

Nutley CE Primary School - Long Term Plan - Year A - Fox Class - Years Three and Four

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Name	Crash! Bang! Wallop!	Walk like an Egyptian	Marvellous Medicine!	The Whole World in my Hands	Mighty Mountains and Vast Volcanoes	Inventors and Explorers
Concepts	Consequences, Strength, Power, Transformation	Democracy, Identity, Tradition, Conflict	Responsibility, Common Good, Duty, Change	Stewardship, Sustainability, Belonging, Care	Fear, Resilience, Dreams	Wisdom, Service, Media, Passion
Learning Question	Curiouser and curiouser - What's that sound?	What's the trouble with the Tomb of Tutankhamun?	A pinch, a sprinkle, a fizzle, a sizzle - what magic lies at the tip of your fingers?	Do we shape the environment or does the environment shape us?	How high can you go?	What would the world be like if we embraced new sustainable technology?
Global Citizenship / Courageous advocacy	Creating products from reused and repurposed materials. Look at the <u>Recycled</u> <u>Orchestra of Cateura</u> in Paraguay.	Christmas and Christian Aid <u>https://www.christian</u> <u>aid.org.uk/appeals/ke</u> <u>y-appeals/christmas-</u> appeal	Discover local philanthropists who sought to promote welfare of others	Lobbying and petitioning local businesses for more sustainable practices.	Charity work linked to those suffering from natural disasters	What would the world be like if we embraced new sustainable technology? <u>https://whatsyour204</u> 0.com/
Stunning Start / Trips / Wow days	Visitor Trip to Herstmonceux for science link of sound	Egyptian Dress up Day / British Museum	Visitor	Visit local business and create own pitch on sustainable practices	Volcanoes VR Workshop <u>https://www.primevr.</u> <u>co.uk/</u>	School Trip/ SolarAid visitor
English: Key Texts	Alice in Wonderland by Lewis Carroll The Jabberwocky by Lewis Carroll	Non-Fiction Secrets of a Sun King by Emma	Non-Fiction George's Marvellous Medicine by Roald Dahl	Greta and the Giants Mama Miti: Wangari Maathai and the trees of Kenya	Non-Fiction Pebble in my Pocket by Meredith Hooper <u>NC reading links:</u> - listening to and	Oliver and the Seawigs Non-Fiction NC reading links:
	The Sound Collector by Roger McGough	Carroll	NC reading links:	Non-Fiction	discussing a wide	- listening to and

		- listening to and	NC reading links:	range of fiction,	discussing a wide
Non-Fiction	Mummification	discussing a wide	- listening to and	poetry, plays, non-	range of fiction,
NC reading links:	Instructions	range of fiction,	discussing a wide	fiction and	poetry, plays, non-
- reading books that	NC reading links:	poetry, plays, non-	range of fiction,	reference books or	fiction and
are structured in	- listening to and	fiction and	poetry, plays, non-	textbooks	reference books or
different ways and reading for a range of	discussing a wide	reference books or	fiction and	- using dictionaries	textbooks
purposes	range of fiction,	textbooks	reference books or	to check the	- using dictionaries
- identifying themes	poetry, plays, non-	- using dictionaries	textbooks	meaning of words	to check the
and conventions	fiction and reference	to check the	- using dictionaries	that they have read	meaning of words
- preparing poems and	books or textbooks	meaning of words	to check the	- discussing words	that they have read
play scripts to read	- using dictionaries	that they have read	meaning of words	and phrases that	- discussing words
aloud and to perform, showing	to check the	- discussing words	that they have read	capture the reader's	and phrases that
understanding	meaning of words	and phrases that	- discussing words	interest and	capture the reader's
through intonation,	that they have read	capture the	and phrases that	imagination	interest and
tone, volume and	- discussing words	reader's interest	capture the reader's		imagination
action.	and phrases that	and imagination	interest and	NC writing links	
NC writing links:	capture the reader's		imagination	- discussing writing	NC writing links
- composing and	interest and	NC writing links		similar to that which	- discussing writing
rehearsing sentences orally	imagination	- discussing writing	NC writing links	they are planning to write in order to	similar to that which
- organising		similar to that which	- discussing writing	understand and learn	they are planning to write in order to
paragraphs around a	NC writing links	they are planning to	similar to that which	from its structure,	understand and learn
theme	- discussing writing	write in order to understand and	they are planning to	vocabulary and	from its structure,
-in narratives, creating	similar to that which	learn from its	write in order to understand and learn	grammar	vocabulary and
settings, characters	they are planning to	structure,	from its structure,	-composing and	grammar
and plot.	write in order to	vocabulary and	vocabulary and	rehearsing sentences	-composing and
	understand and learn from its structure,	grammar	grammar	orally	rehearsing sentences
	vocabulary and	-composing and	-composing and	-assessing the effectiveness of their	orally
	grammar	rehearsing	rehearsing sentences	own and others'	-assessing the effectiveness of their
	-composing and	sentences orally -assessing the	orally	writing and	own and others'
	rehearsing sentences	effectiveness of their	-assessing the effectiveness of their	suggesting	writing and
	orally	own and others'	own and others'	improvements	suggesting
	-assessing the				

