

Key Stage 2 Long Term Planning: Year 3

	Autumn 1 8 weeks 2 nd September-25 th October	Autumn 2 7 weeks 5 th November-20 th December	Spring 1 6 weeks 6 th January-14 th February	Spring 2 6 weeks 24 th February-3 rd April	Summer 1 5 weeks 20 th April-22 nd May	Summer 2 7 weeks 1 st June-17 th July
School/World Events	Training Day (2.9.19) Black History Month (1.10.19-31.10.19) Harvest Festival (7.10.19) Cross-phase reading (24.10.19) British Summer Time Ends (27.10.19)	Training Day (5.11.18) Bonfire Night (5.11.19) Remembrance Day (11.11.19) St. Andrew's Day (30.11.19) Cross-phase reading (19.12.19) Christmas Party (17.12.19) Crafts and performances	New Year Chinese New Year (25.1.20- Year of the Rat) Burn's Night (25.1.20) Valentine's Day Cross-phase reading (13.2.20)	Shrove Tuesday (25.2.20) St. David's Day (1.3.20) World Book Day (5.3.20) Holi (9/10.3.20) St. Patrick's Day (17.3.20) World Poetry Day (21.3.20) Mother's Day (22.3.20) Cross-phase reading (26.3.20) British Summer Time begins (29.3.20) St. George's Day (23.4.20)	May Day (8.5.20) Northumberland Day (21.5.20) Cross-phase reading (14.5.20)	National Phonics Screening Check (8.6.19) Father's Day (21.6.20) Transition Day (8.7.20) Cross-phase reading (9.7.20) Reports to Parents (10.7.20)
Topic	Prehistoric Britain: Stone Age to Iron Age	Ancient Egypt	Roman Britain	Mountains, Volcanoes and Earthquakes	Coal Mining	Rainforests: Water, Weather and Climate
Essay	When do you think it was better to live- Stone Age, Bronze Age or Iron Age? Discuss.	What did the Ancient Egyptians believe and how did religion affect life in Ancient Egypt?	'The Romans changed the world forever.' How far do you agree with this statement?	Why do volcanic eruptions and earthquakes occur?	How has changes in industry impacted on population of Blyth?	Why should we protect rainforests?
Enrichment	Women From The Past Visit: Tribal Tales and Stone Age Technology	Hancock Museum	Hadrian's Wall	Art Gallery Visit	Woodhorn Colliery	
Parent Link	Parent Presentation Parents Evening	Christmas Performance		Parents Evening		Sports Day
	<p>Purpose of English:</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>English Aims:</p> <p>The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate <p>Spoken Language</p> <p>Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Reading</p> <p>The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.</p> <p>Writing</p> <p>The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>					
Newsham Reading Spine	The Sheep-Pig The Pied Piper of Hamelin	The Lion, the Witch and the Wardrobe	The Abominables Hansel and Gretel	The Boy at the Back of the Class	Cat Tails: Ice Cat	Iron Man Flood Into the Forest

