

Year 3 long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Power of reading text	Stone Age Boy Understand that cultures can change over time (C)	Harry Potter Article 19 - Governments must ensure that children are protected from all violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them.	Into the forest Traditional tales Article 12 - the right to express their views, feelings and wishes, and to have their views taken seriously		Author study Roald Dahl Article 29 - Education must develop every child's personality, talents and abilities.	Iron Man To take responsibility for own actions To understand the consequences of their actions (m)
Writing skills for the year	<p>Use and punctuating direct speech (i.e. Inverted commas)</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>To extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use the correct form of 'a' or 'an'</p> <p>To use conjunctions, adverbs and prepositions to express time and cause (and place) in non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>In narratives, creating settings, characters and plot</p> <p>To organising paragraphs around a theme</p> <p>Use the diagonal and horizontal strokes that are 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 place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>To use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>To form nouns using prefixes (super-, anti-)</p> <p>word families based on common words (solve, solution, dissolve, insoluble)</p>					
Reading skills for the year	<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 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>Can 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</p> <p>Can identify how language, structure, and presentation contribute to meaning</p>					

<p>Science</p>	<p>Helping plants grow</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Rocks and soils</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 are made from rocks and organic matter. <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p>	<p>Forces and magnets</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 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. 	<p>Scientist linked to topic Eg Darwin?</p> <p>Form opinions on the contribution of individuals to past and present societies (C)</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> <p>PSHE Ks1 Core theme 1;1-3,5,12,23. KS2 Core theme 1; 20</p>	<p>Light and shadows</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. <p>Develop an appreciation that there is a wide variety of aesthetic experience (C)</p>
<p>History Article 13 – express thoughts and opinions and access information Article 22 – refugee children - protection and help Article 39 –victims of war (chn) receive support to recover</p>	<p>Changes in Britain since stone age to iron age Bronze age religion, technology, farming, travel eg stonehenge -To show interest in and understanding of the way communities and societies function (so)</p>	<p>The Romans The Romans and their impact on Britain. Including Julius Caesar's attempted invasion, Boudica and Roman technology. -To show interest in and understanding of the way communities and societies function (so) -Understand that cultures can change over time (C)</p>		<p>Explorers Anglo saxon invasions, art and culture Roman withdrawal from Britain and Anglo Saxon invasion and lifestyle. -Discuss religious beliefs with respect and understanding, engaging with the language of religion and faith (Sp)</p>		

<p>Geography Article 29 – respect for the environment Article 13 – express thoughts and opinions and access all kinds of information, as long as it is within the law.</p>		<p>Changes in Britain since the stone age – sites around the UK Romans and Britain’s Settlements To show interest in and understanding of the way communities and societies function (so) Use maps to give 4 and 6 figure grid references Use maps to describe features studied</p>	<p>Roman Settlements in Britain Use 8 point compass and six grid references, symbols and keys to build knowledge of the UK Roman roads in Britain Form opinions on the contribution of individuals to past and present societies (C)</p>	<p>Explorers – Vikings to Anglo- saxons Use 8 point compass and six grid references, symbols and keys to build knowledge of the UK Locate the worlds countries, using the maps to focus on Europe Appreciate that a community is made up of a wide variety of people (So and C)</p>	
<p>Art Article 29 – Education must encourage respect for own and others’ cultures Article 31 – right to take part in cultural + artistic activities</p>	<p>Still life To create sketchbooks to record their observations and use them to review and revisit their ideas To improve their mastery of art and design techniques including drawing and painting with a range of materials Develop an appreciation that there is a wide variety of aesthetic experience (C)</p>		<p>Roman Mosaics To develop and awareness of different kinds of art, craft, design To improve mastery of art / design techniques including drawing, painting and sculpture with a range of materials</p>		<p>Great artists linked to history – drawing facial expressions To learn about great artists, architects and designers in history Form opinions on the contribution of individuals to past and present societies (C)</p>
