



## Year 3: Long Term Learning Map – 2023-24

		<b>Term 1</b> (8 weeks) <b>Theme:</b> History (Stone Age, Bronze Age and Iron Age)	<b>Term 2</b> (7 weeks) <b>Theme:</b> RE (Hanukkah)	<b>Term 3</b> (5 weeks) <b>Theme:</b> Geography (Physical Geography - Angry Earth)	<b>Term 4</b> (5 weeks) <b>Theme:</b> Geography (Physical Geography - Angry Earth)	<b>Term 5</b> (7 weeks) <b>Theme:</b> Science (Plants)	<b>Term 6</b> (7 weeks) <b>Theme:</b> Art (Painting)
<b>Enrichment Opportunities</b>	<b>After School Clubs</b>	Sewing Club Gym Club	Sewing Club Gym Club				
	<b>Trips</b>	Uley and Nympsfield Long Barrows and Stratford Park Museum (History)	Synagogue Visit (R.E.)	Waterways Museum (Geography)	Walk in the Local Area (Geography)	Slimbridge (Science)	Science Festival (Science)
	<b>Visitors</b>				Severn Trent (Assembly & workshop Geography)  Life Ed bus		Artist (TBC)
	<b>Other</b>	Stay and Read		Stay and Read		Stay and Read  Swimming	
	<b>Class assemblies</b>		Hanukkah Assembly		Angry Earth Assembly		Art Gallery Assembly
<b>Maths</b>	<b>Place Value</b> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator within one whole</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> </ul>	

	<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>Compare and order numbers up to 1,000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1,000 in numerals and in words</li> <li>Solve number problems and practical problems involving these ideas.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>A three-digit number and 1s</li> <li>A three-digit number and 10s</li> <li>A three-digit number and 100s</li> </ul> </li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Estimate the answer to a calculation and use inverse operations to check answers - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> </ul>	<p>two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <ul style="list-style-type: none"> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>Measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Measure, add and subtract, and compare mass (kg/g); volume/capacity (l/ml)</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that involve all of the above.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul>	<ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn</li> <li>Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables</li> <li>Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables</li> </ul>
<p><b>Writing</b></p>	<p><b>Recount:</b> Diary Entry  <b>Writing Outcome:</b> Diary entry from the perspective of a Stone Age child</p> <ul style="list-style-type: none"> <li>Skill 1 - Feelings and emotions</li> <li>Skill 2 - First person</li> <li>Skill 3 - Past tense</li> </ul>	<p><b>Instructions:</b>  <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Persuasion:</b>  <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Narrative:</b>  <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Persuasion:</b>  <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Poetry:</b>  <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>