English Text, Overall Aims and Writing Outcomes	Ug: Boy Genius of the Stone Age <ul style="list-style-type: none"> Engage children with a story told through a mixture of speech and visual imagery Explore themes and issues, and develop and sustain ideas through discussion Develop creative responses to the text through drama, storytelling and artwork Compose writing for a wide variety of purposes Write in role in order to explore and develop empathy for characters Procedural: Script Instructions Postcard Information Writing Recount Comic Book Writing Persuasive Speech Persuasive Writing: Advertisement Note Poetry 	Ancient Egypt: Tales of Gods and Pharaohs (Marcia Williams) <ul style="list-style-type: none"> Engage children with a story told through a mixture of speech and visual imagery Explore themes and issues, and develop and sustain ideas through discussion Develop creative responses to the text through drama, storytelling and artwork Compose writing for a wide variety of purposes Write in role in order to explore and develop empathy for characters Procedural: Script Narrative: Fiction based on Egyptian mythology. Introduction to features of mythology Instructions Information Writing: Explanation text: Embalming 	A range of age appropriate biographies and autobiographies <ul style="list-style-type: none"> Explore the concept of a biography/autobiography Explore the difference between a biography and an autobiography Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Progressively build a varied and rich vocabulary and an increasing range of sentence structures; Assess the effectiveness of their own and others' writing and suggesting improvements. Compose writing for a wide variety of purposes Personal biographies Biography of a significant Roman 	The Pebble in My Pocket: A History of our Earth <ul style="list-style-type: none"> Explore the history of the Earth through a vocabulary rich, visual medium Discover the extraordinary in the ordinary Begin to understand the insignificance of humans in the history of Earth Explore the inevitability of change and consider this in relation to their own personal development as well as wider world concepts Poetry Story maps Fact files Instructions Writing in role Narrative descriptions Book making Diary entry Mountains of the World Compare and contrast the presentation of this text to 'The Pebble in my Pocket'. Compare and contrast the presentation the text features of this text to 'The Pebble in my Pocket'. Non Chronological report: Mountains/Volcanoes 	Town is by the Sea <ul style="list-style-type: none"> Explore the simple duality presented in the story. Compare and contrast the information we get about both the boy's life and the dad's life and consider why one is more detailed than the other is Engage children with a story told through a mixture of speech and visual imagery Explore themes and issues, and develop and sustain ideas through discussion Develop creative responses to the text through drama, storytelling and artwork Narrative Descriptions Characters/settings 	The Great Kapok Tree <ul style="list-style-type: none"> Explore global issues through a narrative text Investigate how illustrations influence a reader's experience of a text Explore how an author uses language to create empathy for an issue Explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives Use sound, images and video to expand the use of ambitious vocabulary Develop creative responses to a text through drama and role-play Innovate from a familiar text to plan and write own narratives Respond to and evaluate own writing and that of others Poetry Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative
English Speaking and Listening	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Participate actively in collaborative conversations Use spoken language to develop understanding through imagining and exploring ideas Select and use appropriate registers for effective communication Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Articulate and justify answers and opinions Speak audibly and fluently with an increasing command of Standard English Maintain attention and participate actively in collaborative conversations, responding to comments Use spoken language to develop understanding through exploring ideas Participate in discussions, role-play and improvisations Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others; Participate in discussions, performances, role play, improvisations and debate about what has been read; Use spoken language to develop understanding through imagining and exploring ideas. 	<ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions; Use spoken language to develop understanding through imagining and exploring ideas in role play drama; Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Continue to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
- Courteously provide reasoned justifications for their views

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Comprehension

- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Comprehension

- Listen to and discuss biographies and autobiographies
- Read biographies that are structured in different ways
- Use a dictionary to check the meaning of words they have read
- Identify themes and conventions in biographies
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Identify the main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Comprehension

