

	(1.15-2.45) Linking Schools Thurs 7 November 2019			Wed 25 March 2019		
Parents Consultation Evening	Tuesday 1 October / Wednesday 2 October 2019		Wednesday 15 January / Thursday 16 January 2020		Tuesday 28 April / Wednesday 29 April 2020	Tuesday 7 and Wednesday 8 July 2020)
Links with World cultures	Links between European monarchy and British: Norway Denmark Sweden London	Links between history of early Greek life to present day around the world: How people live Greece Athens UK	Links between history of early man in: Denmark Italy France Germany Spain	Similarities and differences between Western and Eastern cultures: China, Asia	World poetry Explore Japanese Haiku poets: Basho Issa Buson Shiki	Discussing natural disasters, floods, volcanoes and earthquakes around the world Rome Asia Japan Nepal

English outcomes for pupils

Throughout each year group pupils show high levels of attainment in reading, writing, speaking and listening and exhibit very positive attitudes.

Pupils rapidly acquire secure knowledge of letters and sounds and make substantial and sustained progress in learning to read, and to write legibly and fluently.

From different starting points all groups of pupils develop excellent knowledge, understanding and skills.

Pupils express their ideas fluently and imaginatively in both writing and speaking using Standard English.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Pupils show a mature understanding of a wide range of challenging texts, both traditional and contemporary.

Pupils' writing shows a high degree of technical accuracy.

Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.

Pupils have a mature understanding of the differences between written and spoken language.

They speak confidently and with maturity in relation to their age, using Standard English very effectively.

Pupils are effective learners, able to think for themselves, to provide leadership and mastery in their own learning.

Spoken Language:	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English
Standard English is consistently modelled and promoted by all	Use relevant strategies to build their vocabulary Listening to and discussing a wide range of fiction and	Articulate and justify answers, arguments and opinions Listening to and discussing a	Give well-structured descriptions, explanations and narratives for different purposes	Maintain attention and participate actively in collaborative conversations	Use spoken language to develop understanding through	Listening to and discussing a wide range of fiction and identifying themes

<p>adults in school</p> <p>Promoted through:</p> <p>Talk Partners</p> <p>Big Questions</p> <p>Class Assembly</p> <p>Debates</p> <p>Class Discussion</p> <p>Responding to questions from adults</p>	<p>identifying themes</p> <p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Retelling stories orally</p> <p>Composing and rehearsing sentences orally</p> <p>Opportunities to discuss language including vocabulary</p> <p>Discussing writing in order to learn from its structure, grammar and vocabulary</p> <p>Reading aloud their own writing using appropriate intonation so that the meaning is clear</p> <p>Understanding and explaining the meaning of words in context</p>	<p>wide range of fiction and identifying themes</p> <p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Participate in discussions taking turns to listen to what others say</p> <p>Showing understanding through intonation, tone and volume</p> <p>Justifying inferences with evidence</p> <p>Building a varied and rich vocabulary</p> <p>Discussing writing similar to that which they are planning to write</p> <p>Composing and rehearsing sentences orally</p>	<p>Listening to and discussing a wide range of fiction and identifying themes</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Identifying how language structure and presentation contribute to meaning</p> <p>Asking questions to improve their understanding of a text</p> <p>Participate in discussions taking turns to listen to what others say</p> <p>Thinking aloud to explore and collect ideas</p> <p>Justifying inferences with evidences</p> <p>Building a varied and rich vocabulary</p>	<p>Listening to and discussing a wide range of fiction and identifying themes</p> <p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Explaining the meaning of words in context</p> <p>Opportunities to discuss language including vocabulary</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Asking questions and predicting</p> <p>Composing and rehearsing sentences orally</p> <p>Participate in discussions about books</p>	<p>speculating</p> <p>Listening to and discussing a wide range of fiction and identifying themes</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Discussing words and building a varied and rich vocabulary</p> <p>Showing understanding through intonation, tone and volume</p> <p>Discussing writing in order to learn from its structure and vocabulary</p> <p>Composing and rehearsing sentences orally</p>	<p>Discussion - develop, agree on, and evaluate rules for effective discussion</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Discussing their understanding</p> <p>Asking questions to improve their understanding</p> <p>Composing and rehearsing sentences orally</p> <p>Participate in discussions</p> <p>Discussing writing similar to that which they are planning to write</p>
<p>Reading Development Days</p>				<p>RWI development day - 4 March 2020</p>		
<p>Literacy and Language Development Days</p>	<p>* RWI Development day: Wednesday 25 September 2019</p> <p>L&L development day: Wednesday 9 October 2019</p>		<p>*</p>	<p>* WORLD BOOK DAY - Thursday 5 March 2020</p>		
<p>Themed Weeks (5)</p>	<p>Basic skills week – Monday 29 October</p>		<p>Spag Week – Monday 25 February</p>		<p>Science Week – Monday 8 April</p>	<p>Sports/ Keeping Healthy Week – Monday 15 July</p>

