Easington CE Primary Academy 3 Year LTP Y4/5/6

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	**Generosity**	**Compassion**	**Courage**	**Forgiveness**	**Friendship**	**Respect**
Theme	**Mega structures**		**Journey and Geography field study**		**Invaders and Settlers**	
Enrichment	Visit to coast to photograph wind turbines Visit to Hull Museums to see ancient Egypt display		visit to Spurn Point and coast		Visit to Yorvik Viking museum	
ENGLISH (text to be covered supporting topic)	Indep narrative - baseline Imaginary worlds Narrative – Egyptian Cinderella Non chron reports Narrative – exploring tomb Poetry – National poetry day		Non – chronological report One sided argument (balanced argument) Explanations Diaries Newspaper		Poetry Performance Descriptive Imagery Narrative	
MATHS	Power Maths		Power Maths		Power Maths	
SCIENCE	**Forces** • Identify forces as pushes and pulls. • Explain the effects of friction, including air and water resistance, on moving objects. • Identify different mechanisms. • Identify and explain the different forces acting on objects. • Explain how to increase the effects of air resistance. • Identify streamlined shapes. • Explain how friction is used in brake pads. • Investigate the effects of friction. • Explain how different mechanisms work. • Design their own mechanism to achieve a given purpose. • Identify and explain balanced and unbalanced forces. • Explain the difference between weight and mass. • Explain the link between the weight and mass of an object. • Make generalisations about how to increase the		**Properties of materials** • Identify materials. • Describe materials' properties. • Identify materials that are soluble or insoluble in water. • Follow instructions to separate mixtures. • Identify irreversible changes. • Follow instructions to test a material's properties. • Explain and investigate dissolving. • Explain the processes used to separate mixtures. • Explain irreversible changes. • Devise their own ways to test a material's properties. • Explain the uses of a material according to its properties. • Explain why materials have dissolved in certain conditions. • Select and explain the most suitable processes to separate different mixtures.		**Animals including humans** Y4 • Describe the simple functions of the basic parts of the digestive system in humans. • The different types of teeth in humans and their simple functions. Y5 • Describe the changes as humans develop to old age Y6 • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. Living things and their habitats Y4	

	effects of air resistance. • Explain the conclusions and implications of Galileo's 'Tower of Pisa' experiment. • Explain how to minimise the effects of water resistance. • Make generalisations about the properties of materials that create the most friction. Explain how a mechanism they have designed alters force and motion to achieve a purpose.	• Identify the new materials made in irreversible changes. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Year 5</u> • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	• 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. Changes can be natural e.g. flooding, earthquake or by humans and can be positive or negative. • To construct and interpret a variety of food chains, identifying producers, predators and prey <u>Y5</u> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. <u>Y6</u> • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.
Scientific skills	**<u>NB. Differentiated scientific enquiry skills to be covered throughout year. – </u>see progression of skills document** As well as national curriculum **working scientifically** **Y4 to become secure in** ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present 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		

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	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. **Y5 / 6** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.					
COMPUTING	computing science scratch e-safety creating google docs	digital literacy power point word research skills	computing science algorithms e-safety scratch	digital literacy decomposition publisher	e-safety presentation media coding – Scratch design	debugging Years 5 / 6 – inputs/outputs
DESIGN TECHNOLOGY	<u>Design a future Mega Structure</u> Developing, planning and communicating ideas Y4- Generate ideas, considering the purposes for which they are designing Research designs including using computers . Make labelled drawings from different views showing specific features Evaluate products and identify criteria that can be used for their own designs Y5 - Generate ideas through brainstorming and identify a purpose for their product . Draw up a specification for their design Use results of investigations, information sources, including ICT when developing design ideas Y6 - Communicate their ideas through detailed labelled drawings . Develop a design specification - See progression document				<u>Healthy Meal</u> Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making their product (including local food) refer back to design criteria and evaluate Y5 - Use skills in using different tools and equipment safely and accurately critically evaluate . Weigh and measure accurately (time, dry ingredients, liquids) . Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* Y6 - Achieve a quality product compare their product to the original design specification - See progression document	
GEOGRAPHY	<u>Location Knowledge</u> <u>Year 4</u> - knowledge of location of Egypt. Know some significant physical and human features - interpret how places change and the links between people and the environment		<u>Location knowledge</u> Name and locate counties of the UK and identify topographical features (mountains, coasts and rivers) and understand how some of these have changed over time. Describe and understand key aspects of physical geography <u>Year 5</u>		Continue with fieldwork from previous term 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 • Mapping the area around Easington	