	<ul style="list-style-type: none"> <li>Skill 4 - Time conjunctions</li> </ul> <p><b>Non-Chronological Report:</b> Information Leaflet <b>Writing Outcome:</b> An information leaflet about the Stone Age</p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Narrative:</b> <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Poetry:</b> Acrostic Poem <b>Writing Outcome:</b> Write a</p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Non-Chronological Report:</b> <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Instructions:</b> <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>	<p><b>Recount:</b> Factual <b>Writing Outcome:</b></p> <ul style="list-style-type: none"> <li>Skill 1 -</li> <li>Skill 2 -</li> <li>Skill 3 -</li> </ul>
<b>Reading</b>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of words in context.</li> </ul>	<p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives with evidence from the text, using Point Evidence Explain as a structure.</li> <li>Discuss how characters change and develop through the texts by drawing inferences.</li> <li>Consider different accounts of the same event and discuss view-points.</li> <li>Consider different accounts of the same events and how characters have changed/developed to get to this viewpoint.</li> </ul>	<p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated based on themes.</li> <li>Predict what might happen from details stated based on genres.</li> <li>Predict what might happen from details stated based on conventions (a cliché/device that acts as a defining feature of a genre).</li> <li>Predict what might happen from details based on knowledge of the author.</li> <li>With increasing independence, predict what might happen from details implied on themes, conventions, knowledge of the author and genres</li> </ul>	<p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>Identify how language, structure and presentation contributes to meaning.</li> <li>Distinguish between statements of facts and opinion.</li> <li>Evaluate how authors use language considering the impact on the reader.</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Make comparisons</li> <li>Show authors use language, including figurative language, considering the impact on the reader) within and across books/texts.</li> </ul>	<p><b>Retrieve:</b></p> <ul style="list-style-type: none"> <li>Find evidence in the text.</li> <li>Find evidence in the text where the question uses synonyms and pronouns.</li> <li>Find evidence in the text, taking evidence from across multiple sentences to link meaning.</li> </ul>	<p><b>Summarise:</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Summarise and make comparisons within and across books.</li> </ul>
	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>Stone Age Boy by Satoshi Kitamura</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li>The Stone Age</li> <li>Stone Age Houses</li> <li>Krag and the Beast</li> <li>All About the Iron Age</li> <li>Hillforts</li> </ul>	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>One Christmas Wish by Katherine Rundell</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li>What is Light?</li> <li>Festivals of Light</li> <li>Hanukkah</li> <li>Tin Soldier</li> </ul>	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>The Boy That Biked The World (Part 1) by Alastair Humphreys</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li>Around the World</li> <li>The Sahara</li> <li>Nile Mystery</li> </ul>	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>The Boy That Biked The World (Part 1) by Alastair Humphreys</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li>The Storm</li> <li>Floods and Drought</li> <li>Flooding</li> <li>The Wave</li> </ul>	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>The Ancient Egyptian Sleepover by Stephen Davies</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Familiar Text for In-depth Study:</b></p> <ul style="list-style-type: none"> <li>The Ancient Egyptian Sleepover by Stephen Davies</li> </ul> <p><b>Unfamiliar Texts:</b></p> <ul style="list-style-type: none"> <li>Cleopatra</li> <li>Important Animals</li> <li>Egyptian Gods</li> <li>On a Mission</li> <li>Mummify a Tomato</li> </ul>
<b>Class book</b>	The Accidental Prime Minister by Tom McLaughlin	Fantastic Mr Fox and The Magic Finger by Roald Dahl	The Boy Who Grew Dragons by Andy Shepherd	Charlotte's Web by E. B. White	The Girl Who Stole An Elephant by Nizrana Farook	Harry Potter and the Philosopher's Stone by J. K. Rowling
<b>Science</b>	<p><b>Working Scientifically:</b> <b>Question:</b></p> <ul style="list-style-type: none"> <li>Raise scientific questions and hypothesise.</li> </ul> <p><b>Model:</b></p> <ul style="list-style-type: none"> <li>Create own versions of models.</li> </ul>	<p><b>Observe:</b></p> <ul style="list-style-type: none"> <li>Take repeat readings when appropriate.</li> <li>Record using scatter graphs.</li> </ul>	<p><b>Classify and find patterns:</b></p> <ul style="list-style-type: none"> <li>Develop classification keys.</li> <li>Identify evidence that supports/ refutes causal relationship.</li> </ul>	<p><b>Control investigations:</b></p> <ul style="list-style-type: none"> <li>Identify when and how to use tests.</li> <li>Recognise and control variables.</li> </ul>	<p><b>Research:</b></p> <ul style="list-style-type: none"> <li>Explore relevant information by using a wide range of secondary sources.</li> <li>Identify evidence that has been used to support or refute ideas.</li> </ul>	<p><b>Conclude:</b></p> <ul style="list-style-type: none"> <li>Identify causal relationships.</li> <li>Begin to identify how reliable the data is.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make predictions based on previous test results.</li> </ul>				
	<p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks (metamorphic/sedimentary/igneous) on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces (The shinier the surface, the clearer the reflection)</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (sunlight (U.V rays) can burn organic material)</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object (opaque = not see through)</li> <li>• Find patterns in the way that the size of shadows change. (The closer an object is to a source the larger the shadow)</li> </ul>	<p><b>Magnets:</b></p> <ul style="list-style-type: none"> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (wind/water animal/bird transportation/bursting).</li> </ul>
<b>History</b>	<p><b>Historical Skills:</b></p> <ul style="list-style-type: none"> <li>• Ask closed questions and find answers about the past</li> <li>• Sort sources between suitable and not suitable</li> <li>• Use appropriate vocabulary: BC, civilisation, peasantry, chronology, era</li> </ul>				

