



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 Recycled Orchestra of Cateura in Paraguay.	Christmas and Christian Aid https://www.christianaid.org.uk/appeals/ke-y-appeals/christmas-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? https://whatsyour2040.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 https://www.primevr.co.uk/	School Trip/ SolarAid visitor
English: Key Texts	Alice in Wonderland by Lewis Carroll The Jabberwocky by Lewis Carroll The Sound Collector by Roger McGough	Non-Fiction Secrets of a Sun King by Emma Carroll	Non-Fiction George's Marvellous Medicine by Roald Dahl <u>NC reading links:</u>	Greta and the Giants Mama Miti: Wangari Maathai and the trees of Kenya Non-Fiction	Non-Fiction Pebble in my Pocket by Meredith Hooper <u>NC reading links:</u> - listening to and discussing a wide	Oliver and the Seawigs Non-Fiction <u>NC reading links:</u> - listening to and

	<p>Non-Fiction <u>NC reading links:</u> - reading books that are structured in different ways and reading for a range of purposes - identifying themes and conventions - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <u>NC writing links:</u> - composing and rehearsing sentences orally - organising paragraphs around a theme -in narratives, creating settings, characters and plot.</p>	<p>Mummification Instructions <u>NC reading links:</u> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination <u>NC writing links</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -composing and rehearsing sentences orally -assessing the effectiveness of their own and others’</p>	<p>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination <u>NC writing links</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -composing and rehearsing sentences orally -assessing the effectiveness of their own and others’</p>	<p><u>NC reading links:</u> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination <u>NC writing links</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -composing and rehearsing sentences orally -assessing the effectiveness of their own and others’</p>	<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination <u>NC writing links</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -composing and rehearsing sentences orally -assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination <u>NC writing links</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -composing and rehearsing sentences orally -assessing the effectiveness of their own and others’ writing and suggesting</p>
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		effectiveness of their own and others' writing and suggesting improvements	writing and suggesting improvements	writing and suggesting improvements		improvements
Maths	<p>Number and Place Value See White Rose Mixed Resources</p> <p>Addition and Subtraction See White Rose Mixed Resources</p>	<p>Addition and Subtraction See White Rose Mixed Resources</p> <p>Multiplication and Division See White Rose Mixed Resources</p>	<p>Multiplication and Division See White Rose Mixed Resources</p> <p>Length, Perimeter and Area See White Rose Mixed Resources</p> <p>Fractions See White Rose Mixed Resources</p>	<p>Fractions See White Rose Mixed Resources</p> <p>Mass and Capacity See White Rose Mixed Resources</p> <p>Decimals See White Rose Mixed Resources</p>	<p>Decimals, including Money See White Rose Mixed Resources</p> <p>Time See White Rose Mixed Resources</p>	<p>Statistics See White Rose Mixed Resources</p> <p>Properties of Shape See White Rose Mixed Resources</p>
Science	<p>Sound</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it 	<p>Rocks</p> <p><u>NC Links:</u></p> <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 	<p>States of Matter</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens 	<p>Living Things and their Habitats</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> -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 	<p>Forces, friction and magnetic attraction.</p> <p><u>NC Links:</u></p> <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 	<p>Address any gaps in Scientific Enquiry</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> -ask relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate,