	Year 5/6 - Make connections from patterns of knowledge of the world - significant features - know the conditions which lead to change - Use 8 points of a compass - 4/6 fig grid ref, symbols and keys to build knowledge of UK and wider world - Use maps to locate countries	Know simple spatial patterns in physical and human geography Year 6 Know about some spatial patterns in physical and human geography Field study Comparing Spurn Point with coast that Anglo Saxons invaded Can use four/six figure map references Can make clear links between different obs in the local area (Y4) Can make clearly explained links (Y5) Can make clearly explained links between the local area and the wider world to identify patterns (Y6) See Geography progression - fieldwork	• Creating plans of the old villages • Mapping in relation to surrounding human and physical features. • Sketching the landscape • Taking interesting photographs to create a local history collage See Geography progression - fieldwork
HISTORY	**Ancient Egyptians** How can we know so much about a civilization such as Ancient Egypt that lived so long ago? Have a chronological understanding of Ancient Egypt Understand how and why the Egyptians built the Pyramids. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Order significant events and dates on a timeline. Y6 Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain) Year 4 • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. Yr 5 and 6 • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred,	**Anglo – Saxons – Scots** Using the burial ship at Sutton Hoo as a basis, class will explore where the Anglo-Saxons came from, how they came to settle in Britain, along with the Picts and Scots of the north, how Christianity became the predominant religion.. Pupils learn to ask high-quality historical questions. Year 4 - Use evidence to describe what was important to people from the past - They can locate key periods on a timeline o Year 5/year 6 - Choose reliable sources of information to find out about the past. - Give own reasons why changes may have occurred, backed up by evidence. - Pupils are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes. - Having studied examples of punishments meted out pupils can predict the punishments that actual Anglo-Saxon crimes attracted. - They can speculate as to which were the most	**Vikings** **Year 4** - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Ask questions and find answers about the past. Year 5 - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Year 6 - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

	backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied.	effective methods	
ART	**Design and print own name using Ancient Egyptian Hieroglyphs** **Skyscraper work of Georgia O'keefe** Printing Y3 – Print using a variety of materials objects and techniques including layering. Talk about the process used to produce a simple print. To explore pattern and shape creating designs for printing. Y4 - Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. Y5 - Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. Y6 – Describe varied techniques Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. Look at skyscraper work of Georgia O'Keefe Use pastels to generate cityscapes.		**Sketching techniques and making Viking jewellery** **Year 4** - Begin to suggest improvements to own work - Experiment with a wider range of materials - Present work in a variety of ways **Year 5** - Select and develop ideas confidently, using suitable materials confidently - Improve quality of sketchbook with mixed media work and annotations - Select own images and starting points for work **Year 6** - Develop artistic/visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques
Art Generic skills	**NB- Art generic skill to be covered throughout the year** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		

