

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Power of reading text</b>	<p>My friend Walter – Michael Morpurgo</p> <p>-Appreciate that a community is made up of a wide variety of people (So and C)</p>	<p>The Actor, the Rebel and the Wrinkled Queen (Tudor Tales) –</p> <p>Appreciate that a community is made up of a wide variety of people (So and C)</p>	<p>The Lorax</p> <p>-Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> <p>-Appreciate their own feelings and responses to the natural world (Sp)</p> <p><b>PSHE Core theme 3</b> <b>Living in the wider world, responsibility for the planet, eco issues (link literacy &amp; guided reading)</b></p>	<p>The Mission to Find Max: Egypt (Secret Agent Jack Stalwart</p> <p>-To recognise the difference between right and wrong and to apply this understanding to their own lives</p> <p><b>-To understand the consequences of their actions (m)</b></p>	<p>Gregory Cool</p> <p>Under the moon over the sea</p> <p>-To respect the rights and property of others</p> <p>-To help others less fortunate than themselves (m)</p> <p>-Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment; why these values are important in relationships (M and So)</p>	<p>The Jumbies (Haite folk law)</p> <p>Tracey Baptiste</p> <p>Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C)</p> <p><b>PSHE CT 3 – Wider World – think about people living in other places, different values/customs (link literacy/geography/RE)</b></p>
<b>Writing skills for the year</b>	<p>To use commas after fronted adverbials</p> <p>Writing indicating possession by using the possessive apostrophe with singular and plural nouns place the possessive apostrophe accurately in words using and punctuating direct speech</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Can confidently use Standard English verb inflections (I did vs I done)</p> <p>To be able to use extended noun phrases, including with prepositions</p> <p>To be able to use fronted adverbials</p> <p>Adding changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To organising paragraphs around a theme</p> <p>Children assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Use writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar eg persuasive advertisements</p> <p>To confidently use diagonal and horizontal strokes needed to join letters</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To use further prefixes and suffixes and understand how to add them</p> <p>To use the first 2 or 3 letters of a word to check its spelling in a dictionary Spell further homophones</p> <p>place the possessive apostrophe accurately in words</p>					
<b>Reading skills for the year</b>	<p>Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Can read further exception words, noting the unusual links between spelling and sound, and where these occur in the word</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Can listen to and discuss a wide range of fiction, poetry, plays,</p> <p>Can listen to and discuss non-fiction and reference books or textbooks</p> <p>Can identifying themes and conventions in a wide range of books</p> <p>Has increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identifying the main ideas drawn from more than one paragraph and summarising these</p> <p>Is able to use dictionaries to check the meaning of words that they have read</p> <p>Can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</p> <p>Can predict what might happen from details stated and implied</p> <p>Can discuss words and phrases that the author has chosen that capture the reader's interest and imagination</p> <p>Can identifying how language, structure, and presentation contribute to meaning of the text</p> <p>Can retrieve and record information from non-fiction</p>					

<p><b>Science</b></p>	<p>Is able to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Can identifying how language, structure, and presentation contribute to meaning</p>				
<p>Tudor scientist linked to topic</p> <p>-To develop an understanding of different cultures and beliefs (c)</p>	<p>Teeth</p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>-To develop a sense of enjoyment and fascination in learning about themselves (sp)</p>	<p>Habitats</p> <p>recognise that living things can be grouped in a variety of ways <b>LINK TO Christopher Winter Year 4 lesson 1 Human lifecycle and body changes</b></p> <ul style="list-style-type: none"> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>-Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> <p>-Appreciate their own feelings and responses to the natural world (Sp)</p>	<p>Circuits</p> <ul style="list-style-type: none"> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>-Take responsibility, for their own health and safety, weighing risks sensibly; asking for help when necessary (So)</p> <p>-Understand that life involves taking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p> <p><b>PSHE Core theme 1 – Health &amp; wellbeing. Electrical safety (science link)</b></p> <p>Working scientifically: Set up a simple practical enquiry to compare materials to answer: “What materials conduct electricity in a circuit (to make a ‘switch’). Focus on gathering, recording and classifying data in order to answer the question in order</p>	<p>Sound</p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>Solids, liquids, gases</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p>-Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>

				to report these findings to someone else with an explanation about conductors and insulators.		
