


Long term Plan 2023-2024 - Year 3

Learning Mindsets: Respect (Autumn), Responsibility (Spring), Resilience (Summer)					
English (Writing, Reading, GPVS)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p style="text-align: center; color: blue;">Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)</p>					
<p>Reading</p> <p>Class Book: Kings of the Wild Lesser Spotted Animals</p> <p>Reading Skills: Decoding and fluency Clarifying Vocabulary Visualising Relating background knowledge Comparing and contrasting</p> <p>Phonics: YI SPRI WKI ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) ASSESS AND REVIEW/u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen)</p>	<p>Reading</p> <p>Class Book: Egyptian Cinderella The Story of Tutankhamun</p> <p>Reading Skills: Summarising and sequencing Inference Prediction Reading fluently with intonation and expression</p> <p>Phonics: /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ -tion (station /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ -tious (scrumptious) /sh/ (delicious) -ous, -ion, -ian s/ <sc> science /t/ <bt> doubt /i/ <u> busy /n/ <ne> gone m/ <mn> column /g/ <gh></p>	<p>Reading</p> <p>Class Book: Ancient Greek Myths (Marcia Williams) Usborne's Greek Myths Plascript - Greeks</p> <p>Reading Skills: Reading with intonation and expression Recalling and sequencing Clarifying Fact and opinion</p> <p>Phonics: Follow National Curriculum Spelling For those children who still require phonics, interventions will be delivered appropriately.</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Myth and Legends 2. Playscripts 3. Content focus <p>News package <i>Oral activities to support composition:</i> Interview people about the story Icarus who flew too close to the sun</p>	<p>Reading</p> <p>Class Book: Journey to the River Sea 4 chapters then reading for pleasure</p> <p>Reading Skills: Fact and opinion Inference Visualising</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Main Written Poetry- Haiku about rivers Compositional Focus: features of the different poems (and layout), . Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements ▫ proposing changes to grammar and vocabulary to improve consistency, including 	<p>Reading</p> <p>Class Book: Skeletons and other books linked to science etc</p> <p>Reading Skills: Summarising Using evidence</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Main Written Discussion text- deforestation Compositional Focus: Words to suggest discussion and balance, paragraphing and organising structure Process focus; discussing and recording ideas 2b. Second Written Non-chronological report - Layers of the Rainforest Compositional Focus: layout features, captions and headings 	

<p>Writing</p> <p>1. Main Written Non-Chronological Report - Brown Bears</p> <p>Compositional Focus: subordinating and coordinating conjunctions. (revisit from KSI) Process focus; - discussing and recording idea</p> <p>2. Second Written Book Review- (N American book) Compositional Focus: conjunctions and expanded noun phrases in a book review. Process focus; - discussing and recording ideas</p> <p>3. Content Focus (supported by oral composition) Speech- subject close to home (teacher's choice- could link to science?) Compositional Focus: persuasive language in a speech. Process focus; - discussing and recording ideas</p> <p>Spelling focus: Words with the long /eI / sound spelt with ei Words with the long /eI / sound spelt with ey</p>	<p>ghastly <gu> guard /o/ <ou> cough /u/ <ou> tough <oo> flood h/ <wh> whole /f/ <gh> rough /w/ <u> penguin /ee/ <ei> ceiling <i> police ee/ <ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau /ar/ <ear> heart /ur/ <our> colour <re> centre Or/ar, or/oar, or/oor, t/te</p> <p>Writing 1. Main Written Explanation about mummification Compositional Focus: subordinate clauses, possessive apostrophes. Process focus; - discussing and recording ideas</p> <p>2. Oral and written Oral retelling of story (Egyptian Cinderella) Written narrative opening. <u>Oral activities to support composition:</u> interview the children in Narnia. Compositional Focus: expanded noun phrases,</p>	<p>Compositional Focus: Formal language, inverted commas for speech (recap), verb tenses Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>4. Practise and Apply Persuasive leaflet- could link to science theme? Compositional Focus: persuasive features (exaggeration, recap of rhetorical questions, flattery), commands, imperative verbs Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. composing and rehearsing sentences orally.</p> <p>Spelling Focus: Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed) last syllable - DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch' Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words</p>	<p>the accurate use of pronouns in sentences</p> <p>2. Oral and written Persuasive text - Adopt a WWF animal Compositional Focus: prepositions, recap of persuasive language (recap flattery, exaggeration, commands) Process focus: planning and editing</p> <p>3. Practise and Apply Setting description Compositional Focus: adverbs and length of sentences for effect</p> <p>Process focus: planning and editing</p> <p>Spelling Focus: Words ending in - ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning</p>	<p>Process focus; discussing and recording ideas</p> <p>3. Practise and Apply Persuasive Letters Saving the rainforests - Compositional Focus: conjunctions and adverbs. Possessive apostrophes. Process focus; composing and rehearsing sentences orally</p> <p>Spelling Focus: Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' Silent Letters Revision</p>
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<p>Words with the long /eɪ / sound spelt with ai Words with / / sound spelt with ear Homophones & near homophones</p>	<p>adverb openers, direct speech and punctuation Process focus; - composing and rehearsing sentences orally</p> <p>3. Practise and Apply Descriptive Poetry- (introduce children to a range including haiku) (oral outcome) Compositional Focus: expanded noun phrases, Process focus; - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Spelling focus: Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules)</p>			
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Statutory Spelling
Challenge Words