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	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook **See progression of skill document for breakdown of year specific skills**					
MUSIC	Listening 4 – listen to music and describe it accurately using correct musical terms 5 – talk about how sounds are put together and the different effects used to show the composers intention 6 – identify musical features, genres, form and structure	Singing 4 – control my voice and sing at different 5 – maintain a melody as part of a group in a 2-part song 6 – perform a song with a wide vocal range accurately	Pitch 4 - Represent and reproduce high and low sounds to perform from a score 5 – sing a simple song and perform the melody correctly 6 – notate and perform a simple song from a 2-line stave	Pulse, Rhythm, Temp & Metre 4 – read and write short rhythm patterns using ta and te-te 5 – write and perform a 2-part rhythmic piece in a group 6 – identify and model metre in 2/3/4 time	Composition & Improvisation, Texture 4 – create a group accompaniment to a piece or song 5 – compose and notate a piece of music in a small group, rehearse then perform it to others 6 – compose and write a piece of music in a group, rehearse and perform it from notation	Timbre 4 – choose, play and perform on an instrument appropriate to the task 5 – work in a group combining instruments to create appropriate mood and expression 6 – change the timbre effectively within a group piece by making appropriate choice of instrumentation
P.E.	<u>Tag rugby / football</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	<u>Basketball</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	<u>Table tennis/ hockey</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	<u>Tennis</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	<u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	<u>Athletics</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively
R. E.	<u>Belief in the community</u> <u>What does it mean to belong to a faith</u> AT1 explore religious stories that identify how believers are expected to behave explain the significance and use of symbols and artefacts in rites of passage AT2 consider how they are expected to behave and where these rules come from		<u>Saints and heroes</u> <u>What makes a hero?</u> AT1 describe the effect of life-changing events on the commitment of significant people of faith describe the teachings of significant religious people, identifying some similarities and differences AT2 share ideas as to how the lives of significant people of faith have affected the lives of others reflect on the teachings of significant religious people and how these teachings impact on society		<u>Our world</u> <u>What do religions teach about caring for our world?</u> AT1 compare different faith beliefs about how the universe began give reasons why people of faith have a sense of awe and wonder about the Earth explore religious teachings to see how faith members should care for the Earth investigate how faith members show care for the environment AT2 express thoughts and beliefs about how the universe began share feelings about the sense of awe and wonder in the natural	

	compare the symbolism associated with rites of passage in three faiths				world share thoughts on how and why religions treat the world with respect how understanding of stewardship and suggest actions everyone can take	
MFL	**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	**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.
P.S.H.C.E following Jigsaw scheme of work	**Being Me** To be an active global citizen • Understand shared British Values • Rule of law • Take action to promote ethos of the school • Explore the school and wider Christian values	**Celebrating difference** Global citizenship	**Dreams and Goals** Christian distinctiveness	**Relationships** bullying	**Changing me** puberty – age appropriate	**Healthy Me** Healthy eating Drugs and alcohol and tobacco e-safety
Notes	school performance Big RE day Global citizenship		Internet safety week School nurse – changes Years 5 and 6 Geography field study Global citizenship		sports day school performance Visit to Yorvik Centre Global citizenship	

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Long Term Plan Year 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Christian Value	**Thankfulness**	**Respect**	**Perseverance**	**Justice**	**Service**	**Truthfulness**
Theme	**Above and Beyond-Science based** **Creation** **Darwin's Delights**		**Our Sustainable World** **changes and challenges** **Where does our water come from?** **Where does our electricity come from?** **What can we learn about sustainability from history?**		**Chocolate Factory** **How does chocolate grow?** **Who invented chocolate?**	
Enrichment	Visit to Spurn Point Ranger to talk about how moon controls tides. Use as a stimulus for art and poetry. Poet and local artist into school.		Visit to the coast to see largest offshore wind farm- Humber Gateway visit to Hull to see River Hull and River Humber Linking up with school in Sierra Leone		Visit to Harrogate Showground – Countryside Days	
ENGLISH (text to be covered supporting topic)	Non – chronological report Biography / autobiography Inform – newspaper report Felix Baumgartner Narrative – Imaginary worlds Poetry Descriptive Imagery		Persuasion – letter/poster to conserve water/resources - campaign Debate Explanation Newspaper Narrative		Poetry - performance Imaginary worlds Film Narrative TV / Radio Inform – instructional report – healthy hearts	
MATHS	White Rose Maths Power Maths		White Rose Maths Power Maths		White Rose Maths Power Maths	
SCIENCE	<u>Earth and Space</u> • Describe a sphere. • Identify scientific evidence with support. • Name the planets in the solar system with support. • Explain how the planets orbit the Sun. • Explain how night and day occur. • Make predictions about night and day in different places on Earth. • Explain that the Moon orbits the Earth not the Sun.		<u>Electricity</u> <u>Y4</u> • Identify electrical and nonelectrical appliances. • Explain, with support, how a circuit works. • Name at least two electrical conductors and insulators. • Create a simple series circuit both with and without a switch. • Sort appliances based on whether they use mains or batteries. • Explain how a switch turns the electric current on and		<u>Living things and their habitats</u> <u>Y4</u> • 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. Changes can be natural e.g. flooding, earthquake or by humans and can be positive or negative.	

