called a choir.- Know what a leader/conductor does.- Know why you must warm up your voice. <p>Listening and Appraising:</p> <ul style="list-style-type: none">- Know how to use musical words to describe a piece of music and compositions.- Know how to use musical words to describe what I like and do not like about a piece of music.- Know how to recognise the work of at least one famous composer.- Understand that music from different parts of the world and different times, have different features.- Begin to show an awareness of metre/time signatures. <p>Performing:</p> <ul style="list-style-type: none">- Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.- Sing and play in time with peers, with some accuracy and awareness of their part in the group performance.- Perform from basic staff notation and be able to identify these symbols using musical terminology. <p>Composing and Improvising:</p> <ul style="list-style-type: none">- Compose melodies and songs in a given style.- Use letter name or staff notation and key musical vocabulary to record their compositions.- Suggest and implement improvements to their own work, using musical vocabulary.		
<p>As advocates for our faith and other faiths communities....</p> <ul style="list-style-type: none">- <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>		
<p>In RE we will be studying...</p> <p>Creation/Fall and Gospel</p>	<p>In RE we will learn about ...</p> <p>Incarnation and Salvation</p>	<p>In RE we will study ...</p> <p>Sikhism</p>

<ul style="list-style-type: none"> - L2a.1 What do Christians learn from the Creation story? <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - L2a.4 What kind of world did Jesus want? <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - L2a.3 What is the Trinity? <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - L2a.5 Why do Christians called the day Jesus died Good Friday? <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - L2.8 What does it mean to be a Sikh in Britain today? <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> - 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. -
<p>In computing we will study....</p> <ul style="list-style-type: none"> - 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) 	<p>In computing we will ...</p> <ul style="list-style-type: none"> - 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 	<p>In computing we will ...</p> <ul style="list-style-type: none"> - 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.

		<ul style="list-style-type: none"> - Add and format suitable titles and text. - Label an image using arrows. <p>Branching Databases</p> <ul style="list-style-type: none"> - Add and label objects. - Ask questions to sort (classify) objects correctly.
<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <p>Units covered by Get Set 4 PE</p>	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Fitness - Key Skills: Physical - Strength - Speed - Agility - Coordination - Balance - Stamina 	<p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - OAA - Key Skills: Physical - Balance - Running - Key Skills: SET - Social: Collaboration, communication, respect - Emotional: Honesty - Thinking: Decision making, selecting and applying tactics <ul style="list-style-type: none"> - 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 <p>Units covered by Get Set 4 PE Term 5 - Swimming, May Day Term 6 – Tennis, Athletics</p>

<p>Term1 – Golf, Football Term 2 – Dodgeball, Yoga</p>	<ul style="list-style-type: none"> - Key skills: SET - Social: Supporting and encouraging others, working collaboratively - Emotional: Perseverance, determination - Thinking: Analysing data <p>Units covered by Get Set 4 PE Term 3 – Dance, Tennis Term 4 – Gymnastics, Fitness</p>	
<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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); - •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. 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - 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); 	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Growing and Changing (Y4) - •Describe some of the changes that happen to people during their lives;

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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; - •Prioritise public services from most essential to least essential. 	<ul style="list-style-type: none"> - •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: <ul style="list-style-type: none"> - 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. 	As Spanish speakers we will learn about: <ul style="list-style-type: none"> - 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. 	As Spanish speakers we will learn about: <ul style="list-style-type: none"> - 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.

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
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