<p>English Literacy and Language</p>	<p>Unit One: Sand Wizards Themed Week: Week 1 - Reading Skills Fiction: Week 2-3 - Writing a story with a familiar setting Non-Fiction Week 4 - Information Text</p> <p>Punctuation and Grammar Adverbs and Adverbials Inverted Commas Headings and Subheadings</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Proof-read for spelling and punctuation errors</p>	<p>Unit Two: A Tune of Lies Themed Week: Week 1 – SPaG Skills Fiction: Weeks 2-3 - Writing a play script Non Fiction: Week 4 - Instruction Text</p> <p>Punctuation and Grammar Adverbs of Time</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Proof-read for spelling and punctuation errors</p>	<p>Unit Three: A Tale of Two Robots Themed Week: Weeks 1- Reading Skills Fiction: Weeks 2-3 - Writing a science fiction story Non Fiction: Week 4 - Discussion Text</p> <p>Punctuation and Grammar Determiners a and an Conjunctions Adverbs and Adverbials</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Proof-read for spelling and punctuation errors</p>	<p>Unit Five: Smash and Grab Themed Week: Week 1 - SPaG Skills Fiction: Week 2-3Writing a mystery story Non-Fiction: Week 4 – Non-chronological Report</p> <p>Punctuation and Grammar Adverbs and Word families Sentences Perfect Tense</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Proof-read for spelling and punctuation errors</p>	<p>Unit Four: Water Cycle Fiction: Week 1-2 - Poetry Themed Week: Week 3 - Optional SATS. Non Fiction: Week 4 - Explanation</p> <p>Punctuation and Grammar Prefixes</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary</p>	<p>Unit Six: The Enchantress of the Sands Themed Week: Week 1 - Reading Skills Fiction: Weeks 2-3- Write a folktale Non Fiction: Week 4 -Biography and autobiography</p> <p>Punctuation and Grammar Prepositions Paragraphs</p> <p>Plan their writing by: ·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ·discussing and recording ideas</p> <p>Draft and write by: ·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures) ·organising paragraphs around a theme ·in narratives, creating settings, characters and plot ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate and edit by: ·assessing the effectiveness of their own and others' writing and suggesting improvements ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Proof-read for spelling and punctuation errors</p>
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	<p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>to improve consistency, including the accurate use of pronouns in sentences</p> <p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Focus Literacy	Week 4-8 Scandinavia	Week 4-7 Greek Myths	Week 4-6 Bronze Age	Week 4-6 East Meets West	Week 4-5 I am A Reader	Week 4-7 Escape From Pompeii
	Leaflet: All about Scandinavia (Assessed)	Retell: a Greek Myth (Assessed)	Newspaper Report: Discovery of Skara Brae (Assessed)	Information Text: Hierarchy of different people who lived during the Shang Dynasty (Assessed)	Biography: Roald Dahl (Assessed)	Newspaper Report: Erupting Volcano
	Diary Entry: Northern lights (Assessed)	Write a character description: Greek God (Assessed)	Imagery: Describe Cave (Assessed)	Biography : Fuo Hao	Character Description: Roald Dahl – Fantastic Mr Fox	Diary Entry: In role as a child in Pompeii during a volcano erupting (Assessed)
Literacy links to other topics						
Read Write Inc Spellings	Cross Curricular Writing: Geography -Newspaper Report Discovering Fjords Science - Balanced Argument: Why we eat healthy? RE - Retelling the Story of Creation (Christianity)	Cross Curricular Writing: History - Non Chronological Report: Everyday life during the Ancient Greeks era Linking Schools Write a recount of the first meeting	Cross Curricular Writing: History - Informal letter: In role as Korwen to the class in the future RE – Recount Visit to the Gurudawara	Cross Curricular Writing: Geography-Persuasive text – Visit China (Assessed)	Cross Curricular Writing: Formal Letter: Roald Dahl Museum and Story Centre (Assessed)	Cross Curricular Writing: Geography – Letter Appeal for help - Flood Science – Explanation text How a volcano erupts (Assessed)
	NC- Use further prefixes and suffixes and understand how to add them NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	NC- Spell further homophones NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Unit 6 Adding –ation to verbs to form	NC- Use further prefixes and suffixes and understand how to add them Common Exception Words – Year 3	NC - Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys')and in words with irregular plurals	NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far NC- Spell further homophones	NC - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Nelson						

