

Class 3 Long Term Planning

Autumn 1 - Tales of Europe	
<p style="text-align: center;">Maths <i>(links where appropriate)</i></p>	<p><i>Place value</i> <i>Place value and mental calculation</i> <i>2D shape</i> <i>Length incl. perimeter</i> <i>Statistics</i> <i>Mental calculation</i> <i>Written addition</i> <i>Written subtraction</i></p>
<p style="text-align: center;">English <i>(links where appropriate)</i></p>	<p><i>N2 – Fairy and Folk tales</i></p> <p><i>P1 – Poems on a theme</i></p>
<p style="text-align: center;">Science</p>	<p><i>Light</i> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces ▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by a solid object ▪ find patterns in the way that the size of shadows change
<p style="text-align: center;">ICT</p>	<p><i>We are presenters - Videoing performances</i></p> <ul style="list-style-type: none"> ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<p style="text-align: center;">History/ Geography</p>	<p><i>Geography – focus on Europe</i> <i>Locational knowledge</i> <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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)

	<p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art/DT	<p><i>ART - European Artists Georges Seurat (Pointillism) and Piet Mondrian (Geometric abstract work) – No DT this half term</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
PE	<p><i>Competitive games x2</i></p> <p><i>Throwing and catching team games (bench ball, netball)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p><i>Modern Day Composers/Performers – The Beatles , European Classical Composers</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
RE	<i>Why are rules important?</i>
PSHE	New Beginnings
MFL	<p>Greetings, Classroom language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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Autumn 2 - Exploring Early Britain	
Maths <i>(links where appropriate)</i>	<i>Counting Multiplication tables (3x, 4x)</i> <i>Written and mental multiplication</i> <i>Written and mental division</i> <i>Time</i> <i>3D shape</i> <i>Assess and review week</i>
English <i>(links where appropriate)</i>	<i>N3 – Adventure and mystery</i> <i>NF1 – Recounts diaries</i>
Science	<i>Humans including animals</i> Pupils should be taught to: <ul style="list-style-type: none"> ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

ICT	<p><i>We are researchers - Researching a topic</i></p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
History/ Geography	<p><i>History - Stone Age to Iron Age</i> Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age <p>Geographical skills and fieldwork – focus on Britain</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art/DT	<p><i>Art – sculpture/clay tools</i></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p><i>DT – Christmas Cards and Calendars</i> When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design - design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate - explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
PE	<p><i>Outdoor and adventurous x2 - map reading/exploration</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music	<p><i>Modern and traditional Christmas songs/ Composers to stimulate Adventure, Mystery and Exploration</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
RE	None
PSHE	Say no to bullying
MFL	<p><i>Colours, Christmas</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine,

	masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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Spring 1 - Ancient Greece	
Maths <i>(links where appropriate)</i>	Place value Mental addition and subtraction Fractions Fractions Division Volume and capacity Mass Multiplication incl. 8x table Multiplication <i>(statistics, measures, money)</i>
English <i>(links where appropriate)</i>	N1 – Fables – Greek and creation myths and legends P2 – Poems with a structure
Science	Forces and magnets Pupils should be taught to: <ul style="list-style-type: none"> ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.
ICT	We are comic writers- Creating a comic strip select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
History/ Geography	History Ancient Greece – a study of Greek life and achievements and their influence on the western world Geography Place knowledge

	<ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art/DT	<p><i>Art – Greek Temples</i> Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ about great artists, architects and designers in history <p><i>DT – Greek chariot / moving vehicle to reflect the design of the Gods/Myths</i> pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ <i>Design</i> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ <i>Make</i> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ <i>Evaluate</i> investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world ▪ <i>Technical knowledge</i> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
PE	<p><i>Athletics x2 – Throwing, Running, Jumping</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p><i>Rhythm and Pulse</i></p>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music <p><i>John Adams (to complement DT)</i></p> <ul style="list-style-type: none"> ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
RE	<i>What do creation stories tell us about our world?</i>
PSHE	Getting on and falling out
MFL	<p>Numbers 1-12</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the

	language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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Spring 2 – Bringing Iron Man to Life	
Maths <i>(links where appropriate)</i>	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time Assess and review week
English <i>(links where appropriate)</i>	N4 – Novel as a theme – Iron Man NF2 – Non chronological report
Science	Plants Pupils should be taught to: <ul style="list-style-type: none"> ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
ICT	We are animators- Creating a cartoon design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <ul style="list-style-type: none"> ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
History/ Geography	None in this topic
Art/DT	Iron Man characters When designing and making, pupils should be taught to: <ul style="list-style-type: none"> ▪ Design - design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

	<ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ Evaluate - explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria ▪ Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><i>Art (sketches of plants)</i> Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<p style="text-align: center;">PE</p>	<p>Swimming</p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p><i>Gymnastics - Making shapes with bodies, stretching, curling, balancing</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running and jumping in isolation and in combination ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p style="text-align: center;">Music</p>	<p><i>Composers – Vivaldi (four seasons)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	<ul style="list-style-type: none"> develop an understanding of the history of music.
RE	<i>What does it mean to be a Jew?</i>
PSHE	Coping with changes
MFL	<p>Revision of number to 12, Numbers 13-30 Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Summer 1 – Volcanoes
Maths <i>(links where appropriate)</i>	<p><i>Multiplication facts (statistics)</i> <i>Addition and subtraction (measures)</i> <i>Multiplication and division (measures)</i> <i>2D shape incl. sorting</i></p>

	<i>Decimals Addition and subtraction (money)</i> <i>3D shape incl. sorting</i>
English <i>(links where appropriate)</i>	<i>NF3 – Persuasive letters</i> <i>NF4 – Explanation texts</i>
Science	<i>Rocks</i> Pupils should be taught to: <ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter.
ICT	<i>We are communicators – here and now communicating</i> <ul style="list-style-type: none"> ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History/ Geography	<i>Locations of Volcanoes</i> Human and physical geography <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including mountains, volcanoes and earthquakes Geographical skills and fieldwork <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art/DT	<i>Volcanic action paintings in style of Jackson Pollock</i> Pupils should be taught: <ul style="list-style-type: none"> ▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
PE	<i>Swimming - Swimming and water safety</i> All schools must provide swimming instruction either in key stage 1 or key stage 2.

	<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p><i>Expressive dance</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ perform dances using a range of movement patterns ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p><i>Percussion – loud and quiet</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ use and understand staff and other musical notations
RE	None
PSHE	Good to be Me / Anger and calm emotions
MFL	<p><i>Days of the Week</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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Summer 2 - A Sporting Challenge	
<p>Maths <i>(links where appropriate)</i></p>	<p><i>Place value (measures)</i> <i>Mental calculation</i> <i>Fractions</i> <i>Measures</i> <i>Statistics</i> <i>Assess and review week</i></p>
<p>English <i>(links where appropriate)</i></p>	<p><i>P3 – Classic poetry for performance</i> <i>NF5 – Discussion for and against</i></p>
<p>Science</p>	<p>N/A Seasonal change (throughout)</p>
<p>ICT</p>	<p><i>We are opinion pollsters- Opinion polling</i> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p>History/ Geography</p>	<p><i>Geography (places based on countries holding/competing in key sporting events such as World cup, Euro cup, Olympics, Tour de France)</i> Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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

	<p>and time zones (including day and night)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p style="text-align: center;">Art/DT</p>	<p><i>DT – Design a sports logo/tshirt</i></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Design - design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ Evaluate - explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria ▪ Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><i>Food Technology – Food from around the world (linked to sporting venues/food for sport/health)</i></p> <p>pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
<p style="text-align: center;">PE</p>	<p>Swimming - Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. <p>Competitive games</p> <p><i>Indoor game – hockey , Outdoor game – cricket</i></p> <p>Pupils should be taught to:</p>

	<ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	<p><i>World Music and Sporting anthems (competing countries)</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
RE	<i>How should we help those in need?</i>
PSHE	Going for Goals
MFL	<p><i>Revision of Yr3 work, Months of the Year</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar

written material, including through using a dictionary

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.