		effectiveness of their	writing and	writing and		improvements
		own and others'	suggesting	suggesting		improvemento
		writing and	improvements	improvements		
		suggesting	protonionito			
		improvements				
	Number and Place	Addition and	Multiplication and	Fractions	Decimals, including	Statistics
	Value					
	See White Rose Mixed	Subtraction	Division	See White Rose	Money	See White Rose
	Resources	See White Rose	See White Rose	Mixed Resources	See White Rose	Mixed Resources
	<u>Resources</u>	Mixed Resources	Mixed Resources		Mixed Resources	
				Mass and Capacity		Properties of Shape
	Addition and	Multiplication and	Length, Perimeter	See White Rose	<u>Time</u>	See White Rose
Maths	Subtraction	Division	and Area	Mixed Resources	See White Rose	Mixed Resources
		See White Rose	See White Rose		Mixed Resources	
	See White Rose Mixed	Mixed Resources	Mixed Resources	Decimals		
	Resources					
			Fractions	See White Rose		
				Mixed Resources		
			See White Rose			
			Mixed Resources		- C · · ·	
	Sound	Rocks	States of Matter	Living Things and their	Forces, friction and	Address any gaps in
	NGLinks	NGLinks	NGLinks	Habitats	magnetic attraction.	Scientific Enquiry
	<u>NC Links:</u>	NC Links:	NC Links:	NGLinks	NCLinks	NGLinks
		- compare and group	-compare and group	NC Links:	NC Links:	NC Links:
	- identify how sounds	together different	materials together,	-recognise that living	-compare how things	-ask relevant
	are made, associating	kinds of rocks on the	according to	things can be	move on different	questions and using
	some of them with	basis of their	whether they are	grouped in a variety	surfaces notice that	different types of
	something vibrating	appearance and	solids, liquids or	of ways	some forces need	scientific enquiries to
Science	- recognise that	simple physical	gases	-explore and use	contact between two	answer them -setting
	vibrations from	properties	-observe that some	classification keys to	objects, but magnetic	up simple practical
	sounds travel through	- describe in simple	materials change	help group, identify	forces can act at a	enquiries,
	a medium to the ear	terms how fossils are	state when they are	and name a variety of	distance	comparative and fair
	- find patterns	formed when things	heated or cooled,	living things in their	- observe how	tests
	between the pitch of a	that have lived are	and measure or	local and wider	magnets attract or	-making systematic
	I cound and footures of	trapped within rock -	research the	environment -	repel each other and	and careful
	sound and features of					
	the object that produced it	recognise that soils	temperature at which this happens	recognise that environments can	attract some	observations and, where appropriate,