	<ul style="list-style-type: none"> - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. 	are made from rocks and organic matter	in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	change and that this can sometimes pose dangers to living things.	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.	taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language
Religious Education	L2.9 How do festivals and worship show what matters to a Muslim? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate meaning and purpose of life - 'promotes the spiritual, moral,	L2.2 What is it like for someone to follow God? U2B.3 How can following God bring freedom and justice? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate	L2.3 What is the 'Trinity' and why is it important for Christians? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate meaning and purpose of life	L2.12 How and why do people try to make the world a better place? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate meaning and purpose of life	L2.4 What kind of world did Jesus want? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate meaning and purpose of life - 'promotes the spiritual, moral,	L2.11 How and why do people mark the significant events of life? <u>NC Links:</u> - developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. - provokes challenging questions about the ultimate meaning and purpose 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	<p>Animation Programming - Pupils use programming skills to create a sequence of image frames that produce an animation.</p> <p><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</p>	<p>Debug it! Pupils use their understanding of programming sequences to edit algorithms in a variety of situations.(SCRATCH)</p> <p><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</p>	<p>Weather Data - Pupils use data logging equipment for measuring and recording data, presenting this using spreadsheets.</p> <p><u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including</p>	<p>Communicating - Pupils practise the techniques and features of email and other digital communication systems</p> <p>Email a school from another country?</p> <p><u>NC Links:</u> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation -</p>	<p>Network Engineers - Pupils explore how a computer network is formed; how workstations and servers interact to share and store files.</p> <p><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</p>	<p>Survey and analysis - Pupils use databases to organise, present and sort information.</p> <p><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</p>

	<p>experience of writing computer programs in order to solve such problems</p> <ul style="list-style-type: none"> - 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 	<p>problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <ul style="list-style-type: none"> - 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 	<p>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</p> <ul style="list-style-type: none"> - 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 	<p>can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <ul style="list-style-type: none"> - 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. 	<p>computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <ul style="list-style-type: none"> - 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. 	<p>repeated practical experience of writing computer programs in order to solve such problems</p> <ul style="list-style-type: none"> - 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
Art and Design	<p>Drawing “How to Draw” <u>NC Links:</u> -Experiment with different grades of pencil and other implements.</p>	<p>3D Form <u>NC Links</u> - Join clay adequately and work reasonably independently. - Construct a simple clay base for</p>	<p>Painting: Watercolour exploring the watercolour illustrations of Quentin Blake and Simon James</p>	<p>Exploring art around the world <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences -</p>	<p>Writing Through Art. The children will be exposed to a range of art and will be encouraged to share their thoughts and comments.</p>	<p>Painting <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - become proficient in</p>

	<ul style="list-style-type: none"> - Plan, refine and alter their drawings as necessary. - Draw for a sustained period of time at their own level. - Make informed choices in drawing inc. paper and media. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture. 	<p>extending and modelling other shapes.</p> <ul style="list-style-type: none"> - Make a simple papier mache object. - 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 	<p><u>NC Links:</u></p> <ul style="list-style-type: none"> -use varied brush techniques to create shapes, textures, patterns and lines - mix colours effectively using the correct language -create different textures and effects with paint -use key vocabulary to demonstrate knowledge and understanding in this strand. 	<p>become proficient in drawing, painting, sculpture and other art, craft and design techniques -evaluate and analyse creative works using the language of art, craft and design -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>	<p><u>NC Links:</u></p> <ul style="list-style-type: none"> -evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>drawing, painting, sculpture and other art, craft and design techniques -evaluate and analyse creative works using the language of art, craft and design -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>
<p>Design and Technology</p>	<p>Global Citizenship Project. Creating products from reused and repurposed materials. Look at the</p>	<p>Link to Art and 3D form Canopic jar from clay. Research, design and evaluate.</p>	<p>Make own marvellous medicine <u>NC Links:</u> - use research and develop design</p>	<p>Textiles Project <u>NC Links:</u> - use research and develop design criteria to inform the</p>	<p>Create own mountain <u>NC Links:</u> - use research and develop design criteria to inform the</p>	<p>Roman Mosaics <u>NC Links:</u> - use research and develop design criteria to inform the</p>

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

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

	<p>- understand and respond to spoken and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	<p>- understand and respond to spoken and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	<p>- understand and respond to spoken and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	<p>- understand and respond to spoken and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	<p>and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	<p>- understand and respond to spoken and written language from a variety of authentic sources</p> <p>- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>
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<p>Music</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Out of the Box: Texture, dynamics, timbre, structure <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</p>	<p>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</p>	<p>Healthy Heroes - Duration, 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</p>
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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 Jigsaw Website	Celebrating Differences. See Jigsaw Website	Dreams and Goals. See Jigsaw Website	Healthy Me See Jigsaw Website	Relationships Jigsaw Website	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!		