	• Describe the Sun, Earth and Moon as spherical. • Name the planets in the solar system independently. • Explain that day and night is due to rotation of the Earth. • Support the idea that different places on Earth experience night and day at different times with evidence. • Explain how the Moon moves relative to the Earth. **Forces and Magnets** • Identify forces as pushes and pulls. • Explain gravity as a force that pulls objects down towards the centre of the Earth. • Identify Isaac Newton's discoveries. • Explain Newton's role in discovering gravity. • Accurately measure an object's weight and mass. • Explore how the moon controls tides. • Explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance. • Explain the difference between weight and mass. • Explain the link between the weight and mass of an object. • Make generalisations about how to increase the effects of air resistance. • Explain the conclusions and implications of Galileo's 'Tower of Pisa' experiment.	off. • Explain the role of protons, neutrons and electrons in generating an electric current. • Know how electrons move in a complete and an incomplete circuit. • Explain why some materials conduct electrical currents and others don't. **Y6** • Know the main circuit symbols and use these to draw circuit diagram. • Explain how our understanding of electricity has changed over time. • Draw circuit diagrams using the correct symbols and label the voltage correctly. • Explain how major discoveries led to the widespread use of electricity. • Explain the effect of increasing or decreasing the voltage on different parts of a circuit. • Explain how they have ensured a high degree of trust in their results. • Identify variations in component function. Properties of materials • Identify thermal and electrical conductors and insulators. • Explain the uses of thermal and electrical conductors and insulators. • Order materials according to their electrical conductivity.	• To construct and interpret a variety of food chains, identifying producers, predators and prey. Y5 • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. Y6 • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. **Animals including humans** Y4 • Describe the simple functions of the basic parts of the digestive system in humans. • The different types of teeth in humans and their simple functions. Y5 • Describe the changes as humans develop to old age Y6 • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.
Scientific skills	NB. Differentiated scientific enquiry skills to be covered throughout year. – see progression of skill document		

<table>
<tr><td></td><td colspan="5">As well as national curriculum working scientifically
Y4 to become secure in
ask relevant questions and using different types of scientific enquiries to answer them
Set up simple practical enquiries, comparative and fair tests
Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Gather, record, classify and present 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.
Y5 / 6
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use test results to make predictions to set up further comparative and fair tests
Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Identify scientific evidence that has been used to support or refute ideas or arguments.</td></tr>
<tr><td>COMPUTING</td><td>Importance of being safe</td><td>Search for information</td><td>Debug</td><td>Solve problems</td><td>Work conditional commands</td><td>Algorithm</td></tr>
<tr><td>DESIGN TECHNOLOGY</td><td colspan="2"><u>Healthy snack for an astronaut</u>
Recap food groups and eating a balanced diet

Working with tools, equipment, materials and components to make quality products (including food)
Y4 - Select appropriate tools and techniques for making their product (including local food)
Y5 - Use skills in using different tools and equipment safely and accurately
. Weigh and measure accurately (time, dry ingredients, liquids)
. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
Y6 - Achieve a quality product

See progression document</td><td colspan="2"><u>Light up signs</u>
Working with tools, equipment, materials and components to make quality products

Use DT tools and materials, card and paper or even scrap materials to make a decorative light box with illuminated words or letters
Y4 - Select appropriate tools and techniques for making their product (including local food) Use computer-aided design
Y5 - Use skills in using different tools and equipment safely and accurately
Generate innovative ideas, drawing on research
Y6 - Achieve a quality product
Make design decisions, taking account of constraints such as time, resources and cost
Develop prototypes</td><td colspan="2"><u>Bird boxes</u>
Working with tools, equipment, materials and components to make quality products
Y4 - . Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
. Join and combine materials and components accurately in temporary and permanent ways
Y5 - Measure and mark out accurately
. Use skills in using different tools and equipment safely and accurately
Cut and join with accuracy to ensure a good-quality finish to the product
Y6 - Select appropriate tools, materials, components and techniques</td></tr>
</table>