<p>DT Article 31 – right to take part in cultural and artistic activities</p>		<p>Moving monsters To develop their understanding of how to create a successful moving monster which can stand up on its own with a mouth that opens.</p>		<p>Photo frames Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Pizza boxes Prepare and cook a variety of predominately savoury dishes using a range of techniques Contribute to building of consensus, expressing own ideas and preferences, but recognising when compromise necessary (So)</p>

<p>PSHE Objectives</p> <p>Article 12 Every child has the right to express their views.</p> <p>Article 13 Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 - Every child has the right to meet with other children.</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>Week 1 Class charter KS1 Core theme 3 1. how to contribute to the life of the classroom CT3 – 2 Rules and laws; different situations; making /changing rules. CT3 – 7. Rights, duties - home, school, community, environment CT3 – 3. Children have special rights set out in the UNCRC KS1 Core theme 2:10 CT3-4. Universal rights protect everyone and have primacy over national law and family/community practices CT3-10. Judge what kind of physical contact is acceptable / not, comfortable / not and how to respond (who to tell and how) Articles12/13 right to express their thoughts and opinions</p> <p>Week 2 IN ICT Well-being questionnaire from 'All Together' programme (Anti-bullying alliance) KS1 Core theme 2:12. Know when people unkind to them or others, how to respond, who to tell and what to say Article 12 right to have a say; view taken seriously</p> <p>Week 3 Christopher Winter Drugs & Alcohol Y1 Lessons 1-3 *staying healthy *medicines *who gives us medicines Article 24 - right to the best possible health.</p> <p>Week 3 IN ICT Update One-page profiles</p> <p>Week 4 P4C</p> <p>Week 5: Happiness and Worries The Big Bag of Worries / Wilf the Worrier / Silly Billy Words for feelings, steps to stay happy, healthy and safe. Mindfulness/breathing for well-being, concentration, resilience and empathy.</p> <p>Week 6 P4C</p> <p>Week 7 Christopher Winter Drugs & Alcohol Y2 Lesson 1 (+ start lesson 2) *risk *hazardous substances Article 24 - right to the best possible health.</p>	<p>Week 1: 6th Nov KS1 Core theme 1: 1,8 1.What is a healthy lifestyle, including benefits of physical activity, rest, healthy eating, dental health 8. The process of growing from young to old and how people's needs change Article 24 - right to the best possible health.</p> <p>Week 2: 13th No Outsiders lesson 1 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 3 Christopher Winter Drugs & Alcohol Y2 Lessons 2 + 3 *hazardous substances *safety rules Article 24 - right to the best possible health</p> <p>Week 4 P4C</p> <p>Week 5: No Outsiders lesson 2 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol Y3 Lesson 1 *smoking and its effects Article 24 - right to the best possible health</p>	<p>Week 1: No Outsiders lesson 3 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment CT 10. Listen and respond to others, raise own concerns, care about other's feelings; see, respect and challenge points of view Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C</p> <p>Week 3: Christopher Winter Drugs & Alcohol Y3 Lessons 1 *passive smoking Article 24 - right to the best possible health Article 19 – Governments must ensure children are protected</p> <p>Week 4 P4C</p> <p>Week 5: No Outsiders lesson 4 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol Y3 Lessons 1 *prevent starting smoking Article 24 - right to the best possible health</p>	<p>Week 1: No Outsiders lesson 5 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C</p> <p>Week 3: Christopher Winter: SRE Y1 lesson 1 *hygiene Article 24 - right to the best possible health</p> <p>Week 4 P4C</p> <p>Week 5: Christopher Winter: SRE Y2 lesson 1 *male and female stereotypes Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6 P4C</p> <p>Week 7: Christopher Winter: SRE Y3 lesson 1 *male and female body parts Article 24 - right to the best possible health</p>	<p>Week 1: Christopher Winter: SRE Y3 lesson 2 *touch and personal space Article 19 – Governments must ensure children are protected</p> <p>Week 2 P4C</p> <p>Week 3: Christopher Winter: SRE Y3 lesson 3 *families and getting help Article 7: the right to be cared for by parents</p> <p>Week 4 P4C</p> <p>Week 5</p> <p>Week 6 P4C</p>	<p>Week 1 Send my friend to school campaign Core theme 3 9. Being part of a community; institutions that support communities Core theme 2 11. Work collaboratively towards shared goals Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2 P4C</p> <p>Week 3 Send my friend to school campaign Core theme 3 10. Role of voluntary, community and pressure groups, especially in health and wellbeing Core theme 2 7. their actions affect themselves and others Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 4 P4C</p> <p>Week 5</p> <p>Week 6 P4C</p>
