



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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Name	Tribal Tales	The Vile Victorians	Roots and Shoots	Love Where I Live	Hola North America!	Around the World
Concepts	Belonging, Tradition, Duty, Change	Virtue, Democracy, Rights, Loyalty	Love, Influence, Spirituality, Responsibility	Beauty, Belonging, Happiness, Community	Individuality, Diversity, Identity, Passion	Adversity, Equality, Poverty, Fairness
Learning Question	Hunting & Gathering information - how has Britain changed since the Stone Age?	Victorian England – why was there such a divide?	Nurture vs Nature - What are my roots?	How does London light up?	Life in North America – how does it differ?	Seeking a safe haven - who helps refugees?
Global Citizenship / Courageous advocacy	International Day of Peace https://una.org.uk/get-involved/learn-and-teach/international-days/international-day-peace	One World Week https://www.oneworldweek.org/	Show the Love https://www.theclimatecoalition.org/show-the-love/	World Water Day https://www.worldwaterday.org/	Send My Friend to School https://sendmyfriend.org/	Refugee Week https://refugeeweek.org.uk/
Stunning Start / Trips / Wow days	Immersion Day	V&A Museum	Family Tree exploration	Afternoon Tea	Mexican themed party!	
English: Key Texts	Stone Age Boy by Satoshi Kitamura Ug: Boy Genius of the Stone Age Non-Fiction <u>NC reading links:</u> - listening to and discussing a wide range of fiction,	Non-Fiction The Secret Diary of Jane Pinny by Phillip Ardagh Hetty Feather drama series <u>NC reading links:</u> - listening to and discussing a wide range of fiction,	Lob by Linda Newbery Belonging by Jeannie Baker Non-Fiction <u>NC reading links:</u> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and	Jemmy Button by Jennifer Uman Non-Fiction <u>NC reading links:</u> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	The Great Kapok Tree by Lynne Cherry <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	Non-Fiction The Journey by Francesca Sanna Boy at the back of the Class by Onjali Q. Rauf <u>NC reading links:</u> - listening to and discussing a wide range of fiction, poetry, plays, non-

	<p>poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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>poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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>reference books or textbooks</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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>meaning of words that they have read</p> <ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p><u>NC writing links</u></p> <ul style="list-style-type: none"> - 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
Maths	<p><u>Number and Place Value</u></p> <p>See White Rose Mixed Resources</p>	<p><u>Addition and Subtraction</u></p> <p>See White Rose Mixed Resources</p>	<p><u>Multiplication and Division</u></p> <p>See White Rose Mixed Resources</p>	<p><u>Fractions</u></p> <p>See White Rose Mixed Resources</p>	<p><u>Decimals, including Money</u></p> <p>See White Rose Mixed Resources</p>	<p><u>Statistics</u></p> <p>See White Rose Mixed Resources</p>

	<p><u>Addition and Subtraction</u> See White Rose Mixed Resources</p>	<p><u>Multiplication and Division</u> See White Rose Mixed Resources</p>	<p><u>Length, Perimeter and Area</u> See White Rose Mixed Resources</p> <p><u>Fractions</u> See White Rose Mixed Resources</p>	<p><u>Mass and Capacity</u> See White Rose Mixed Resources</p> <p><u>Decimals</u> See White Rose Mixed Resources</p>	<p><u>Time</u> See White Rose Mixed Resources</p>	<p><u>Properties of Shape</u> See White Rose Mixed Resources</p>
Science	<p>Animals including Humans</p> <p><u>NC Links:</u> -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.</p>	<p>Electricity</p> <p><u>NC Links:</u> -identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -</p>	<p>Plants</p> <p><u>NC Links:</u> -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</p>	<p>Light</p> <p><u>NC Links:</u> -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 an opaque object find patterns in the way that the size of shadows change.</p>	<p>Animals including Humans</p> <p><u>NC Links:</u> -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</p>	<p>Address any gaps in Scientific Enquiry</p> <p><u>NC Links:</u> -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, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording,</p>

		recognise some common conductors and insulators, and associate metals with being good conductors.	formation and seed dispersal.			classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language
Religious Education	<p>L2.1 What do Christians learn from the creation story?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities,</p>	<p>L2.7 What do Hindus believe God is like?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life</p>	<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and</p>	<p>L2.6 For Christians, what was the impact of Pentecost?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and</p>	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p><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, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and</p>