- Develop their understanding and enjoyment of non-fiction texts.
- Develop knowledge and skills in reading non-fiction about a wide range of subjects, including those on volcanoes, mountains and earthquakes.
- Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.
- Listen to and discuss a wide range of non-fiction and reference books or textbooks
- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words
- Ask questions to improve their understanding of a text
- Identify the main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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- Make comparisons within and across books
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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<p>Transcription</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>Children should plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofreading for spelling and punctuation errors 	<p>Transcription</p> <ul style="list-style-type: none"> Spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Children should plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofreading for spelling and punctuation errors 	<p>Composition</p> <p>Children should plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary when 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distinguishing between the language of speech and writing and choosing the appropriate register proofreading for spelling and punctuation errors <p>Transcription</p> <ul style="list-style-type: none"> Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1) Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Continue to use the first two or three letters of a word to check its spelling in a dictionary Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Composition/Transcription</p> <ul style="list-style-type: none"> Consider the best note taking strategies and begin to explore the Cornell note taking system Use techniques to highlight key words Convert notes into prose Know that paragraphs are used to group related ideas and use paragraphs in their own writing Know that subheadings label content and use these in their own writing Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology. Enhance the effectiveness of what they write as well as increasing their competence. Build on what they have learnt, particularly in terms of the range of their writing and more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1) Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Continue to use the first two or three letters of a word to check its spelling in a dictionary Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Transcription</p> <ul style="list-style-type: none"> Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add 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detailed description to bring their writing alive selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader using a range of tenses to indicate changes in timing, sequence, etc. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofreading for spelling and punctuation errors 	<p>Transcription</p> <ul style="list-style-type: none"> Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1) Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Continue to use the first two or three letters of a word to check its spelling in a dictionary Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition</p> <p>Children should plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb 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English Writing: Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use conjunctions, adverbs and prepositions to express time and cause Learn the grammar for years 3 and 4 in English Appendix 2 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Continue to use conjunctions, adverbs and prepositions to express time and cause Continue to learn the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech Continue to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Use subordinating conjunctions to join clauses, including openers, e.g. <i>Although he had a fierce reputation, Hadrian prioritised defence of the Roman Empire over expansion.</i> Use expanded noun phrases to inform, e.g. <i>A tall dark-haired man was seen leaving the scene.</i> Use commas in a list and commas to mark subordinate clauses, e.g. <i>When I was little, I did not like eating peas</i> Use relative clauses to add further detail, e.g. <i>Hadrian travelled to Greece, where he held dual citizenship, after his succession to Roman emperor.</i> Continue to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Continue to use fronted adverbials Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Continue to use conjunctions, adverbs and prepositions to express time and cause Continue to learn the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech Continue to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Use bullet points to list items Use the present perfect form of verbs in contrast to the past tense Continue to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Continue to use fronted adverbials Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Continue to use conjunctions, adverbs and prepositions to express time and cause Continue to learn the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech Continue to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Continue to use the present perfect form of verbs in contrast to the past tense Continue to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Continue to use fronted adverbials Continue to extend the range of sentences 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Transcription: Handwriting	<ul style="list-style-type: none"> Practising joining through a word in stages; no ascenders/descenders Introducing joining from s to ascender (sh, sk, sl, st) Introducing joining s to non-ascender (sw, si, se) Introducing joining s to an anticlockwise letter (sa, sc, se) 	<ul style="list-style-type: none"> Introducing joining r to an ascender (rb, rh, rk, rl, rt) Introducing joining from r to non-ascender (ri, ru, rn, rp) Introducing joining r to anticlockwise letter (ra, rd, ro) Introducing joining r to e Introducing break letters (g,j,y,f,b,p,x,z) 	<ul style="list-style-type: none"> Introducing joining to f (if, ef, af, of) Introducing joining f to ascender (fl, ft) Introducing joining f to non-ascender (fi, fe, fu, fr, fy) Introducing joining f to an anticlockwise letter (fo, fa) Introducing ff 	<ul style="list-style-type: none"> Introducing rr Introducing ss Introducing qu Revising parallel ascenders and descenders 	<ul style="list-style-type: none"> Revising joins: letter spacing Revising joins: spaces between words Revising joins: consistency of size Revising joins: fluency Revising joins: parallel ascenders 	<ul style="list-style-type: none"> Revising joins: parallel ascenders and descenders Revising horizontal join from r to anticlockwise letter (rs) Revising break letters Revising capital letters

Maths	<p>Purpose of Mathematics</p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p>Mathematics Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none"> become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p>					
	<p>Weeks 1-3 Number: Place Value</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas <p>Weeks 4-8 Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Weeks 1-4 Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Weeks 5-7 Consolidation and Assessment</p>	<p>Weeks 1-2 Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Week 3 Measurement: Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Weeks 4-5 Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <p>Week 6 Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. 	<p>Weeks 1-2 Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. <p>Week 3-5 Number: Fractions</p> <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $7/5 + 1/7 = 6/7$] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above. <p>Week 6 Consolidation and Assessment</p>	<p>Weeks 1-2 Number: Fractions</p> <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above. <p>Week 3-5 Measurement: Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Weeks 1-2 Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn Identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Weeks 3-5 Measurement: Mass and Capacity</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml) <p>Weeks 6-7 Consolidation and Assessment</p>
Science	<p>Purpose of Science:</p> <p>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p> <p>Science Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future 					
	<p>Animals, including humans</p> <ul 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 animals have skeletons and muscles for support, protection and movement. 	<p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice 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 a solid object. Find patterns in the way that the size of shadows change. 	/	<p>Rocks</p> <ul 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>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects and some forces 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. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Plants</p> <ul style="list-style-type: none"> Identify & describe the functions of different parts of flowering plants: roots, stem, leaves and flowers Explore the requirements for plant 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Purpose of History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Aims:

Ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History

Prehistoric Britain: Stone Age to Iron Age
Changes in Britain from the Stone Age to the Iron Age
Chronological Knowledge/Understanding

