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| **Bentley New Village Primary** | | | | | | | | |
| **Year 3 & 4 Long Term Plan 2021-2022 (Cycle B)** | | | | | | | | |
| **Topic** | **Boils and Rats!** | | **Wicked Weather!** | | **Bright Sparks** | | | |
| **Local Links** | **Plague in nearby villages**  **Links to Covid-19** | | **Floods in Bentley/Doncaster** | | **Role Models in and from Doncaster/South Yorkshire** | | | |
| **Weeks** | 6 | 7 | 6 | 6 | 6 | | 7 | |
| **Reading Book focus** | Roald Dahl  George’s Marvellous Medicine  Poetry: Thomas Nashe  A Litany in time of plague | Malcolm Rose  Kiss of Death  Poetry: Shakespeare Hamlet Poem about Death | Pat Hutchins  The House that Sailed Away  Non Fiction Books on weather from the school library | Philip Pullman  The Firework Maker’s Daughter  Poetry: Range of weather based poems. | David Solomons  My Brother is a Superhero  Non Fiction – Biography on a chosen role model. | | Roald Dahl  Charlie and the Chocolate Factory  Non Fiction: Books on Light from the school library | |
| **Writing genres** | Description - character  Instructions  Non-chron report  Recipe | Description – setting  Narrative story  1 week poetry | Newspaper report  Formal Letter - persuasion  Diary entry | Informal Letter  Narrative story  Poetry | Non-chron report  Diary entry  Narrative story | | Persuasive brochure  Balanced argument  Information Leaflet | |
| **SPAG** | Y3 - Basic skills recapped from Y2 (CL . ,list ‘ ! and ?)  Difference between a clause and a phrase.  Personal pronouns (subject and object) and where to use them in the sentence.  Identify all the word classes in a simple sentence.  **Y4 - Basic skills recapped from Y3.**  **Use of commas after fronted adverbials.**  **Fronted adverbials.**  **The grammatical difference between plural and** **possessive –s.**  **Prepositions** | Y3 - Expressing time and cause using conjunctions, adverbs or prepositions.  Use of the determiners ‘a’ and ‘an’ according to whether the next word begins with a consonant or a vowel.  Fronted adverbial phrases – prepositional phrases starting with an adverb (ly)  Compound sentences using: and, but, for, yet, nor, so, or.  **Y4 - Use of punctuation marks to punctuate direct speech, including inverted commas.**  **Use of paragraphs to organise ideas around a theme.**  **Appropriate choice of pronoun or noun across sentences to avoid ambiguity and repetition.**  **Expanded noun phrases**  **Start a sentence with an ‘ing’ verb.** | Y3 - Complex sentences using; until, although, even if. The conjunction is found in the middle of the sentence.  Introduction to paragraphs as a way to group related material  Headings and subheadings  Use the perfect form of verbs to mark relationships of time and cause.  **Y4 - Standard English forms of verb inflections instead of local, spoken forms.**  **Formal and informal** **language**  **Determiners**  **Modal verbs**  **Possessive pronouns**  **Comparative and superlative adjectives (happy, happier, happiest)** | Y3 - Introduction to inverted commas to punctuate direct speech  Pattern of three and exaggerated language for presentation.  Specific and technical vocabulary.  Identify all the word classes in a sentence.  Synonyms for verbs to create more powerful vocabulary.  **Y4 - Change verbs in a sentence to give greater effect**  **Compound and complex sentences.**  **Repetition to persuade.**  **Start a sentence with a preposition and comma.** | Y3 - Word families based on common words.  Time for completion, consolidation and application  **Y4 - Apostrophes to mark singular and plural possession.**  **Synonyms for verbs**  **Past, perfect continuous tense**  **Write a drop in clause with an ‘ing’ verb.**  **Write a sentence with three actions and each chause separated with a comma or a co-ordinating conjunction.** | | Y3 - Time for completion, consolidation and application  **Y4 - Time for completion, consolidation and application** | |
