

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	When the Giant stirred	The Iron Man	Fantastic Mr Fox	Charlotte's Web	The Firework Maker's Daughter	The Butterfly Lion
Literacy Outcomes	<p>Setting description of Island</p> <p>Description of Giant 'Volcano' / Description of Volcano erupting</p> <p>Diary entry of an islander fleeing the island</p>	<p>Non-chronological report on Iron Man (heading and sub headings)</p> <p>Recount of event</p> <p>Alternative setting and character description</p>	<p>Character description of the 3 farmers</p> <p>Description of own digging machine</p> <p>Formal letter from Mr Fox to the farmers.</p> <p>Narrative</p>	<p>Non-chron report on spiders</p> <p>Write a narrative that includes the Charlotte, Wilbur and the main characters from the Charlotte's web.</p> <p>Diary entry of a character from the story.</p> <p><i>PSHE - instructions.</i></p>	<p>Diary recount of a day in the journey</p> <p>Narrative (adventure story)</p>	<p>Diary recount</p> <p>Non-chronological report Lions</p> <p>Instructions</p> <p>Persuasive letter - animals in captivity</p>
Vocabulary	fiery volcano, buried, tropical, flung, frozen, soaked, baked, sheltered, conglomerate immense rock, stone, pebble, boulder, soil, fossils, grains, crystals, hard/soft, texture, absorb, permeable, marble, chalk, granite, sandstone, slate, sandy, soil, clay, peat	Scrap metal petroleum creature astronomer egocentrism forefinger sunset Australia enormous scuttle scattered farmer	Stump lurking crouching beastly glum trickster furiously tunnel orchard tractor desperate shallow banquet celebration famished storehouse determination splendid	Snuffling rustling boar sow nocturnal determination pelican crossing zebra crossing	Wrinkled glowing faded barren glimmer scorched courtier quivering palace goddess scrupulous pyro technician	astounded caning cavern chilblains compound companion codswallop confines dignified discernible flamboyant grieved hackles haul hoisted interminably khaki lament listless malaria morale ominous pealed plaintive plaque pungent remote retorted Salisbury Scarcely scholarship scrutinised semolina sentinel severe solitary succulent unscathed winced venison veranda precinct prestige rank ravenous refuse regiment reluctant
Maths	<p>Place Value of number</p> <ul style="list-style-type: none"> <li>•Hundreds</li> <li>•Represent numbers to 1,000</li> <li>•100s, 10s and 1s (1)</li> <li>•100s, 10s and 1s (2)</li> <li>•Number line to 1,000</li> <li>•Find 1, 10, 100 more or less than a given number</li> <li>•Compare objects</li> <li>•Compare numbers</li> <li>•Order numbers</li> <li>•Count in 50s</li> </ul>	<p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>•Add and subtract multiples of 100</li> <li>•Add and subtract 3 digit numbers and ones - not crossing 10</li> <li>•Subtract a 1-digit number from a 3-digit number - crossing 10</li> <li>•Add and subtract 3-digit and 2-digit numbers - not crossing 100</li> <li>•Add a 3-digit and 2-digits numbers - crossing 100</li> <li>•Subtract a 2-digit number from a 3-digit number - crossing 100</li> <li>•Add and subtract 100s</li> <li>•Spot the pattern - making it explicit</li> <li>•Mixed addition and subtraction problems</li> <li>•Add and subtract 2-digit and 3-digit number - not crossing 10 or 100</li> <li>•Add 2-digit and 3-digit numbers - crossing 10 or 100</li> <li>•Subtract a 2-digit number from a 3-digit number - crossing 10 or 100</li> <li>•Add two 3-digit numbers - not crossing 10 or 100</li> <li>•Add two 3-digit numbers - crossing 10 or 100</li> <li>•Subtract a 3-digit number from a 3-digit number - no exchange</li> <li>•Subtract a - digit number from a 3-digit number - exchange</li> <li>•Estimate answers to calculations</li> <li>•Check answers</li> </ul>	<p>Multiplication and division cont</p> <ul style="list-style-type: none"> <li>•Comparing statements</li> <li>•Related calculations</li> <li>•Multiply 2 digits by 1 digit - no exchange - activity</li> <li>•Multiply 2 digits by 1 digit (1)</li> <li>•Multiply 2 digits by 1 digit - exchange - activity</li> <li>•Multiply 2 digits by 1 digit (2)</li> <li>•Divide 2 digits by 1 digit (1)</li> <li>•Divide 2 digits by 1 digit (2)</li> <li>•Divide 2 digits by 1 digit (3)</li> <li>•Multiply 2 digits by 1 digit - no exchange - activity</li> <li>•Multiply 2 digits by 1 digit</li> <li>Divide 100 into 2, 4, 5 and 10 equal parts - activity</li> <li>•Multiply 2 digits by 1 digit - no exchange - activity</li> <li>•Multiply 2 digits by 1 digit</li> <li>Divide with remainders activity</li> <li>•Divide 2-digits by 1-digit (3)</li> <li>•Scaling</li> <li>•How many ways?</li> </ul> <p>Measurement (money)</p> <ul style="list-style-type: none"> <li>•Pounds and pence</li> <li>•Convert pounds and pence</li> <li>•Adding money</li> </ul>	<p>Measurement (length and perimeter)</p> <ul style="list-style-type: none"> <li>•Measure length</li> <li>•Equivalent lengths (m &amp; cm)</li> <li>•Equivalent lengths (mm &amp; cm)</li> <li>•Compare lengths</li> <li>•Add lengths</li> <li>•Subtraction lengths</li> <li>•What is perimeter?</li> <li>•Measure perimeter</li> <li>•Calculate perimeter</li> <li>•Calculate perimeter</li> </ul> <p>Fractions</p> <p>Unit and non-unit fractions</p> <p>Making the whole</p> <p>Tenths</p> <p>Counting tenths</p> <p>Tenths as decimals</p> <p>Fractions on a number line</p> <p>Fractions of a set of objects</p> <p><i>Year 2 recap - when appropriate, recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</i></p>	<p>Fractions (cont)</p> <ul style="list-style-type: none"> <li>•Equivalent fractions (1)</li> <li>•Equivalent fractions (2)</li> <li>•Equivalent fractions (3)</li> <li>•Compare fractions</li> <li>•Order fractions</li> <li>•Add fractions</li> <li>•Subtract fractions</li> </ul> <p>Measurement (time)</p> <ul style="list-style-type: none"> <li>•Months and years</li> <li>•Hours in a day</li> <li>•Telling the time to 5 minutes</li> <li>•Telling the time to the minute</li> <li>•AM and PM</li> <li>•24-hour clock</li> <li>•Finding the duration</li> <li>•Comparing durations</li> <li>•Start and end times</li> <li>•Measuring time in seconds</li> <li>•Problem solving with time</li> </ul> <p><i>Year 2 recap - when appropriate, choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate</i></p>	<p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> <li>•Turns and angles</li> <li>•Right angles in shapes</li> <li>•Compare angles</li> <li>•Draw accurately</li> <li>•Horizontal and vertical</li> <li>•Parallel and perpendicular</li> <li>•Recognise and describe 2D shapes</li> <li>•Recognise and describe 3D shapes</li> <li>•Make 3D shapes</li> </ul> <p>Measurement - mass and capacity</p> <ul style="list-style-type: none"> <li>•Measure mass activity</li> <li>•Measure mass (1)</li> <li>•Measure mass (2)</li> <li>•Compare mass</li> <li>•Add and subtract mass</li> <li>•Measure capacity activity</li> <li>•Measure capacity (1)</li> <li>•Measure capacity (2)</li> <li>•Compare capacity</li> <li>•Add and subtract capacity</li> </ul>

		<p>Multiplication and division</p> <ul style="list-style-type: none"> <li>•Multiplication equal groups</li> <li>•Multiply by 3</li> <li>•Divide by 3</li> <li>•The 3 times-table</li> <li>•Multiply by 4</li> <li>•Divide by 4</li> <li>•The 4 times-table</li> <li>•Multiply by 8</li> <li>•Divide by 8</li> <li>•The 8 times table.</li> </ul>	<ul style="list-style-type: none"> <li>•Subtract money</li> <li>•Giving change</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Draw bar charts - activity</li> <li>•Bar charts</li> <li>•Tables</li> </ul>	<p>write simple fractions, for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>know the number of minutes in an hour and the number of hours in a day.</p>	
Topic Outcomes	<p>Making playdough model of the earths layers</p> <p>Design and create a volcano</p> <p>Fossils creation using printing into clay or fossil dough - large scale 'dig' - children in role as paeleontologists who excavate their own fossils.</p> <p>Create a stone age dwelling - D&amp;T freestanding structure.</p>	Christmas play	<p>Design a chicken coup for school.</p> <p>Maths link - Perimeter make a fox proof chicken coup. Design link <i>Accurately measure to nearest mm, mark out, cut and shape materials and components. Plan and cook a celebration feast like in the book (DT)</i></p> <p>Local history project life under ground - Coal mining.</p>	<p>Create a road safety campaign.</p> <p>Support local animal charity</p> <p>Provide shelter for animals on school field</p>	<p>Experience Chinese culture - dance, food, dress</p> <p>Firework design and model building</p>	<p>Born Free Foundation</p> <p>Game reserves</p> <p>Fundraising</p> <p>Yorkshire Wildlife Park visit</p> <p>Animals in Captivity</p>
	Rocks and soils	Light and darkness	Plants	Forces and Magnets	Working scientifically - States of matter compare materials	Living Things and their habitats
Science	<p>Rocks and Soils.</p> <p>Create our own fossils - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>2.describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3.recognise that soils are made from rocks and organic matter.</p>	<p>How does he see? Explain how she sees.</p> <p>recognise that they need light in order to see things and that the dark is the absence of light.</p> <p>notice that light is reflected from surfaces.</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows changes.</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> <li>•notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>•observe how magnets attract or repel each other and attract some materials and not others</li> <li>•compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>Create an idea for a firework</p> <p>understand how solids can turn to gasses and how the explosion is a result of a chemical process.</p> <p>Working scientifically objectives.</p> <p>Observe fireworks how and why they work.</p>	<p>Animals including humans:</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement. What do they eat why does he eat?</p> <p>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.</p>
Geography	<p>Geographical skills and fieldwork</p> <p>WALT: Describe and understand key aspects of physical geography including mountain, volcanos, earthquakes.</p> <p>WALT: locate land use and understand how some of these aspects have changed over time.</p> <p>WALT: Describe and understand key aspects of human geography including types of settlement and land use and</p>	<p>Plan Iron's Man journey to Australia.</p> <p>WALT: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketchmaps, plans and graphs.</p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p>	<p>WALT: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</p> <p>Use the eight points of a compass, symbols and key to build their</p>	<p>Human and physical geography</p> <p>Map knowledge</p> <p>WALT: name and locate UK geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Locate the UK on a variety of different scale maps</p> <p>Making maps</p> <p>WALT: use fieldwork to observe, measure,</p>	<p>WALT: understand geographical similarities and differences through a study of human and physical geography</p> <p>Linked to Shang dynasty topic work.</p> <p>Progression - field work</p> <p>Ask geographical questions</p> <p>Use appropriate terminology.</p>	<p>WALT: understand geographical similarities and differences through a study of human and physical geography</p> <p>WALT: describe and understand key aspects of physical geography including vegetation and biomes</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these</p>

	<p>the distribution of natural resources including energy, food, minerals and water Link to stone age settlement.</p> <p>Progression - map skills</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</p>	<p>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</p> <p>Progression - map skills</p> <p>Use four figure compasses add letter/number coordinates to identify features on a map.</p>	<p>knowledge of the UK and the wider world.</p> <ul style="list-style-type: none"> <li>Pupils are beginning to use eight pints of a compass and are becoming increasingly accurate with symbols and key</li> </ul> <p>WALT: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketchmaps, plans and graphs.</p> <ul style="list-style-type: none"> <li>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>record and present the human and physical features in the local area using a range of methods, including sketchmaps, plans and graphs.</p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key Draw sketch maps and plans using standardised symbols and a key</p> <p>Progression - field work</p> <p>Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork</p> <p>Record findings from fieldtrips.</p> <p>Use appropriate terminology.</p>		<p>Compare and contrast the areas of vegetation and biomes in two different locations.</p> <p>Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).</p> <p>Make comparisons of the same geographical feature in different countries.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these</p>
<p>History</p> <p>Progression - chronology</p> <p>Use correct terminology</p> <p>Progression - historical terms</p> <p>Develop use of appropriate subject terminology such as empire, civilisation and monarch.</p>	<p>WALT: changes in Britain from the Stone Age to the Iron Age e.g. ate Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Top trump cards for humans animals and items that were made in the stone age.</p> <p>Progression - chronology</p> <p>Put events, people, places and artefacts on a timeline.</p>		<p>Local history study linked to mining and being underground.</p> <p>Create a fact file about the local area and how the link to life underground has affected people in the area.</p> <p>WALT: a local history study</p> <p>Progression - cause and consequence</p> <p>Identify and give reasons for historical events, situations and changes.</p> <p>Progression - Historical enquiry</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Progression - significance</p> <p>Identify and begin to describe historically significant people and events in situations - Wharnccliffe and Oaks colliery disaster.</p>		<p>WALT: the achievements of earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of the Shang dynasty</p> <p>Progression - chronology</p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Use correct terminology.</p> <p>Progression - historical terms</p> <p>Develop use of appropriate subject terminology such as empire, civilisation and monarch.</p> <p>Explore how they lived create a YouTube channel to compare the way which people lived in China and how it would differ from their lives.</p> <p>Literacy link create a script to read from when presenting.</p> <p>Drama - Create a play about one of the emperors to present to other classes.</p>	
<p>Art</p>	<p>Sketch fossils</p> <p>Mountain paintings in the style of Joseph Turner</p> <p>Printing using different types of rocks to investigate their texture</p> <p>Fossil sculpture using clay or 'fossil dough'</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas - look at the Unicorn Theatre company's version of the Iron Man - create pictures in this style</p>	<p>Experiment with different tones using graded pencils.</p> <p>Include increased detail.</p> <p>Look at Colin Davison and other coal mining artists. Create piece in the style of.</p>	<p>Create the setting to give with the setting description which was written - linked to colours of the season.</p> <p>Water colour - experiment with colour to create more abstract colour pallets.</p> <p>Use a variety of brush strokes and experiment with them.</p>	<p>Develop range of art techniques</p> <p>Improve mastery of art</p> <p>Explore complimentary and opposing colours in creating patterns.</p> <p>Study art in the style of the Shang Dynasty</p>	<p>Mastery of art and design - drawing (animal outlines and safari landscapes)</p> <p>African artists - modern impressionist - African Safari</p>
<p>Design Technology</p>		<p>Investigating freestanding structures, design, make and evaluate a <b>photograph frame for a particular purpose</b></p> <p>WALT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>WALT: generate, develop, model and communicate their ideas through discussion and annotated Sketches</p> <p>WALT: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>WALT: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Mechanisms</b></p> <p><b>Design, make and evaluate moving monsters in the style of Iron Man</b></p> <p>WALT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>WALT: generate, develop, model and communicate their ideas through discussion and prototypes</p> <p>WALT: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p><b>Food/ Nutrition</b></p> <p><i>Design, create and evaluate a feast for Fantastic Mr Fox</i></p> <p>WALT: understand and apply the principles of a healthy and varied diet</p> <p>WALT: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>WALT: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

				<p>WALT: apply their understanding of how to strengthen, stiffen and reinforce more complex</p> <p>WALT: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		
PE	<p>Swimming</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations</li> </ul> <p><b>Breast stroke, back stroke, extend, front crawl, propulsion, stream line, depth, catch</b></p> <p>Real PE unit 1 Co-ordination and counter balance</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>I can recognise similarities and differences in movements and expression.</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks.</p> <p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p>	<p>Swimming</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations</li> </ul> <p><b>Breast stroke, back stroke, extend, front crawl, propulsion, stream line, depth, catch</b></p> <p>Dynamic balance agility social</p> <p>I co-operate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully to them about our work.</p> <p>I can help praise and encourage others in their learning.</p>	<p>Agility - Static Balance -</p> <p>I can describe the basic fitness components.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> <p>I can explain why we need to warm up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>I use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>Dance</p> <p>Improvise a routine</p> <p>Translating ideas from music to a movement</p> <p>Share and create phrases in a dance</p> <p>Repeat actions given</p>	<p>PE Real PE co-ordination and footwork static balance- personal - Invasion games</p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p> <p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> <p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p> <p>Orienteering and invasion games</p> <p>Follow a map of the school</p> <p>Move from locations to locations using clues to follow routes</p> <p>Follow routes safely</p> <p>Invasion games</p> <p>Aware of space use to support team mates cause problems for the opposition</p> <p>Know and follow rules to play fairly</p> <p>Keep possession with success.</p>	<p>Dynamic Balance and co-ordination - Chinese Dance</p> <p>I can identify specific parts of performance to work on.</p> <p>I can understand ways to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>Striking and fielding</p> <p>Catch throw with greater accuracy</p> <p>Strike a ball into a space</p> <p>Use a range of equipment to strike</p>	<p>Agility - static balance Striking and fielding games</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>Athletics</p> <p>Run fast, medium and slow speeds changing directions</p> <p>Link running, jumping with fluency and control</p> <p>Repeat sequences of jumps</p> <p>Take part in relay races while remembering fundamentals of running.</p> <p>Throw a variety of objects changing their action to alter accuracy and distance</p> <p>Explain how performances are different to other people.</p>
Music	<p>Charanga Unit 1</p> <p>Let your spirit Fly</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p>	<p>Charanga Unit 2</p> <p>Glockenspiel Stage 1</p> <p>Listen and Apopraise, games, singing, playing, perform and share.</p>	<p>Charange Unit 5</p> <p>Bringing Us Together by Joanna Mangona and Pete Readman</p> <ul style="list-style-type: none"> <li>Good Times by Nile Rodgers</li> <li>Ain't Nobody by Chaka Khan</li> <li>We Are Family by Sister Sledge</li> <li>Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>Car Wash by Rose Royce</li> </ul>	<p>Charanga Unit 3</p> <p>3 Little Birds</p> <p>Musical activities, games, singing, playing, improvisation, composition, perform and share.</p>	<p>Charanga Unit 4</p> <p>The Dragon Song</p>	<p>Charanga Unit 6</p> <p>Reflect, Rewind and Replay</p>
RE	<p>Hinduism</p> <p>Divali</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christianity</p> <p>Incarnation</p> <p>Has Christmas lost its true meaning?</p>	<p>Hinduism</p> <p>Hindu Beliefs</p> <p>How can Brahman be everywhere and in every thing?</p>	<p>Christianity</p> <p>Salvation</p> <p>What is good about Good Friday?</p>	<p>Christianity</p> <p>Incarnation</p> <p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p>	<p>Pilgrimage to the River Ganges</p> <p>Would visiting the River Ganges feel special to a non -hindu?</p>
Computing Purple Mash	Computing systems and networks	Creating media - animations	Creating media - desktop publishing	Data and information - branching databases	Programming A - sequence in music	Programming B - events and actions
PHSE, FBV and Life skills	<p>Jigsaw - Unit 1 Being me in my world</p> <p>Families and People Who Care for me (families in school or wider world sometimes look different to their own family)</p> <p>Unit 2 Celebrating Difference</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>		<p>Jigsaw - Unit 3 Dreams and Goals</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p> <p>Online safety (recognise risks)</p> <p>Unit 4 Healthy Me</p> <p>I can identify things, people and places that I need to keep safe from,</p>		<p>Jigsaw - Unit 5 Relationships</p> <p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices</p> <p>Unit 6 Changing Me</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	

	<p>I can give and receive compliments and know how this feels Respectful Relationships (what is mutual respect?)</p> <p>Class rules and expectations (FBV Law/ Responsibility) School Council elections (Link to FBV Democracy) Guy Fawkes Bonfire night</p>		<p>and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels. Fire Safety (Fire service)</p> <p>Careers Day</p>		<p>I recognise how I feel about these changes happening to me and know how to cope with these.</p> <p>Diet and fitness Road Safety</p>	
Spanish	Numbers to 10 and start greetings	<p>Greetings and questions linked to this e.g. How old are you?</p> <p>Christmas- Short Nativity dialogue and Spanish Carol</p>	Colours	Food including likes/dislikes	Date and Weather (including days and months)	Revision of what taught throughout the year
Trips	RSPB - plants and animals soil formation.	Hall hook day creating Iron Man from resources.	. Coal mining life underground link to local history study.	RSPB - mammals trapping and studying of nocturnal animals	Science trip to the laboratory to see changing states of matter. Chinese new year in the hall	Yorkshire Wild life park