Maths

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

← **Number Sense and Fluency** →
Range of problem solving and reasoning activities →

Number and Place Value: Value of a 3 digit number Ordering and Comparing Numbers Counting in 50s

Addition and Subtraction: Adding and subtracting single digits, two digits and 3 digit numbers including the formal written methods

Addition and Subtraction: Adding single digits, two digits and 3 digit numbers including the formal written methods

Multiplication and Division: x3, x4, x8 tables and related division facts

Multiplication and division: (sharing) including arrays and part-whole models

Multiplication and Division: including formal written methods of short multiplication and division (2 digit by 1 digit) Solving multiplication and division problems

Measurements: length and perimeter What is perimeter? Scaling How many ways? Finding the perimeter of a shape Add and Subtract Lengths Comparing lengths

Fractions What makes a whole? Recognise and find $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ Unit and Non-Unit fractions Counting in tenths Finding a fraction of a set of objects

Measurements: mass and capacity Measure and Compare mass and capacity Add and Subtract Mass and Capacity

Equivalent fractions Compare and Order fractions Fractions on a number line

Measurements: money Recognising coins, adding and subtracting money, given change

Time: analogue and digital Days of week Months and years Hours in a day Telling the time to the nearest five minutes and with improving accuracy to the nearest minute O'clock Hourly Half past Quarter past, to 24 hour time

Time Duration of events; comparison of duration; Start and end times; Seconds Problem Solving

Angles Right angles in a shapes Compare angles Draw accurately Horizontal and vertical Geometry: properties of shape Parallel and perpendicular Recognise and describe 2D shapes Recognise and describe 3D shapes Make 3D shapes

Statistics and Data Revision of tally charts Pictograms Bar charts Tables

Science

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Working Scientifically

asking relevant questions and using different types of scientific enquiries to answer them

setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

Rocks and Soils

Focus Scientists:

Mary Anning (Fossilist)
Christopher Jackson (geologist)

In science, we will be learning about the different types of rocks and how these are formed. We will then identify and classify a range of rocks using a variety of tests and their properties, linking this to their everyday uses. We will describe the formation of fossils when living organisms that have once lived are trapped

Forces and Magnets

Focus Scientists:
William Gilbert (Magnetism and electricity)
Jyoti Sehdev (Senior civil engineer)

We will begin our science learning by building on our knowledge of push and pull forces using a range of investigations,

Animals including humans

Focus Scientists:

Willhelm Röntgen (Invented the X-Ray)
Zubair Haleem (Academy physio at Arsenal)

In science, we will start by identifying vertebrates and invertebrates and sub categorising the animals within these groups. We will then identify the skeletons on humans and compare and contrast these to other vertebrates before moving onto labelling the bones of the human body. We will finish our learning by focussing on muscles and how they

Plants

Focus Scientists:

- Ahmed Mumin Warfa (Somali Botanist)
- Maria Sibylla Merian (1647-1717) (Documented the relationship between plants and insects)

Light

Focus Scientists:

- Ibn al-Haytham (Mathematician and astronomer)
- Patricia Bath (Ophthalmologist and inventor)