| **Spelling** | Y3 - Word families based on CEW showing how words are related in form and meaning.  Words ending in the suffix ‘-al’  Words ending with an /zher/cher sound spelt with ‘sure/ture)  Silent letters  **Y4 - Adding the prefix in- meaning ‘not’ or ‘into’ Adding the prefix ‘im’ (before a root word starting with ‘m’ or ‘p’)**  **Adding the prefix ‘il’ (before a root word starting with ‘l’) and the prefix ‘ir’ (before a root word starting with ‘r’)**  **Verb endings and noun plurals in ‘y’ change the ‘y’ to an ‘i’ and add**  **es’**  **Homophones and near homophones**  **Statutory words** | Y3 - Words with a /sh/ sound spelt with a ‘ch’  Words ending in –ary Words with a short /u/ sound spelt with ‘o’ and Words with a short /u/ sound spelt with ‘ou’  Plurals, including those ending in ‘f’ and ‘fe’  Word families based on CEW showing how words are related in form and meaning.  **Y4 - Word families based on common words, showing how words are related in form and meaning.**  **Adding the prefix ‘inter-‘ (meaning between or among)**  **Adding the prefix ‘anti’ (meaning against) and auto (meaning self). Adding the prefix ex- (meaning out’)**  **Adding the prefix ‘non-‘ (meaning ‘not’)**  **Words ending in –ar/ -er** | Y3 - Words spelt with /k/ sound spelt ‘ch’ Homophones and near homophones  Adding the prefix bi-(meaning ‘two’ or ‘twice’) and adding the prefix re- (meaning ‘again’ or ‘back’ Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’) Statutory spelling words  **Y4 - Plural possessive apostrophes with plural words.**  **Words with the /s/ sound spelt ‘se’**  **Words with a soft ‘c’ spelt with ‘ce’**  **Words with a soft ‘c’ spelt with ‘ci’**  **Word families based on common words, showing how words are related in form and meaning. Statutory Words focus** | Y3 - Words with short /i/ sound spelt with a ‘y’  Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – Do not double the final consonant)  Create negative meanings using the prefix ‘mis-‘ Create negative meanings using the prefix ‘dis-‘  **Y4 - Words with ‘ough’ to make a long /o/, /oo/, /or/ sound.**  **Homophones and near homophones.**  **Nouns ending in the suffix -ation**  **Adding the prefix sub-(meaning ‘under’) and adding the prefix - (meaning ‘above’)** | Y3 - Creating adverbs using the suffix ‘ly’ (no change to root word)  Creating adverbs using the suffix ‘ly’ (root word ends in ‘y’ – with more than one syllable)  Creating adverbs using the suffix ‘ly’ (root word ends in ‘le’)  Creating adverbs using the suffix ‘ly’ (root word ends in ‘ic’ or ‘al’)  Creating adverbs using the suffix ‘ly’ (exceptions to the rules)  Statutory Words focus  **Y4 - Words with /shun/ endings spelt with ‘sion’ (if the root word ends in ‘se’ ‘de’ or ‘d’)**  **Words with /shun/ endings spelt with ‘ssion’ (if the root word ends in ‘ss ‘mit’**  **Words with /shun/ endings spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root)**  **Words with /shun/ endings spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’)**  **Compound nouns using hyphens**  **Statutory Words focus** | | Y3 - Words with the long /ei/ sound spelt with ei  Words with the long /ei/ sound spelt with ey  Words with the long /ei/ sound spelt with ai  Words spelt with ‘ear’  Homophones and near homophones  Statutory Words focus  **Y4 - Words with /aw/ spelt ‘augh’ and ‘au’**  **Adding the prefix in- meaning ‘not’ or ‘into’ Adding the prefix ‘im’ (before a root word starting with ‘m’ or ‘p’)**  **Adding the prefix ‘il’ (before a root word starting with ‘l’) and the prefix ‘ir’ (before a root word starting with ‘r’) Verb endings and noun plurals in ‘y’ change the ‘y’ to an ‘i’ and add**  **es’ Homophones and near homophones**  **Statutory Words focus** | |
| **Maths** | * No’s to 3 digits. * Adding mentally upto 3 digits. * 1,2,5,10x tables – begin 3, 4 and 8. * Unit fractions * **To know numbers to 4 digits** * **Written methods for + and – upto 4 digits.** * **To know x tables to 12x12 and division facts** * **Equivalent fractions including + and -** | * Unit fractions * Length mass and capacity. * Basic 2D and 3D shape * Bar charts. * **Equivalent fractions including + and –** * **Metric conversions** * **Basic 2D and 3D shape** * **Grids and Co-ordinates** * **Bar Charts** | * Counting forwards and backwards by 4, 50 and 100. * + and – 3 digit mumbers. * x 2 digits by 1 digit * Equivalent fractions * **To know numbers to 5 digits.** * **Understand the relationship between + and –** * **To x a 3 digit number by a 1 digit number** * **Knowing tenths and hundredths of decimals.** | * Equivalent fractions with different denominators. * Time * Identify different angles * Pictograms * **Knowing tenths and hundredths of decimals.** * **Read and tell time on a digital and analogue clock.** * **Name triangles and quadrilaterals.** * **Completing a polygon giving new co-ordinates** * **Pictograms** | * Problem solving * Relationships between + and – * Relationships between x and / * + and – fractions with the same denominator * **Round, compare, order place value to 10,000** * **Strategies to check answers for + and –** * **x and / solving problems.** * **Convert fractions into decimals and vice versa.** | | * + and – fractions with the same denominator * Money and perimeter * Parallel and Perpendicular Lines * Interpreting data. * **Convert fractions into decimals and vice versa.** * **Solve area and perimeter of rectangles and squares.** * **Identify different angles.** * **Translations of a polygon on a grid.** * **Line graphs.** | |