	experiences of later life	responsibilities and experiences of later life		experiences of later life	experiences of later life	experiences of later life
Computing	<p>Software Development - Pupils use programming tools to design and create a simple educational game.</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, 	<p>Interactive toys - Pupils create simple models that move or interact under computer control</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 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 	<p>Producing Music - Pupils use digital recording and sequencing to produce music or audio sequences</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar 	<p>Basic HTML - Pupils create and edit "Hello World" web pages developing a basic knowledge of HTML.</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar 	<p>Wiki - Pupils work collaboratively to produce online content.</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 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 	<p>Here is the News! - Pupils use appropriate technology to communicate a news story in a variety of media.</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar

	analytically to solve problems -are responsible, competent, confident and creative users of information and communication technology.	problems -are responsible, competent, confident and creative users of information and communication technology.	technologies, analytically to solve problems -are responsible, competent, confident and creative users of information and communication technology.	technologies, analytically to solve problems -are responsible, competent, confident and creative users of information and communication technology.	-are responsible, competent, confident and creative users of information and communication technology.	technologies, analytically to solve problems -are responsible, competent, confident and creative users of information and communication technology.
Art and Design	Charcoal cave drawings and Stone Age tools <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - 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	Explore the artwork of the Arts and Crafts movement and find out who William Morris was. Create artwork using the Victorian art of decoupage . <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - 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		Zaha Hadid <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - 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	Frida Kahlo <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - 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	Collages <u>NC Links:</u> -produce creative work, exploring their ideas and recording their experiences - 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

	development of their art forms	and designers, and understand the historical and cultural development of their art forms				
Design and Technology	<p>Make a model woolly mammoth</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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, 	<p>Find out who Isambard Kingdom Brunel was and design and make a bridge inspired by him.</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 	<p>Fabulous Flowers inspired project</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 	<p>Make a London Landmark</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 	<p>Day of the Dead masks</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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 	<p>Food Technology</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - 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,

	<p>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>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>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>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>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>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>
Geography			<p>Water Cycle</p> <p><u>NC Links:</u> -Human and physical geography -describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>		<p>North America/Mexico</p> <p><u>NC Links:</u> -Locational knowledge -name and locate the world's seven continents and five oceans -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a</p>	<p>Trade</p> <p><u>NC Links:</u> -describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>

			of natural resources including energy, food, minerals and water		contrasting non-European country -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	including energy, food, minerals and water
History	<p>Changes in Britain from Stone Age to Iron Age</p> <p><u>NC Links:</u> This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>The Victorian era</p> <p><u>NC Links:</u> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -Queen Victoria and her life. - The life of Victorian children, including workhouses, school and pastimes. - Victorian inventions, and the Great Exhibition. -Important Victorian people.</p>		<p>The changing power of Monarchs in England</p> <p><u>NC Links:</u> -a local history study -a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. -a study of an aspect or theme in British history that extends</p>		

				pupils' chronological knowledge beyond 1066		
Languages: Spanish	<p>Greetings and Spanish-speaking countries</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an 	<p>Dates and numbers</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an 	<p>Myself and the things I do</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an 	<p>Healthy lifestyles</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an appreciation of a 	<p>El Carnaval de los animales</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an 	<p>Quando llueve llevo un paraguas /Revision</p> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - 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 - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an

	appreciation of a range of writing in the language studied.	appreciation of a range of writing in the language studied.	appreciation of a range of writing in the language studied.	range of writing in the language studied.	appreciation of a range of writing in the language studied.	appreciation of a range of writing in the language studied.
Music	<p>Ug! - Timbre, tempo, texture <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated,</p>	<p>Come and join the celebration! (Chinese New Year) – pitch, timbre, texture <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and</p>	<p>Order, Order! – Why are rules made in music? Concept: duration <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and</p>	<p>Under Attack! – Tempo, timbre, structure, duration, dynamics, texture <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is</p>	<p>Window on the World – Duration, pitch, structure <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is</p>	<p>When Mickey met Wallace – Tempo, structure, texture, dynamics <u>NC Links:</u> -perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -learn to sing and to use their voices, to create and compose music on their own and with others, - have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is</p>

	including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
Physical Education	Games activities/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/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	Invasion Games/Dance <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	Netball/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	Athletics/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	Athletics/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
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 See Jigsaw Website	Changing Me See Jigsaw Website
Education for a Connected World	Self-image and Identity	Managing Online Information	Online Reputation	Health, wellbeing and lifestyle	Online Relationships; Online Bullying	Privacy and Security; Copyright and Ownership
Forest School						