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<p>SEAL</p> <p>UNICEF Article 12 – Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 – Every child has the right to meet with other children.</p>	<p>SEAL New beginnings</p> <p><u>Week 1:</u> Getting to know each other</p> <p><u>Week 2:</u> Gifts and talents (linked to assembly story)</p> <p>(for CLASS CHARTER LESSON see PSHE planning)</p> <p><u>Week 3:</u> Exploring feelings</p> <p><u>Week 4:</u> Calming down</p> <p><u>Week 5:</u> The problem solving process</p> <p><u>Week 6:</u> Welcoming people to our group</p> <p><u>Week 7:</u> New beginnings</p> <p>-To respect the rights and property of others -To be considerate to others</p>	<p>SEAL Getting on and falling out /_Say no to bullying</p> <p>Getting on and falling out <u>Week 1:</u> The tangled web and cooperation games</p> <p><u>Week 2:</u> Revisiting the skills of friendship – seeing things from another point of view.</p> <p>Say no to bullying 13th-17th Nov <u>Week 3:</u> What is bullying?</p> <p><u>Week 4:</u> Dance, Literacy, Speaking and listening, Art and design, Music, DT, Citizenship, Geography, Maths follow ups</p> <p><u>Week 5:</u> PSHE follow up</p> <p>Getting on and falling out <u>Week 6:</u> Revisiting anger</p> <p><u>Week 7:</u> Making up</p> <p>To take responsibility for own actions (m)</p> <p>Appreciate that a community is made up of a wide variety of people (So and C)</p>	<p>SEAL Going for goals!</p> <p><u>Week 1:</u> Knowing how we are clever</p> <p><u>Week 2:</u> Scaling</p> <p><u>Week 3:</u> Foil frustrations – beat boredom</p> <p><u>Week 4:</u> Taking responsibility</p> <p><u>Week 5:</u> Going for a goal</p> <p><u>Week 6:</u> Weighing up the consequence</p> <p><u>Week 7:</u> Ongoing activities – giving feedback, questions for reflection and enquiry, review</p> <p>- To develop high expectations and a positive attitude (m)</p>	<p>SEAL Good to be me</p> <p><u>Week 1:</u> Feeling good about myself</p> <p><u>Week 2:</u> Surprised</p> <p><u>Week 3:</u> Being assertive</p> <p><u>Week 4:</u> Worried and anxious</p> <p><u>Week 5:</u> Relaxation and visualization</p> <p>--To help others less fortunate than themselves (m)</p>	<p>SEAL Relationships</p> <p><u>Week 1:</u> Guilty</p> <p><u>Week 2:</u> Make amends</p> <p><u>Week 3:</u> Taking responsibility</p> <p><u>Week 4:</u> Making wise choices</p> <p><u>Week 5:</u> Sticks and stones</p> <p>PSHE KS2Core theme 2 2. Positive, healthy relationships 3. Ways relationship can be unhealthy; who to talk to 4. Types of relationship, between acquaintances, friends, relatives, families, 5. Civil partnerships and marriage 7. Actions affect themselves and others 13. Differences and similarities - people, family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (protected characteristics 'in Equality Act 2010)</p> <p>-To tell the truth (m) - To understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M)</p>	<p>SEAL Changes</p> <p><u>Week 1:</u> Changing places game AND <i>Rounds</i> When I change places in the circle I feel ... Something that has changed in this school since I have been here is ... Something that has changed in my life in the last year is ...</p> <p><u>Week 2:</u> Positive changes</p> <p><u>Week 3:</u> Change is normal – frequency table / draw life journey</p> <p><u>Week 4:</u> comfortable and uncomfortable feelings words – draw pictures</p> <p><u>Week 5:</u> Changes experienced and role play</p> <p><u>Week 6:</u> Making a plan to bring about change</p> <p><u>Week 7:</u> Ongoing activities - emotional barometer</p> <p>- To respect the rights and property of others (m)</p>
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<p>VALUES values (on a 2 year cycle) Article 12 – Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 – Every child has the right to meet with other children.</p> <p>Article 6 – the right to life. Governments must do all they can to ensure that children survive and develop to their full potential</p>	<p>Belonging / Respect Article 1– Everyone under the age of 18 has all the rights in the UNCRC 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.</p> <p>Friendship / Happiness Article 15 – Every child has the right to meet with other children.</p> <p>SMSC Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C) To respect the rights and property of others To be considerate to others</p> <p>RIGHTS Article 27 – Every child has the right to a standard of living that good enough to meet their physical, social and mental needs. LINK TO ENGLISH TEXT</p>	<p>Freedom / Unity Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 14: Every child has the right to think and believe what they want and to practise their religion.</p> <p>Peace/Love and Humility Article 8: Every child has the right to a name, a nationality and family ties. Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M) To take responsibility for own actions (m)</p> <p>RIGHTS Article 19 – Governments must ensure that children are protected from all violence, abuse and neglect and bad treatment by their parents or anyone else who looks after them. LINK TO ENGLISH TEXT</p>	<p>Honesty / Hope Article 17: We all have the right to accurate information from books, the internet, the media and other sources. Article 29: We all have the right to an education to develop our personalities and respect for others' rights.