I	find nottories	are made from rocks	in dogrado Calaina	obongo ond that the:-	motorials and not	taking appurate
	- find patterns between the volume		in degrees Celsius	change and that this	materials and not others	taking accurate
		and organic matter	(°C)	can sometimes pose		measurements using
	of a sound and the		-identify the part	dangers to living	-compare and group	standard units, using
	strength of the		played by	things.	together a variety of	a range of
	vibrations that		evaporation and		everyday materials on	equipment, including
	produced it		condensation in the		the basis of whether	thermometers and
	- recognise that		water cycle and		they are attracted to	data loggers
	sounds get fainter as		associate the rate of		a magnet, and	gathering, recording,
	the distance from the		evaporation with		identify some	classifying and
	sound source		temperature		magnetic materials -	presenting data in a
	increases.				describe magnets as	variety of ways to
					having two poles -	help in answering
					predict whether two	questions recording
					magnets will attract	findings using simple
					or repel each other,	scientific language
					depending on which	
					poles are facing.	
	L2.9 How do festivals	L2.2 What is it like for	L2.3 What is the	L2.12 How and why	L2.4 What kind of	L2.11 How and why
	and worship show	someone to follow	'Trinity' and why is it	do people try to make	world did Jesus want?	do people mark the
	what matters to a	God?	important for	the world a better		significant events of
	Muslim?	U2B.3 How can	Christians?	place?	NC Links:	life?
		following God bring			- developing an	
	NC Links:	freedom and justice?	NC Links:	NC Links:	individual's	NC Links:
	- developing an		- developing an	- developing an	knowledge and	- developing an
	individual's knowledge	NC Links:	individual's	individual's	understanding of the	individual's
	and understanding of	- developing an	knowledge and	knowledge and	religions and beliefs	knowledge and
Religious Education	the religions and	individual's	understanding of the	understanding of the	which form part of	understanding of the
_	beliefs which form	knowledge and	religions and beliefs	religions and beliefs	contemporary	religions and beliefs
	part of contemporary	understanding of the	which form part of	which form part of	society.	which form part of
	society.	religions and beliefs	contemporary	contemporary	- provokes	contemporary
	- provokes challenging	which form part of	society.	society.	challenging questions	society.
	questions about the	contemporary	- provokes	- provokes	about the ultimate	- provokes
	ultimate meaning and	society.	challenging	challenging questions	meaning and purpose	challenging questions
	purpose of life	- provokes	questions about the	about the ultimate	of life	about the ultimate
	- 'promotes the	challenging questions	ultimate meaning	meaning and purpose	- 'promotes the	meaning and purpose
	spiritual, moral,	about the ultimate	and purpose of life	of life	spiritual, moral,	of life

	cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life	meaning and purpose of life - 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life	- 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life	- 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life	cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life	- 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life
Computing	Animation Programming - Pupils use programming skills to create a sequence of image frames that produce an animation. <u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation - can analyse problems in computational terms, and have repeated practical	Debug it! Pupils use their understanding of programming sequences to edit algorithms in a variety of situations.(SCRATC H) <u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation - can analyse	WeatherData - Pupilsuse dataloggingequipmentformeasuringandrecordingdata,presentingthis usingspreadsheets.NC Links:- can understandand apply thefundamentalprinciples andconcepts ofcomputer science,including	Communicating - Pupils practise the techniques and features of email and other digital communication systems Email a school from another country? <u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation -	Network Engineers- Pupils explorehow a computernetwork is formed;how workstationsand serversinteract to shareand store files.NC Links:- can understandand apply thefundamentalprinciples andconcepts ofcomputer science,includingabstraction, logic,algorithms and datarepresentation -can analyseproblems in	Survey and analysis - Pupils use databases to organise, present and sort information. <u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation - can analyse problems in computational terms, and have

	experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology	problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology	abstraction, logic, algorithms and data representation - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication	can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology.	computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology.	repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology
	<u> </u>		technology			
	Drawing "How to Draw"	3D Form NC Links	Painting: Watercolour	Exploring art around the world	Writing Through Art. The children will be	Painting NC Links:
	NC Links:	- Join clay adequately	exploring the	NC Links:	exposed to a range of	-produce creative
Art and Design	-Experiment with	and work reasonably	watercolour	-produce creative	art and will be	work, exploring their
			watercoloui	-produce creative		work, exploring them
Art and Design		,	illustrations of	work exploring their	encouraged to share	ideas and recording
Art and Design	different grades of pencil and other	, independently. - Construct a simple	illustrations of Quentin Blake and	work, exploring their ideas and recording	encouraged to share their thoughts and	ideas and recording their experiences -