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GEOGRAPHY	**skills and fieldwork** **Year 4** • can draw a sketch map of the local area • can draw an accurate map of a short route • can ask questions using geographical vocab o **Year 5/6** • can draw a sketch map with features and annotations • Use 8 points of a compass • 4/6 fig grid ref, symbols and keys to build knowledge of UK - see progression document	**Geographical skills** • Use 8 points of a compass • 4/6 fig grid ref, symbols and keys to build knowledge of UK and wider world • describe and understand key aspects of physical geography, inc rivers and the water cycle • topographical features – rivers, land use and how this has changed over time **Physical geography** see progression document	**Place knowledge** Locate N S America Locate major cities in N S America Physical and human characteristics of NS America Similarities and differences in N S America Compass points
HISTORY	**Changes from stone age to iron age** • Order significant events and dates on a timeline. Describe the main changes in a period in history. • Use evidence to describe what was important to people from the past. **Year 5** • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. **Year 6** • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Choose reliable sources of information to find out about the past. •	**Local History** **Year 4** • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. • Ask questions and find answers about the pas **Year 5** Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. **Year 6** • Investigate own lines of enquiry by posing questions to answer. See History progression document	**Mayans** A non- European society that provides contrast with British history the achievements of the earliest civilizations a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; Year 4 Describe how some of the things studied from the past affect/influence life today. Year 5/6 • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies (e.g. religion, houses, society,technology).
ART	Local artist into school. Create a painting based on observation and sketching Painting Y4 - Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.	Art and sustainability Looking at the Land Art Movement (Earth art and Earth work) Using the work of Andy Goldsworthy for inspiration Using sustainable resources in their environment to create different pieces of art and design.	Create a 3D mask Mayan God for own face 3 D form Y3 – join clay adequately and work reasonable independently. Construct a simple clay base for extended and modelling

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	Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Y5 – Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Y6 - Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).		Weaving – children to evaluate designs Year 6 Choose appropriate paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials Work from a variety of sources, inc. those researched independently.		other shapes. Plan design and make models. Y4 - Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Y5 - Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Y6 - Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.	
MUSIC	Listening 4 – listen to music and describe it accurately using correct musical terms 5 – talk about how sounds are put together and the different effects used to show the composers intention 6 – identify musical features, genres, form and structure	Singing 4 – control my voice and sing at different 5 – maintain a melody as part of a group in a 2-part song 6 – perform a song with a wide vocal range accurately	Pitch 4 - Represent and reproduce high and low sounds to perform from a score 5 – sing a simple song and perform the melody correctly 6 – notate and perform a simple song from a 2-line stave	Pulse, Rhythm, Temp & Metre 4 – read and write short rhythm patterns using ta and te-te 5 – write and perform a 2-part rhythmic piece in a group 6 – identify and model metre in 2/3/4 time	Composition & Improvisation, Texture 4 – create a group accompaniment to a piece or song 5 – compose and notate a piece of music in a small group, rehearse then perform it to others 6 – compose and write a piece of music in a group, rehearse and perform it from notation	Timbre 4 – choose, play and perform on an instrument appropriate to the task 5 – work in a group combining instruments to create appropriate mood and expression 6 – change the timbre effectively within a group piece by making appropriate choice of instrumentation
P.E.	<u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical	<u>Basketball</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and	<u>Gymnastics</u> I can develop skills to take off and land properly I can perform a variety of jumps To perfect a forward and backward roll Perform actions, shapes and balances To perform a bridge shape and stretches	<u>Tennis</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline.	<u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical	<u>Athletics</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and