<p>Handwriting</p>	<p>Unit 1 Adding the prefixes dis - and in-</p> <p>Unit 2 Adding im- to root words beginning with m or p</p> <p>Unit 3 Adding the suffix -ous</p> <p>Unit 4 Adding the suffix -ly</p> <p>Unit 5 Word endings in -ture</p> <p>Yellow Level Developing Book Unit 1 – 6 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un –joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and</p>	<p>nouns</p> <p>NC - Spell words that are often misspelt</p> <p>Unit 7 Words with the c sound spelt ch</p> <p>Unit 8 Words with the sh sound spelt ch</p> <p>Yellow Level Developing Book Unit 7 – 13 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un –joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and</p>	<p>Unit 9 Adding the suffix –ion</p> <p>Unit 10 Adding the suffix -ian</p> <p>Yellow Level Developing Book Unit 14 – 20 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un – joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are</p> <p>Write capital letters and digits</p>	<p>(for example, children’s)</p> <p>NC- Use further prefixes and suffixes and understand how to add them</p> <p>Common Exception Words – Year 3</p> <p>Unit 11 Adding the prefix re-</p> <p>Unit 12 Adding the prefix anti-</p> <p>Developing Skills Book 1 Unit 1-6 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un – joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digits</p>	<p>NC- Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Unit 13 Adding the prefix super-</p> <p>Unit 14 Adding the prefix sub-</p> <p>Developing Skills Book 1 Unit 7-13 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un – joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand</p>	<p>Developing Skills Book 1 Unit 14-20 Year 3 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un – joined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Year 2 Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are</p> <p>Write capital letters and digits</p>
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Grammar, Punctuation and Spelling	<p>relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 1- Word Types Nouns Adjectives Articles Verbs Adverbs</p> <p>Section 2 – Clauses and Phrases Clauses Phrases Noun Phrases Mixed Sentence Practice</p>	<p>relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 3 - Sentences Statements and Commands Commands and Exclamations</p> <p>Section 4 – Conjunctions and Prepositions Conjunctions with Main Clauses Conjunctions with Subordinate Clauses Prepositions</p>	<p>of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 5 – Verb Tenses Present Tense and Past Tense Using 'ing' verbs in the Present Using 'ing' verbs in the Past Past Tense with 'have' Staying in the Same Tense</p> <p>Section 6 – Sentence Punctuation Capital Letters for names and I Capital Letters and Full Stops Question Marks Exclamation Marks Sentence Practice</p>	<p>of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 7 – Commas Writing Lists Writing Longer Lists Section 8 – Apostrophes Apostrophes for Missing Letters Apostrophes for Single Possession Its and It's Apostrophe Practice</p> <p>Section 9 – Inverted Commas Inverted Commas Punctuating Speech Direct and Reported Speech</p>	<p>which letters, when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 10 – Paragraphs and Layout Paragraphs Headings and Subheadings Section 11 - Prefixes Prefixes – 'un' 'dis' and 'mis' Section 12 Prefixes – 're' and 'anti' Prefixes – 'sub' and 'super'</p>	<p>of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p> <p>Section 13 - Confusing Words The short 'I' sound The hard 'c' sound The soft 'c' sound The 'sh' sound The 'ay' sound Word Families Possessive apostrophes Homophones</p> <p>Section 14 – Mixed Spelling Practice Mixed Spelling Practice</p>
Class Reader	The Ice Palace – Robert Swindells	Greek Myths	Stone Age Boy	Shang Dynasty Stories	The Minpins	Escape From Pompeii
Reading	<p>7 hours of Guided Reading Develop positive attitudes to reading and understanding of what they read: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Reading Week (5 Days) + 6 Hours Develop positive attitudes to reading and understanding of what they read: Reading books that are structured in different ways and reading for a range of purposes</p>	<p>7 Hours of Guided Reading Develop positive attitudes to reading and understanding of what they read: Reading books that are structured in different ways and reading for a range of purposes</p>	<p>7 Hours of Guided Reading Develop positive attitudes to reading and understanding of what they read: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>7 Hours of Guided Reading Develop positive attitudes to reading and understanding of what they read: Reading books that are structured in different ways and reading for a</p>	<p>7 Hours of Guided Reading Develop positive attitudes to reading and understanding of what they read: Reading books that are structured in different ways and reading for a range of purposes</p>