We will be recognising dark as the absence of

<p>between layers of rock. We will then investigate soil as a combination of rock, organic matter and sand.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> Recording data Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Rocks Report (Review) <p>Science Trails: How are rocks used in the world around us?</p> <p>Forces and Magnets</p> <p>Focus Scientists: William Gilbert (Magnetism and electricity)</p>	<p>focussing on movements across surfaces. We will then focus on magnetic forces, how they act at a distance, how we can compare magnet strength and use magnets to sort materials. We will also learn in more detail about a magnet, identifying the poles and predicting outcomes using repel and attract forces.</p> <p>Disciplinary (Working Scientifically) Concepts: Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p>	<p>help us move and how nutrition contributes to the health of animals and correlates with their adaptations to their habitat.</p> <p>Disciplinary (Working Scientifically) Concepts: Observing and measuring Recording data Interpreting and communicating results</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Skeleton Questions (Plan) <p>Science Trails: What kinds of food do shops sell and how can food affect our health?</p>	<p>We will build on our knowledge of plants to label and then identify the function of each part of a flowering plant. We will look in more detail at the flowering part of a plant and how they help with the process of fertilisation, seed formation, seed dispersal and pollination. We will also discover how water is transported in plants through observing over time. We will then collate our knowledge of a plants requirements for life and growth to identify plants that are adapted</p>	<p>light and then identifying a range of light sources in today's world. We will also learn about the dangers of light from the sun and discuss ways to protect ourselves from these light rays. We will also learn about how light travels and is reflected off surfaces and investigate how shadows are formed, before then tracking the sun's light in shadow formation across a day to identify patterns.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> Making predictions
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<p>Jyoti Sehdev (Senior civil engineer)</p> <p>We will begin our science learning by building on our knowledge of push and pull forces using a range of investigations, focussing on movements across surfaces. We will then focus on magnetic forces, how they act at a distance, how we can compare magnet strength and use magnets to sort materials. We will also learn in more detail about a magnet, identifying the poles and predicting outcomes using repel and attract forces.</p> <p>Disciplinary (Working Scientifically) Concepts: Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p>	<p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Balloon rocket (Review) Car ramps (Do) Magnet Tests (Plan) <p>Light</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> Ibn al-Haytham (Mathematician and 		<p>to living in extreme climates, linking back to the rainforest and deserts.</p> <p>Disciplinary (Working Scientifically) Concepts: Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment</p>	<ul style="list-style-type: none"> Setting up tests Observing and measuring Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p>
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<ul style="list-style-type: none"> Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Balloon rocket (Review) Car ramps (Do) Magnet Tests (Plan) <p>Animals including humans</p> <p>Focus Scientists: Wilhelm Röntgen (Invented the X-Ray)¹⁸⁹⁵</p>	<p>astronomer)</p> <ul style="list-style-type: none"> Patricia Bath (Ophthalmologist and inventor) <p>We will be recognising dark as the absence of light and then identifying a range of light sources in today's world. We will also learn about the dangers of light from the sun and discuss ways to protect ourselves from these light rays. We will also learn about how light travels and is reflected off surfaces and investigate how shadows are formed, before then tracking the sun's light in shadow formation</p>		<p>Activity (ies):</p> <ul style="list-style-type: none"> Function of a stem (Review) Measuring Plants (Do) <p>Science Trails: How many types of plants can we find in our local area?</p>	<p>Make shadows (Do)</p> <p>Science Trails: What is a light source and where can I find one?</p> <p>How do shadows change throughout the day?</p>
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Zubair Haleem (Academy physio at Arsenal)

In science, we will start by identifying vertebrates and invertebrates and sub categorising the animals within these groups. We will then identify the skeletons on humans and compare and contrast these to other vertebrates before moving onto labelling the bones of the human body. We will finish our learning by focussing on muscles and how they help us move and how nutrition contributes to the health of animals and correlates with their adaptations to their habitat.

Disciplinary (Working Scientifically) Concepts:
Observing and measuring
Recording data
Interpreting and communicating results

Scientific Enquiry Types:

across a day to identify patterns.

Disciplinary (Working Scientifically) Concepts:

- Making predictions
- Setting up tests
- Observing and measuring
- Interpreting and communicating results

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing
- Research using

<ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Skeleton Questions (Plan) <p>Science Trails: What kinds of food do shops sell and how can food affect our health?</p>	<p>secondary sources</p> <ul style="list-style-type: none"> Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Make shadows (Do)</p> <p>Science Trails: What is a light source and where can I find one? How do shadows change throughout the day?</p>			
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History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Key Skills:

Develop a chronologically secure knowledge and understanding of British, local and world history

Establish clear narratives within and across the periods they study

Note connections, contrasts and trends over time

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity and difference and significance

Construct informed response involving thoughtful selection and organisation of relevant historical information

Understand that our knowledge of the past is constructed from a range of sources

<p align="center">Ancient Egyptians</p> <p>Ancient Egypt 7500BC-51BC</p>	<p align="center">Ancient Greeks</p> <p align="center">3500BC-AD1500</p> <p align="center">Settlements</p>		
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Dynasty
Settlements
Kingdom
Inventions
Civilisation
Society
Architecture
Government
Religion and Beliefs
Archaeology
Hierarchy
Trade
Rulers
Myths and legends

We will be learning about the significance of the River Nile by conducting an **in-depth** study of the Egyptian settlement and the reasons why they settled there. (Economic, Social History)

We will explore how their religious beliefs and architecture influenced their culture and achievements. (Cultural, Social History) We will also look at the ways in which the Ancient Egyptians lived and the impact of rulers and their responsibilities to the slaves and servants in ancient Egypt. (Cultural, Social History, Political History) We will explore how mummification was an integral part to Egyptian lifestyles but also why they stopped following this practice. (Cultural, Social History) We will look into why the Egyptian pyramids have formed an important part of uncovering the past lives of the Ancient Egyptians. (Cultural, Social History, Famous People)

What modern day inventions are an Egyptian legacy?

Communication
Maths

Kingdom
Inventions
Civilisation
Society
Democracy
Architecture
Archaeology
Trade
Rulers
Myths and legends

We will be learning about how the ancient Greek civilisation has influenced our lives today by considering the various takes on leadership across the city states.

(Cultural, Social and Political History)

We will carry out an **in-depth** study on how ancient Greek religious beliefs and architecture influenced their culture in comparison to the ancient Egyptians.