	- Plan, refine and alter	extending and	NC Links:	become proficient in	NC Links:	drawing, painting,
	their drawings as	modelling other	-use varied brush	drawing, painting,	-evaluate and analyse	sculpture and other
	necessary.	shapes.	techniques to create	sculpture and other	creative works using	art, craft and design
	-Draw for a sustained	- Make a simple	shapes, textures,	art, craft and design	the language of art,	techniques -evaluate
	period of time at their	papier mache object.	patterns and lines	techniques -evaluate	craft and design -	and analyse creative
	own level.	- Make informed	- mix colours	and analyse creative	know about great	works using the
	- Make informed	choices about the 3D	effectively using the	works using the	artists, craft makers	language of art, craft
	choices in drawing inc.	technique chosen	correct language	language of art, craft	and designers, and	and design -know
	paper and media.	- Show an	-create different	and design -know	understand the	about great artists,
	- Use different media	understanding of	textures and effects	about great artists,	historical and cultural	craft makers and
	to achieve variations	shape, space and	with paint -use key	craft makers and	development of their	designers, and
	in line, texture, tone,	form	vocabulary to	designers, and	art forms	understand the
	colour, shape and	- Plan, design, make	demonstrate	understand the		historical and cultural
	pattern.	and adapt models.	knowledge and	historical and cultural		development of their
	- Alter and refine	- Talk about their	understanding in this	development of their		art forms
	drawings and describe	work understanding	strand.	art forms		
	changes using art	that it has been				
	vocabulary Collect	sculpted, modelled or				
	images and	constructed.				
	information	- Use a variety of				
	independently in a	materials				
	sketchbook.					
	- Use research to					
	inspire drawings from					
	memory and					
	imagination.					
	- Explore relationships					
	between line and					
	tone, pattern and shape, line and					
	texture.					
	Global Citizenship	Link to Art and 3D	Make own	Textiles Project	Create own mountain	Roman Mosaics
	Project. Creating	form	marvellous medicine	NC Links:	NC Links:	NC Links:
Design and	products from reused	Canopic jar from clay.	NC Links:	- use research and	- use research and	- use research and
Technology	and repurposed	Research, design and	- use research and	develop design	develop design	develop design
	materials. Look at the	evaluate.	develop design	criteria to inform the	criteria to inform the	criteria to inform the
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<u>Recycled Orchestra of</u>	<u>NC Links</u> :	criteria to inform the	design of innovative,	design of innovative,	design of innovative,
<u>Cateura</u> in Paraguay	 use research and 	design of innovative,	functional, appealing	functional, appealing	functional, appealing
and create their own	develop design	functional, appealing	products that are fit	products that are fit	products that are fit
instruments using	criteria to inform the	products that are fit	for purpose, aimed at	for purpose, aimed at	for purpose, aimed at
recycled materials.	design of innovative,	for purpose, aimed	particular individuals	particular individuals	particular individuals
	functional, appealing	at particular	or groups	or groups	or groups
<u>NC Links</u> :	products that are fit	individuals or groups	- generate, develop,	- generate, develop,	- generate, develop,
- use research and	for purpose, aimed at	- generate, develop,	model and	model and	model and
develop design criteria	particular individuals	model and	communicate their	communicate their	communicate their
to inform the design	or groups	communicate their	ideas through	ideas through	ideas through
of innovative,	 generate, develop, 	ideas through	discussion, annotated	discussion, annotated	discussion, annotated
functional, appealing	model and	discussion,	sketches, cross-	sketches, cross-	sketches, cross-
products that are fit	communicate their	annotated sketches,	sectional and	sectional and	sectional and
for purpose, aimed at	ideas through	cross-sectional and	exploded diagrams.	exploded diagrams.	exploded diagrams.
particular individuals	discussion, annotated	exploded diagrams.	-select from and use	-select from and use	-select from and use
or groups	sketches, cross-	-select from and use	a wider range of	a wider range of	a wider range of
- generate, develop,	sectional and	a wider range of	materials and	materials and	materials and
model and	exploded diagrams.	materials and	components,	components,	components,
communicate their	-select from and use a	components,	including	including	including
ideas through	wider range of	including	construction	construction	construction
discussion, annotated	materials and	construction	materials, textiles and	materials, textiles and	materials, textiles and
sketches, cross-	components,	materials, textiles	ingredients,	ingredients,	ingredients,
sectional and	including construction	and ingredients,	according to their	according to their	according to their
exploded diagrams.	materials, textiles and	according to their	functional properties	functional properties	functional properties
-select from and use a	ingredients, according	functional properties	and aesthetic	and aesthetic	and aesthetic
wider range of	to their functional	and aesthetic	qualities.	qualities.	qualities.
materials and	properties and	qualities.	-evaluate their ideas	-evaluate their ideas	-evaluate their ideas
components, including	aesthetic qualities.	-evaluate their ideas	and products against	and products against	and products against
construction	-evaluate their ideas	and products against	their own design	their own design	their own design
materials, textiles and	and products against	their own design	criteria and consider	criteria and consider	criteria and consider
ingredients, according	their own design	criteria and consider	the views of others to	the views of others to	the views of others to
to their functional	criteria and consider	the views of others	improve their work.	improve their work.	improve their work.
properties and	the views of others to	to improve their			
aesthetic qualities.	improve their work.	work.			
-evaluate their ideas					
and products against					

