



Leigh and Bransford Primary School

Lower Key Stage Two – Long term plan

Year 3

Year 3 Topics	Term 1 Topic - Diversity	Term 2 Topic – Festival of Light	Term 3 Topic – Aspirations	Term 4 Topic – Healthy Lifestyle	Term 5 Topic – Our Earth	Term 6 Topic – Ancient Egyptians
Science	<p><u>NATIONAL CURRICULUM:</u> Plants</p> <ol style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Light</p> <ol style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM:</u> Forces & Magnets</p> <ol style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. 	<p><u>NATIONAL CURRICULUM:</u> Animals including humans</p> <ol style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Begin to offer explanations for what they see and communicate in a scientific way what they have found out. Begin to identify patterns in recorded measurements. 	<p><u>NATIONAL CURRICULUM:</u> Rocks</p> <ol style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Use pictures, writing, diagrams and tables as directed by their teacher. Use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms. 	<p><u>NATIONAL CURRICULUM:</u> Animals including humans</p> <ol style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Begin to offer explanations for what they see and communicate in a scientific way what they have found out. Begin to identify patterns in recorded measurements. <p>Suggest improvements in their work evaluate their findings</p>

	<p>PROGRESSION</p> <ul style="list-style-type: none"> Use pictures, writing, diagrams and tables as directed by their teacher. Use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms. Begin to realise that scientific ideas are based on evidence. Carry out a fair test with support. <p>Make relevant observations</p>	<ul style="list-style-type: none"> Recognise the need to collect data to answer questions. Carry out a fair test with support. Recognise and explain why it is a fair test with help. Begin to realise that scientific ideas are based on evidence. Put forward own ideas about how to find the answers to questions. Measure using given equipment. Select equipment from a limited range. 	<p>6. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>PROGRESSION</p> <ul style="list-style-type: none"> Put forward own ideas about how to find the answers to questions. Carry out a fair test with support. Begin to realise that scientific ideas are based on evidence. Make relevant observations. Measure using given equipment. Select equipment from a limited range. Begin to realise that scientific ideas are based on evidence. <p>Select the appropriate format to record their observations.</p>	<ul style="list-style-type: none"> Suggest improvements in their work evaluate their findings. 	<ul style="list-style-type: none"> Begin to offer explanations for what they see and communicate in a scientific way what they have found out. 	
Computing	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> 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 data and information <p>PROGRESSION</p>	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in 	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for 	<p>NATIONAL CURRICULUM:</p> <ol style="list-style-type: none"> 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 data and information <p>PROGRESSION</p> <p>3.6 – We are opinion pollsters (collecting and analysis data)</p>

	<p>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>PROGRESSION</p> <p>1.1 - we are programmers (programming an animation)</p> <ul style="list-style-type: none"> • Create an algorithm for an animated scene in the form of a storyboard • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. 	<p>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>PROGRESSION</p> <p>1.2 – We are bug fixers (finding and correcting bugs in programmes.)</p> <ul style="list-style-type: none"> • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software. 	<p>1.3 – we are presenters (video performance)</p> <ul style="list-style-type: none"> • Gain knowledge in shooting live video, such as framing shots, holding the camera steady, and reviewing. • Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length 	<p>evaluating digital content</p> <p>3. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PROGRESSION</p> <p>1.4 – We are vloggers (Making and sharing a short screencast presentation)</p> <ul style="list-style-type: none"> • Use a search engine to learn about a new topic. • Plan, design and deliver an interesting and engaging presentation. • Search for and evaluate online images. • Create their own original images. • Create a video slide cast of a narrated presentation. • Develop understanding of how the internet, the web and search engines work. 	<p>communication and collaboration</p> <p>PROGRESSION</p> <p>3.5 – We are communicators (communicating safely on the internet)</p> <ul style="list-style-type: none"> • Develop a basic understanding of how email works. • Gain knowledge in using email. • Be aware of broader issues surrounding email, including 'netiquette' and online safety. • Work collaboratively with a remote partner. • Experience video conferencing 	<ul style="list-style-type: none"> • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain knowledge in using charts to analyse data. • Gain knowledge in interpreting results.
Art and design	<p>NATIONAL CURRICULUM:</p> <p>1. Pupils should be taught to develop their techniques, including their control and their use of materials</p> <p>2. To improve their mastery of Art and design techniques, including drawing, painting</p>	<p>NATIONAL CURRICULUM:</p> <p>1. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of</p>	<p>NATIONAL CURRICULUM:</p> <p>1. Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>2. Know about great artists, craft makers and designers, and understand the historical and cultural</p>	<p>NATIONAL CURRICULUM:</p> <p>1. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>		