| **Science** | **Animals Including humans (Y3)**   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement | **Plants (Y3)**  Pupils should be taught to:   * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * -investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Living things and their habitats. (Y4)**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things | **Sound (Y4)**   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases | **Electricity (Y4)**   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors | | **Light (Y3)**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change | |
| **Working scientifically**  • asking relevant questions and using different types of scientific enquiries to answer them  • setting up simple practical enquiries, comparative and fair tests  • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  • identifying differences, similarities or changes related to simple scientific ideas and processes  • using straightforward scientific evidence to answer questions or to support their findings. | | | | | | | |
| **THRIVE** | Getting to know you | Right Time Thrive & SRE | Right Time Thrive | Right Time Thrive & SRE | Right Time Thrive | | Right Time Thrive & SRE | |
| **History** | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | | A Local History Study (Floods) | | **A non-European society that provides contrasts with British history – one study chosen from Mayan civilization c. AD 900** | | | |
| * Use dates for events from the past with increasing accuracy. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. * Create a timeline within a specific time in history. Naming and placing dates accurately. * Calculate how long ago something happened. * Use knowledge of rounding to round time differences into centuries and decades * Use evidence and Note key changes over a period of time and be able to give reasons for those changes (in houses, culture, weapons, travel, methods of cooking, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes); * Explain how people and events in the past have influenced life today; * Compare 2 versions of same event and identifies differences in the accounts. * use various sources of evidence to answer questions. * Use research and record historical information found. * use and understand appropriate historical vocabulary to communicate information * present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; * Suggest sources of evidence to use to help answer questions.   . | | * **Use** dates for events from the past with increasing accuracy. * **Calculate** how long ago something happened. * **Plot** recent history on a timeline using centuries and periods of time. * **Use** terms related to the unit being studied and passing of time; * **Explain** how people and events in the past have influenced life today; * **Compare** 2 versions of same event and identifies differences in the accounts. * **Gives reasons** why there may be different accounts of history. * **communicate** knowledge and understanding orally and in writing and offer points of view based upon what they have found out. * **Use** documents, printed sources, the internet, pictures, photos, maps, music, artefacts, historic buildings and visits to collect information about the past. * **present, communicate and organise ideas** about the past * **Understand the difference between** primary and secondary sources of evidence. | | * **Use** terms related to the unit being studied and passing of time; * **Use** evidence and **Note** key changes over a period of time and be able to give reasons for those changes (in houses, culture, weapons, travel, methods of cooking, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes); * **Describe** connections and contrasts between aspects of history, people, events and artefacts studied. * **Describe** similarities and differences between people, events and objects * **present, communicate and organise ideas** about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guide | | | |
| **Geography** | **Geographical skills and fieldwork** Use maps, atlases, globes and digit computer mapping to locate countries and describe features studied.  **Locational Knowledge**  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  **Place knowledge**  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | | **Human and Physical geography**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  **Geographical Skills and fieldwork**  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. | | **Geographical skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | |
| **Art** | **Drawing**  Y3 - Investigate different marks that can be made using pencils.  - When sketching using lines and shapes, explore shading techniques and talk about and investigate light/medium and dark tone.  - To work from the imagination and explore ideas using a story as a starting point.  - Plan, refine and alter their drawings as necessary.  - To say what they think about their work and adapt it according to their views.  - To select and develop part of an image.  - To develop work using their own images as a starting point.  - Use their creative journal to plan and record visual information from different sources.  - Draw for a sustained period of time at their own level.  - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  - Experiment with different grades of pencil and other implements.  (2H, HB, 2B, 4B and 6B)  - Show control when using a range of media to create specific images. Use pencils on their sides as well as the point, when using pastels drag the pastel along the side. Investigate with other media.  - Begin to show facial expressions and body language in their own paintings.  **Y4- Explore the properties and make informed choices about drawing including paper and media (pencil, charcoal, pastel, chalk, felt-tip, coloured pencils. - Learn how to shade and show tone and tint with black, white and colour. - Alter and refine drawings and describe changes using art vocabulary.**  **- Collect images and information**  **independently in a creative journal.**  **- Use research to inspire drawings from memory and imagination.**  **- Explore relationships between line and tone, pattern and shape, line and texture**  **- Use a wide selection of pencils.**  **(2H, H, HB, 2B, 4B and 6B)**  **- Respond to a story as a starting point for imaginative work.**  **- To apply their experience of drawing materials and processes.**  **- To use a viewfinder to select and record observations of linear patterning in natural objects.**  **- To select from and use drawing to develop work.**  **- To compare ideas, methods and approaches in own and others’ work.**  **To use landscape as a starting point for artwork.**  **- To use fine control with a pencil to make analytical observational drawings.**  **- Investigate different forms of media to create more detailed artwork.**  **- Use a viewfinder to focus on a specific area of an artefact/resource**  **- Show reflection in their own drawings.** | **Sculpture** Y3 - Collect visual information using creative journals and IT.  - To respond to the work of certain artists.  Collaborate with others  - To modify work according to views and describe further requirements.  - To transfer designs onto a 3D artefact.  - Roll and form clay slabs and inlay different coloured clays or decorative items.  - To use paper forms to produce a 3D relief surface,  **-** To develop forming and sticking techniques.  **Y4 - Plan, design and make models from observation and imagination.**  **- Join clay adequately and construct a simple base for extending and modelling other shapes.**  **- Create surface patterns and textures in a malleable material.**  **- Use papier mache to create a simple 3D object.**  **- Collect information to help**  **with ideas.**  **Textiles**  Y3 - Thread a needle independently.  Continue to use a running stitch and introduce a back stitch.  Apply decoration using beads, buttons, feathers etc.  **Y4 - Use a running and back stitch.**  **Apply decoration using needle and thread: buttons, sequins.** | **Printing**  Y3 - Design and make own printing blocks based on patterns, using a relief or impressed method.  - Print with two colour overlays.  - Be able to adapt and improve designs and prints.  - Create repeating patterns.  **Y4 - Create printing blocks using a relief or impressed method. Add resources such as string, wooden sticks etc to make the blocks more intricate.**  **- Create more detailed repeating patterns.**  **- Print with two or more colour overlays.** | **IT**  Y3 - Use printed images and combine them with other media to create artwork   * Use IT programs to create a piece of work that includes their own work and that of others (using the internet) * Use the internet to research an artist or style of art * Use a digital camera and video camera. * Edit and manipulate photos using a simple programme. Print results and use * to create collage and other art work   **Y4 - Present a collection of my work on a slideshow**   * **Create a piece of artwork including digital images that I have taken** * **Combine graphics and text based on my research** * **Use a paint programme to create specific effects. Add text to create illustrated poems etc.