	activity. I can use skills effectively	participate in the field of the physical activity. I can use skills effectively		I can perform and participate in the field of the physical activity. I can use skills effectively	activity. I can use skills effectively	participate in the field of the physical activity. I can use skills effectively
R. E.	Expression of faith AT1 Explain how artefacts and symbols express the beliefs of two different faith members Show understanding of the way impact on the life of a faith member Investigate the impact of religious beliefs, values and rules on the life of a believer AT2 Be creative in showing how believers may express themselves through symbols and artefacts Reflect and share how religious celebrations have an impact on the community Explain the challenges that believers face when following religious beliefs, values and rule.		Faith in action AT1 Investigate the work of a religious charity Explore the values that motivate people of faith to respond to a cause Investigate how significant religious people are inspired Explain why significant people of faith acted according to their commitments AT2 Say why they think religions do charitable work Give reason why people may choose to make sacrifices to improve the lives of others Reflect on what influences religious people Explain how people are inspired by actions of significant people of faith		Pilgrimage AT1 compare key places of pilgrimage and identify why a faith member might go there describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage show understanding of what is sacred for believers in religious places AT2 reflect on the reasons a faith member may make a special journey suggest ideas about the meaning of pilgrimage to a believer and the impact on their life explain the impact of a sacred place on believers	
MFL	**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	
PSHCE following Jigsaw scheme of work	**Being me** To be an active global citizen • Understand shared British Values • Rule of law • Take action to	**Celebrating difference** global citizenship	**Dreams and Goals**	**Relationship** • families are important for children growing up • healthy family life • recognise the difference in how families may look	**Changing me** Changing adolescent bodies Understand and recognise how their body develops	**Healthy me** • I'm unwell • Sun safety • Sleep • Dental health

	• promote ethos of the school • Explore the school and wider Christian values			• explore the celebration of marrage What to do if we feel unsafe		
Notes	Big R E day National Poetry Day School performance Global Citizenship 1 of the 17 global gaols		Internet safety week Local History – 1 week of study Big R E Day Global Citizenship School nurse - changes		Global citizenship Sports day School performance	

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Long Term Plan Year 3						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1 SATS**	**Summer 2**
Christian Value	**Generosity**	**Compassion**	**Courage**	**Forgiveness**	**Friendship**	**Respect**
Theme	War Child		What a wonderful world		Tremors!	
Enrichment	visit to Eden camp Hull History Centre- Hull at war		Mushroom pottery into school		Hull and East Riding Museum – Roman mosaics	
English (text to be covered supporting topic)	Narrative Text Type Imaginary worlds Film Narrative TV / Radio War poetry – ww2 Diary Description - battlefield		Non – Narrative Text Type Non – chronological report One sided argument (balanced argument) Adverts Explanations Letter of complaint Newspaper		Poetry Performance Descriptive Imagery Instructional report – science Debate – linked to global citizenship	
MATHS	White Rose Maths Power Maths		White Rose Maths Power Maths		White Rose Maths Power Maths	
SCIENCE	<u>Evolution and Inheritance</u> • Identify inherited traits and adaptive traits. • Understand that adaptations are random mutations. • Examine fossil evidence supporting the idea of evolution. • Identify the difference between selective and cross-breeding. • Develop an understanding of the development of evolutionary ideas and theories over time. • Explain how human evolution has occurred and compare modern humans with those of		<u>Sound</u> • Describe sounds around them. • Identify high and low sounds. • Identify loud and quiet sounds. • Observe how different sounds are made. • Describe how sounds change over distance. • Participate in an investigation to find the best material for absorbing sound. • Create a musical instrument that will play different sounds. • Explain how sound sources vibrate to make sounds. • Explain how vibrations change when the loudness of a sound changes.		<u>State of matter / Properties and changes in matter</u> • Identify materials. • Describe materials' properties. • Identify materials that are soluble or insoluble in water. • Follow instructions to separate mixtures. • Identify irreversible changes. • Follow instructions to test a material's properties. • Explain and investigate dissolving. • Explain the processes used to separate mixtures. • Explain irreversible changes. • Devise their own ways to test a material's properties. • Explain the uses of a material according to its properties.	

	the same genus and family. • Understand that adaptation and evolution is not a uniform process for all living things. • Give examples of selective and crossbreeding. • Explain the terms adaptation, evolution and natural selection and use these in context. • Describe how living things evolve via the process of natural selection. • Explain in simple terms what genes and DNA are. • Investigate the ethical issues of human intervention in the process of evolution by natural selection. <u>Living things and their habitats</u> • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.	• Explain how sounds travel to reach our ears. • Describe the pitch of a sound. • Describe patterns between the pitch of a sound and the features of the object that made the sound. • Explain how sound travels through a string telephone. • Identify the best material for absorbing sound. **<u>Electricity</u>** • Know the main circuit symbols and use these to draw circuit diagram. • Explain how our understanding of electricity has changed over time. • Draw circuit diagrams using the correct symbols and label the voltage correctly. • Explain how major discoveries led to the widespread use of electricity. • Explain the effect of increasing or decreasing the voltage on different parts of a circuit. • Explain how they have ensured a high degree of trust in their results. • Identify variations in component function. <u>Properties of materials</u> • Identify thermal and electrical conductors and insulators. • Explain the uses of thermal and electrical conductors and insulators. Order materials according to their electrical conductivity	• Explain why materials have dissolved in certain conditions. • Select and explain the most suitable processes to separate different mixtures. • Identify the new materials made in irreversible changes. <u>Year 5</u> • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <u>Living things and their habitats</u> • Recognise that environments can change and that this can sometimes pose dangers to living things. Changes can be natural e.g. flooding, earthquake or by humans and can be positive or negative. **<u>Animals including humans</u>** <u>Y4</u> • Describe the simple functions of the basic parts of the digestive system in humans. • The different types of teeth in humans and their simple functions. <u>Y5</u> • Describe the changes as humans develop to old age <u>Y6</u> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.

Scientific skills	**NB. Differentiated scientific enquiry skills to be covered throughout year.** – see progression of skill document As well as national curriculum **working scientifically** **Y4 to become secure in** ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present 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. **Y5 / 6** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.			
COMPUTING	Web research challenge (reliable sources)	Powerful presentation	Scratch	Presenting data
DESIGN TECHNOLOGY	<u>Create a class war memorial based on work of Henry Moore</u> Y4 - Generate ideas, considering the purposes for which they are designing		<u>Design and make a Greek meal</u> Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making	<u>Make and evaluate a Roman catapult</u> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Working with tools, equipment, materials and components to make quality products

	. Make labelled drawings from different views showing specific features . Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail . Evaluate products and identify criteria that can be used for their own designs Y5 - Generate ideas through brainstorming and identify a purpose for their product . Draw up a specification for their design . Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Y6 - Communicate their ideas through detailed labelled drawings . Develop a design specification . Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways . Plan the order of their work, choosing appropriate materials, tools and techniques	their product (including local food) Y5 - Use skills in using different tools and equipment safely and accurately . Weigh and measure accurately (time, dry ingredients, liquids) . Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* Y6 - Achieve a quality product .	Y4 - . Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques . Join and combine materials and components accurately in temporary and permanent ways Y5 - Measure and mark out accurately . Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Y6 - Select appropriate tools, materials, components and techniques
GEOGRAPHY	• Locate countries in Europe and the word using maps • Points on a compass – direction of attack • Locate Russia • Human geography • **Year4** • understand key aspects of human geography • identify patterns • **Year 5** • know simple spatial patterns in human geography • know about processes which lead to change • show simple understanding of links between people and places • **Year 6**	• Locate countries in Europe and the word using maps • Understand geography similarities and difference through study of human and physical geography of a region in Europe • Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. • More skilled atcomparing places • Understand somereasons for similarities and differences between places.	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Identify key topographical features • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass. • Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider

	• know about some spatial patterns in human geography • know the conditions which influence those patterns • show some understanding of link s between places and people		world.
HISTORY	WW2 - <u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. <u>Year 4</u> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. <u>Year 5</u> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. <u>Year 6</u> • Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Visit to Hull History Centre to examine documents, maps, film and photographs. see progression document	GREEK - <u>Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires.</u> • Note connections, contrasts and trends over time. Ask questions about change, cause, similiarity and difference. • Understand our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time. • 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, how evidence is used to make historical claims. • Understand how our knowledge of the past is constructed from a range of sources. • Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	<u>Roman Empire</u> <u>Roman Empire and its impact on Britain</u> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Note connections, contrasts and trends over time. • Understand how knowledge of the past is constructed from a range of sources.