</p> <p>Simplicity / Trust Article 1: All children throughout the world have rights. Article 29: Education should teach children to respect the natural environment.</p> <p>SMSC Be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses (So) To tell the truth (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH</p>	<p>Thoughtfulness / Understanding Article 28: Every child has the right to an education.</p> <p>Article 17: Every child has the right to reliable information that they can understand.</p> <p>Appreciation / Care and compassion Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them.</p> <p>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.</p> <p>SMSC Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So) To help others less fortunate than themselves (m)</p> <p>RIGHTS Article 12 – the right to express their views, feelings and wishes, and to have their views taken seriously LINK TO ENGLISH TEXT</p>	<p>Confidence / Quality Article 29: Education must develop every child's personality, talents and abilities to the full. 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.</p> <p>SMSC Appreciate that a community is made up of a wide variety of people (So and C) To develop high expectations and a positive attitude (m)</p> <p>RIGHTS Article 29 – Education must develop every child's personality, talents and abilities. LINK TO ENGLISH TEXT</p>	<p>Fairness / Cooperation 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.</p> <p>Courage / Responsibility 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.</p> <p>SMSC Understand and appreciate the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right (M) To respect the rights and property of others (m)</p> <p>RIGHTS Article 31 – right to take part in cultural and artistic activities LINK TO ART</p>
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<p>RE Article 14 – the right to think and believe what you choose and to practice your religion</p>	<p>How do Christians celebrate milestones in life?</p> <p>Reflecting on the impact of beliefs and practices connected with birth & belonging</p> <ul style="list-style-type: none"> • Empathy – considering the thoughts, feelings, experiences, attitudes, beliefs and values of others when talking about the different aspect studied • Investigation – asking relevant questions and knowing how to gather information from places of worship / video / photos / cards • Interpretation – drawing meaning from artefacts, symbolism and religious language used during ceremonies • Analysis – distinguishing the differences between infant and adult baptism etc. • Synthesis – investigating and connecting the different aspects of baptism / dedication / confirmation ceremonies • Application – describing the impact that the different ceremonies might have on individuals, groups & communities • Expression – explaining concepts, rituals and practices <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> <p>Article 14 – the right to think and believe what</p>	<p>Why are Christians given presents at Christmas?</p> <p>Reflecting on experiences of gift-giving and responding sensitively</p> <ul style="list-style-type: none"> • Evaluating by considering the ways in which Christmas may have lost its true meaning • Interpreting the meaning and significance of the gifts brought by the Magi • Synthesising by connecting the gifts with the Christian beliefs that lie behind them 	<p>The Bible: What's it all about?</p> <p>Investigation: including how to gather information from a variety of sources</p> <ul style="list-style-type: none"> • Interpretation: including suggesting meanings of religious texts • Synthesis: including making links between works of film, song and art and the influence of the Bible. • Application: including making the association between the Bible, the individual and their community as well as national and international life <p>Appreciate stillness and silence (Sp)</p>	<p>Easter: What happened during Jesus' last week on earth?</p> <p>Reflecting on the symbols and what they mean in relation to the Easter story</p> <ul style="list-style-type: none"> • Investigating by gathering information from a variety of sources • Interpreting by drawing meaning from works of art and suggesting meanings for symbols and forms of religious expression • Evaluating by identifying what influences and inspires them and why • Analysing the links between the Jewish Passover and the Last Supper • Expressing religious views by responding to religious questions through Art. <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>How did Jesus change lives?</p> <p>Reflection: On why Jesus performed miracles, & considering questions such as: Can a miracle happen today? What was the impact of miracles on eyewitnesses?