	their own design				
	criteria and consider				
	the views of others to				
	improve their work.				
	Types of Settlement		Tourism		
	and Land Use		<u>NC Links:</u>	Mountains and	
	<u>NC Links:</u>		-Use maps and	Volcanoes	
	human geography,		atlases appropriately	<u>NC Links:</u>	
	including: types of		by using contents and	-key physical	
	settlement and land		indexes, name and	features, including:	
	use		locate some well-	beach, cliff, coast,	
	- equip pupils with		known European	forest, hill, mountain,	
	knowledge about		countries, carry out a	sea, ocean, river, soil,	
	diverse places, people,		survey, accurately	valley, vegetation,	
	resources and natural		collect information,	season and weather	
	and human		look at change in	-Human and Physical	
	environments		places, explore	Geography	
	 growing knowledge 		change in places	-name and locate	
	about the world		-Describe how human	counties and cities of	
Geography	should help them to		features have an	the United Kingdom,	
	deepen their		impact on people's	geographical regions	
	understanding of the		lives, explain why a	and their identifying	
	interaction between		place is like it is,	human and physical	
	physical and human		explore change in	characteristics, key	
	processes, and of the		places	topographical	
	formation and use of		-Explain why a place	features (including	
	landscapes and		is like it is, find the	hills, mountains,	
	environments.		same place on a	coasts and rivers),	
			globe and a map,	and land-use	
			describe how humans	patterns; and	
			have an impact on	understand how	
			lives, locate places	some of these	
			and explain why they	aspects have changed	
			are a popular tourist	over time	
			destination.		

		Ancient Egyptians	Focus on research			The Roman Empire
		NC Links:	skills . study			and its impact on
		- the achievements of	inventors such as			Britain
		the earliest	Marie Curie and			NC Links:
		civilizations – an	Alexander Fleming.			- Julius Caesar's
		overview of where	NC Links:			attempted invasion in
		and when the first	-gain a coherent			55-54 BC
		civilizations appeared	knowledge and			- the Roman Empire
		- pupils to ask	understanding of			by AD 42 and the
		perceptive questions,	Britain's past and			power of its army
		think critically, weigh	that of the wider			- successful invasion
		evidence, sift	world.			by Claudius and
		arguments, and	-inspire pupils'			conquest, including
		develop perspective	curiosity to know			Hadrian's Wall -
		and judgement	more about the past			British resistance, e.g.
History		- understand the	-understand			Boudica -
HISLOTY		complexity of	historical concepts			"Romanisation" of
		people's lives, the	such as continuity			Britain: sites such as
		process of change,	and change, cause			Caerwent and the
		the diversity of	and consequence,			impact of technology,
		societies and	similarity, difference			culture and beliefs,
		relationships between	and significance, and			including early
		different groups, as	use them to make			Christianity.
		well as their own	connections, draw			
		identity and the	contrasts, analyse			
		challenges of their	trends, frame			
		time.	historically-valid			
			questions and create			
			their own structured			
			accounts, including			
			written narratives			
			and analyses			
	Myself and the things I	Designing a monster	Me gusta	Raúl viaja en el	¿Qué te gusta hacer?	¿Qué tiempo hace?
Languages: Spanish	do		ine Basta	tiempo	<u>NC Links:</u>	Caac dempo nace:
		<u>NC Links:</u>	NC Links:		- understand and	NC Links:
	NC Links:			<u>NC Links:</u>	respond to spoken	<u></u>