<b>History</b>	Tudors – local history <ul style="list-style-type: none"> <li>• An in depth study linked to one of the British areas of study (Tudors)</li> <li>• A study over time tracing how several aspects of national history changed over time in one location</li> <li>• A study of an aspect of history or site dating from beyond 1066 that is significant in our locality</li> </ul> -To show interest in and understanding of the way communities and societies function (so)		Ancient Egypt Examine the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egypt) -Understand that cultures can change over time (C)			
<b>Geography</b>					Caribbean (Central America) <b>Caribbean</b> <ul style="list-style-type: none"> <li>• Identify the position and significance of latitude, longitude, equator, Northern Hemisphere etc.</li> <li>• Use maps, atlases and globes to locate countries and describe features studied.</li> <li>• Use the eight points of compass for direction.</li> </ul> -To accept, respect and celebrate diversity as shown in attitudes to religious, ethnic and socio-economic groups in local, national and global communities (c) <b>PSHE CT 3 – Wider World – think about people living in other places, different values/customs (link literacy/geography/RE)</b>	
<b>Art</b>	Tudor portraits To create sketchbooks to record their observations and use them to review and revisit their ideas. -To participate in artistic opportunities (c)				Caribbean artists <b>Kate Spencer – St. Kitts &amp; Nevis</b> <b>Heleen Cornet – Saba</b> <b>Wendy Collins – St. Eustatius</b> To learn about great artists, architects and designers in history To improve their mastery of art and design techniques sculpture with a range of materials -To develop high expectations and a positive attitude (m) <b>PSHE CT 3 – Wider World – think about people living in other places, different values/customs (link literacy/geography/RE)</b>	
<b>DT</b>		Tudor cushions To work in a range of contexts eg home, school, leisure, and wider environment.	Egyptian burglar alarms To understand and use electrical systems in your products for example series circuits, switches, bulbs, buzzers and motors.			

<p><b>PSHE Objectives</b></p> <p><b>Article 12 Every child has the right to express their views.</b></p> <p><b>Article 13 Every child has the right to freely express their thoughts and opinions.</b></p> <p><b>Article 15 - Every child has the right to meet with other children.</b></p> <p>-To develop high expectations and a positive attitude (m)</p> <p>-Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p><b>Week 1</b>  <b>Class charter:</b>  <b>Core Theme 3 – Wider world</b>  CT3 – 2 Rules and laws; different situations; making /changing rules. CT2–10. Listen and respond, raise concerns, respect /challenge views CT3 – 7. Rights, duties - home, school, community, environment  CT3 – 3. Children have special rights set out in the UNCRC  CT3 – 4. Universal rights to protect everyone over national law /family/ community practices.  <a href="#">Articles 12/13</a> right to express their thoughts and opinions</p> <p><b>IN ICT Week 2</b>  <b>Well-being questionnaire</b> from ‘All Together’ programme (Anti-bullying alliance) (in ICT)</p> <p><b>Week 3</b>  <b>Christopher Winter Drugs &amp; Alcohol</b>  Y1 Lessons 1-3 as 1 lesson *staying healthy  *medicines  *who gives us medicines</p> <p><b>IN ICT Week 3: Update One-page profiles</b> <a href="#">Article 12</a> right to have a say; view taken seriously</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5: Happiness and Worries</b>  The Big Bag of Worries / Wilf the Worrier/ Silly Billy  Words for different feelings  Positive steps to stay happy, healthy and safe - feed the heart to feed the brain; Worry Eaters  Strategies for calm and anxiety.  Mindfulness for well-being, concentration, resilience and empathy. breathing.</p> <p><b>Week 6 P4C</b></p> <p><b>Week 3</b>  <b>Christopher Winter Drugs &amp; Alcohol</b>  Y2 Lessons 1-3 as 1 lesson  *risk  *hazardous substances  *safety rules  <a href="#">Drugs education</a> CT1–16. habit; why hard to change CT1 – 17. substances and drugs damage health; legal, restricted and illegal, use / supply to</p>	<p><b>Week 1: 6<sup>th</sup> Nov</b>  PSHE Core Theme 2 – Relationships.  CT2 – 9 Keeping secrets and what is appropriate.  <a href="#">Article 19</a> – Governments must ensure children are protected</p> <p><b>Week 2: 13<sup>th</sup></b>  (link to anti-bullying week)  ‘No Outsiders’ lesson 1 – picture book stimulus  <a href="#">Equality Act</a>: gender, race, disability, religion or belief or sexual orientation, gender reassignment  <a href="#">Article 2</a> – UNCRC for all, whatever race, religion, abilities, opinion, family  Core Theme 1 – Health &amp; Wellbeing – online safety and anti-bullying</p> <p><b>Week 3</b>  <b>Christopher Winter Drugs &amp; Alcohol</b>  (Y3 Lesson 1 + start lesson 2)  *smoking and its effects  *passive smoking  <a href="#">Drugs ed</a> CT1–16.CT1–17.  <a href="#">Article 24</a> - right to the best possible health.</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5:</b>  <b>No Outsiders</b> lesson 2 – picture book <a href="#">Equality Act</a>: gender, race, disability, religion or belief or sexual orientation, gender reassignment  <a href="#">Article 2</a> – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p><b>Week 6 P4C</b></p> <p><b>Week 7: Christopher Winter Drugs &amp; Alcohol</b>  (Y3 Lessons 2-3)  *passive smoking  *prevent starting smoking  <a href="#">Drugs ed</a> CT1–16.CT1–17.  <a href="#">Article 24</a> - right to the best possible health</p>	<p><b>Week 1:</b>  <b>No Outsiders</b> lesson 3 – picture book stimulus  <a href="#">Equality Act</a>: gender, race, disability, religion or belief or sexual orientation, gender reassignment  <a href="#">Article 2</a> – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p><b>Week 2 P4C</b></p> <p><b>Week 3: Christopher Winter Drugs &amp; Alcohol</b>  <b>Year 4:</b>  Y4 Lessons 1 + start lesson 2  *the effect alcohol has on the body  *risks related to drinking alcohol  <a href="#">Drugs ed</a> CT1–16.CT1–17.  <a href="#">Article 24</a> - right to the best possible health.</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5:</b>  <b>No Outsiders</b> lesson 4 – picture book stimulus  <a href="#">Equality Act</a>: gender, race, disability, religion or belief or sexual orientation, gender reassignment  <a href="#">Article 2</a> – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p><b>Week 6 P4C</b></p> <p><b>Week 7: Christopher Winter Drugs &amp; Alcohol</b>  <b>Year 4:</b>  Y4 Lessons 2 + 3  *risks related to drinking alcohol  *how society limits the drinking of alcohol  <a href="#">Drugs ed</a> CT1–16.CT1–17.  <a href="#">Article 24</a> - right to the best possible health.</p>	<p><b>Week 1:</b>  <b>No Outsiders</b> lesson 5 – picture book stimulus  <a href="#">Equality Act</a>: gender, race, disability, religion or belief or sexual orientation, gender reassignment  <a href="#">Article 2</a> – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p><b>Week 2 P4C</b></p> <p><b>Week 3:</b>  <b>Christopher Winter: SRE</b>  Y1 lesson 1  *hygiene  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5:</b>  <b>Christopher Winter: SRE</b>  Y2 lesson 1  *male and female stereotypes  <a href="#">Article 24</a> - right to the best possible health.</p> <p><b>Week 6 P4C</b></p> <p><b>Week 7:</b>  <b>Christopher Winter: SRE</b>  Y3 lesson 1  *male and female body parts  <a href="#">Article 24</a> - right to the best possible health.</p>	<p><b>Week 1:</b>  <b>Christopher Winter: SRE</b>  Y3 lesson 2 *touch and personal space  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 2 P4C</b></p> <p><b>Week 3:</b>  <b>Christopher Winter: SRE</b>  Y4 lesson 1  *human lifecycle and body changes  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choices  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 5 P4C</b></p> <p><b>Week 7</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choices  <a href="#">Article 24</a> - right to the best possible health</p>	<p><b>Week 1</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choices  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 2 P4C</b></p> <p><b>Week 3</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choices  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 4 P4C</b></p> <p><b>Week 5</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choices  <a href="#">Article 24</a> - right to the best possible health</p> <p><b>Week 7</b> Core Theme 1 - Alive &amp; Kicking programme – physical and mental wellbeing, making healthy choice  <a href="#">Article 24</a> - right to the best possible health</p>
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	others. <a href="#">Article 24</a> - right to the best possible health.	possible health.				