	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Place in order: Stone Age; Iron Age; Bronze Age.</li> <li>Understand that there was an overlap between the Stone Age – Iron Age and Ancient Egyptians.</li> <li>The Iron Age ended at 43AD.</li> <li>Stone Age (commencing 800,000BC)</li> <li>Bronze Age</li> <li>Iron Age – Celts</li> </ul> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>Use an Iron Age farming tool to gain an understanding about the ideas and cause of human settlement</li> <li>Suggest consequences of human settlement</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Use appropriate vocabulary: forage, plough, sickle, settlement, agriculture, development, hunter gatherers, roundhouse, wattle and daub, nomadic</li> </ul> <p><b>Location:</b></p> <ul style="list-style-type: none"> <li>Nomadic humans across the UK settling in villages</li> </ul> <p><b>Sourcing food:</b></p> <ul style="list-style-type: none"> <li>Stone Age hunter gatherers became Bronze and Iron Age farmers</li> <li>Diet shifted from foraged berries/ nuts and some meat to crops and farmed animals</li> </ul> <p><b>Settlements:</b></p> <ul style="list-style-type: none"> <li>Use of caves with cave paintings, then tents for nomadic hunter gatherers during the Stone Age</li> <li>End of the Stone Age/Start of Bronze Age, people began to permanently settle in roundhouses, using wattle and daub</li> <li>Farms and villages (civilisation) were established to make food sourcing easier</li> <li>Hill forts were created for protection in the Iron Age</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>Stone and bone, then bronze, then iron (the change being necessary due to the need for larger tools to enable farming to happen)</li> </ul> <p><b>Clothing :</b></p> <ul style="list-style-type: none"> <li>Settling and establishing farms meant that clothing was more durable</li> <li>Animal skins/bone/leather weaving to fabrics/leather</li> <li>Fruit/vegetables to make dye for clothing</li> </ul>	<p><b>No explicit History teaching taking place this term.</b></p>	<p><b>No explicit History teaching taking place this term.</b></p>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Place in order: Stone Age; Iron Age; Bronze Age</li> <li>Understand that there was an overlap between the Stone Age to Iron Age and Ancient Egyptians</li> <li>The Ancient Egyptian Era lasted from 3,000 BC to 30BC</li> </ul> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>Use a wall painting to describe the beliefs of the Ancient Egyptians: Hieroglyphics; mummification</li> <li>Use a wall painting to suggest how the Ancient Egyptians lived and planned for death to encourage a good life after death</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Use appropriate vocabulary: Egyptologist, pharaohs, Ancient Egypt, hieroglyphics, embalming, Canopic Jar, mummification, sarcophagus</li> </ul> <p><b>Chronology [link to Stone /Bronze/Iron Age]</b></p> <ul style="list-style-type: none"> <li>Ancient Egypt covered a huge period of time; 3000BC – 30BC (came before Ancient Greece and Ancient Rome)</li> </ul> <p><b>Preparing for death: Pharaohs</b></p> <ul style="list-style-type: none"> <li>Pharaohs ruled the Egyptians and were thought to be both man and God</li> <li>Pharaohs were buried in Egyptian Pyramids</li> <li>Pyramids were designed to be maze-like protect the buried Pharaoh's body and their belongings</li> <li>Ordinary Egyptians were buried in the desert.</li> </ul> <p><b>Life after death: Mummification</b></p> <ul style="list-style-type: none"> <li>A pharaoh's body go through the process of mummification after death so the pharaoh would live forever.</li> <li>Organs put in Canopic jars for organs, representing Key Gods</li> <li>Heart remained inside the body – to be weighed by Anubis in the afterlife in the 'Hall of Truth'</li> <li>Humans made a journey to another world where they would lead a new life</li> </ul> <p><b>Hieroglyphics (Holy Writing)</b></p> <ul style="list-style-type: none"> <li>Was seen as sacred ('Holy Writing') and found in tombs</li> <li>Hieroglyphics were written in tombs to pray to the Gods</li> <li>Cartouches were used to help pharaohs find their way through the afterlife</li> </ul>
<p><b>Geography</b></p>	<p><b>Geographical Skills:</b></p> <ul style="list-style-type: none"> <li>Begin to use 4 compass points to follow/give directions</li> <li>Begin to use letter/number co-ordinates to locate features on a map</li> </ul>			

- Begin to use standard symbols and a key
- Locate places on larger scale maps (e.g. map of Europe or Africa on an atlas or globe)
- Begin to compare maps with aerial photographs
- Begin to use map sites on internet (e.g. Google Earth)
- Draw a sketch of a simple feature from observation or photo
- Draw a sketch map from a high view point

**No explicit Geography teaching taking place this term.**

**Human Geography and Place Knowledge:**

- Know that a village is a group of houses and other buildings, smaller than a town, situated in a rural area.
- Know that a town is a built-up area with a name, defined boundaries, and local government, which is larger than a village, generally smaller than a city, situated in an urban area.
- Know that a city is a large human settlement, densely populated, with defined boundaries whose residents work on non-agricultural tasks, situated in an urban area.
- Know that local substations provide electricity to homes and businesses for lighting, heating, etc.
- Know that water is supplied from the local water treatment plant. This is supplied to local homes and businesses.
- Know that fuel is bought from shops and petrol stations for use at home and in vehicles.
- Know that people go to the shops to get their food, etc. The shops are stocked from local suppliers and beyond.
- Understand human geographical similarities and differences between the UK and Egypt - Compare the landmarks Stonehenge and the Pyramids of Giza.

**Physical Geography and Place Knowledge:**

- Identify and locate the following parts of a river and explain what they are: bank, bed, floodplain, meander, mouth, source, and waterfall.
- Name and locate famous rivers in the world: Nile, Amazon, Ganges, Danube, Severn and Volga.
- Know that rivers are part of the water cycle because it starts at the source of a river. Water makes its way along the river to the sea. Then, it makes its way to the clouds and then moves over the land and then rains. Water goes back into the rivers.
- Understand physical geographical similarities and differences between the UK and Egypt - Compare the river Severn and river Nile.
- Know that climate is a description of the average weather conditions in a certain place. Different areas of the world have different climates. (Recap KS1 weather)
- Know that climate is influenced by how near or far a place is from the Equator.
- Know that the tropical climate zone is above and below the equator.
- Know that the dry climate zone is above and below the tropical climate zone and has high temperatures and low rainfall. This is where Egypt is.
- Know that the temperate climate zone is above and below the dry climate zone and has warm temperatures and a rainy season. This is where the UK is.
- Understand and discuss the similarities and differences between the climate zones of the UK and Egypt.
- Know that natural disasters are major negative events that are caused by natural processes on the Earth.
- Know that a flood is a large amount of water covering an area of land that is usually dry and that floods can happen anywhere in the world.
- Know that flooding is normally caused by natural weather events such as: heavy rainfall over a short period or prolonged, extensive rainfall.
- Understand that not all flooding is bad. Floods transport vital nutrients to the surrounding land and this is used in agriculture.

**Locational Knowledge:**

- Identify the position and purpose of the northern hemisphere, southern hemisphere and equator.

**No explicit Geography teaching taking place this term.**

**Locational Knowledge:**

- Name and locate the countries and capital cities of the UK: England (London), Wales (Cardiff), Scotland (Edinburgh) and Northern Ireland (Belfast).
- Name and locate the main landmarks of the UK: Houses of Parliament, Stonehenge, Gloucester Cathedral, Hadrian's Wall, Edinburgh Castle, Cardiff Castle and Giants Causeway.



<b>Art</b>	<b>Art Skills:</b> <ul style="list-style-type: none"> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>• Study significant works of art, craft, design and Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</li> <li>• Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</li> <li>• Pupils will design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</li> </ul>				
	<b>Printing:</b> <ul style="list-style-type: none"> <li>• Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</li> </ul>	<b>No explicit Art teaching taking place this term.</b>	<b>Drawing:</b> <ul style="list-style-type: none"> <li>• To develop their ability to create lines and range of 2D &amp; 3D shapes with increased control.</li> <li>• To use different tonal shades with different pencil grades. (HB, 2B, 4B).</li> <li>• To use a range of drawing media including, crayons, coloured pencils, charcoal, chalk, felt pens, biro and pastels.</li> <li>• To draw for pleasure and record experiences such as trips. Describe, copy, and imagine how things might have looked in the past.</li> <li>• Draw things they can see (natural, still life or from photos they have taken)</li> <li>• To draw with expression and begin to experiment with gestural and quick sketching.</li> <li>• Sketch pencils (Various degrees), crayons, coloured pencils, charcoal, chalk, felt pens, biro, and pastels.</li> </ul>	<b>No explicit Art teaching taking place this term.</b>	<b>No explicit Art teaching taking place this term.</b>

**DT**

**DT Skills:**

No explicit DT teaching taking place this term.

No explicit DT teaching taking place this term.

Food - Herbs (Link to plants)

No explicit DT teaching taking place this term.