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Art	**Working with colour** **Use David Hockney for inspiration** Create a painting based on observation and sketching Painting Y4 - Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Y5 – Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Y6 - Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).		**Pottery** Y4 - Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Y5 – Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Y6 – Develop skills in using clay slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.		**Roman Mosaics** Textiles/collage Y3 – Use a variety of techniques. Experiment with a range of media – collage. Y4 - Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Y5 - Extend their work within a specified technique. Use a range of media to create collage. Y6 – Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.	
Art Generic skills	**NB- Art generic skill to be covered throughout the year** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook **See progression of skill document for breakdown of year specific skills**					
MUSIC	Listening 4 – listen to music and describe it accurately using correct musical	Singing 4 – control my voice and sing at different 5 – maintain a melody as part	Pitch 4 - Represent and reproduce high and low sounds to perform from a score	Pulse, Rhythm, Temp & Metre 4 – read and write short rhythm patterns using ta and te-te	Composition & Improvisation, Texture 4 – create a group	Timbre 4 – choose, play and perform on an instrument appropriate to the task 5 – work in a group combining instruments to

	terms 5 – talk about how sounds are put together and the different effects used to show the composers intention 6 – identify musical features, genres, form and structure	of a group in a 2-part song 6 – perform a song with a wide vocal range accurately	5 – sing a simple song and perform the melody correctly 6 – notate and perform a simple song from a 2-line stave Create a musical instrument that can play high, low, loud and quiet sounds.	5 – write and perform a 2-part rhythmic piece in a group 6 – identify and model metre in 2/3/4 time	accompaniment to a piece or song 5 – compose and notate a piece of music in a small group, rehearse then perform it to others 6 – compose and write a piece of music in a group, rehearse and perform it from notation	create appropriate mood and expression 6 – change the timbre effectively within a group piece by making appropriate choice of instrumentation
P.E.	**Tag rugby / football** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	**Basketball** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	**Table tennis/ hockey** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	**Tennis** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	**Dodgeball / Cricket** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively	**Athletics** I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively
R. E.	6.1- Justice and freedom AT1 Describe what freedom means to people of faith Show understanding of the beliefs and feelings of faith members who have experienced injustice Identify the impact of a religious teaching such as forgiveness on a believer's actions Identify the impact that reconciliation has on community harmony		6.2 – Living the faith AT1 Show how forms of worship are expressions of belief Show how the milestones of life give a sense of identity and belonging for faith members AT2 Express thoughts about the importance of worship for faith members		6.3 - Hopes and visions AT1 Explain the significance of the key teachings of faith founders for faith members identify what makes some questions ultimate Offer answers to an ultimate question from different faith perspectives AT2	

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	AT2 Explain what freedom means to them Share experiences of injustice and explain their hopes and dreams for a just world Give examples of conflicts that have been resolved within the family, school or community Appreciate the power of forgiveness and reconciliation in the world		Discuss the impact of rites of passage on faith members, their family and community		Consider how key teachings may impact on faith members and the community suggest answers to some ultimate questions Compare their responses to an ultimate question with that of a faith member, respecting all viewpoints	
MFL	**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	**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.
PSHCE following jigsaw scheme of work	**Being me in my world** • Social justice • Poverty Global citizenship	**Celebrating difference** religions of the world	**Dreams and goals** Sustainable development Better understand their role in globally-interdependent world and to explore strategies by which they can ,make it more just and sustainable	**Relationships** Creating healthy friendships Including others Resolving a conflict with your friend Forming safe and trustworthy relationships	**Changing me** puberty – age relevant bodily changes	**Healthy me** healthy eating drugs and cigarettes
	Big R E day National Poetry Day School performance Global Citizenship 1 of the 17 global gaols		Internet safety week Local History – 1 week of study Big R E Day Global Citizenship School nurse - changes		Global citizenship Sports day School performance	