</p> <ul style="list-style-type: none"> • Empathy: considering the thoughts, feelings, experiences of those whose lives were changed after meeting Jesus • Interpretation: suggesting meanings of what Jesus meant in the Sermon on the Mount. What does it mean to be happy? • Synthesis: linking the miracles of Jesus with what Christians believe about him • Application: considering what it means to trust and follow others, and the challenges of doing this. • Expression: by writing their own version of the Sermon on the Mount <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p>	<p>What does it mean to be a Sikh?</p> <p>Reflecting on beliefs and practices of the Sikhs and the ultimate questions that are raised</p> <ul style="list-style-type: none"> • Empathising by considering the beliefs and values of others and seeing the world through the eyes of others, and seeing issues from their point of view • Investigating by asking relevant questions and knowing how to gather information from a variety of sources • Interpreting by drawing meaning from the 5 symbols and suggesting meanings of religious texts • Evaluating by debating issues of religious significance about the Sikh faith with reference to evidence and argument • Analysis by distinguishing between opinion and fact • Synthesis by linking significant features of the Sikh religion together in a coherent pattern and connecting different aspects of Sikh life into a meaningful whole • Expression by explaining concepts, rituals and practices <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p>
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	you choose and to practice your religion					
French – Rigolo	Bonjour	En classe	Mon corps	Les animaux	La famille	Bon anniversaire
Computing Article 17 – Every child has the right to reliable information from a variety of sources. Governments must help protect children from materials that could harm them.	Coding Purple Mash 5x60 mins lessons of coding 2-go Purple Mash games (a Virtual bee-bot) Using Loops 2D shapes from Code –it Creating 3D designs	Computational thinking Getting Up algorithms -plans from code-it.co.uk @ 5weeks Coding Scratch Music Machine-Code it	IT Skills and Coding We are programmers-program an animation-use purple mash resources Create animation in 2- animate on Purple Mash Coding Lightbot.com to move robot through program levels	Online Safety Code it resources- passwords-cyber people-have your say Create an e-safety leaflet on Purple Mash PSHE KS1 Core theme1; 5,13,22 Core theme 2;18 Core theme3; 17	Digital Literacy/ computational Thinking Blogs, Passwords, safe search, social networks. Barefoot Computing	Coding and online safety Networks-exploring computer networks- Purple Mash, Code-it Think U know Digi Dog
Music Article 13 – express thoughts and opinions Article 31 – right to take part in cultural and artistic activities Article 29 – encourage children’s respect for their own and others’ cultures.	School value songs Recorders Play and perform in solo and ensemble contexts, using voices and playing musical instruments (recorder) with increasing accuracy, fluency, control and expression School value songs Beginner recorder	Christmas songs – composer Mozart	Jazz music linked to Kandinsky Use and understand staff and other musical notations – recorder Jazz music linked to Kandinsky	Concert with year 5 Recorders Preparation for joint concert with Year 2	Pirate shanties and Spanish songs linked to explorers Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and traditions	
PE indoor Article 15 – the right to meet with other children and to join groups Article 31 – right to relax and play	Gym Develop flexibility and strength, technique, control and balance	Dance Perform dances with a range of moves and patterns	Gym Develop flexibility and strength, technique, control and balance	Dance Perform dances with a range of moves and patterns	Athletics Demonstrate improvement to achieve their personal best	Athletics Demonstrate improvement to achieve their personal best
PE outdoor Article 15 – the right to meet with other children and to join groups Article 31 – right to relax and play	Tag rugby Take part in outdoor adventurous activities with challenge both individually and as a team To recognise the difference between right and wrong and to apply this understanding to	Netball Take part in competitive games and apply basic principles for attacking and defending To work as part of a group (so)	Football Play competitive games applying principles of attacking and defending	Handball Play competitive games applying principles of attacking and defending	Tennis Play competitive games applying principles of attacking and defending	Cricket Take part in activities both individually and as part of a team

	their own lives (m)					
Environment Article 29 – respect for the environment	Art: Collecting natural materials for still life Cezanne. Science: Understand the needs of cress seeds for helping plants to grow well.		Science: Rocks and soils. Using school grounds to find and identify different natural and man-made rocks. Materials. Linking biodegradable to vocabulary and using plastic bottles design to show that recycled materials can make greenhouses. Educational visits: Wisley garden centre trip		Information texts: Growing food and preparing food grown in BF growing area and class for consumption. With links to healthy eating.	