<p><b>RE</b></p>	<p><b>RE Skills:</b></p> <ul style="list-style-type: none"> <li>Investigate and connect features of religions and beliefs.</li> <li>Ask significant questions about religions and beliefs.</li> <li>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</li> </ul>				
	<p><b>Christianity - Creation:</b></p> <ul style="list-style-type: none"> <li>On the Big Frieze Creation is the first part of the Bible and describe God making the world including human beings (this is the same as the Jewish creation story).</li> <li>Genesis 3 in the he Bible tells a story about how humans (Adam and Eve) spoiled their friendship with God (sometimes called 'the Fall') which means that humans cannot get close to God without God's help.</li> <li>Most Christians believe that because God made the world humans should look after it, including other people, animals and plants.</li> <li>Many Christians show that they want to be close to God through obedience and worship, which includes saying sorry for their mistakes.</li> <li>Everyone in Britain is given the right to freedom of speech and can share and express religious beliefs as they are protected by the British Value, individual liberty, including Christians when they share the Creation Story.</li> <li>Most Christians agree that God wants to help people to be close to him as he gives them guidance on good ways to live such as the 10 commandments and learning from the mistakes of Adam and Eve.</li> </ul>	<p><b>Judaism - Hanukkah:</b></p> <ul style="list-style-type: none"> <li>Hanukkah is a Jewish festival, lasting eight days from the 25th day of Kislev (in December) and is the remembrance of those who fought against foreign rulers for their freedom.</li> <li>Hanukkah teaches Jewish people that God will protect them when they show them they are dedicated to their religion.</li> <li>Some Jewish people celebrate Hanukkah at home by lighting the Menorah (one candle per night), eating oily food, playing Driedel, blessings, prayer and gift giving.</li> <li>Many Jewish people celebrate Hanukkah in their wider communities by lighting the Menorah, reading scriptures (the Torah), singing hymns, blessing and prayers.</li> <li>Hanukkah shows what happens when the British Values, democracy and tolerance are not shown (in 168BC, King Antiochus IV Epiphanes outlawed Jewish practice in Jerusalem).</li> <li>Hanukkah and Christmas share similar themes of light but are celebrated in different ways.</li> <li>Consider value of personal reflection, saying sorry and being forgiven and what Hanukkah shows us about what matters to Jewish people.</li> </ul>	<p><b>Hinduism - Reincarnation:</b></p> <ul style="list-style-type: none"> <li>Hindus do not believe in one God, they believe in many and that each deity (God) has a different way of helping people.</li> <li>The Hindu story of creation teaches Hindus that Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.</li> <li>Hindus believe that they have a 'soul' or 'spirit' (atman) that never dies and it make up of the soul/ spirit of the God Brahman and shows that living beings are reincarnated (born again in the cycle of rebirth) and is influence by a person's karma (consequences of actions).</li> <li>Hindus show their beliefs about God through daily puja (worship) as they show respect to Brahman by worshipping other deities.</li> <li>Daily puja can be performed in the home or temple and happens every day which starts with a bell being rung to 'waken' the deities and involves aarti being performed, prarthana (prayer) and making offering of water, fruit and/or incense to the murti.</li> <li>The Hindu story of creation is similar to the Jewish and Christian creation stories as there is a creator but they differ in how the world was created.</li> <li>Hindus have the freedom to express beliefs about creation and perform daily puja in Britain today as everyone is shown tolerance, mutual respect and individual liberty (British Values).</li> </ul>	<p><b>Christianity - The Gospel:</b></p> <ul style="list-style-type: none"> <li>Gospel means 'good news' and describes the sections of the Bible that tells the story of Jesus' life and teachings. On the Big Frieze, it comes after incarnation (God coming to earth in human form as Jesus) and before salvation (Jesus died on the cross to save humans from sin).</li> <li>The story of the healing of the leper and the Good Samaritan teaches Christians that to show love to those most vulnerable and rejected by society as shown by Jesus.</li> <li>Christians try follow Jesus' teaching of showing love to all through charity work, worship services, reading the Bible, caring for the elderly and events such as baptisms, weddings or funerals.</li> <li>Some Christian leaders go beyond everyday routines such as Mother Teresa who set up charities to help a range of people who may be considered outcasts (the blind, the elderly, the disabled) like Jesus did.</li> <li>In Britain people show kindness to each other through individual liberty, mutual respect, the rule of law and tolerance regardless of a person's faith or beliefs.</li> <li>Jesus wanted a world where people showed loved for all, even the outcasts through kindness and accepting those who seem different (children to make their own suggestions about what kind of world Jesus wanted).</li> </ul>	<p><b>Christianity - Following Rules:</b></p> <ul style="list-style-type: none"> <li>On the Big Frieze, People of God is after 'Fall' (humans disobeying God's rules) and before 'Incarnation' (Jesus comes to earth) and refers to stories in the bible of a particular group of people chosen by God.</li> <li>People of God are considered the children of Israel and try to live in the way God wants, following his commands and worshipping him.</li> <li>In the story of Noah's Ark, God sent the flood to bring good into the world and wipe out evil and after the flood, he promised to stick with people even though people often make mistakes, God keeps on forgiving.</li> <li>A Christian wedding is like a covenant because both parties make promises – to each other and to God.</li> <li>Many Christians say following God includes trusting God, obeying God, believing that God promises to stay with them, forgiving others and believing that God will do this too.</li> <li>The British Value, the rule of law ensures that Christians can express their views without feeling unsafe from those who don't share the same beliefs and show the same respect to others.</li> <li>The story of Noah's Ark shows that people have responsibilities given by God and is part of being the People of God is trying to live by God's commands just as children follow the rules of their parents and teachers.</li> </ul>