(Cultural, Social History) We will debate if the Battle of Troy actually took place by examining a range of sources.

(Cultural, Social, Environmental History)

We will look into how the Ancient Greeks' achievements have changed over time using the Olympics as an example study. (Cultural, Political and Social History) Finally, we will explore how the findings of famous Greeks such as

Archimedes and Hippocrates have both influenced science of the time and modern-day science (physics and medicine) (Famous People)

(NC: Ancient Greece - a study of Greek life and achievements)

<p>Astronomy Medicine Egyptian Legacy</p> <p>Finally, we will investigate how the Ancient Egyptian civilisation came to an end and the reasons why, focussing on Cleopatra. (Cultural, Social History, Famous People)</p> <p>(NC: Achievements of earliest civilisations - depth of study)</p> <p>Concepts: Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation</p> <p>Strands: Famous People, Social History, Economic, political</p> <p>Key Concepts - Disciplinary Chronology</p> <p>Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom Sequence, duration and chronology-important dates Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom Similarities and Differences (same historical period)</p> <p>Comparisons between lifestyles based on hierarchy (pharaohs, nobleman, farmers, slaves)</p> <p>Was religion important for all Ancient Egyptians? Many gods and goddesses- all AE lived their lives dictated by gods and goddesses.</p> <p>Historical Enquiry-Evidence and Sources ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of</p> <p>How did historians think that religion affected life in Ancient Egypt?</p>	<p>Concepts: Chronology, Cause and Consequence, Significance, Interpretation, Change and continuity, Culture</p> <p>Strands: Famous People, Social History, Political</p> <p>Key Concepts-Disciplinary Chronology</p> <p>Sequence, duration and chronology-important dates Ancient Greece start/end and key events <i>Classical Greece Hellenistic Greece and Roman Greece</i> start/end and key events <i>Explain variations in Greek Life in different places over time-dates/period labels</i></p> <p>Position Ancient Greece on a timeline</p> <p>Similarities and Differences (same historical period) How was life different/same between Sparta and Athens? How was Society structured? Comparisons between schools in Athens and Sparta two city states (laws, money, rulers).</p> <p>Historical Enquiry-Evidence and Sources What do artefacts reveal about life in Ancient Greece? See interpretations of History too</p> <p>Achievements What can historians tell us about how the Ancient Greeks governed?</p>		
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<p>How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?</p> <p>Change and Continuity-across periods Investigate changes over time-technological advances/building knowledge/scientific achievements- mathematics, geometry, surveying, metallurgy, astronomy, accounting, writing, paper (communication) medicine, the ramp, the lever, the plough, and mills for grinding grain, what is the legacy of the Egyptians? What is the role of the River Nile today?</p> <p>Interpretation of History Interpretation- Do historians agree about how the pyramids were built? interpreting and analysing a range of sources - work of an archaeologist, Egyptian artefacts, wall paintings/monuments hieroglyphs/archaeological sites/ primary/secondary sources/historians views</p> <p>Story of Rameses Which show how Egyptian past was represented.</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Why was the River Nile important? The significance of the River Nile within their culture. Why was the discovery of the pyramids and texts important? E.g. Farming, settlements, trade, transportation. evaluating the significance of the sources and the legacy of the Ancient civilization. The importance of the Egyptian achievements https://scoopempire.com/ancient-egyptian-inventions-that-are-still-used-today/ bowling, 365 Calendar, sail boats, toothpaste ink, make up, paint surgical instruments high heels hair combs door locks</p> <p>Cause and Consequence Trade, Water travel</p>	<p>Why do historians believe that Alexander the Great was great?</p> <p>Change and Continuity-across periods Investigate changes over time- schools</p> <p>What changed and what stayed the same? Development of Governments laws Schools Buildings Communication Olympic Games</p> <p>What impact on modern day living did Greeks have?</p> <p>How does AE and AG compare?</p> <p>Interpretation of History How do historians know about Ancient Greece? Interpretation-interpreting and analysing a range of sources - Greek artefacts/primary sources and primary and secondary sources statues/pottery/monuments hieroglyphs/archaeological sites/ friezes which show how Ancient Greece past was represented.</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Which period of ancient Greece was the most significant?</p>		
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<p>Reasons for the Egyptian civilisation wax and wane loss of military power, lack of natural resources and conflicts, economic and rise of the Roman empire.</p>	<p>Classic age was most significant period of Greek Civilisation reasons - art architecture theatre and philosophy developments and democracy and sport</p> <p>evaluating the significance of the sources and the legacy of the ancient civilization. The importance of the Egyptian achievements - Olympic Games Who was a significant Greek Figure? Alexander the Great-why was he great? Pythagoras Cause and Consequence Why did Ancient Greece come to an end? Reasons for the end of the Ancient Greece era -drought, Alexander the Great's death.</p>		
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Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills

Develop a chronologically secure knowledge and understanding of British, local and world history
 Establish clear narratives within and across the periods they study
 Note connections, contrasts and trends over time
 Develop the appropriate use of historical terms
 Address and devise historically valid questions about change, cause, similarity and different and significance
 Construct informed response involving thoughtful selection and organisation of relevant historical information
 Understand that our knowledge of the past is constructed from a range of sources

<p>North America/Native American Creation Stories/</p> <p>Fieldwork</p> <p>Map of North America and its countries</p> <p>Use Globes/Photographs</p> <p>Atlases to locate places in NA</p> <p>Using 4 figure coordinates to locate features</p> <p>Using maps and aerial views to discuss NA</p> <p>Use zoom function to locate places and at different scales</p> <p>Add photographs to specific locations</p> <ul style="list-style-type: none"> • Size of Jamaica • Mexico • Canada • Alaska • Where is North America's place in the world? • What countries are there in North America? • Equator line and North/South Pole • Predict climate based on position from equator • Explore countries of NA • Explore Caribbean - Jamaica/Mexico • Canada/Alaska and Artic circle • Physical/Human Landmarks • Climate • Capital cities 	<p>Egypt-History Orientation lessons</p> <p>Egypt Focus on River Nile</p> <p>Locate-continent surrounding countries, oceans and seas</p> <p>Importance of the Nile -Nile facts</p> <p>How the Nile supports employment?</p> <p>What does Egypt produce-world trade?</p> <p>How the impact of flooding on the River Nile has improved?</p>	<p>Greece</p> <p>Map of North America and its countries</p> <p>Use Globes/Photographs</p> <p>Atlases to locate places in NA</p> <p>Using 4 figure coordinates to locate features</p> <p>Using maps and aerial views to discuss NA</p> <p>Use zoom function to locate places and at different scales</p> <p>Add photographs to specific locations</p> <ul style="list-style-type: none"> • Where is Greece in the world? • What do you know about the capital of Greece- • Athens? • What does Greece produce-world trade? • What is Athens doing about the Pollution issues? • What has changed in Athens over time? • Pollution issues 	<p>South America and Rainforests</p> <p>Books</p> <p><i>The Great Kapok Tree</i></p> <p><i>The Rainforest Grew all around</i></p> <p><i>Susan Mitchell</i></p> <p>Fieldwork</p> <p><i>Botanical Garden visit medicinal plants?</i></p> <p>Map of North America and its countries</p> <p>Use Globes</p> <p>Photographs</p> <p>Atlases to locate places in NA</p> <p>Using 4 figure coordinates to locate features</p> <p>Using maps and aerial views to discuss NA</p> <p>Use zoom function to locate places and at different scales</p> <p>Add photographs to specific locations</p> <p>Relate measurement on maps to outdoors</p> <p>Make scale drawings</p> <ul style="list-style-type: none"> • What is the scale of the SA rainforests? • Where is South America? • Where is the SA Rainforest? • What is a climate Zone? • What is a biome? • What are the different characteristics of a rainforest biome? • What are the names and functions of the different rainforest layers? <p>Brazil</p> <ul style="list-style-type: none"> • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals
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<ul style="list-style-type: none"> • What do you know about Jamaica/Mexico/Canada/Alaska? • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals • What are the most common Livelihoods in..? Mexico Jamaica Canada • How do these jobs affect the environment? • Settlements/people's lives (economy) • What projects are in place to improve the environment In Mexico/Jamaica? • How has Mexico changed over time-physical and chemical affects? 			<p>Rainforest</p> <ul style="list-style-type: none"> • Indigenous people • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals <ul style="list-style-type: none"> • How are climate/ plants and animals interconnected? • How does the rainforest support indigenous people's homes, livelihood? • How are the supply chains of resources from the rainforest which provide food and medicine protected? • Who has and what has affected the rainforest over time and why?
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Art

Autumn	Spring	Summer
<p><u>Drawing</u></p>	 <p style="text-align: center;"><u>Painting</u></p>	 <p style="text-align: center;"><u>3D form</u></p>

Research: Pencil artists

Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?

Developing skills:

Understanding pencil grades

Line

Shape

Tone (shading)

Texture

Tones:

Bringing drawing to life:

Applying skills:

Creating an observational drawing of Tutankhamun's death mask

Evaluation:

Research:

Henri Rousseau

Developing skills:

Colour mixing

Blocking colour

Washes

Thickened paint

Hue, shade, tones, tints

Colour mixing:

Applying skills:

Progressing to create 'Rainforest scene' in the style of Henri Rousseau

Evaluation:

Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's?

Research:

Greek architecture

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

Papier mache? Clay?

Applying skills:

Design and form own Greek building in the style of the Parthenon - papier mache/clay

Evaluation:

How does their model compare to other Greek architecture? Similar components? How did they achieve these effects?