- Continue to develop chronologically secure knowledge of history and know where the SA-IR fits into human history
- Establish clear narratives within and across the SA-IA
- Note connections, contrasts and trends over time

Historical Terms

- Develop the appropriate use of historical terms

Historical Enquiry/Using Evidence and Communicating Ideas

- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information

Continuity and Change

- Describe / make links between main events and changes within and across different periods

Ancient Egypt
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
Chronological Knowledge/Understanding

- Continue to develop chronologically secure knowledge of history and know where ancient Egypt fits
- Note connections, contrasts and trends over time

Historical Terms

- Develop the appropriate use of historical terms

Historical Enquiry/Using Evidence and Communicating Ideas

- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information

Similarity and Difference

- Describe social, cultural, religious and ethnic diversity in modern day Britain & compare and contrast with ancient Egyptian society
- Consider what life in ancient Egypt was like and draw comparisons and differences where appropriate

Roman Britain
The Roman Empire and its impact on Britain
Chronological Knowledge/Understanding

- Continue to develop chronologically secure knowledge of history and know where the Roman empire fits
- Note connections, contrasts and trends over time

Historical Terms

- Develop the appropriate use of historical terms

Historical Enquiry/Using Evidence and Communicating Ideas

- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information

Significant People

- Identify historically significant people from Roman history

Geography Link

- Pompeii and Mount Vesuvius

A Local History Study: Coal Mining
 A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.
Chronological Knowledge/Understanding

- Continue to develop chronologically secure knowledge of history and know where the Roman empire fits
- Note connections, contrasts and trends over time

Historical Terms

- Develop the appropriate use of historical terms

Historical Enquiry/Using Evidence and Communicating Ideas

- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information

Similarity and Difference

- Describe social in modern day Britain & compare and contrast with Britain in the early 1900s
- Consider what life in the early 1900s was like and draw comparisons and differences where appropriate

Geography

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims:

Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<p>Linking to History</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Gather information</p> <ul style="list-style-type: none"> Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use appropriate terminology <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction <p>Audio/Visual</p> <ul style="list-style-type: none"> Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map <p>Using maps</p> <ul style="list-style-type: none"> Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map <p>Map knowledge</p> <ul style="list-style-type: none"> Locate the UK on a variety of different scale maps <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements. 	<p>History Link</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps to locate countries of Europe. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p>Mountains, Volcanoes and Earthquakes</p> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes Locate places in the world where mountains, volcanoes and earthquakes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Understand how mountains are formed and compare this process to the formation of volcanoes. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation. Describe and explain the processes that cause natural disasters Draw conclusions about the impact of natural disasters through the study of photographs, population data and other primary sources <p>Locational and Place Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas Study some pictures of different parts of Europe and some other countries from across the world (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. <p>Geographical Skills and Fieldwork</p> <p>Sketching</p> <ul style="list-style-type: none"> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction <p>Using maps</p> <ul style="list-style-type: none"> Locate places using a range of maps including OS & digital 	<p>Changes in Blyth</p> <p>Locational and Place Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, 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>Map Knowledge</p> <ul style="list-style-type: none"> Locate the UK and Blyth on a variety of different scale maps Name & locate the counties and cities of the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Relate land use and trade to settlements. 	<p>Rainforests</p> <p>Locational and Place Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs – do they think these were taken close to the Equator or further away. Begin to understand and use the term 'climate zone'. Identify the different climate zones and contrast the tropical climate zone to the others Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
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Purpose of Art and Design:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design Aims:

Ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Pupils should be taught 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. They should be taught:

- 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 with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Art and Design	<p>Drawing and Painting: Paleolithic Art</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing and painting with a range of materials (charcoal, pencil, paint, natural pigment and dye). • Produce creative work, exploring their ideas and recording their experiences • Evaluate and analyse creative works using the language of art • Understand the historical and cultural development of art forms • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary • Use sketchbooks to collect and record visual information from different sources • Draw for a sustained period of time at their level • Use different media to achieve variations in line, texture, tone, colour shape and pattern • Mix a variety of colours <p>Art to Discuss Looking and Talking about Art</p> <ul style="list-style-type: none"> • Learn how to look, ask questions and form opinions about artworks • Explore colour, size, materials, composition and techniques of making • Identify the subject • Explore the content of a painting • Retribution, 1858, Edward Armitage (Leeds Art Gallery) • The Destruction of Sodom and Gomorrah, 1852, John Martin (Laing Art Gallery, Newcastle) • Juliet, Daughter of Richard H, Fox of Surrey, 1931, Alfred Lambart 	<p>Art to Discuss The Art of Ancient Egypt</p> <p>Look at and discuss:</p> <ul style="list-style-type: none"> • The Great Sphinx (Giza, outside Cairo) • A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum) • Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC (National Museum of Egyptian Antiquities, Cairo), Nesperennub's (British Museum, London), Hancock Museum (Newcastle) • Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford) <p>Explore:</p> <ul style="list-style-type: none"> • The Rosetta Stone, Ptolemaic Period, 196 BC (Essential for the deciphering of hieroglyphics, British Museum, London) 	<p>Textiles: DT Link</p> <ul style="list-style-type: none"> • Use batik and wax-resist fabric dying • Develop skills in stitching, cutting and joining • Name the tools and materials they have used • Experiment with a range of media, e.g. overlapping, layering etc. 	<p>3D Form Bodies of Pompeii</p> <ul 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, including the use of clay • Learn about great artists (Albert Bierstadt, Nicolas Roerich) • Join clay adequately and work reasonably independently • Construct a simple clay base for extending and modelling other shapes • Cut and join wood safely and effectively • Make a simple papier mache object • Plan, design and make models <p>Art to Discuss What is an Art Gallery?</p> <ul style="list-style-type: none"> • Understand what a gallery is and how we can relate to it • Understand that a gallery is made up of lots of different rooms • Know that the shape, size and atmosphere of the rooms affects how we respond to what is displayed there 	<p>Drawing, Painting and Printing: Pitmen Painters</p> <ul 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, including drawing, painting and printing • Learn about great artists (The Ashington Group) • Plan, refine and alter their drawings as necessary • Use a developed colour vocabulary • Print using a variety of materials, objects and techniques including layering • Talk about the processes used to produce a simple print • Explore relief and impressed printing • Experiment with colour mixing through overlapping colour prints <p>Art to Discuss Our Environment and Landscape</p> <ul style="list-style-type: none"> • Explore different artists' approaches to the theme of environment • Various paintings by the Ashington Group (Pitmen Painters) (Woodhorn Colliery Museum) • Letchworth, 1912, Spencer Gore (Leeds Art Gallery) • Winter Palace, 1981, Bridget Riley (Leeds Art Gallery) • Postcard Flag (Union Jack), 1981, Tony Cragg (Leeds Art Gallery) 	<p>Painting and Collage:</p> <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours • Use a developed colour vocabulary • Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales, e.g. thin brushes on small picture etc. • Learn about great artists (Oenone Hammersley and Henri Rousseau) <p>Art to Discuss Types of Art: Murals</p> <ul style="list-style-type: none"> • Understand what a mural is and recognise murals ➤ Leonardo da Vinci, The Last Supper, 1495-98 (Refectory, Santa Maria delle Grazie, Milan) ➤ Paula Rego, Crivelli's Garden, 1990 (Sainsbury wing restaurant, National Gallery, London) ➤ William Hogarth, The Pool of Bethesda (1736) and The Good Samaritan (1737), Staircase hallway, St Bartholomew's Hospital, London
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Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:

Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design and Technology	<p>Baking Bread</p> <ul style="list-style-type: none"> • Understand how key events in design and technology have helped shape the world • Investigate and analyse a range of existing products • 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 ideas through discussion or annotated sketches • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Select from a wider range of tools and equipment to perform practical tasks for example shaping accurately. 	<p>Mechanisms (Levers and Linkages)</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p>Textiles: Using 2D shapes to produce 3D products</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. 	<p>Can the Earth shake rattle and roll?</p>		<p>Materials: Making Music</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Select appropriate joining techniques.
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Purpose of Computing:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computing Aims:

Ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

	Space Sisters CS <ul style="list-style-type: none"> I know that computers need precise instructions. I can show care and precision to avoid errors I know that computers have no intelligence and that computers can do nothing unless a program is run. 	Maze Explorers 2 CS <ul style="list-style-type: none"> I know that all software executed on digital devices is programmed I know that users can write their own programs. I can create a simple program. I can run, check and change programs. I know that computers need precise instructions. I know that a range of digital devices can be considered a computer. I know and can use a range of input and output devices. 	Human Crane CS <ul style="list-style-type: none"> I know what an algorithm is and I can express simple algorithms using symbols. I can design simple algorithms using loops, and selection i.e. if statements. I can find and correct errors i.e. debugging, in algorithms. I can run, check and change programs. I know that programs run by following precise instructions. 	Coding Kingdoms CS <ul style="list-style-type: none"> I know what an algorithm is and I can express simple algorithms using symbols I know that programs can work with different types of data. I can use arithmetic operators, if statements, and loops, within programs. I can find and correct simple semantic errors i.e. debugging, in programs. I can design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. I can use diagrams to express solutions. 	Digital Sculptures IT <ul style="list-style-type: none"> I can create digital content to achieve a given goal through combining software packages. I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution. 	Digital Artists IT <ul style="list-style-type: none"> I can use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. I can use technology with increasing independence to purposefully organize digital content. I can use a variety of software to manipulate and present digital content: and information. I know that people interact with computers. I can talk about my work and make changes to improve it. I can talk about my work and make improvements to solutions based on feedback received.
Digital Literacy and E-Safety	Powerful Passwords <ul style="list-style-type: none"> Explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. 	My Online Community <ul style="list-style-type: none"> Explore the concept that people can connect with one another through the Internet. Understand how the ability for people to communicate online can unite a community. 	Safer internet day	Things for Sale <ul style="list-style-type: none"> Examine product websites and understand that the purpose of the site is to encourage buying the product. Learn methods used to promote products on these sites. 	Show Respect Online <ul style="list-style-type: none"> Explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. 	Writing Good Emails <ul style="list-style-type: none"> Learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.