<b>PE</b>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Evading and tagging opponents, keeping control of the ball, passing the ball accurately and receiving safely on the move. Pupils will have the opportunity to apply learned skills in a game of tag rugby.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Performing sequences with low, medium level shapes, contrasting shapes, matching, mirroring and linking. Pupils will perform a wide range of shapes in flight, both on and off apparatus and develop their learning of balances and rolls.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Dance with the theme of the circus. Pupils will select and explore a variety of movements that are apt to the theme. They will learn, rehearse and perform dance phrases as a group and a class.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Controlling, dribbling, turning, passing and receiving a ball. Pupils will develop skills for shooting and playing the position of goalkeeper. There is opportunity for pupils to apply learnt skills into a game of football.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Running for speed; jumping for distance; development of throwing skills; the beginnings of hurdling; running relay and team participation.</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Under and overarm bowl, batting correctly, different batting shots and fielding techniques.</li> </ul>
	<p><b>Forest School</b></p> <ul style="list-style-type: none"> <li>Forest school safety: <ul style="list-style-type: none"> <li>To co-construct safety rules for Forest School area.</li> <li>To explore the area with reference to safe risk taking.</li> </ul> </li> <li>Den-building <ul style="list-style-type: none"> <li>To be able to use sticks to create a basic (tripod) den structure on a small scale.</li> <li>To be able to use malleable material such as playdough as a joining material.</li> <li>To be able to use wire/pipe cleaners to fix sticks in place.</li> <li>To select covering materials (e.g. leaves)</li> <li>To be able to use sticks to create a large scale den structure.</li> <li>To do loop knots in order to peg out a tarpaulin shelter (premade timber-hitched line).</li> </ul> </li> </ul>	<p><b>Forest School</b></p> <ul style="list-style-type: none"> <li>Tools <ul style="list-style-type: none"> <li>To be able to safely use a Bow Saw and a Hack Saw with adult support and with increasing independence.</li> <li>To be able to use a Bit and Brace with adult support.</li> <li>To be able to whittle sticks using potato peelers.</li> </ul> </li> <li>Bushcraft <ul style="list-style-type: none"> <li>To know how to keep safe around a fire.</li> <li>To sort stick sizes.</li> <li>To know how to prepare a fire for lighting, i.e. stick size.</li> <li>To know how to ensure a fire is safely extinguished.</li> <li>To begin to understand that fire needs fuel + oxygen + heat.</li> <li>To introduce flint and steel to make a spark.</li> <li>To use fire to cook.</li> </ul> </li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>Stick holding technique, dribbling, passing, receiving, tackling and shooting with accuracy. Pupils will get the opportunity to play in a game situation.</li> </ul>	<p><b>Forest School</b></p> <ul style="list-style-type: none"> <li>Plant identification: <ul style="list-style-type: none"> <li>To understand similarities and differences between tree sizes, colours and barks.</li> <li>To be able to identify the different parts of a tree.</li> <li>To be able to name different trees and identify their leaves.</li> <li>To know what a seed is.</li> <li>To know where seeds come from.</li> <li>To be able to name seeds and be able to identify seeds.</li> </ul> </li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop core strength for rolling and performing forwards and backwards rolls safely with a range of starting and finishing positions. Pupils will also have the opportunity to learn how to turn, twist and spin with confidence.</li> </ul>	<p><b>Forest School</b></p> <ul style="list-style-type: none"> <li>Using natural materials for art <ul style="list-style-type: none"> <li>To be able to use senses to investigate the Forest Schools area</li> <li>To be able to use sculpture to develop and share ideas and imagination, using colour, pattern, texture, shape and form in the development of artworks.</li> <li>To use the following skills: leaf rubbing, leaf lacing and bark rubbing.</li> </ul> </li> </ul>

	<p><b>Vitamins and Minerals</b></p> <ul style="list-style-type: none"> <li>To find out how vitamins and minerals are part of a balanced diet and how they affect health</li> </ul>	<p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>Reacquaint with mindfulness techniques</li> <li>Practise mindful exploration of sounds around outdoors</li> <li>Send thoughts, gratitude and positive wishes as part of mindfulness</li> <li>Practice close attention with the aid of focus objects</li> <li>Use bodies as a focus for mindfulness</li> <li>Guided visualisation</li> </ul>	<p><b>Physical and Mental</b></p> <ul style="list-style-type: none"> <li>To understand connections between physical and mental health by creating an overview to improve wellbeing</li> </ul>	<p><b>Teamwork and leadership</b></p> <ul style="list-style-type: none"> <li>To explore effective ways to be part of a team, to help reach a goal</li> </ul>	<p><b>Sleep</b></p> <ul style="list-style-type: none"> <li>Explore positive and negative influences on sleep quality</li> <li>To learn about the science connections between screen time and sleep</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>To settle for yoga by exploring breathing and recap poses.</li> <li>To explore new poses</li> <li>To explore the benefits of self-massage as a relaxation technique and work co-operatively with a partner</li> </ul>
<b>PHSE</b>	<p><b>Me and my relationships</b></p> <ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's viewpoint, respectfully</li> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>Empathise with different viewpoints;</li> <li>Make recommendations, based on their research.</li> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> <li>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> </ul>