** * **Use the tile and drop tool** * **to create wrapping paper or wallpaper.** * **Use the cut and paste tools. Experiment with flipping and turning motifs** * **Present their work on a slide show** * **Combine graphics and text based on their research** | * **Painting** * Y3 - Experiment with different effects and textures inc blocking in colour, washes and thickened paint creating textural effects. * Work on a range of scales e.g. thin brush on smaller pictures etc * Create different effects and textures with paint according to what they need for the task. * **Colour** * Mix colours and know which secondary colours make tertiary colours. Be able to experiment with and explore brush strokes. * Compare methods and approaches used by other artists to produce certain images, e.g. sky, landscape * To use direct observation as a starting point for work. * To make practical responses to the work of specific artists and work. * To recognise use of stipes and blocks of colour. * To experiment with the techniques of ‘tonking’ and ‘sgraffito’ * To adapt their work according to their views. * **Colour** Mix colours and know which primary colours make secondary colours. * Use more specific colour language to explain mood and feelings. * Mix and use tints and shades * **Texture** Use a range of resources to create different effects, (scrunched fabric, paper, string, etc) **Y4 - Select, construct and work on a multi-shaped and textured surface.** * **To mix colours and select appropriate brushes for specific purposes.** * **To experiment with the application of colour.** * **To compare ideas and approaches.** * **To adapt and develop creative journal work.** * **To develop an understanding of and make practical responses and techniques used by specific artists.** * **To review, evaluate and develop ideas.** * **Explore mixing, blending and shading, using different techniques and different paints.** * **Experiment with different effects and textures inc blocking in colour, washes and thickened paint creating textural effects.** * **Work on a range of scales e.g. thin brush on smaller pictures etc** * **Create different effects and textures with paint according to what they need for the task. Experiment with a range of resources to create texture to paintings.** * **Colour Mix colours and know which primary colours make secondary colours.** * **Use more specific colour language.** * **Mix and use tint and tone to make paintings lighter and darker.** | | **Collage**   * Y3 - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. * Use collage as a means of collecting ideas and information and building a visual vocabulary. * To refine cutting and sticking skills. * To adapt work according to views and describe how they will develop it further. * To investigate negative and positive images. * To collaborate on a group piece. * **Y4 - To investigate and combine visual qualities of materials and processes and match these to the purpose of their work.** * **To use their own images as a starting point and compare ideas and approaches in their own and others’ work.** * **To use a viewfinder to select and record from first hand observation.** * **To explore the purposes and intentions of specific artists.** * **To compare ideas, methods and approaches in their and others’ work and say what they think and feel about them** | |
| **Computing**  **Y3 Skills** | **Unplugged/Offline**   * Follow the school’s safer internet rules * Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new * Begin to identify when emails should not be opened and when an attachment may not be safe * Explain how to use email safely * Use different search engines * Talk about what makes a secure password and why they are important * Protect my personal information when online * Use the safety features of websites as well as reporting concerns to an adult | * **Video Magic** * Begin to use note-making skills to decide what text to copy * Create a presentation that moves from slide to slide aimed at a specific audience * Combine text, images and sounds and show awareness of audience * Manipulate, underline and centre text, change font and size and save to a folder * Use printed images and combine them with other media to create artwork * Use IT programs to