	<p>and sculpture with a range of materials [for example, pencil, charcoal paint, clay]</p> <p>3. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>PROGRESSION Formal elements of Art – Shape and Tone (drawing from observation)</p> <ol style="list-style-type: none"> Seeing simple shapes Geometry Working with wire The four rules of shading Shading from light to dark <ul style="list-style-type: none"> Develop knowledge and control when using tone. Learn and use simple shading rules. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Express and describe organic and geometric forms through different types of line. 	<p>different kinds of art, craft and design.</p> <ol style="list-style-type: none"> About great artists, architects and designers in history To develop a wide range of Art and design techniques in using colour, pattern, line, shape, form and space. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay] To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. <p>PROGRESSION Art & Design – Design, drawing, craft, painting and art appreciation</p> <ol style="list-style-type: none"> Introduction to sketch books Learning about Carl Giles Painting – Tints and Shade Drawing – My toy story Craft Puppets Sock puppets 	<p>development of their art forms</p> <ol style="list-style-type: none"> Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history <p>PROGRESSION Prehistoric Art – Design, drawing, craft, painting and art appreciation</p> <ol style="list-style-type: none"> Exploring prehistoric Art Charcoal animals Prehistoric pallet Painting on the cave wall Hands on a cave wall. <ul style="list-style-type: none"> Reflecting on their own work in order to make improvements Discuss own and other’s work using an increasingly sophisticated use of 	<ol style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques. Learn about great artists, architects and designers in history. <p>PROGRESSION Craft – Materials: tie-dye, weave and sew</p> <ol style="list-style-type: none"> Mood board Tie dying materials Paper weaving Weaving other materials Sewing a T.shirt <ul style="list-style-type: none"> To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments Analyse and describe texture within artists’ work. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes 		
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	<ul style="list-style-type: none"> • Use materials such as paper weaving, tie dying, sewing and other craft knowledge to design and make products. • Develop drawing knowledge by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. 	<p>7. Shadow puppets</p> <ul style="list-style-type: none"> • Reflecting on their own work in order to make improvements • Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). • Study the work of artists • Further develop their ability to describe 3D form in a range of materials, including drawing. • Create personal artwork using the artwork of others to stimulate them • To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments • Develop knowledge and control when using tone. Learn and use simple shading rules. • Express and describe organic and geometric forms through different types of line. • Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and 	<p>art language (formal elements).</p> <ul style="list-style-type: none"> • Study the work of artists • Create personal artwork using the artwork of others to stimulate them • To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments • Analyse and describe texture within artists' work. • Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. • Express and describe organic and geometric forms through different types of line. • Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes • Use materials such as paper weaving, tie dying, sewing and other crafts to 	<ul style="list-style-type: none"> • Use materials such as paper weaving, tie dying, sewing and other crafts to design and make products. <p>Artists – Ann Roth</p>		
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		<p>shades, for different purposes</p> <ul style="list-style-type: none"> • Use materials such as paper weaving, tie dying, sewing and other crafts to design and make products. • Increase knowledge and control when painting. Apply greater expression and creativity to own paintings. • Develop drawing by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <p>Artists - Diego Velazquez, Walt Disney, Sam McBratney, Carl Giles</p>	<p>design and make products.</p> <ul style="list-style-type: none"> • Increase knowledge and control when painting. Apply greater expression and creativity to own paintings. <p>Develop drawing by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p>			
Design and Technology	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 2. Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups 3. Select from and use a wider range of tools and equipment 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Understand and apply the principles of a healthy and varied diet 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p><u>PROGRESSION</u></p>		<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Select from and use a range of tools and equipment to perform practical tasks 2. Design purposeful, functional, appealing products for themselves and other users based on design criteria. <p><u>PROGRESSION</u></p> <p><u>Textiles: cushions</u></p> <ol style="list-style-type: none"> 1. Cross stitch and applique 2. Cushion design 3. Decorating my cushion 4. Assembling my cushion 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Investigate and analyse a range of existing products 2. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 3. Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Use research and develop design criteria to inform the designing innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

	<p>to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ol style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>PROGRESSION</u></p> <p><u>Structures: Constructing a castle</u></p> <ol style="list-style-type: none"> Features of a castle Designing a castle Nets and structures Building a castle <ul style="list-style-type: none"> Designing a castle with key features to appeal to a specific person/ purpose Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the 	<p><u>Food: Eating Seasonally</u></p> <ol style="list-style-type: none"> Where in the world British seasonal foods Rainbow food Making tarts <ul style="list-style-type: none"> Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination Following the instructions within a recipe Establishing and using design criteria to help test and review dishes Describing the benefits of seasonal fruits and vegetables and the impact on the environment Suggesting points for improvement when making a seasonal tart Learning that climate affects food growth Working with cooking equipment safely and hygienically 		<ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria Following design criteria to create a cushion Selecting and cutting fabrics with ease using fabric scissors Sewing cross stitch to join fabric Decorating fabric using appliqué Completing design ideas with stuffing and sewing the edges Evaluating an end product and thinking of other ways in which to create similar items Threading needles with greater independence Tying knots with greater independence Sewing cross stitch and appliqué Understanding the need to count the thread on a piece of even weave fabric in each direction to create uniform size and appearance Understanding that fabrics can be layered for affect 	<ol style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities <p><u>PROGRESSION</u></p> <p><u>Electrical systems: static electricity</u></p> <ol style="list-style-type: none"> Static magic Electrostatic game design Electrostatic game manufacture 	<ol style="list-style-type: none"> Investigate and analyse a range of existing products Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of computing to program, monitor and control their products Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities <p><u>PROGRESSION</u></p>
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	<p>features - materials need and colours</p> <ul style="list-style-type: none"> • Constructing a range of 3D geometric shapes using nets • Creating special features for individual designs • Making facades from a range of recycled materials • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design • Suggesting points for modification of the individual designs • Identifying features of a castle • Identifying suitable materials to be selected and used for a castle, considering weight, compression, tension • Extending the knowledge of wide and flat based objects are more stable • Understanding the terminology of strut, tie, span, beam • Understanding the difference between frame and shell structure 	<p>Learning that imported foods travel from far away and this can negatively impact the environment</p> <p>Learning that vegetables and fruit grow in certain seasons</p> <p>Learning that each fruit and vegetable gives us nutritional benefits</p> <ul style="list-style-type: none"> • Learning to use, store and clean a knife safely 			<p>4. Electrostatic game evaluation</p> <ul style="list-style-type: none"> • Designing a game that works using static electricity, including the instructions for playing the game • Identifying a design criteria and a target audience • Making an electrostatic game, referring to the design criteria • Using a wider range of materials and equipment safely • Using electrostatic energy to move objects in isolation as well as in part of a system • Learning to give constructive criticism on own work and the work of others • Testing the success of a product against the original design criteria and justifying opinions • Understanding what static electricity is and how it moves objects through attraction or repulsion • Generating static electricity independently • Using static electricity to make objects move in a desired way 	<p><u>Mechanical systems:</u> <u>pneumatic toys</u></p> <ol style="list-style-type: none"> 1. Exploring pneumatics 2. Designing a pneumatic toy 3. Making my pneumatic toy 4. Decorating and assembling my pneumatic toy <ul style="list-style-type: none"> • Designing a toy which uses a pneumatic system • Developing design criteria from a design brief • Generating ideas using thumbnail sketches and exploded diagrams • Learning that different types of drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion • Building secure housing for a pneumatic system • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy • Selecting materials due to their functional and aesthetic characteristics • Manipulating materials to create different effects by cutting, creasing, folding, weaving
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						<ul style="list-style-type: none"> • Using the views of others to improve designs • Testing and modifying the outcome, suggesting improvements • Understanding how pneumatic systems work • Learning that mechanisms are a system of parts that work together to create motion • Understanding that pneumatic systems can be used as part of a mechanism • Learning that pneumatic systems force air over a distance to create movement
Geography		<p><u>NATIONAL CURRICULUM</u> Place knowledge</p> <ol style="list-style-type: none"> 1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Investigate places and themes at more than one scale. • Analyse evidence and begin to draw conclusions e.g. make 		<p><u>NATIONAL CURRICULUM</u> Geographical and fieldwork</p> <ol style="list-style-type: none"> 1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187. 3. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<p><u>NATIONAL CURRICULUM</u> Human & Physical Geography</p> <ol style="list-style-type: none"> 1. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Begin to collect and record evidence. 	

		<p>comparisons between locations using photos/pictures/temperatures in different locations.</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. 		<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>PROGRESSION</p> <ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. • Locate places on larger scale maps. Follow a route on a map with some accuracy (e.g. whilst orienteering.) • Try to make a map of a short route experienced with features in correct order. • Begin to use map sites on the internet. • Try to make a simple scale drawing. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. • Use 4 compass points to follow/give directions. • Use letter/number coordinates to locate features on a map. • Begin to identify points on maps A, B and C. • Use large scale OS maps. • Begin to draw a sketch map from a high view point. • Begin to match some boundaries. 		
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History	<p><u>NATIONAL CURRICULUM</u></p> <p>1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. People studied - Emmeline Pankhurst, Rosa Parks</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Compare with our lives today. • Identify reasons for and results of peoples actions. • Understand why people may have wanted to do something. • Select and record information relevant to the study. • Begin to use the library and internet to research. 		<p><u>NATIONAL CURRICULUM</u></p> <p>1. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Find out about daily lives of people in time studied. • Identify reasons for and results of peoples actions. • Understand why people may have wanted to do something. • Look at representations of the period – museum, cartoon, etc. • Use a range of sources to find out about a period. • Select and record information relevant to the study. • Begin to use the library and internet to research. 			<p><u>NATIONAL CURRICULUM</u></p> <p>1. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library and internet to research.
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Music			<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. listen with attention to detail and recall sounds with increasing aural memory <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Singing songs to do with the class theme. • Use the musical elements in their performances (variations in pitch, duration, volume, timbre, dynamics, rhythm) • Clapping rounds progressing to singing rounds 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. Develop an understanding of the history of music. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Compare and contrast music across the ages. What similarities and differences can we spot in our culture? Look at the various ensembles in Britain today and discuss their backgrounds and influences and how they have enriched British culture and music. For example: Samba, African Drumming, Gospel Music and Salsa. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music and great composers. • Making geographical links with music 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 2. listen with attention to detail and recall sounds with increasing aural memory 3. use and understand staff and other musical notations <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Manipulate sounds, using grids to compose, using graphic notation – seeing links between language (syllables) and rhythm • Begin to combine different rhythms in small groups to compose a musical piece. • Use key words: Repetition, strong pulse, driving rhythms • Listen with attention to detail and recall sounds with increasing aural memory. 	
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			<ul style="list-style-type: none"> Using percussion instruments (un tuned) to accompany singing Use key words: Repetition, strong pulse, driving rhythms 	<ul style="list-style-type: none"> Exploration of the purpose of music across the world. Note how music in different countries may have different purposes. For example: celebratory, ritual, ceremonies, work songs, festival and religious celebrations. Learn some different songs that people have used across the globe Explore how instruments across the globe vary and discuss the ones that are created out of natural materials. For example the Kora in Africa made from a gourd.to help them work the land/other work. Talk about the common features of these songs 		
PE	<p><u>NATIONAL CURRICULUM</u> Real PE and Throwing/catching ball</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 	<p><u>NATIONAL CURRICULUM</u> Real PE and Dance</p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>NATIONAL CURRICULUM</u> Real PE and hockey</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable 	<p><u>NATIONAL CURRICULUM</u> Real PE and gymnastics</p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>NATIONAL CURRICULUM</u> Real PE and Athletics</p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>NATIONAL CURRICULUM</u> Real PE and cricket</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

			for attacking and defending			
PSHE	<p>Life focus – Brave Briony</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares. • Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict. 	<p>Life focus – Creative Clive</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions. <p><u>RSHE PROGRESSION Relationships</u></p> <ul style="list-style-type: none"> • To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	<p>Life focus – Thoughtful Theodore</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Healthy lifestyles: Making informed choices; balanced diet; hygiene. • Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief. 	<p>Life focus – Respectful Rhian</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information. • Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities. 	<p>Life focus – Determined Dotty</p> <p><u>PROGRESSION</u></p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise.</p> <p><u>RSHE PROGRESSION Health and wellbeing</u></p> <ul style="list-style-type: none"> • The names for the main parts of the body (including external genitalia). • The similarities and differences between boys and girls. • To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. 	<p>Life focus – Expressive Elliot</p> <p><u>PROGRESSION</u></p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe.</p>
RE	<p><u>RE CURRICULUM:</u> L2.2 Christianity - What is it like for someone to follow God (People of God)?</p> <p><u>PROGRESSION</u> Make sense of beliefs</p>	<p><u>RE CURRICULUM:</u> L2.4 Christianity – What kind of world did Jesus want (Gospel)?</p> <p><u>PROGRESSION</u></p>	<p><u>RE CURRICULUM:</u> L2.6 Christianity – For Christians what was the impact of Pentecost (Kingdom of God)?</p> <p><u>PROGRESSION</u></p>	<p><u>RE CURRICULUM:</u> L2.7 Hinduism – what do Hindus believe god is like (Brahman/atman)?</p> <p><u>PROGRESSION</u> Make sense of beliefs</p>	<p><u>RE CURRICULUM:</u> L2.9 Islam – How do festivals and worship show what happen to Muslims (Ibadah)?</p> <p><u>PROGRESSION</u></p>	<p><u>RE CURRICULUM:</u> L2.10 Judaism – How do festivals and family life show what matters to Jewish people (God, Torah, the People)?</p> <p><u>PROGRESSION</u></p>

	<ul style="list-style-type: none"> • Make clear links between story of Noah and the idea of covenant. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises Christians make at a wedding ceremony <p>Make connections</p> <ul style="list-style-type: none"> • Make links about the story of Noah and how we live in school and the wider world. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be “fishers of people” • Suggest ideas and then find out about what Jesus’ action towards outcast mean for a Christian. <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teachings in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christians belief about the Kingdom of God on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between the descriptions in Acts 2 the Holy Spirit, the Kingdom of God and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in Worship <p>Make connections</p> <ul style="list-style-type: none"> • Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. • Offer informed suggestions about what Hindu murtis express about God. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between beliefs about god and how Hindus live (e.g. choosing a deity and worshipping at a home – celebrating Diwali) • Identify some different ways in which Hindu’s worship. <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. • Make links between the Hindu idea of everyone having a “spark” of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam expressed in Surah 1 • Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshipping: how Muslims submit to God) <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer, fasting, as a family and as a community, at home and in the Mosque) <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value for submission and self-control to Muslims and whether there are benefits to people who are not Muslims. • Make links between the Muslim ideas of living in harmony with the Creator and the need for all people to live in harmony, in the world today, giving good reasons for their ideas. 	<p>Make sense of beliefs</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus, Jewish beliefs about god and his relationship with the Jewish people. • Offer informed suggestions about the meaning of exodus story for Jews today <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between Jewish belief about god, his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • Describe how Jews show their beliefs through worship and festivals, both at home and in wider communities. <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in
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						the world today, including pupils own lives, and giving good reasons for their ideas.
Languages	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate stories, songs, poems and rhymes in the language. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Locate France on a map and discuss its location compared to UK. Discuss culture of France including demographics, architecture, food, fashion and school day. • Greetings: Bonjour, salut. Au revoir. Madame, Monsieur, Mademoiselle. • Comment ca va? Ca va bien, ca va mal. • Numbers: 1-12 https://www.youtube.com/watch?v=3D-2fTVbukU (1-10) • <i>Simon says: 'Jacques a dit'</i> Quel age as tu? Introduce concept of J'ai with age. E.g. J'ai huit ans. Short role plays. • Songs: Birthday song 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate stories, songs, poems and rhymes in the language. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3. Speak in sentences, using familiar vocabulary, phrases and basic language structures. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Days and months (no capitalisation for months or days). • Seasons. • Writing the date. • My birthday is onmon anniversaire est le • Learn Happy Birthday in French https://www.youtube.com/watch?v=lkrWKjFVCtM • Christmas: Compare and contrast a traditional Christmas in the UK to one in France. What similarities and differences are there? Make French Christmas cards. 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate stories, songs, poems and rhymes in the language. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 4. Describe people, places, things and actions orally and in writing. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Colours inclusive of describing objects in the classroom that have a colour. (introduce le, la and les – masculine, feminine and plural). • Colour song: https://www.youtube.com/watch?v=kzRd6uJkb8 • Numbers 1-30 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Present ideas and information orally to a range of audiences. 2. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 3. Listen attentively to spoken language and show understanding by joining in and responding. 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 5. Describe people, places, things and actions orally and in writing. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Ou h'abites tu? J'habite a.... where do you live? (<i>1st and 3rd person of verb introduced J'habite and il/elle h'abite</i>). • Animals https://www.youtube.com/watch?v=dOXAPqK KjrA • Listen and re-tell: Brown bear story, 'ours brun'. Storyboard and role play. Key word detection 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate stories, songs, poems and rhymes in the language. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3. Present ideas and information orally to a range of audiences. 4. Describe people, places, things and actions orally and in writing. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • All about me: body parts (including heads, shoulders, knees and toes). https://www.youtube.com/watch?v=IFYLPIO Okk • Children to introduce/describe themselves and others. Use of Elle/Il. 	<p><u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Appreciate stories, songs, poems and rhymes in the language. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3. Describe people, places, things and actions orally and in writing. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Recap over Summer 1 learning and sing heads, shoulders, knees and toes. • Food: Preferences J'aime/ Je n'aime pas (negative) • The Hungry Caterpillar story (La Chenille Qui Fait des Trous): https://www.youtube.com/watch?v=xBpHkMgWld8 • Re-cap first and third person: Je mange and il/elle mange. • Fruit song: https://www.youtube.com/watch?v=nJO3kiwiIVM • Recap over years learning and allow time for any

	<ul style="list-style-type: none">https://www.youtube.com/watch?v=ciapLw8E8Y0Greetings songhttps://www.youtube.com/watch?v=NXkj88ygPY0	<ul style="list-style-type: none">Learn French Christmas song: petit papa noelhttps://www.youtube.com/watch?v=nr9lciqOD5c		https://www.youtube.com/watch?v=l_uPr1rC2c0		misconceptions and revision.
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Leigh and Bransford Primary School

Lower Key Stage Two – Long term plan

Year 4

	Term 1 Topic – Diversity	Term 2 Topic – Diversity	Term 3 Topic – Aspirations	Term 4 Topic – Aspirations	Term 5 Topic – Healthy living	Term 6 Topic – Healthy Living
Science	<p><u>NATIONAL CURRICULUM:</u> <u>States of matter:</u></p> <ol style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Record observations, 	<p><u>NATIONAL CURRICULUM:</u> <u>Sound:</u></p> <ol style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM:</u> <u>Electricity:</u></p> <ol style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors 	<p><u>NATIONAL CURRICULUM:</u> <u>Living things and their habitats:</u></p> <ol style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Select information from a range of sources provided for them With help, pupils begin to realise that scientific ideas are based on evidence Accurately make a series of observations, comparisons and measurements. 	<p><u>NATIONAL CURRICULUM:</u> <u>Animals, including humans:</u></p> <ol style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Select information from a range of sources provided for them With help, pupils begin to realise that scientific ideas are based on evidence Accurately make a series of observations, comparisons and measurements. 	<p><u>NATIONAL CURRICULUM:</u> <u>Animals, including humans:</u></p> <ol style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Select information from a range of sources provided for them With help, pupils begin to realise that scientific ideas are based on evidence Accurately make a series of observations, comparisons and measurements.

	<p>comparisons and measurements using tables and bar charts.</p> <ul style="list-style-type: none"> • Begin to plot points to form a simple graph. • Use graphs to point out and interpret patterns in their data. • Select information from a range of sources provided for them • Show in the way they perform their tasks how to vary one factor while keeping others the same. • Decide on an appropriate approach in their own investigations to answer questions. • Describe which factors they are varying and which will remain the same and say why • Carry out measurement. • Accurately make a series of observations, comparisons and measurements. • Select and use suitable equipment. • Make a series of observations and measurements 	<ul style="list-style-type: none"> • Select information from a range of sources provided for them • With help, pupils begin to realise that scientific ideas are based on evidence • Show in the way they perform their tasks how to vary one factor while keeping others the same. • Decide on an appropriate approach in their own investigations to answer questions. • Describe which factors they are varying and which will remain the same and say why • Accurately make a series of observations, comparisons and measurements. • Predict outcomes using previous experience and knowledge and compare with actual results. • Begin to relate their conclusions to scientific knowledge and understanding. • Suggest improvements in their work, giving reasons. 	<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Select information from a range of sources provided for them • With help, pupils begin to realise that scientific ideas are based on evidence • Show in the way they perform their tasks how to vary one factor while keeping others the same. • Decide on an appropriate approach in their own investigations to answer questions. • Describe which factors they are varying and which will remain the same and say why • Accurately make a series of observations, comparisons and measurements. • Select and use suitable equipment. • Predict outcomes using previous experience and knowledge and compare with actual results. • Begin to relate their conclusions to scientific knowledge and understanding. • Suggest improvements in their work, giving reasons. 			
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	<p>adequate for the task</p> <ul style="list-style-type: none"> • Predict outcomes using previous experience and knowledge and compare with actual results. • Begin to relate their conclusions to scientific knowledge and understanding. • Suggest improvements in their work, giving reasons. 					
Computing	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><u>PROGRESSION</u> Unit 4.1 - We are software developers</p>	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. 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 data and information <p><u>PROGRESSION</u> Unit 4.3 - We are musicians (producing digital music)</p> <ul style="list-style-type: none"> • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. 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 2. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 3. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p><u>PROGRESSION</u></p>	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. 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 data and information <p><u>PROGRESSION</u> Unit 4.5 - We are co-authors (producing a wiki)</p> <ul style="list-style-type: none"> • Understand the conventions • for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. 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 data and information <p><u>PROGRESSION</u> Unit 4.6 - We are meteorologists (resenting the weather)</p> <ul style="list-style-type: none"> • Understand different measurement techniques for weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><u>PROGRESSION</u> Unit 4.2 - We are toy designers (prototyping an interactive toy)</p> <ul style="list-style-type: none"> • Design and make an on-screen prototype of a

	<p>(developing a simple educational game)</p> <ul style="list-style-type: none"> • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output 	<ul style="list-style-type: none"> • Develop collaboration knowledge. • Develop an awareness of how their composition can enhance work in other media. 	<p>Unit 4.4 - We are HTML editors (editing and writing HTML)</p> <ul style="list-style-type: none"> • Understand some technical aspects of how the internet makes the web possible. • Use HTML tags for elementary mark up. • Use hyperlinks to connect ideas and sources. • Code up a simple web page with useful content. • Understand some of the risks in using the web. 	<p>potential problems associated with its use.</p> <ul style="list-style-type: none"> • Practice researching. • Write for a target audience using a Wiki tool. • Develop collaboration knowledge . • Develop proofreading knowledge. 	<ul style="list-style-type: none"> • Use spreadsheets to create charts • Analyse data, explore inconsistencies in data and make predictions • Practice using presentation software and, optionally, video. 	<p>computer-controlled toy.</p> <ul style="list-style-type: none"> • Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). • Design, write and debug the control and monitoring program for their toy.
<p>Art and design</p>	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. To create sketchbooks to record their observations and use them to review and revisit ideas. 2. To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. 3. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Produce creative work, exploring their ideas and recording their experiences. 2. Evaluate and analyse creative works using the language of art, craft and design. 3. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form. 4. Improve their mastery of art and design techniques, including drawing, painting and sculpture. 5. About great artists, architects and designers in history 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>PROGRESSION</u> Every picture tells a story Analysing famous artists' work</p> <ol style="list-style-type: none"> 1. My parents 2. The dance 3. Table for ladies 4. Children's games 5. Fiona Rae <ul style="list-style-type: none"> • Develop knowledge and control when painting. Paint with expression. Analyse painting by artists 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 2. Improve their mastery of art and design techniques, including weaving. 3. Learn about great artists, architects and designers in history. 4. Become aware of the work of well-known artists. 5. Create sketch books to record their observations and use them to review and revisit ideas. 		

	<p>different kinds of art, craft and design</p> <p>PROGRESSION</p> <p>Formal elements of art</p> <p>Texture and pattern</p> <ol style="list-style-type: none"> 1. Charcoal mark making 2. Texture and pattern playdough printing 3. Stamp printing 4. Reflection and symmetry 5. Flower of life <ul style="list-style-type: none"> • Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. • Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. • Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. • Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. 	<ol style="list-style-type: none"> 6. To create sketchbooks to record their observations and use them to review and revisit ideas. 7. To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>PROGRESSION</p> <p>Art & Design</p> <p>Design, drawing, craft, painting and art appreciation</p> <ol style="list-style-type: none"> 1. Introduction to sketch books 2. Optical illusions 3. Willow pattern 4. Soap sculptures 5. Painting – Paul Cezanne 6. Drawing – still life 7. Learning about the work of a curator <ul style="list-style-type: none"> • Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. • Develop knowledge and control when painting. Paint with expression. Analyse painting by artists • Make art from recycled materials, 	<ul style="list-style-type: none"> • Analyse and describe colour and painting techniques in artists work. Manipulate colour for print • Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. • Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. • Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. • Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. • Use a range of materials to express complex textures. • Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. • Use sketchbooks for planning and refining work, to record 	<p>PROGRESSION</p> <p>Sculpture</p> <p>Working with recycled materials</p> <ol style="list-style-type: none"> 1. Making maracas from recycled materials 2. Making drums from recycled materials 3. Arcimboldo 4. Sokari Douglas Camp 5. El Anatsui <ul style="list-style-type: none"> • Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. • Use their own and other's opinion of work to identify areas of improvement. • Many of the artist's names may be challenging for pupils to read at this age. <p>Artists – Sam Francis, Giuseppe Arcimboldo, Sokari Douglas Camp, El Anatsui</p>		
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	<ul style="list-style-type: none"> • Use a range of materials to express complex textures. • Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives • Many of the artist's names may be challenging for pupils to read at this age 	<p>create sculptures, print and create using a range of materials. Learn how to display and present work.</p> <ul style="list-style-type: none"> • Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. • Analyse and describe colour and painting techniques in artists work. Manipulate colour for print • Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. • Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. • Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. • Use sketchbooks for planning and refining work, to record observations and ideas and developing 	<p>observations and ideas and developing knowledge and technique.</p> <ul style="list-style-type: none"> • Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. • Build a more complex vocabulary when discussing your own and others' art. <p>Artists – David Hockney, Paula Rego, Edward Hopper, Pieter Brueghel, Fiona Rae</p>			
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		<p>knowledge and technique.</p> <ul style="list-style-type: none"> Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Many of the artist's names may be challenging for pupils to read at this age. <p>Artists – Paul Cezanne, Barbara Hepworth, Giorgio Morandi, Luz Perez Ojeda</p>				
Design Technology	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design. Select from and use a wider range of materials, components and 		<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against a design criteria Build structures, exploring how they can be made stronger, stiffer or more stable. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products Understand electrical systems in products Understand how key events and individuals in design and technology have helped shape the world Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use research and develop design criteria to inform the design of innovative functional, appealing 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Understand how key events and individuals in design and technology have helped shape the world Apply their understanding of how 	<p><u>NATIONAL CURRICULUM:</u></p> <p>Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials,</p>

	<p>construction materials according to their functional properties and aesthetics</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>PROGRESSION <u>Structure: pavilions</u></p> <ol style="list-style-type: none"> Exploring frame structures Designing a pavilion Pavilion frame Pavilion cladding <ul style="list-style-type: none"> Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect 		<p>shaping, joining and finishing], accurately</p> <ol style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>PROGRESSION <u>Textiles: Fastenings</u></p> <ol style="list-style-type: none"> Evaluating Fastenings Designing my book sleeve Paper mock up and preparing fabric Assembling my book sleeve <ul style="list-style-type: none"> Writing design criteria for a product, articulating decisions made Designing a personalised Book sleeve Making and testing a paper template with accuracy and in keeping with the design criteria Measuring, marking and cutting fabric using a paper template Selecting a stitch style to join fabric, working neatly sewing small neat stitches Incorporating fastening to a design Testing and evaluating an end product against the original design criteria 	<p>products that are fit for purpose, aimed at particular individuals or groups</p> <ol style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their properties and aesthetic qualities <p>PROGRESSION <u>Electrical systems: torches</u></p> <ol style="list-style-type: none"> Electrical products Evaluating torches torch design torch assembly <ul style="list-style-type: none"> Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas Making a torch with a working electrical circuit and switch Using appropriate equipment to cut and attach materials Assembling a torch according to the design and success criteria Evaluating electrical products Testing and 	<p>to strengthen, stiffen and reinforce more complex structures</p> <ol style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Use research and develop design criteria to inform the design of innovative functional, appealing products that are fit for purpose, aimed at particular individuals or groups Evaluate their ideas and products against a design criteria <p>PROGRESSION <u>Mechanical systems: Making a sling shot car</u></p> <ol style="list-style-type: none"> chassis and launch mechanism designing the car body making the car body assembly and testing <ul style="list-style-type: none"> Designing a shape that reduces air resistance Drawing a net to create a structure from 	<p>textiles and ingredients according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared caught and processed</p> <p>PROGRESSION <u>Food: Adapting a recipe</u></p> <p>Following a recipe Testing ingredients Final design and budget# Biscuit bake off Designing a biscuit within a given budget, drawing upon previous taste testing Following a baking recipe Cooking safely, following basic hygiene rules Adapting a recipe Evaluating a recipe, considering: taste, smell, texture and appearance Describing the impact of the budget on the selection of ingredients</p>
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	<ul style="list-style-type: none"> • Building frame structures designed to support weight Creating a range of different shaped frame structures • Making a variety of free standing frame structures of different shapes and sizes • Selecting appropriate materials to build a strong structure and for the cladding • Reinforcing corners to strengthen a structure • Creating a design in accordance with a plan • Learning to create different textural effects with materials • Evaluating structures made by the class • Describing what characteristics of a design and construction made it the most effective • Considering effective and ineffective designs • Learning what pavilions are and their purpose • Building on prior knowledge of net structures and broadening 		<ul style="list-style-type: none"> • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting modifications for improvement • Understanding that there are different types of fastenings and what they are • Articulating the benefits and disadvantages of different fastening types 	<p>evaluating the success of a final product and taking inspiration from the work of peers</p> <ul style="list-style-type: none"> • Learning how electrical items work • Identifying electrical products • Learning what electrical conductors and insulators are • Understanding that a battery contains stored electricity and can be used to power products • Identifying the features of a torch • Understanding how a torch works • Articulating the positives and negatives about different torches 	<ul style="list-style-type: none"> • Choosing shapes that increase or decrease speed as a result of air resistance • Personalising a design • Measuring, marking, cutting and assembling with increasing accuracy • Making a model based on a chosen design • Evaluating the speed of a final product based on: the affect of shape on speed and the accuracy of workmanship on performance • Learning that products change and evolve over time • Learning that all moving things have kinetic energy <p>Understanding that kinetic energy is the energy that something (object person) has by being in motion</p>	<p>Evaluating and comparing a range of products Suggesting modifications Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits Understanding the environmental impact on future product and cost of production</p>
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	<p>knowledge of frame structures</p> <ul style="list-style-type: none"> • Learning that architects consider light, shadow and patterns when designing • Implementing frame and shell structure knowledge • Considering effective and ineffective designs 					
Geography		<p><u>Comparing our country to others outside of Europe.</u> <u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Analyse evidence and draw conclusions e.g. – make comparisons between locations/photographs/pictures/maps. 	<p><u>Mountains.</u> <u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Begin to identify significant places and environments. • Find/recognise places on maps or different scales eg, Mount Everest. 		<p><u>Orienteering- Geography around our school.</u> <u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 2. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Use 4 compass points well. • Begin to use 8 compass points. 	<p><u>Local study - rivers in our local area.</u> <u>NATIONAL CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 2. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Find/recognise places on maps or different scales (e.g. river Severn) • Identify features on aerial/oblique photographs.

		<ul style="list-style-type: none"> • Locate places on large scale maps (e.g. find UK or India on globe) • Follow a route on a large scale map. • Use junior atlases • Investigate places and themes at more than one scale. • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial, photographs. 			<ul style="list-style-type: none"> • Use letter/number co-ordinates to locate features on a map. • Make a map of a short route experienced with features in correct order. • Make a simple scaled drawing. • Use large and medium scale OS maps. • Draw a sketch map from a high view point. • Begin to recognise symbols on an OS map • Use map sites on the internet. • Know why a key is needed • Extend to satellite images, aerial, photographs. • Extend to satellite images, aerial, photographs 	<ul style="list-style-type: none"> • Begin to recognise symbols on an OS map • Use large and medium scale OS maps. • Use map sites on the internet. • Know why a key is needed • Extend to satellite images, aerial, photographs. • Extend to satellite images, aerial, photographs.
History	<p>1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history – Tudors, the reign of Elizabeth I.</p> <p>PROGRESSION</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied. • Identify key features and events of time studied. 	<p><u>Indus valley</u> NATIONAL CURRICULUM</p> <p>1. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>PROGRESSION</p>	<p>Changes in Britain from the stone age to the iron age</p> <p>PROGRESSION</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library and internet to research 			<p><u>Local History – Cholera</u> NATIONAL CURRICULUM</p> <p>1. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p> <p>2. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>PROGRESSION</p> <ul style="list-style-type: none"> • Look at the evidence available.

	<ul style="list-style-type: none"> Look for effects in time studied. Offer a reasonable explanation for some events. Study different aspects of different people – equal opportunities between men and women. 	<ul style="list-style-type: none"> Place events from the period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g.- BC/AD 				<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.
Music	<p><u>Explore cultural music from around the world.</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory <p>PROGRESSION</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory Exploration of the purpose of music across the world. Note how music in different countries may have different purposes. For example: celebratory, ritual, ceremonies, work songs, festival and religious celebrations. Learn some different songs that people have used across the globe to 	<p><u>Christmas Carol Concert</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>PROGRESSION</p> <ul style="list-style-type: none"> Learn songs e.g.: The drum is going round that allow for an improvisatory interlude to encourage free music making Daily singing related to class theme. 	<p><u>History of music.</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. <p>PROGRESSION</p> <ul style="list-style-type: none"> Listening: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation Learn about the great composers and also how minimalist and contemporary composers have changed the way we explore music. Develop an understanding of the history of music and great composers. 	<p><u>Notation</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> use and understand staff and other musical notations <p>PROGRESSION</p> <ul style="list-style-type: none"> Compose rhythms using correct staff notations. Clap these rhythms as a soloist and in an ensemble situation. Apply these to instruments. Compose soundscapes relating to a story or the outside environment. Use key words: Repetition, strong pulse, driving rhythms use and understand staff and other musical notations 	<p><u>Composing music for a range of audiences.</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>PROGRESSION</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p><u>Composing, performing and evaluating music for a range of audiences.</u> NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>PROGRESSION</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the

	<p>help them work the land/other work.</p> <ul style="list-style-type: none"> Explore how instruments across the globe vary and discuss the ones that are created out of natural materials. For example the Kora in Africa made from a gourd 		<ul style="list-style-type: none"> Compare and contrast music across the ages. What similarities and differences can we spot in our culture? Look at the various ensembles in Britain today and discuss their backgrounds and influences and how they have enriched British culture and music. For example: Samba, African Drumming, Gospel Music and Salsa 		<ul style="list-style-type: none"> Singing and clapping of rounds to encourage effective listening and adhering to the pulse in an ensemble situation Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Talk about the common features of these songs. 	<p>inter-related dimensions of music</p> <ul style="list-style-type: none"> Singing and clapping of rounds to encourage effective listening and adhering to the pulse in an ensemble situation Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Talk about the common features of these songs.
PE	<p><u>NATIONAL CURRICULUM</u> REAL PE, Netball</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p><u>NATIONAL CURRICULUM</u> REAL PE, Football</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p><u>NATIONAL CURRICULUM</u> REAL PE, Dance</p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>NATIONAL CURRICULUM</u> REAL PE, Gymnastics</p> <ol style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>NATIONAL CURRICULUM</u> REAL PE, Tennis</p> <ol style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p><u>NATIONAL CURRICULUM</u> REAL PE, Rounders</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
PSHE	<p>Life focus – Brave Briony <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Feelings and emotions: 	<p>Life focus – Creative Clive <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Rights and responsibilities: 	<p>Life focus – Thoughtful Theodore <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Feelings and emotions: Recognising and 	<p>Life focus – Respectful Rhian <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Feelings and emotions: Recognising and 	<p>Life focus – Determined Dotty <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Healthy lifestyles: Making informed 	<p>Life focus – Expressive Elliot <u>PROGRESSION</u></p> <ul style="list-style-type: none"> Growing and changing: aspirations and goals;

	<p>L2.8 – Hinduism – what does it mean to be a Hindu in Britain today (Dharma)?</p> <p>PROGRESSION Understand the impact</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today. (e.g. home, <i>puja</i>) Describe how Hindus show their faith within their communities within Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>, in festivals such as Diwali) Identify some different ways in which Hindus show their Faith (e.g. between different communities in Britain or between Britain and parts of India) <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practises and the idea that Hinduism as a whole way of life (Dharma) <p>Make connections</p>	<p>L2.3 Christianity – what is the “Trinity” and why is it important for Christians (God for Incarnation)?</p> <p>PROGRESSION Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise what a Gospel is and give an example of the kind of stories it contains. Offer suggestions about what texts about Baptism and Trinity mean. Give examples for what these texts mean to some Christians today. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe how Christians show their belief about God, the Trinity and worship in different ways. (In baptism and prayer: for example) and in the way they live. <p>Make connections</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>L2. 1 Christianity - what do Christians learn from the creation story (Creation)?</p> <p>PROGRESSION Make sense of beliefs</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bibles “big story” Make clear links between genesis one and what Christians belief about God and Creation Recognise that the story of “The Fall” in genesis three gives an explanation of why things go wrong in the world. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is creator (e.g. follow God, wonder at how amazing Gods creation is: care for the earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.</p>	<p>L2. 5 Christianity why do Christians call the day Jesus died good Friday (Salvation)?</p> <p>PROGRESSION Make sense of beliefs</p> <ul style="list-style-type: none"> Recognise the word “Salvation”, and that Christians believe Jesus came to “save” or “rescue” people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy week mean to Christians Give examples of what Christians say about the importance of the events of Holy week. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Christians in worship and different ways. <p>Make connections</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions. 	<p>L2. 11 Christians, Hindus, and Muslims, non-religious - How and why do people mark the significant events of life?</p> <p>PROGRESSION Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises into religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies, of commitment for religious and non-religious people of today. <p>Understand the impact</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. Baptism, Sacred Thread, and Marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious tradition live. (e.g. through celebrating forgiveness, salvation and freedom at festivals.) Identify some differences in how some people celebrate commitment (e.g. different practises of 	<p>L2.12 Christians, Hindus, and Muslims, non-religious - How and why do people try to make the world a better place?</p> <p>PROGRESSION Make sense of beliefs</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place. (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action. <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place and what the best ways of making it better are. Make links between some commands for
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	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and where taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.				<p>Marriage or Christian Baptism.)</p> <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>living from religious traditions, non-religious world views and pupils own ideas.</p> <ul style="list-style-type: none"> • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. listen attentively to spoken language and show understanding by joining in and responding 2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>PROGRESSION</p> <ul style="list-style-type: none"> • Family members: Ma Famille song. https://www.youtube.com/watch?v=Ruhed15GvTwhhttps://www.youtube.com/watch?v=MFk9Ymjv-ic • Numbers: 1-50 https://www.youtu 	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 2. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 3. speak in sentences, using familiar vocabulary, phrases and basic language structures <p>PROGRESSION</p> <ul style="list-style-type: none"> • Weather: introduce concept 'il fait' for weather. 	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. speak in sentences, using familiar vocabulary, phrases and basic language structures <p>PROGRESSION</p> <ul style="list-style-type: none"> • Pets : Avez vous un animaux des compagnie? • Role plays introducing peer: His/her name, pets etc. • Re-cap over J'ai (I have). • Introduce negatives: Je n'ai pas <i>un animaux des compagnie</i> Il n'a pas. 	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 2. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 3. speak in sentences, using familiar vocabulary, phrases and basic language structures <p>PROGRESSION</p> <ul style="list-style-type: none"> • Understanding and speak in full sentences questioning and responding. • Animal song to recap learning. 	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences <p>PROGRESSION</p> <ul style="list-style-type: none"> • Describing personality: likes and dislikes. • Hobbies etc. Present to the class 'all about me' (<i>tout sur moi</i>). • https://www.youtube.com/watch?v=oTP5GKpOXCI • https://www.youtube.com/watch?v=YYgXjoldlUE 	<p>NATIONAL CURRICULUM</p> <ol style="list-style-type: none"> 1. speak in sentences, using familiar vocabulary, phrases and basic language structures 2. read carefully and show understanding of words, phrases and simple writing 3. appreciate stories, songs, poems and rhymes in the language <p>PROGRESSION</p> <ul style="list-style-type: none"> • Listen and retell stories. • Little red riding hood: <i>le petit Chaperon rouge</i> • Act out and story board. • https://www.youtube.com/watch?v=o9OsRliQSbw • Recap over years learning and allow time for any misconceptions and revision.

	<ul style="list-style-type: none"> • be.com/watch?v=ZDKh649K5PQ • French body parts. • Clothes and fashion show. 	<ul style="list-style-type: none"> • Children to write in full sentences to describe the weather conditions. Ask and respond to questions. • Weather song: https://www.youtube.com/watch?v=eBvJVOuBPXI • Christmas: Read and retell Santa's story in French. Storyboards. • https://www.youtube.com/watch?v=C4HkGi63Jw • Learn French Christmas song: Jingle bells (vive le vent) • https://www.youtube.com/watch?v=V-PD5iz7qdE 		<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Ub-V1n6zpQE • Opinions on ice cream flavours. Aimez-vous la glace au chocolat? Oui j'aime la glace au chocolat • Or negative: Non je n'aime pas la glace au chocolat • Question and response in partners flavours of ice cream. 		
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