		<ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>			<ul style="list-style-type: none"> <li>Recognise their own skills and those of other children in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> <li>Basic first-aid: How to make a clear and efficient call to emergency services if necessary.</li> <li>Basic first-aid: Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>French</b>	<b>French Skills</b> <ul style="list-style-type: none"> <li>Understand and respond to spoken language from a variety of authentic sources</li> <li>Speak with increasing confidence, continually improving the accuracy of pronunciation and intonation</li> <li>Can demonstrate in basic written/pictorial form the topic they have learnt</li> </ul>					
	<b>Introduction to France and Greetings</b> <ul style="list-style-type: none"> <li>Introduce France. Where is it? Does anyone know anything relevant to France? Has anyone been to France? Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Show where France is on the map of Europe. Demonstrate location to us in the UK. How can we get there? Engage in conversations: ask and answer questions and respond to those of others</li> <li>Introduce oneself in French – how it translates to “Me I am called.” Ask them their names, they respond appropriately Engage in conversations, using basic language structures and phrases; listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<b>No explicit French teaching taking place this term.</b>	<b>Colours</b> <ul style="list-style-type: none"> <li>Colours – show title – what might the topic be? Does anyone know any colours in French? Ask and answer questions; what do we know</li> <li>Show power point demonstrating the pronunciation and ways to help remember listen attentively to spoken language and show understanding by responding</li> <li>Introduce true/false in French – ask them to respond with oui/non present ideas orally; show understanding of language; develop accurate pronunciation and intonation</li> <li>Pupil to put one of the colour cards into the folder and others have to ask (in French) is it...? Engage in conversations, ask and answer questions and respond to those of others seeking clarification</li> </ul>	<b>No explicit French teaching taking place this term.</b>	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>Remind of previous vocabulary from year 3 then introduce Healthy Eating – Bon pour la santé engage in conversations; express ideas clearly from memory</li> <li>Talk about different types of food – why are they healthy or unhealthy? Make a list on the board engage in questions, knowledge of English healthy and unhealthy food</li> <li>Give vocabulary for the food – look at spellings/sounds – can we work out a way to remember some? Listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation</li> <li>Make two columns on the board – children to say which column food goes in present ideas orally</li> <li>Listen to the song (give some of the children the flashcards and see if they can hold it up when they hear their word in the song) appreciate songs in the language; explore patterns and sounds through songs; listen attentively to the spoken language; show understanding of words</li> <li>Hold up the flash card and say C'est bon pour la santé ou C'est mauvais pour la santé? Children to respond</li> </ul>	<b>No explicit French teaching taking place this term.</b>
	<b>Numbers to 20</b> <ul style="list-style-type: none"> <li>Introduce numbers to 20 (Worm song) teach how to respond to How old are you? Explore language through songs; use basic language structures; listen to</li> </ul>		<b>Days of the Week</b> <ul style="list-style-type: none"> <li>Recap previous knowledge, greetings, numbers, etc. Introduce days of week. Does anyone notice anything? (They all end in di apart from</li> </ul>			

	<p>spoken language and respond; develop accurate pronunciation and intonation; develop ability to understand new vocabulary; engage in conversations, ask and answer questions. Grammar J'ai (I have including information regarding the apostrophe for j'ai)</p> <ul style="list-style-type: none"> <li>• Are there any ways we can remember any of the numbers? Anything that looks familiar to English explore patterns and sounds; show understanding of words</li> <li>• Create a way of demonstrating the numbers in French and English on paper – either written or pictorially present work in a written/pictorial way</li> </ul>		<p>dimanche which has di at start, also they don't have capital letters.</p> <ul style="list-style-type: none"> <li>• Engage in conversations, ask and answer questions, express opinions; read carefully and show understanding of words; develop accurate pronunciation and intonation; listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Song lundi, mardi, mercredi, etc develop accurate pronunciation and intonation; explore patterns and sounds through songs and rhymes; listen to spoken language and show understanding by joining in.</li> </ul>		<p>with correct answer listen attentively and respond appropriately; develop accurate pronunciation and intonation so that others understand; speak basic phrases and sentences; engage in conversations and respond to questions</p>	
<p><b>Computing</b></p>	<p><b>Computing Skills:</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</li> <li>• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>					
<p><b>We Are Programmers:</b></p> <ul style="list-style-type: none"> <li>• Plan and create an algorithm for an animated scene in the form of a storyboard.</li> <li>• Write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound.</li> <li>• Review their animation programs and correct mistakes.</li> </ul>	<p><b>We Are Bug Fixers:</b></p> <ul style="list-style-type: none"> <li>• Develop a number of strategies for finding errors in programs.</li> <li>• Build up resilience and strategies for problem solving.</li> <li>• Increase their knowledge and understanding of Scratch.</li> <li>• Recognise a number of common types of bugs in software.</li> </ul>	<p><b>We Are Presenters:</b></p> <ul style="list-style-type: none"> <li>• Develop their web-based research skills.</li> <li>• Structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area.</li> <li>• Record a piece to camera.</li> <li>• Edit a movie using static images and green screen footage.</li> <li>• Give constructive, critical feedback on recorded presentations.</li> </ul>	<p><b>We Are Who We Are:</b></p> <ul style="list-style-type: none"> <li>• Create a number of structured presentations.</li> <li>• Narrate presentations.</li> <li>• Consider issues of trust and privacy when sharing information.</li> </ul>	<p><b>We Are Co-Authors:</b></p> <ul style="list-style-type: none"> <li>• Understand the conventions for collaborative online work, particularly in wikis.</li> <li>• Be aware of their responsibilities when editing other people's work.</li> <li>• Become familiar with Wikipedia, including potential problems associated with its use.</li> <li>• Practise research skills.</li> <li>• Write for a target audience using a wiki tool.</li> <li>• Develop collaboration skills.</li> <li>• Develop proofreading skills.</li> </ul>	<p><b>We Are Opinion Pollsters:</b></p> <ul style="list-style-type: none"> <li>• Understand some elements of survey design.</li> <li>• Understand some ethical and legal aspects of online data collection.</li> <li>• Use the Internet to facilitate data collection.</li> <li>• Use charts to analyse data.</li> <li>• Interpret results.</li> </ul>	