create a piece of work that includes their own work and that of others (using the internet) * Use the internet to research an artist or style of art * Review images on a camera and delete unwanted images * Manipulate sound when using simple recording story boarding * Use photos, video and sound to create different atmospheres for audiences. | * **Racing Cars** * Experiment with variables to control models * Use 90 and 45-degree turns * Give an on-screen robot directional instructions * Draw a square, rectangle and other regular shapes on screen using commands * Write more complex programs. | * **Let’s communicate online** * Use an email address book * Open and send an attachment * Search for an image * Copy and paste an image into a document * Search by keywords (GD) * Contribute to a class blog (GD) * Bookmark a page as a favourite (GD) | * **Digital Artists** * Use photo editing software to crop photos and add effects * Use ‘Save Picture As’ to save an image * Find relevant information by browsing a menu * Download images from a camera into a computer | | * **Top Trumps** * Input data into a prepared database * Sort and search a database to answer simple questions | |
| **Music**  **Y3 Skills set.** | * **Singing** – horrible histories plague song. * To sing a range of unison songs of varying styles. * To perform actions confidently. * To clap/walk to a steady beat changing speed of the beat as the tempo changes. * To perform as a choir. * **Listening** – what instruments can you hear? Listen to <https://www.youtube.com/watch?v=rZy6XilXDZQ> * Listen to recorded performances, * share knowledge of the origins/ history of music. * Opportunities to experience live music making. * **Composing** – children choose their own song and use knowledge of the plague to compose a song to their chosen music. * To Combine rhythmic notation with letter names to create rising and falling phrases using just three notes * To Compose song accompaniments on untuned percussion using to known rhythms and note values. * **Musicianship** –perform to the class. * Performing * To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. * To play and perform melodies following *staff notation* using a small range as a whole class or in small groups   + To use listening skills to correctly order phrases using *dot notation*, * Reading Notation   + To Introduce the *stave,* lines and spaces, and *clef*. * To use *dot notation* to show higher or lower pitch.   + To introduce and understand the differences between *crotchets* and *paired quavers*. * •To apply word chants to rhythms, * To understand how to link each syllable to one musical note. | | * **Listening** – listen to the sounds of the weather. * Listen to recorded performances, * share knowledge of the origins/ history of music. * Opportunities to experience live music making. * **Compose** – recreate the sounds of the weather using the percussion instruments in small groups. * What weather matches each instrument? * To Combine rhythmic notation with letter names to create rising and falling phrases using just three notes * To Compose song accompaniments on untuned percussion using to known rhythms and note values. * **Musicianship** Perform to the class.   + To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. * To play and perform melodies following *staff notation* using a small range as a whole class or in small groups   + To use listening skills to correctly order phrases using *dot notation*, * Reading Notation   + To Introduce the *stave,* lines and spaces, and *clef*. * To use *dot notation* to show higher or lower pitch.   + To introduce and understand the differences between *crotchets* and *paired quavers*. * •To apply word chants to rhythms, * To understand how to link each syllable to one musical note. | | * **Listen** to music from some of the famous people chosen. * Listen to recorded performances, * share knowledge of the origins/ history of music. * Opportunities to experience live music making. * **Sing** some of the songs. * To sing a range of unison songs of varying styles. * To perform actions confidently. * To clap/walk to a steady beat changing speed of the beat as the tempo changes. * To perform as a choir. * **Compose** own rhythmic piece – using basic musical notation. * To Combine rhythmic notation with letter names to create rising and falling phrases using just three notes * To Compose song accompaniments on un-tuned percussion using to known rhythms and note values. * **Musicianship** – perform to the class. * Perform rhythm on a tuned instrument/keyboard. * To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. * To play and perform melodies following *staff notation* using a small range as a whole class or in small groups   + To use listening skills to correctly order phrases using *dot notation*, * Reading Notation   + To Introduce the *stave,* lines and spaces, and *clef*. * To use *dot notation* to show higher or lower pitch.   + To introduce and understand the differences between *crotchets* and *paired quavers*. * •To apply word chants to rhythms, * To understand how to link each syllable to one musical note. | | | |