<p><b>SEAL</b></p> <p><b>UNICEF</b> <b>Article 12 – Every child has the right to express their views.</b></p> <p><b>Article 13 – Every child has the right to freely express their thoughts and opinions.</b></p> <p><b>Article 15 – Every child has the right to meet with other children.</b></p>	<p><b>SEAL: New beginnings</b></p> <p><b>Week 1:</b> Creating a community (linked to assembly story)</p> <p><b>Week 2:</b> The problem solving process</p> <p>(for CLASS CHARTER see PSHE plans)</p> <p><b>Week 3:</b> Welcoming people to our group</p> <p><b>Week 4:</b> Joining a new group</p> <p><b>Week 5:</b> Calming down strategies</p> <p><b>Week 6:</b> New beginnings</p> <p><b>Weeks 7 and 8:</b> ‘On-going activities’</p> <p>-To respect the rights and property of others -To be considerate to others</p>	<p><b>SEAL: Getting on and falling out / Say no to bullying</b></p> <p><b>Getting on and falling out</b></p> <p><b>Week 1:</b> Key qualities in a friend</p> <p><b>Week 2:</b> Understanding anger</p> <p><b>Say no to bullying</b> 13<sup>th</sup>-17<sup>th</sup> Nov</p> <p><b>Week 3:</b> What is bullying?</p> <p><b>Week 4:</b> Literacy follow up</p> <p><b>Week 5:</b> Speaking and listening/drama follow-up</p> <p><b>Getting on and falling out</b></p> <p><b>Weeks 6:</b> Working together</p> <p><b>Week 7:</b> ‘On-going activities’</p> <p>-To take responsibility for own actions (m)</p>	<p><b>SEAL: Going for goals!</b></p> <p><b>Week 1:</b> Knowing myself</p> <p><b>Week 2:</b> Feelings and learning</p> <p><b>Week 3:</b> Barriers to reaching learning goals</p> <p><b>Week 4:</b> Evaluation and review</p> <p><b>Week 5:</b> Perseverance</p> <p><b>Week 6:</b> Planning to meet a goal</p> <p><b>Week 7:</b> Ongoing activities – questions for reflection and enquiry, review</p> <p>- To develop high expectations and a positive attitude (m)</p>	<p><b>SEAL: Good to be me</b></p> <p><b>Week 1:</b> Feeling good about myself</p> <p><b>Week 2:</b> Hopeful and disappointed</p> <p><b>Week 3:</b> Hiding feelings AND Being assertive</p> <p><b>Week 4:</b> Fight or flight</p> <p>--To help others less fortunate than themselves (m)</p>	<p><b>SEAL: Relationships</b></p> <p><b>PSHE Core Theme 2 – Relationships. Keeping secrets and what is appropriate.</b></p> <p><b>Week 1:</b> Special people</p> <p><b>Week 2:</b> Loss</p> <p><b>Week 3:</b> Let’s not forget</p> <p><b>Week 4:</b> Questions for reflection and enquiry, Review</p> <p>-To tell the truth (m)</p>	<p><b>SEAL: Changes</b></p> <p><b>Week 1:</b> Belonging Game</p> <p><b>Week 2:</b> Imposed or unwelcome change - scenarios</p> <p><b>Week 3:</b> Imposed or unwelcome change - Why is change sometimes scary and uncomfortable?</p> <p><b>Week 4:</b> All human beings have a great need to belong –draw groups you belong to</p> <p><b>Week 5:</b> Our responses to change – link between feelings and change</p> <p><b>Week 6:</b> Our responses to change – dealing with uncomfortable feelings change can bring about</p> <p><b>Week 7:</b> Make posters / problem page activity to think up problems linked to changes and place them in a box</p> <p><b>Week 8:</b> Why do things change? What have you learned from thinking about changes in life and how you cope with difficult changes? Has it changed the way you think or understand things?</p> <p>- To respect the rights and property of others (m)</p>
<p><b>VALUES values (on a 2 year cycle)</b></p> <p><b>Article 12 – Every child has the right to express their views.</b></p> <p><b>Article 13 – Every child has the right to freely express their thoughts and opinions.</b></p> <p><b>Article 15 – Every child has the right to meet with other children.</b></p> <p>To respect the rights and property of others To be considerate to others</p>	<p>Belonging / Respect</p> <p><b>Article 1– Everyone under the age of 18 has all the rights in the UNCRC</b></p> <p><b>Article 2 – The UNCRC applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</b></p> <p>Friendship / Happiness</p> <p><b>Article 15 – Every child has the right to meet with other children.</b></p> <p>To respect the rights and property of others To be considerate to others</p>	<p>Freedom / Unity</p> <p><b>Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</b></p> <p><b>Article 14: Every child has the right to think and believe what they want and to practise their religion.</b></p> <p>Peace/Love and Humility</p> <p><b>Article 8: Every child has the right to a name, a nationality and family ties.</b></p> <p><b>Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language.</b></p> <p>To take responsibility for</p>	<p>Honesty / Hope</p> <p><b>Article 17: We all have the right to accurate information from books, the internet, the media and other sources.