- understand and respond to spoken and written language- understand and written language- understand and written language- understand and written languagefrom a variety of authentic sourcesand written language from a variety of- speak with sources- speak with increasing- speak increasing<	oken inguage v of rces uency ity, of ng what
and written language from a variety of authentic sourcesand written language from a variety of authentic sourcesand written language language from a variety of authentic sourcesand written language from a variety of authentic sourcesand written language from a variety of authentic sourcesand written language from a variety of authentic authentic sourcesand written language from a variety of authentic sourcesand written language from a variety of authentic authentic sourcesand written language from a variety of authentic sourcesand written language 	nguage v of rces uency ity, of ng what
from a variety of authentic sourcesfrom a variety of authentic sourceslanguage from a variety of authenticfrom a variety authenticfrom a variet authentic- speak with increasing confidence, fluency- speak with increasing- speak with sources- speak with increasing- speak with 	v of rces uency ity, of ng what
authentic sourcesauthentic sourcesvariety of authenticauthentic sourcesincreasingauthentic sources- speak with increasing- speak with- speak withsources- speak with- speak with- speak withconfidence, fluencyincreasing- speak with- speak withincreasing- speak with- speak withand spontaneity,confidence, fluencyincreasingconfidence, fluencyincreasingconfidence, fluencyincreasingconfidence, fluencyfinding ways ofand spontaneity,confidence, fluencyincreasingconfidence, fluencyand spontaneity,confidence, fluencyand spontaneity,confidence, fluencyfinding ways ofand spontaneity,confidence, fluencyand spontaneity,finding ways ofthey want to say,finding ways ofcommunicating whatfinding ways ofcommunicating whatthey want to say,finding ways ofcommunicating whatthey want to say,including throughcommunicating whatthey want to say,they want to say, <td>rces uency ity, of ng what</td>	rces uency ity, of ng what
- speak with increasing confidence, fluency and spontaneity, finding ways of they want to say,- speak with sources - speak with increasing increasing- speak with increasing increasing confidence, fluency increasing- speak with increasing confidence, fluency and spontaneity, confidence, fluency and spontaneity, finding ways of they want to say, including through- speak with sources increasing confidence, fluency and spontaneity, confidence, fluency and spontaneity, finding ways of 	uency ity, of ng what
confidence, fluency and spontaneity, finding ways of they want to say,increasing confidence, fluency increasing- speak with increasing confidence, fluency and spontaneity, confidence, fluency 	ity, of ng what
and spontaneity, finding ways of communicating what including throughconfidence, fluency and spontaneity, finding ways of communicating what 	ity, of ng what
finding ways of communicating what they want to say,and spontaneity, finding ways ofconfidence, fluency and spontaneity, finding ways ofand spontaneity, they want to say, 	ity, of ng what
communicating what they want to say, including throughfinding ways of they want to say,finding ways of finding ways of they want to say,finding ways of finding ways of 	of ng what
they want to say, including through communicating what to say, they want to say, including through communicating what to say, they want to say,	ng what
including through they want to say, communicating what they want to say, discussion and asking they want to	-
	say,
discussion and asking lineluding through the ywant to say lineluding through quastions and lineluding through	
	-
questions, and discussion and asking including through discussion and asking continually improving discussion and	0
continually improving questions, and discussion and questions, and the accuracy of their questions, and	
the accuracy of their continually improving asking questions, continually improving pronunciation and continually improved asking questions.	
pronunciation and the accuracy of their and continually the accuracy of their intonation the accuracy	of their
intonation pronunciation and improving the pronunciation and - can write at varying pronunciatio	and
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Music	From out of the Shadows - pitch and dynamic <u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - 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	The Spirit of Christmas – Tempo, timbre, structure, duration, dynamics, texture <u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter- related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Three Giant Steps – Pitch, timbre, texture, dynamics, tempo <u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter- related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Out of the Box: Texture, dynamics, timbre, structure NC Links: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter- related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	May the Force be with You! - Pitch, timbre, texture, dynamics, tempo <u>NC Links:</u> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter- related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Healthy Heroes - Duration, tempo NC Links: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter- related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
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		composers and musicians - develop an understanding of the history of music	composers and musicians - develop an understanding of the history of music	- develop an understanding of the history of music	- develop an understanding of the history of music	- develop an understanding of the history of music
Physical Education	Games and Gymnastics <u>NC Links:</u> - develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -engage in competitive sports and activities	Dance and Health and Fitness <u>NC Links:</u> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives.	Dance and Health and Fitness <u>NC Links:</u> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives.	Athletics and Striking and Fielding <u>NC Links:</u> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives	Netball and Swimming <u>NC Links:</u> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives.	Athletics and Striking and Fielding <u>NC Links:</u> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives
PSHE	Being Me In My World. See <u>Jigsaw</u> <u>Website</u>	Celebrating Differences. See <u>Jigsaw Website</u>	Dreams and Goals. See <u>Jigsaw Website</u>	Healthy Me See Jigsaw Website	Relationships <u>Jigsaw</u> <u>Website</u>	Changing Me See Jigsaw Website
Education for a Connected World	Self-image and Identity	Managing Online Information	Online Reputation	Online relationships; online bullying	Health, wellbeing and lifestyle	Privacy and Security; Copyright and Ownership
Forest School				Living Things and Their Habitats!		