Purpose of Languages:
 Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

French Aims:
Ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Throughout each half term, pupils will:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Bonjour! <ul style="list-style-type: none"> Cultural understanding- map of France Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Numbers 1-10 Phonics and cognates Nouns Gender Subject pronouns Questions 	En Classe <ul style="list-style-type: none"> Classroom objects Colours Saying your age Classroom instructions Nouns Adjectives/ agreement Gender Imperatives 	Mon Corps <ul style="list-style-type: none"> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions Nouns Adjectives/ agreement Gender Subject pronouns Avoir Etre 	Les Animaux <ul style="list-style-type: none"> Animals and pets Numbers 11-20 Giving someone's name Describing someone Nouns Adjectives/agreement Gender Subject pronouns LRL- Je voudrais un animal 	La Famille <ul style="list-style-type: none"> Identifying members of your family The alphabet Household items Using prepositions to describe position (sur, dans) Nouns Prepositions Gender Subject pronouns Questions 	Bon Anniversaire! <ul style="list-style-type: none"> Recognising and asking for various snacks Giving opinions about food Numbers 21-30 Months of the year Nouns Adjectives/ agreement Gender Negatives Regular verbs LRL-Boucle d'or et les trois ours
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Purpose of Music:
 Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music Aims
Ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Glockenspiel (Charanga; Stage 1) <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 	Recorder <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 interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Jane Sebba's Recorder Course (Charanga)</p> <p>Musical Skills, Language and notes</p> <ul style="list-style-type: none"> Making a sound on 1st beat of bar Playing 1 or 2 parts, accompanying a melody Crotchets Minims Rests Semibreves Notes: A, B, G 	Bringing Us Together (Charanga) <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 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.
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Physical Education	Purpose of PE: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.					
	PE Aims: Ensure that all pupils: <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives 					
	Invasion Games (Tag Rugby) May need to cover/refresh later in year for competition Attack Defend Spatial Awareness Throwing Catching Running	Team games (strike/field) Cricket based activities Strike Field Throwing Catching Running	Gymnastics (floor and apparatus) Rhythmic and floor work Control Movement Performance Sequencing Comparing Evaluating Apparatus Balance,	Dance (linked to topic) Control Sequence Presentation, Combining Strength Evaluating	SWIMMING + Net/Wall Games (based on tennis) Hitting Movement Spatial Awareness Throwing Running Jumping Foot work	SWIMMING + Net/Wall Games (Tennis) Hitting Movement Spatial Awareness Throwing Running Jumping Foot work
Religious Education	Purpose of Religious Education: RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.					
	Religious Education Aims: Ensure that all pupils: <ul style="list-style-type: none"> know about and understand a range of religions and worldviews, so that they can: <ul style="list-style-type: none"> describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <ul style="list-style-type: none"> explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 					
			Judaism Stories (Unit 3) <ul style="list-style-type: none"> Learn about the importance of Jewish scripture, especially the Torah Discuss the appearance and content of the Torah Examine how the Torah is cared for in the synagogue and how and why those who read from it use a yad Examine a kippah and a tallit worn by men and boys in the synagogue Reflect on how Jewish people use the Torah for study purposes Identify some of the 613 commandments contained in the Torah Describe how Jewish people shape their lives according to the content of the Torah in general and the commandments in particular Discuss the Ten Commandments and what they imply for Jewish people Examine how the Jewish day of rest compares and contrasts with the days of rest of other people Discuss what is meant by resting (or not working) on Shabbat Discuss the content of the Tenakh and how it is made up of the Torah, Prophets and Writings Identify the books comprising the three parts of the Tenakh Know that Jewish scripture in general and the Torah in particular are important to believing Jewish people Know that the content of Jewish scripture shapes the lives of believing Jewish people Learn about how and why some of the Torah stories are important to the Jewish people know that many Jewish festivals are shaped by stories in scripture Know that such stories shape Jewish belief and practice Know that stories can be interpreted in various ways 	Christianity God (1) <ul style="list-style-type: none"> Learn about some Old Testament stories which Christians believe reveal aspects of God's "character" or nature Realise that Christians think of God as having many attributes or characteristics, have much to thank Him for and thank Him in many ways such as through hymns, prayers and their way of life Know that for Christians the Bible is the main source for information about God Learn about some stories told by Jesus about the "character" of God Know about some of the stories Jesus told about God Know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways Know that the New Testament is the source for Jesus' stories about God Learn that Christians believe that God as the Holy Spirit is present and active in people's lives 	Christianity Jesus (2) <ul style="list-style-type: none"> Learn that Christians believe that Jesus is the Son of God and is referred to as Christ Know something about the life of Jesus as revealed through the Bible Understand that Jesus can be seen in many different but complementary ways Know that Jesus is thought of by Christians as the Son of God and Christ Understand that much of Christian worship centres on Jesus Know that his resurrection is what makes Jesus most special for most Christians Learn about some stories explaining how Jesus helped people Know some stories about how Jesus helped people Appreciate that Jesus is very special to Christians Know that for Christians the Bible is the main source for information about Jesus Learn about the effect Jesus had on people who met him Appreciate that Jesus told stories to teach people about God and how they should live Know some of the stories about Jesus and that Jesus told to others Know that the Bible is the main source of information about Jesus, Jesus' friends and the stories Jesus told 	Christianity Communities (3) <ul style="list-style-type: none"> Learn about aspects of practice that reveal that Christians belong to communities Know what they belong to Know that belonging can assume many forms including belonging to a religious community Understand that belonging implies rights as well as responsibilities Understand that Christians express their sense of belonging to a religious community in many ways Know that pilgrimage is part of that sense of belonging Learn that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches Identify examples of what Christians do or wear to show that they belong to the Christian faith Understand that baptism is an important Christian practice Know about Jesus' baptism Begin to understand the importance of worship for Christians, and that worship takes many forms Begin to understand that the church is the people that belong to the community of believers
PSHE	Core Theme 1 – Health and Wellbeing Topic - Healthy Lifestyles: Making informed choices; balanced diet; hygiene Core Theme 2 - Relationships Topic - Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares	Core Theme 2 - Relationships Topic - Healthy relationships: Recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict, stereotypes. NATIONAL ANTI-BULLYING WEEK 13th-17th November 'All Different All Equal'	Core Theme 1 – Health and Wellbeing Topic – Growing and Changing: Aspirations and goals; recognising and managing feelings; change, grief and loss and how it can be expressed Topic - 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	Core Theme 2 – Relationships Topic – Valuing Difference Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	Core Theme 3 – Living in the Wider World Topic – 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; how the media present information	Core Theme 3 – Living in the Wider World Topic – 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 Topic – Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise

