

## Long Term Plan - Lower Key Stage 2 (Year B)

	Autumn 1 & 2 (Main Topic: The Romans)	Spring 1 (Main topic: Fairtrade)	Spring 2 (Main topic: Fairtrade)	Summer 1 (Main topic: Ancient Egyptians)	Summer 2 (Year 3 topic: Ancient Egyptians; Year 4 topic: Shakespeare WYP project)
<b>English</b>	<p style="text-align: center;"><b><u>Myths and legends</u></b></p> <ul style="list-style-type: none"> <li>Write an invented myth/legend based on the story of <b>Romulus and Remus</b></li> <li>Retell the myth/legend of Boudicca v the Romans</li> <li>Act out and role play story of Boudicca.</li> <li>Write a diary entry (day in the life of a Roman) inspired by The Journal of Iliona by Richard Platt</li> <li>Roman gods and goddesses – description (short burst writing)</li> </ul> <p style="text-align: center;"><b>Performance poetry</b></p> <ul style="list-style-type: none"> <li>Write and perform Roman inspired poems</li> </ul> <p style="text-align: center;"><b><u>Non-fiction</u></b></p> <ul style="list-style-type: none"> <li><b><u>Recount</u></b> of Boudicca and the Romans (Newspaper article)</li> <li><b><u>Information text</u></b> – non-chronological report about the Romans</li> </ul> <p style="text-align: center;">Romans on the Rampage by Jeremy Strong – Guided Reading</p>	<p style="text-align: center;"><b><u>Stories from other cultures</u></b></p> <ul style="list-style-type: none"> <li>Listen to stories from other cultures</li> <li>use original stories as a stimulus for their own writing</li> </ul> <p style="text-align: center;"><b><u>Information texts</u></b></p> <p>Understand the difference between non-fiction and fiction texts,</p> <ul style="list-style-type: none"> <li>Read and write a range of non-chronological reports,</li> <li>Write reports linked to Fairtrade and India</li> </ul>	<p style="text-align: center;"><b><u>Information texts</u></b></p> <ul style="list-style-type: none"> <li>Understand the difference between non-fiction and fiction texts</li> <li>Read a range of leaflets</li> <li>Write a leaflet linked to Fairtrade and India - Persuasion</li> </ul> <p style="text-align: center;"><b><u>Poetry – Exploring form</u></b></p> <p>Recognise different forms of poetry (free verse, narrative poetry)</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p style="text-align: center;"><b><u>Letters</u></b></p> <p>Read a range of letters Write own letters to and from Howard Carter</p> <p style="text-align: center;"><b><u>Stories with historical settings</u></b></p> <p>Plan, tell and write stories set in Ancient Egypt</p> <p>Include detail to evoke the historical setting</p> <p>Sequence events clearly and show how one historical event leads to another</p>	<p style="text-align: center;"><b><u>Dialogues and plays</u></b></p> <p style="text-align: center;"><b><u>Shakespeare</u></b></p> <ul style="list-style-type: none"> <li>Writing and performing short plays (Shakespeare). Linked to West Yorkshire Playhouse project</li> </ul> <p>Prepare play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p style="text-align: center;"><b><u>Shape poems</u></b></p> <p>Recognise different forms of poetry (free verse, narrative poetry)</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
<b>Maths</b>	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths
<b>Science</b>	<p style="text-align: center;"><b><u>Animals and humans – Healthy lifestyle.</u></b></p> <ul style="list-style-type: none"> <li>Understand simple functions of the basic parts of the digestive system in humans such as mouth, tongue, teeth, oesophagus, stomach and intestine.</li> <li>Identify and compare different teeth in and their function</li> <li>Understand how to look after teeth.</li> <li>Understand food chains, identifying producers, predators and prey.</li> <li>Know about parts of the human digestive system</li> </ul>	<p style="text-align: center;"><b><u>Forces and magnets</u></b></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p>	<p style="text-align: center;"><b><u>Light</u></b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>		

	<p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>I can explain the importance of a nutritious, balanced diet.</li> <li>I can explain how nutrients, water and oxygen are transported within animals and humans.</li> <li>I can describe and explain the skeletal system of a human.</li> <li>I can describe and explain the muscular system of a human.</li> <li>I can describe the purpose of the skeleton in humans and animals.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>I can identify and name the parts of the human digestive system.</li> <li>I can describe the functions of the organs in the human digestive system.</li> <li>I can identify and describe the different types of teeth in humans.</li> <li>I can describe the functions of different human teeth.</li> <li>I can use food chains to identify producers, predators and prey.</li> </ul> <p>I can construct food chains to identify producers, predators and prey.</p> <p><b>Working scientifically skills also to be covered (listed on separate sheet)</b></p>	<p>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p><b><u>Unit's NC Skill-based Assessment (Year 3 topic)</u></b></p> <ul style="list-style-type: none"> <li>I can explore and describe how objects move on different surfaces.</li> <li>I can explain how some forces require contact and some do not, giving examples.</li> <li>I can explore and explain how objects attract and repel in relation to objects and other magnets.</li> <li>I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>I can describe how magnets work.</li> <li>I can predict whether magnets will attract or repel and give a reason.</li> </ul> <p><b>Working scientifically skills also to be covered (listed on separate sheet)</b></p> <p><b><u>Extra time to be used to revisit States of Matter (Year 4 topic)</u></b></p>	<p>Find patterns in the way that the size of shadows change</p> <p><b><u>Unit's NC Skill-based Assessment (Year 3 topic)</u></b></p> <ul style="list-style-type: none"> <li>I can describe what dark is (the absence of light).</li> <li>I can explain that light is needed in order to see.</li> <li>I can explain that light is reflected from a surface.</li> <li>I can explain and demonstrate how a shadow is formed.</li> <li>I can explore shadow size and explain.</li> <li>I can explain the danger of direct sunlight and describe how to keep protected.</li> </ul> <p><b>Working scientifically skills also to be covered (listed on separate sheet)</b></p> <p><b><u>Extra time to be used to revisit Living things and their habitats (Year 4 topic)</u></b></p>
<p><b>History</b></p>	<p><b><u>History</u></b></p> <p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>Know and understand how Britain has been influenced by the Romans</li> <li>Know and understand significant aspects of the expansion of the Roman Empire and ancient civilisations.</li> <li>Understand historical terms such as 'civilisation' and 'empire'.</li> <li>Understand historical concepts such as similarity and difference, make connections and draw</li> </ul>		<p><b><u>Egyptians</u></b></p> <ul style="list-style-type: none"> <li>Know when the Egyptians lived</li> <li>Know and understand the achievements of the Egyptians</li> <li>Understand how Egyptians lived and what they believed in; religion, laws and justice</li> <li>Learn about some significant people from this time</li> <li>Compare Ancient Egyptian civilisation with Ancient Rome, Stone Age Britain, Viking Britain</li> </ul>

	<p>contrasts.</p> <ul style="list-style-type: none"> <li>• Understand how the Roman Empire fell and that the Romans were defeated by the Anglo Saxons</li> <li>• Anglo Saxons</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p><b>History Targets - A Year 3 Historian</b></p> <ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened.</li> <li>• I can explain some of the times when Britain has been invaded.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can research in order to find similarities and differences between two or more periods of history.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p><b>History Targets - A Year 4 Historian</b></p> <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>			<p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p><b>History Targets - A Year 3 Historian</b></p> <ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened.</li> <li>• I can explain some of the times when Britain has been invaded.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can research in order to find similarities and differences between two or more periods of history.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p><b>History Targets - A Year 4 Historian</b></p> <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>
<b>Geography</b>	<p><b><u>The Roman Empire and its impact on Britain</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate countries and</li> </ul>	<p><b><u>Fairtrade</u></b></p> <ul style="list-style-type: none"> <li>• Where is India? South America? Africa?</li> </ul>		<p><b><u>Egyptians</u></b></p>

	<p>cities in the Roman Empire.</p> <ul style="list-style-type: none"> <li>• Understand and map the journey taken by the Romans to Britain.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>• I can use an atlas by using the index to find places.</li> <li>• I can name a number of countries in the northern hemisphere.</li> <li>• I can name and locate the capital cities of neighbouring European countries.</li> <li>• I can name and locate the capital cities of neighbouring European countries.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>• I can plan a journey to a place in England.</li> <li>• I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>• I know the countries that make up the European Union.</li> </ul>	<ul style="list-style-type: none"> <li>• Use atlases, globes and computers</li> <li>• Identify continents of the world</li> <li>• Compare human and physical geography of India and England</li> <li>• What does fair trade mean?</li> <li>• What natural resources do we find in India?</li> <li>• Links to Fairtrade product of chocolate</li> <li>• Looking at volcanic regions and why they are good for crops</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>• I can use an atlas by using the index to find places.</li> <li>• I can name a number of countries in the northern hemisphere.</li> <li>• I can name and locate the capital cities of neighbouring European countries.</li> <li>• I can use the correct geographical words to describe a place.</li> <li>• I can describe how volcanoes are created.</li> <li>• I can locate and name some of the world's most famous volcanoes.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>• I can carry out research to discover features of villages, towns or cities.</li> <li>• I can explain why people may choose to live in one place rather than another.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to locate Egypt and notable cities.</li> <li>• Compare human and physical geography of Egypt then and now, make comparisons with England</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>• I can use the correct geographical words to describe a place.</li> <li>• I can use some basic Ordnance Survey map symbols.</li> <li>• I can use grid references on a map.</li> <li>• I can use an atlas by using the index to find places.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>• I can explain why people may be attracted to live in cities.</li> <li>• I can explain why people may choose to live in one place rather than another.</li> <li>• I can locate the Tropic of Cancer and Tropic of Capricorn.</li> </ul>
D & T	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Cooking with Fairtrade produce</u></b></p> <p>Understand the basic principles of a healthy and varied diet.</p> <p>Prepare and cook using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p>	<p><b><u>Egyptian Death Masks</u></b></p> <p>Use research and develop design criteria to inform the design of Egyptian death masks.</p> <p>Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p>

		<ul style="list-style-type: none"> <li>I can describe how food ingredients come together.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I know how to be both hygienic and safe when using food.</li> </ul>	<ul style="list-style-type: none"> <li>I can prove that my design meets some set criteria.</li> <li>I can follow a step-by-step plan, choosing the right equipment and materials.</li> <li>I can design a product and make sure that it looks attractive.</li> <li>I can choose a textile for both its suitability and its appearance.</li> <li>I can select the most appropriate tools and techniques for a given task.</li> <li>I can work accurately to measure, make cuts and make holes.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can explain how I have improved my original design.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul>			
<p><b>Computing</b></p>	<p><b><u>E-safety through the ACE accreditation</u></b></p> <p>(see all Knowledge and Skills statements from the Safe Computer Use document)</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I use technology respectfully and responsibly.</li> <li>I know different ways I can get</li> </ul>	<p><b><u>Get Blogging (Y3)</u></b></p> <p>Children will develop an understanding of how wikis work and will create their own wiki in small groups encouraging collaborative writing. Children will also review examples of blogs online, learn the basic elements of creating a blog and will then create their very own.</p> <p><b>Y4 to create a podcast.</b></p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p>	<p><b><u>Back to the Future (Y4)</u></b></p> <p>In this project, children will create their own blog detailing what they learn from researching about different technologies, inventors and the different components of a computer.</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p>I can use a range of software for similar purposes. I can collect information. I can design and create content. I can present information. I can search for information on the</p>	<p><b><u>We love games (Y3)</u></b></p> <p>In this aptivity children will use gaming apps to develop computational thinking skills and develop a simple program as a final project. <b>Y4 to de-bug a program.</b></p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p>I can design a sequence of instructions, including directional instructions. I can write programs that accomplish specific goals. I can work with various</p>	<p><b><u>Hurray For Hollywood (Y4)</u></b></p> <p>The children will devise their own characters, plot and storyboard before filming a short movie which they will then edit in iMovie.</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p>I can design and create content. I can present information. I can search for information on the web in different ways. I can manipulate and improve digital images.</p>	<p><b><u>Interface Designer (Y4)</u></b></p> <p>HTML is the language used to create files which can be read by internet browsers to display web pages on the internet. In this lesson, children will build a basic web page using tags and elements to change the design and the colour of the web page.</p> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <p>I can use a range of software for similar purposes.</p>

	<p>help if I am concerned.</p> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I recognise acceptable and unacceptable behaviour using technology.</li> </ul>	<p>I can use a range of software for similar purposes.</p> <p>I can collect information.</p> <p>I can design and create content.</p> <p>I can present information.</p> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can produce and upload a pod cast.</p>	<p>web in different ways.</p> <p>I can manipulate and improve digital images.</p> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can produce and upload a pod cast.</p>	<p>forms of input.</p> <p>I can work with various forms of output.</p> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p>I can experiment with variables to control models.</p> <p>I can give an on-screen robot specific instructions that takes them from A to B.</p> <p>I can make an accurate prediction and explain why I believe something will happen (linked to programming).</p> <p>I can de-bug a program.</p>	<p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p>	<p>I can collect information.</p> <p>I can design and create content.</p> <p>I can present information.</p> <p>I can search for information on the web in different ways.</p> <p>I can manipulate and improve digital images.</p> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p>
<p><b>Art</b></p>	<p><b><u>Making shields/mosaics</u></b></p> <ul style="list-style-type: none"> <li>Study a range of Roman mosaics</li> <li>Use paints, pastels to recreate the style of Roman mosaics</li> <li>Use different materials to create a mosaic collage in style of Roman mosaics</li> <li>Use sketch books to plan and design a Roman shield.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can use sketches to produce a final piece of art.</li> <li>I recognise when art is from different historical periods.</li> <li>I recognise when art is from different cultures.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can sculpt clay and other mouldable materials.</li> <li>I can explain some of the features of art from historical periods.</li> <li>I can experiment with the styles used by other artists.</li> </ul>			<p><b><u>Landscapes and living things</u></b></p> <ul style="list-style-type: none"> <li>Make detailed sketches through careful observations</li> <li>Sketch the school environment and more detailed drawings of plants and living things (including people – Year 4 target)</li> <li>Use paints, pastels and other media to create landscape inspired pieces</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can use different grades of pencil to shade and to show different tones and textures.</li> <li>I can create a background using a wash.</li> <li>I can use a range of brushes to create different effects in painting.</li> </ul> <p><b><u>Unit's NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can use marks and lines to show texture in my art.</li> <li>I can show facial expressions and body language in sketches and paintings.</li> <li>I can use marks and lines to show texture in my art.</li> <li>I can use line, tone, shape and colour to represent figure and forms in movement.</li> </ul>		

<b>Music</b>	<ul style="list-style-type: none"> <li>Understand what is meant by the pentatonic scale.(5 note scale)</li> <li>Perform pieces using the pentatonic scale</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can play clear notes on instruments.</li> <li>I can use different elements in my composition.</li> <li>I can create repeated patterns with different instruments.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>	<p>Learn and perform songs and carols for the Christmas production</p> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can sing a tune with expression.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can sing songs from memory with accurate pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music using pitched and un-pitched instruments</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can play clear notes on instruments.</li> <li>I can use different elements in my composition.</li> <li>I can create repeated patterns with different instruments.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and research different composers</li> </ul> <p>Explore and research the ‘10pieces’ of classical music</p> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can use musical words to describe a piece of music and compositions.</li> <li>I can use musical words to describe what I like and do not like about a piece of music.</li> <li>I can recognise the work of at least one famous composer.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music.</li> <li>I can identify and describe the different purposes of music.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand musical notation</li> <li>Write and compose music using simple musical notations</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can play clear notes on instruments.</li> <li>I can improve my work; explaining how it has been improved.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>	<p>Listen to music from different traditions, countries and cultures</p> <p><b><u>Unit’s NC Skill-based Assessment Year 3):</u></b></p> <ul style="list-style-type: none"> <li>I can use musical words to describe a piece of music and compositions.</li> <li>I can use musical words to describe what I like and do not like about a piece of music.</li> <li>I can recognise the work of at least one famous composer.</li> </ul> <p><b><u>Unit’s NC Skill-based Assessment Year 4):</u></b></p> <ul style="list-style-type: none"> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can identify the character in a piece of music.</li> <li>I can identify and describe the different purposes of music.</li> </ul>

<b>PE</b>	<u>Autumn 1</u> <u>Year 3</u> <ul style="list-style-type: none"> <li>Invasion games</li> <li>Gymnastics</li> <li>Dance</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Invasion games</li> <li>Swimming</li> <li>Dance</li> </ul>	<u>Autumn 2</u> <u>Year 3</u> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Swimming</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Gymnastics</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Swimming</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>Tennis</li> <li>Dance</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Tennis</li> <li>Swimming</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Swimming</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Athletics</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Swimming</li> </ul>
<b>RE</b>	Creation/Fall 2A.1  What do Christians learn from the creation story?  (Understanding Christianity)	People of God 2A.2  What is it like to follow God? (Understanding Christianity)  <i>Make clear links to Judaism here</i>	Judaism  Who are the Jews?	Salvation 2A.5  Why do Christians call the day Jesus died 'Good Friday'?  (Understanding Christianity: SALVATION)	Kingdom of God 2A.6  When Jesus left, what was the impact of Pentecost?  (Understanding Christianity)	How and why are churches different? (Study and comparison of local churches)
<b>Languages</b>	<ul style="list-style-type: none"> <li>Learn Spanish labels for parts of the human body</li> <li>Learn Spanish names for members of the family</li> </ul> <u>Unit's NC Skill-based Assessment Year 3 and 4):</u> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can have a short conversation saying 3-4 things.</li> <li>I can give a response using a short phrase.</li> <li>I am starting to speak in sentences.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write phrases from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations – Christmas, Valentines etc.</li> </ul> <u>Unit's NC Skill-based Assessment Year 3 and 4):</u> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can name and describe a place.</li> <li>I can name and describe an object.</li> <li>I can have a short conversation saying 3-4 things.</li> <li>I can give a response using a short phrase.</li> <li>I am starting to speak in sentences.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write phrases from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Learn names of common vehicles</li> </ul> <u>Unit's NC Skill-based Assessment Year 3 and 4):</u> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can have a short conversation saying 3-4 things.</li> <li>I can give a response using a short phrase.</li> <li>I am starting to speak in sentences.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write phrases from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Learn names of fruits and vegetables</li> </ul> <u>Unit's NC Skill-based Assessment Year 3 and 4):</u> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can have a short conversation saying 3-4 things.</li> <li>I can give a response using a short phrase.</li> <li>I am starting to speak in sentences.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write phrases from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Conjugating present verbs – holidays.</li> </ul> <u>Unit's NC Skill-based Assessment Year 3 and 4):</u> <ul style="list-style-type: none"> <li>I can give a response using a short phrase.</li> <li>I am starting to speak in sentences.</li> <li>I can write 2-3 short sentences on a familiar topic.</li> <li>I can say what I like/dislike about a familiar topic.</li> </ul>	

<b>PSHCE</b>	Myself and my relationships: Beginning and Belonging	Citizenship: Working together	Healthy and Safer lifestyles: Healthy lifestyles	Myself and my relationships: Anti-bullying	Citizenship: Diversity and communities	Healthy and safer lifestyles: Managing risk
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