</b></p> <p><b>Article 29: We all have the right to an education to develop our personalities and respect for others’ rights.</b></p> <p>Simplicity / Trust</p> <p><b>Article 1: All children throughout the world have rights.</b></p> <p><b>Article 29: Education should teach children to respect the natural environment.</b></p>	<p>Thoughtfulness / Understanding</p> <p><b>Article 28: Every child has the right to an education.</b></p> <p><b>Article 17: Every child has the right to reliable information that they can understand.</b></p> <p>Appreciation / Care and compassion</p> <p><b>Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them.</b></p> <p><b>Article 24: Every child has the right to the best possible health. They must have good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy.</b></p>	<p>Confidence / Quality</p> <p><b>Article 29: Education must develop every child’s personality, talents and abilities to the full.</b></p> <p><b>Article 14: Children have the right to think and believe what they want as long as it does not stop others from enjoying their rights.</b></p> <p>To develop high expectations and a positive attitude (m)</p>	<p>Fairness / Cooperation</p> <p><b>Article 15: Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights.</b></p> <p>Courage / Responsibility</p> <p><b>Article 29: Education must encourage respect for human rights, as well as respect for your parents, your own and other’s cultures, and the environment.</b></p> <p>To respect the rights and property of others (m)</p>

		own actions (m)	To tell the truth (m)	To help others less fortunate than themselves (m)		
RE	<p>What do Christians believe God is like?</p> <p><b>Reflection:</b> on questions such as ‘What am I like?’ and ‘What do I think God is like?’</p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> consider questions such as ‘What it is like to be a friend?’ or ‘What is it like to forgive and be forgiven?’</li> <li>• <b>Investigation:</b> using artefacts / art / story to find out what Christians believe God is like; asking relevant questions about who God is; using what they know about Jesus to help them understand what Christians believe God is like</li> <li>• <b>Interpretation:</b> draw meaning about the nature of God from works of art, music, poetry, symbolism and religious text.</li> <li>• <b>Synthesis:</b> linking artefacts / art / story with Christian beliefs about the nature of God</li> <li>• <b>Expression:</b> Express their own ideas about God through the arts / similes</li> </ul> <p>-To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<p>How can artists help us to understand Christmas?</p> <p><b>Reflecting</b> on the symbols and what they mean in relation to the Christmas story</p> <ul style="list-style-type: none"> <li>• Investigating by gathering information from a variety of sources</li> <li>• <b>Interpreting</b> by drawing meaning from works of art and suggesting meanings for symbols and forms of religious expression</li> <li>• <b>Evaluating</b> by identifying what influences and inspires them and why</li> <li>• <b>Expressing</b> religious views by responding to religious questions through Art</li> </ul>	<p>Why is prayer important for Christians?</p> <p><b>Reflecting:</b> on the meaning in The Lord’s Prayer &amp; on feelings associated with prayer</p> <p>📖📖<b>Interpreting:</b> and suggesting meanings of religious texts or expression</p> <p>📖📖<b>Investigating:</b> knowing how to gather information about prayer from different sources e.g. artefacts, visitors, the Bible, different written prayers etc.</p> <p>📖📖<b>Synthesising:</b> seeing that worship and prayer are linked.</p> <p>Prayer is part of worship</p> <p>-</p>	<p>How do Christians prepare for Easter?</p> <p><b>Reflection:</b> reflecting on the feelings, experiences, beliefs and practices associated with Lent</p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> considering the thoughts, feelings, experiences, attitudes, beliefs and values of others and identify feelings such as forgiveness and sorrow</li> <li>• <b>Investigation:</b> asking relevant questions e.g. how might this help a Christian prepare for Easter?; gathering information from a variety of sources e.g. books, photos, visitors etc.</li> <li>• <b>Interpretation:</b> drawing meaning from artefacts and symbolism; interpreting religious language</li> <li>• <b>Synthesis:</b> linking the story of Jesus in the desert with the practices of Lent; linking the practices of Lent with Christian belief</li> <li>• <b>Application:</b> making the association between Lent and an individual’s lifestyle, and the impact on their church / local community</li> <li>• <b>Expression :</b> explaining, rituals and</li> </ul>	<p>What does it mean to be a Hindu?</p> <p><b>Reflecting:</b> on the beliefs and practices of Hindus both in the home and Mandir.</p> <ul style="list-style-type: none"> <li>• <b>Empathising:</b> by considering the attitudes, beliefs and values of others</li> <li>• <b>Investigating:</b> by knowing how to gather information from a variety of sources e.g. visitors, artefacts, mandir etc.</li> <li>• <b>Interpreting:</b> religious language and suggesting meanings of religious texts</li> <li>• <b>Analysing:</b> by distinguishing between the features of different religions when comparing rites of passage</li> <li>• <b>Synthesising:</b> by linking the importance of the family / guests / five duties to Hindu religious beliefs</li> <li>• <b>Expressing:</b> by explaining how Hindu rituals and practices help to answer the</li> </ul>	<p>What can we learn from the Hindu use of images?</p> <p><b>Reflecting:</b> on good conquering evil / light v dark / heroes and heroines</p> <ul style="list-style-type: none"> <li>• <b>Empathising:</b> by considering the thoughts, feelings, experiences and values of others; seeing the world through the eyes of others.</li> <li>• <b>Investigating:</b> by asking relevant questions about Hindu sacred texts</li> <li>• <b>Interpreting:</b> by drawing meaning from Hindu stories told through dance</li> <li>• <b>Expressing</b> religious views, and responding to religious questions through a variety of media e.g. by creating art work reflecting light and dark.</li> </ul> <p>-To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)</p> <p><b>PSHE CT 3 – Wider World – think about people living in other places, different values/customs (link literacy/geography/RE)</b></p>

				practices associated with Lent and how they might help a Christian prepare for Easter	question 'What does it mean to be a Hindu?' -To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)	
<b>French unit 1</b>	7 encore	8 quelle heure est-il	9 les fetes	10 ou vas-tu	11 on mange!	12 les cirque
<b>ICT</b>	We are software developers developing a simple game using selection and repetition To develop individual self-confidence (sp)	We are toy designers design and make an on screen prototype for a computer controlled game with switches, lights etc To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. (c)	We are musicians to use a programme to create digital music To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. (c)	We are html editors to be able to edit and write html – to be able to code a simple web page	We are co authors to be able to produce a wiki using research skills	We are meteorologists to use data logging to collect data to report the weather
<b>Music</b>	School values songs Tudor music Thomas Tallis composer Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression Learn about great composers To participate in musical opportunities (c)	Christmas  Listen with attention to detail and recall sounds with increasing aural memory Learning rhythm notation and clapping To participate in musical opportunities (c)	South American instruments and music linked to Peru  Listen with attention to detail and recall sounds with increasing aural memory Learning rhythm notation and clapping To develop an understanding of different cultures (c) To explore respect for cultural diversity (c)	Caribbean music and songs  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and traditions  To develop an understanding of different cultures (c) To explore respect for cultural diversity (c)		
<b>PE indoor</b>	Dance Perform dances with a range of moves and patterns To work as part of a group (so)	Gym Develop flexibility and strength, technique, control and balance	Dance Perform dances with a range of moves and patterns To work as part of a group (so)	Gym Develop flexibility and strength, technique, control and balance To work as part of a group (so)	Athletics Demonstrate improvement to achieve their personal best To cooperate with others and resolve conflicts effectively (so)	Athletics Demonstrate improvement to achieve their personal best To cooperate with others and resolve conflicts effectively (so)
<b>PE outdoor</b>	Hockey	Football	Handball	Seated volleyball	Cricket	Tennis

	Develop flexibility and strength, technique, control and balance	Develop throwing and catching skills	Take part in activities both individually and as part of a team To cooperate with others and resolve conflicts effectively (so)	Play competitive games applying principles of attacking and defending To work as part of a group (so)	Take part in activities both individually and as part of a team	Play competitive games applying principles of attacking and defending
<b>Environment</b>			<b>Science Habitats:</b> Looking at school grounds. Pond dipping			