| **D & T** | * I know what to do to be hygienic and safe * I have thought about how to present a product in an interesting way * I can come up with an idea about how to create a product * I take the ideas of others into account when designing * I can produce a plan and explain it to others * I can suggest strengths and areas for improvement for my original design * I can use a range of advanced techniques to shape and mould * I use finishing techniques, showing awareness of an audience | * I consider what a user would want when choosing textiles * I think about how to make my product strong * I can devise a template * I can explain how to join things in different ways | * I can measure carefully so as to make sure I have not made mistakes * I have attempted to make my product strong | * I can tell if my finished product is going to be good quality * I am conscious of the need to produce something that will be liked by others * I can show a good level of expertise when using a range of tools and equipment * I work at the product even if the original idea did not work | * I can add things to a circuit * I can alter my product after checking it * I am confident about trying out new and different ideas | | * I have thought about how I will check if my design is successful * I can begin to explain how I can improve my original design * I can evaluate my product considering both appearance and effectiveness * I take time to consider how I could’ve made my idea better | |
| **Religious Education** | **Buddhism**   * Identify where India is on a map. * Know that Siddhartha Gautama was the Buddha. * Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours. * Identify and paint how a Buddhist temple looks from the outside. * Make a Wesak lantern. * Use images and descriptions to explain the Tipitaka. * Recognise key Buddhist symbols from a fact sheet. | **Christianity**   * Create a birth certificate for Jesus. * Create a freeze frame of one of the Ten Commandments. * Match a picture of a Christian special place to its name. * Explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure. * Locate Bible verses after being given the book name and chapter to find them in. * Design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning | **People of Faith**   * Identify what beliefs are and name some of their own. * Link their own beliefs to their and other people’s actions. * Identify challenges that others have faced. | **Food and Fasting**   * Begin to discuss the role of food in different religions and communities. * Identify food used for different reasons. * Identify foods that would be kosher or not kosher. * Explain what kosher means. * Talk about why Jewish believers follow the laws of kosher. * Know that following food rules can be a spiritual act for a religious believer. * Recall the laws of kosher. * Talk about when they gave something up for a special reason. * Know what Lent is. * Understand what it means to ‘abstain’ from something. * Explain what sacrifice is. * Find an alternative to writing or speaking to demonstrate an idea. * Discuss at least one reason why religious believers might abstain from food. * Share at least one key fact about Islam. * Know what Ramadan is and what Muslims do during it. * Give at least one example of food eaten at an iftar meal. * Discuss a least one reason why people fast. * Share with others an example of a food that helps them celebrate. * Explain at least one key fact about Diwali. * Name at least one special food for Diwali. * Talk about at least one reason why and how food is used for celebrations. * Use key ingredients and vocabulary to create a celebratory food recipe. * Recall at least one key fact about the use of food in religions. * Explain the meaning of abstaining and fasting. * Give examples of how food is used in religions. * Apply the features of religious food rules and uses to plan an event. | **Pilgrimages**   * Explain what a pilgrimage is. * They will be able to name places of pilgrimage and describe, with support, the significance of these pilgrimages. | | **The Bible**   * Define what ‘sacred’ means. * Ask questions about whether an item is sacred or not. * Know that the Bible is sacred to Christians. * Know that the Old Testament is different to the New Testament and begin to explain why. * Name at least one Bible author and share some facts about them. * Discuss the different text types in the Bible. * Know what a Psalm and Proverb is in the Bible. * Explain what a parable is and why Jesus told them. * Retell a Bible story using drama or pictures. * Consider how Christians study the Bible and why. * Think about something that is sacred to them and how to be respectful of things that are sacred to others. | |