<b>Music</b>	<b>No explicit Music teaching taking place this term.</b>	<b>Let Your Spirit Fly (R&amp;B Music)</b> <ul style="list-style-type: none"> <li>• Most children should know the difference between pulse and rhythm.</li> <li>• Others will know how pulse, rhythm and pitch work together to create a song.</li> <li>• Identify the piece's structure: Introduction, verse, chorus.</li> <li>• Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</li> <li>• Find the pulse while listening.</li> <li>• Some will identify funky rhythms, tempo changes, dynamics.</li> <li>• Most children can complete the Bronze and Silver Challenges during musical activities.</li> <li>• Some will complete the Gold if working at greater depth during musical activities.</li> <li>• Copy back, play, invent rhythmic and melodic patterns.</li> <li>• Copy back, play, invent rhythmic melodic patterns.</li> <li>• Copy back, play, invent rhythmic and melodic patterns using the note C and sometimes with D and reading notes.</li> <li>• Copy back, play, invent rhythmic and melodic patterns using the notes C + D and reading notes.</li> <li>• Singing in 2 parts.</li> </ul>	<b>No explicit Music teaching taking place this term.</b>	<b>Glockenspiel – Stage 1 (Mixed Styles)</b> <ul style="list-style-type: none"> <li>• Most children should know the difference between pulse and rhythm.</li> <li>• Others will know how pulse, rhythm and pitch work together to create a song.</li> <li>• Learn to play and read the notes C, D, E + F.</li> <li>• Learn to play these tunes: <ul style="list-style-type: none"> <li>• Easy E</li> <li>• Strictly D</li> <li>• Play Your Music</li> <li>• Drive</li> <li>• Dee Cee's Blues</li> <li>• What's Up</li> <li>• D-E-F-initely</li> <li>• Roundabout</li> <li>• March of the Golden Guards</li> <li>• Portsmouth</li> </ul> </li> <li>• Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F.</li> <li>• Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it?</li> <li>• The performance will include one or more of the following: Improvisations, instrumental performances, compositions.</li> </ul>	<b>No explicit Music teaching taking place this term.</b>	<b>Bringing Us Together (Disco Music)</b> <ul style="list-style-type: none"> <li>• Most children should know the difference between pulse and rhythm.</li> <li>• Others will know how pulse, rhythm and pitch work together to create a song.</li> <li>• Find the pulse while listening.</li> <li>• Some will identify funky rhythms, tempo changes, dynamics.</li> <li>• Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</li> <li>• Most children can complete the Bronze and Silver Challenges during musical activities.</li> <li>• Some will complete the Gold if working at greater depth during musical activities.</li> <li>• Copy back, play, invent rhythmic and melodic patterns.</li> <li>• Copy back, play, invent rhythmic patterns.</li> <li>• Copy back, play, invent rhythmic and melodic patterns using the note A and reading notes.</li> <li>• Copy back, play, invent rhythmic and melodic patterns using the notes C + A and reading notes.</li> <li>• Singing in 2 parts.</li> <li>• Play instrumental parts accurately and in time, as part</li> </ul>

		<ul style="list-style-type: none"> <li>• Play instrumental parts accurately and in time, as part of the performance.</li> <li>• Use notes instrumental parts accurately and in time, as part of the performance recognising notes F, G + C by ear.</li> <li>• Play instrumental parts accurately and in time, as part of the performance recognising notes E, F, G A, B + C by ear and from notation.</li> <li>• Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>• Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?</li> <li>• Improvise in the lessons and as part of the performance.</li> <li>• Use the notes C and sometimes D when improvising.</li> <li>• Use the notes C + D when improvising.</li> <li>• Compose a simple melody using simple rhythms and use it as part of the performance.</li> <li>• Using the notes C, D + E when composing.</li> <li>• Use the notes C, D, E, F + G when composing.</li> </ul>				<p>of the performance. Use note C to play instrumental parts accurately and in time, as part of the performance.</p> <ul style="list-style-type: none"> <li>• Use note C and sometimes A to play instrumental parts accurately and in time, as part of the performance.</li> <li>• Use notes G, A + C to play instrumental parts accurately and in time, as part of the performance.</li> <li>• Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition.</li> <li>• Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?</li> <li>• Improvise in the lessons and as part of the performance. Using the note C when improvising.</li> <li>• Using the notes C and sometimes A when improvising.</li> <li>• Using the notes C + A when improvising.</li> <li>• Compose a simple melody using simple rhythms. and use as part of the performance.</li> <li>• Use the notes C, A + G when composing.</li> <li>• Use the notes C, D, E, G + A (pentatonic scale) when composing.</li> </ul>
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