<p>Children to evaluate how well they were able to apply their pencil skills to form line, shape, tone and texture.</p> <p>How have your skills developed? How could you improve their pencil drawing?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Texture</p>	<p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>What skills have they developed?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p>
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Design and Technology

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mechanisms:</p> <p>To design and make a moving animal.</p> <p>Skill retrieval from previous years: Hinges, Levers and Sliders, Strengthening and stiffening, free standing structures</p> <p>NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><u>Investigate, disassembly, evaluate</u></p>		<p>Food/Nutrition</p> <p>To design and make a pizza dish for Year 3 parents.</p> <p>NC: Understand and apply the principles of a healthy and varied diet.</p> <p><u>Investigate, disassembly, evaluate</u></p> <p>Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them,</p>		<p>Structure</p> <p>To design and make a structure to protect a plant to withstand heavy rainfall and high winds.</p> <p>Skill retrieval from previous years: strengthening and stiffening, free standing structures</p> <p>NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	

<p>Investigate a variety of familiar objects that use air to make them work.</p> <p>Examine, sketch, label and/or describe a variety of these kinds of objects.</p> <p>Disassemble products to understand how they work.</p> <p>Improve on existing designs, giving reasons for choices.</p> <p>Identify some of the great designers in different areas of study to generate ideas from their designs.</p> <p><u>Focus Practical tasks:</u></p> <p>Make a variety of simple pneumatic systems using basic equipment.</p> <p>Learn about pulleys and learn how to make a simple pulley.</p> <p>Compare pneumatic systems with other mechanisms taught previously (hinges, levers, sliders)</p> <p><u>Design.</u></p> <p>Children will use their knowledge of mechanisms to design an animal with moving parts.</p> <p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p>	<p>food from a visit to a local shop. Link to the principles of a varied and healthy diet using The Eatwell Guide</p> <p>Carry out sensory evaluations on the contents of the food from</p> <p>Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food?</p> <p>Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.</p> <p>Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed</p> <p><u>Focus Practical tasks:</u></p> <p>Cutting and slicing different food</p> <p>Tasting different food stuff</p> <p>Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</p> <p>Measure and weigh ingredients appropriately. Follow a recipe. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping,</p>	<p><u>Investigate, disassembly, evaluate</u></p> <p>Investigate greenhouses and other structures which can be used as shelter</p> <p>Investigate structures and how they are made stable.</p> <p><u>Focus Practical tasks:</u></p> <p>Explore nets of shape and the 3D shapes it creates</p> <p>Compare the strength and stability of different structures</p> <p>Explore the properties of different materials and think about which ones are suitable for each section of their structure.</p> <p>Think about strength, stability, malleability and other features in this exploration lesson.</p> <p>Explore how materials can be made stronger and stiffer.</p> <p><u>Design.</u></p> <p>Children will use their previously learnt skills to draw and a design to protect a plant.</p>
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<p>Explore, develop and communicate design proposals by modelling ideas</p> <p>Make drawings with labels when designing</p> <p><u>Make</u></p> <p>Children will create an animal with at least one moving part.</p> <p>Utilise mechanisms to ensure at least one part is moving</p> <p>Make appropriate design decisions to ensure their product is fit for purpose</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p> <p><u>Evaluate</u></p>	<p>grating, slicing etc) Children will measure, mark out and assemble components with more accuracy.</p> <p>Practise kneading, ready for bread making using playdough.</p> <p>Food preparation and cooking techniques practised by making a food product using an existing recipe.</p> <p>Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?</p> <p><u>Design.</u></p> <p>Children will design their own pizza, considering the order of working</p> <p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Make drawings with labels when designing</p> <p>Design purposeful, functional, appealing products for themselves and parents based</p>	<p>Generate ideas for an item, considering its purpose and the user/s</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Plan the order of their work before starting</p> <p>Explore, develop and communicate design proposals by modelling ideas</p> <p><u>Make</u></p> <p>Children will follow their designs to create their structure, using the skills they have previously learnt. They will need to also consider building safely and solving problems that may occur.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT</p>