| **PE** | **HOCKEY**   * Choose appropriate tactics to cause problems for the opposition * Follow the rules of a game and play fairly * Maintain possession of a ball (using a range of equipment) * Pass to team mates at appropriate times. * Lead others and act as a respectful team member. * Compete with others and aim to improve personal best performances. | **GYM/DANCE**   * Change speed and levels within a performance. * Develop physical strength and suppleness by practising moves and stretching. * Move in a clear, fluent and expressive manner. * Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Show a kinaesthetic sense in order to improve placement and alignment of body parts. | **CRICKET SKILLS**   * Throw and catch with control and accuracy. * Strike a ball and field with control. * Choose appropriate tactics to cause problems for the opposition. * Follow the rules of the game and play fairly. * Lead others and act as a respectful team member. * Use a range of throwing techniques (under and over arm) * Compete with others and aim to improve personal best performances. | **CRICKET**   * Throw and catch with control and accuracy. * Strike a ball and field with control. * Choose appropriate tactics to cause problems for the opposition. * Follow the rules of the game and play fairly. * Lead others and act as a respectful team member. * Use a range of throwing techniques (under and over arm) * Compete with others and aim to improve personal best performances | **ATHLETICS**   * Throw and catch with accuracy and control. * Use a range of throwing techniques (under and overarm) * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. | **ATHLETICS**   * Throw and catch with accuracy and control. * Sprint over a short distance up to 60m * Run over a longer distance, conserving energy in order to sustain performance. * Use a range of throwing techniques. * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. | | **DANCE/GYM**   * Change speed and levels within performance. * Develop physical strength and suppleness by practising moves and stretching. * Move in a clear, fluent and expressive manner. |
| **MFL** | * Greetings and French * culture * Classroom * instructions * Animals vocabulary * Numbers and plurals Revision of animals and classroom * **Instructions** * **A French peom** * **How to use a French bilingual dictionary** * **Parts of the body** * **Introduction to the negative.** | * Connectives and simple sentences * Gender * Memorisation and storytelling * Saying my name * Christmas * **Colours** * **Adjectival agreements** * **Food** * **Opinions about food** * **Goldilocks story** * **Christmas: The Snowman** | * French names * Colours * Opinions * Word order of adjectives * A traditional story: the enormous turnip * **Je Voidrais** with food * **Phonemes e and an** * **Revise numbers 1-15** * **Months** * **Numbers 16-31** * **French maths: / and x** * **April Fools Day (poison dwarf)** | * Numbers 1-10 * French maths + and – * J’ai (I have) * Age * Easter * **Dates and birthdays** * **Personal descriptions (hair and eye colour)** * **The third person (verbs)** * **Phonemes r and ch.** | * Definate (le, la, les) and indefinite (un, une, des) articles. * Je Voudrais (I would like) * Extending sentences with ‘mais’ * **Family vocabulary** * **Possessive adjectives (mon, ma, mes)** * **Phoneme eu** * **Further dictionary skills** * **Clothing vocabulary** * **Revise adjectival agreements.** | | * C’est - Extending sentences with aussi * Numbers 1-15 * Days of the week * Assessments * Paris project * **Memorise a short text (Talk4Writing)** * **Revise food, opinions, months, numbers and personal descriptions.** * **Assessments.** * **French food project.** | |
| **Visits/Visitors** | **Field trip and locality study of Eyam plague village. Museum visit.** | | **Invite individuals effected into school to speak with the children.** | | **EUREKA ???** | | | |