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<p>Children will demonstrate their finished moving models, then evaluate both their process and their finished product.</p> <p>Children will identify successful areas of their finished products. Children will identify areas that could be improved upon.</p> <p>Children will describe what they would do differently if they were to make their moving crocodile again?</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>	<p>on design criteria in the context of designing a traditional Greek dip.</p> <p>Make</p> <p>Children to prepare a dish in the context of following a recipe</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</p> <p>Measure and weigh ingredients appropriately.</p> <p>Follow a recipe</p> <p>Evaluate</p> <p>Children will evaluate their dip against original design criteria. Did it meet the criteria of being part of a healthy and varied diet?</p> <p>Children will also request feedback from parents. Children will consider what was successful and if they would change anything in future recipes.</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>	<p>Evaluate</p> <p>Children will evaluate their own design process as well as their finished product.</p> <p>Children will suggest ways in which they would change their design if they were to make their product again..</p> <p>Children will assess how well their finished product meets the original design criteria?</p>			
Music					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Charanga - Glockenspiel Unit 1 and 2</p> <p>This unit introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel. Children will also be exposed to a variety of musical notation including graphic scores and traditional notation.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p> <p>Listening and appraising Children will develop their listening skills when learning a new piece of music. They will discuss tempo, dynamics and timbre. Children should begin to identify what has worked in a performance as well as areas for improvement.</p>	<p>Charanga - Let Your Spirit Fly Learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with</p>	<p>Charanga - Three Little Birds</p> <p>All the learning in this unit is focused around one song: Three Little Birds - a reggae song.</p> <p>Children will be able to make connections with previous learning on the reggae genre.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back</p>	<p>Charanga - The Dragon Song</p> <p>This unit is focussed on The Dragon Song which is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>All the learning is focused around one song: The Dragon Song. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch</p>	<p>Charanga - Bringing Us Together</p> <p>This unit focusses on the song Bringing Us Together, a Disco song about friendship, peace, hope and unity.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song</p>
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<p style="text-align: center;"><i>Performance</i></p> <p>Video performance to be shared on ClassDojo or performed to other class.</p>	<p>added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p> <p style="text-align: center;"><i>Listening and appraising</i></p> <p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some instruments within a piece of music. They should start developing a</p>	<p>Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p> <p style="text-align: center;"><i>Listening and appraising</i></p> <p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Children should be able to identify some</p>	<p>etc), singing and playing instruments are all linked.</p> <p>Warm Up activities Find the pulse, use your imagination. Listen to the rhythm and clap back Listen and sing back with added vocal warm-ups. Sing the Song Play glockenspiel with the Song Improvise with the song using glockenspiel and voices.</p>	<p>Improvise with the song using glockenspiel and voices.</p> <p style="text-align: center;"><i>Listening and appraising</i></p> <p>During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>Bringing Us Together by Joanna Mangona and Pete Readman Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge</p>
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	<p>knowledge of genres and how musical genres fit on a timeline.</p> <p>Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye You're The First, The Last, My Everything by Barry White</p> <p>Performance Video performance to be shared on ClassDojo or performed to other class.</p>	<p>instruments within a piece of music. They should start developing a knowledge of genres and how musical genres fit on a timeline.</p> <p>Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</p>	<p>Listening and appraising During this unit, children will listen and appraise the following songs focussing on genre, instrumentation and structure.</p> <p>The Dragon Song Birdsong Vaishnava Jana Turkish Traditional Tune Aitutaki Drum Dance Zebaidir Song</p> <p>Performance Video performance to be shared</p>	<p>Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce</p> <p>Performance Video performance to be shared on ClassDojo or performed to other class.</p>
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		Performance Video performance to be shared on ClassDojo or performed to other class.	on ClassDojo or performed to other class.	
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Computing (See Computing LTP for greater detail)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Review: Save and Open files (y2) Capture media independently (y2) Explain that you can search for information on the internet (Y2)</p> <p>0.3 Key Skills: Using school computers</p> <p><u>Concepts:</u> Machine Logic Online Safety Links LI: Screen Time</p> <p>Review: Create digital content (e.g. art) (y2) Combine media to present ideas (Y2)</p> <p>1.3 What makes a good poster?</p>	<p>Review: Explain that computers have no intelligence and we have to program them to do things. (Y2)</p> <p>4.3 How do I use repetition in programs to make them more efficient?</p> <p><u>Concepts:</u> Algorithm Data Program Logic</p>	<p>5.3 How do I use forever loops in programs?</p> <p><u>Concepts:</u> Algorithm Program Data</p>	<p>2.3 How do I use a computer as a musician?</p> <p><u>Concepts:</u> Logic Algorithm Data</p>	<p>3.3 How do we use databases to find out information?</p> <p><u>Concepts:</u> Algorithm Data Program Online Safety Links: C2: Personal Information</p>	

<p>Concepts:</p> <p>Machine Data Program</p>					
PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Dance (GS4PE - not Romans)</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Key Skills:</u> Copying and performing actions,</p>	<p>Gymnastics (GS4PE)</p> <p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work,</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need</p>	<p>Dodgeball (GS4PE)</p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest</p>	<p>OAA (School Plan)</p> <p>Pupils will look at basic maps to orient themselves to their surroundings. They will practise moving maps dependent on the direction they are travelling. Using maps pupils will follow routes. The children will work in teams to accomplish a goal. They will start to use vocabulary</p>

<p>using canon, unison, formation, dynamics, pathways, direction</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ⊗ Movement ⊗ Balance ⊗ Coordination ⊗ Collaboration ⊗ Sequence ⊗ Evaluation and improvement 	<p>collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p>Key Skills: Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics</p>	<p>to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p>Key Skills: Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement 	<p>and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p>Key Skills: Throwing, catching, dodging, blocking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration • Fairness 	<p>possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>Key Skills: sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Fitness 	<p>around maps and positional and directional language.</p> <p>Key Skills: map reading, working as a team, using new vocabulary, communication</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration • Sequence
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	Key Concepts: <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 	<ul style="list-style-type: none"> • Balance • Agility • Coordination • Fitness • Sequence Evaluation and improvement		<ul style="list-style-type: none"> • Technique 	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>3.2</p> <p>What is it like to be a Hindu?</p> <p>Religion: Hinduism</p> <p>Key strands:</p> <ul style="list-style-type: none"> • Forms of religious expression and ways of expressing meaning • Questions of identity, diversity and belonging 	<p>3.1</p> <p>Why do some people think Jesus is inspirational?</p> <p>Religion; Christianity</p> <p>Key Strands:</p> <ul style="list-style-type: none"> • Beliefs, teachings and sources • Religious forms of expression • Questions of identity and belonging • Questions of values and commitment 	<p>3.3</p> <p>Christian Worship: How and why do some people find peace and strength by belonging to a church?</p> <p>Religion: Christianity</p> <p>Key Strands:</p> <ul style="list-style-type: none"> • Beliefs, Values and teaching • Religious practices and ways of life • Questions of Meaning, purpose and truth • Questions of Values and commitment <p style="text-align: right; background-color: yellow;">Visit to Church</p>
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RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Tolerance Mutual Respect Fr11) What makes a good friend?</p> <p>Rule of Law Os1) Online strangers (P1) Os2) Sharing Online(P2)</p> <p>Tolerance Mutual Respect <u>Lesson 1: Talking about race and racism</u> Racism <u>Lesson 2: Defining anti-racism</u></p>	<p>Tolerance Mutual Respect Fa1) Do families always stay the same? Fa2) Are all families like mine?</p> <p>Rule of Law Cn1) Giving and seeking permission</p>	<p>PI) How do I keep my body healthy?</p> <p>Rule of Law H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Os) Screen Time L1* Os) Sleep L2*</p>	<p>M1) How do I manage my feelings?</p> <p>Mutual Respect Os3) Friendship Online (S1) P2) How do I get a healthy diet?</p>	<p>Rule of Law Os4) Personal Information (C2)</p> <p>P3) How do I stop getting ill?</p> <p>Rule of Law H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Drugs-Safety rules and risks-Medicines and Household Products</p>	<p>Rule of Law Tolerance Mutual Respect</p> <p>Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 *</p>
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MFL (French) – KS2 only

Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2											
Autumn term Stage 1 lessons 1-8 and Christmas lessons 1-4 https://www.cavelanguages.co.uk/						Spring term New Year lessons 5-6 and Stage 1 lessons 9-18 https://www.cavelanguages.co.uk/						Summer term Stage 1 lessons 19-30 https://www.cavelanguages.co.uk/														
Vocabulary Greetings Monsieur/Madame Classroom commands Saying how you feel Colours Christmas nouns			Grammar Indefinite article - un Imperative vous er verbs			Structur es/ Features Simple sentence - voici/et			Vocabulary Numbers 0-6 Comments t'appelles-tu? Je m'appelle Consonne/voyelle			Gramm ar Pronoun s - je/tu			Structures/ Features Question words			Vocabulary Numbers 0-10 Verbs Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait			Gramm ar 1 ^{re} and 2 ^{de} person singular - er verbs			Structures/ Features Rising intonation-question sentence - 1st		

		Rising intonation - question				Merci Pencil case items	present tense 1 st and 2 nd person singular - vouloir present tense Indefinite article - un/une	and 2nd person informal form of you Introduction to gender of nouns
<u>Stories/rhymes/songs</u> Stories Toutes les couleurs Silence Père Noël Rhymes/Songs Voici ma main Bonjour ça va	<u>Dictionary/culture</u> French speaking countries Christmas traditions	<u>Stories/rhymes/songs</u> Stories Roule galette L'automne arrive Rhymes/Songs J'aime la galette 2 petits oiseaux Monsieur Pouce Meunier tu dors?	<u>Dictionary/culture</u> Bi-lingual dictionary - meanings Epiphany Festival Dance - galette Traditional rhymes	<u>Stories/rhymes/songs</u> Stories Je veux manger Rhymes/Songs Meunier tu dors 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai	<u>Dictionary/culture</u> e Traditional rhymes			
<u>Y3 Skills to be taught each term:</u>						<u>Concepts</u>		
<ul style="list-style-type: none"> Listen and show understanding of single words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Recognise a familiar question and respond with a simple rehearsed response 						<ul style="list-style-type: none"> communication production fluency spontaneity pronunciation 		

- Name objects and actions and link words with a connective in a simple rehearsed statement
- Join in with actions to accompany familiar songs, stories and rhymes and say some of the words
- Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words
- Read and show understanding of familiar single words
- Identify and use strategies for memorising new vocabulary
- Write and say simple familiar words to describe people, places, things and actions using a model
- Write single familiar words from memory with understandable accuracy
- Name a noun, adjective, verb, pronoun, conjunction in the language being studied
- Use the 1st and 2nd person pronouns with a regular verb

- intonation