<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>range of purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of them orally</p> <p>Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>
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	about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		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.		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.		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.		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.	
Literacy Shed/Videos	The Lego Story	Explore - rhetorical questions for effect Retrieve - Map mood	Shadow of the Blue (RW)	Inference Prediction Retrieval	Were Dragons real?	Inference Retrieval	Blackface	Discuss the explorer's attitudes towards the Natives. Describe the setting	Pelican	Personification/personality discussion	Odd Girls	Retrieval
Comprehension /Schofield and Sims	The Green Cross Code	Inference Retrieval Non-fiction	The Baby of the Family	Poetry Retrieval Explore	Building Stonehenge	True or False Analyse- layout	Octocure	Figurative Language Focus on vocabulary	Rebecca	Explore author's language	City sounds heard after dark	Identifying figurative language
	Teeth	Information Text Retrieval Non-Fiction	Fruit RWInc comprehension	Non-fiction Literal Explore	The story of Helen Keller	Characters' feelings Inference Retrieval	On Yellow Brick Road	Analyse- structure of the article	Tom finds happiness	Deduce and infer	House on fire	Analyse and explore
	Bones RWInc Comprehension	Information Text Retrieval Non-Fiction	Invasion	Multiple choice Evidence based answers	A great storm in Scotland	Inference Retrieve	Steam Train	Decoding unfamiliar words Retrieving information			The Gift of the sun RWInc comprehension	Stories from another culture Inference
	Jorvik Viking Centre, Coppergate	Non-fiction Retrieval Structure of non-fiction	Games Glossery	Retrieval Inference	The milkmaid and her pail	Traditional tale/fable Exploring- authors choice of adjectives	The Monkey & The Panda (RWInc)	Retrieval Inference	Unit 4- Water Cycle P Test 4	Vocabulary- glossary Analyse Retrieve Inference	The time of the lion RWInc comprehension	Folk tale Inference Retrieval
Literacy and Language/ Progress Test		Multiple choice Inference	Unit 2 - A Tune of Lies P Test 2 -	Pictures page 2- 30 Predictions Sequencing	Unit3 - A Tale of Two Robots P Test 3-	Predictions Retrieve Attention to Detail (Tick 2)					Unit 6 - The Enchantress of the Sands P Test 5 -	Prediction through pictures Biography – sequencing True or False
Class Reader/Other	Unit 1 – Sand Wizards P Test 1 -	Identifying description and figurative language	Who Let the Gods Out	Inferring characters feelings, thoughts and motives Identifying main ideas and summarising			Unit 5 - Smash and Grab P Test 5 -	Retrieve Inference	The Minpins (CR)	Multiple Choice Explore Analyse	The Iron Man (CR)	Generate Dr READ questions

	Ice Palace	evidence to analyse Prediction Inference					Shang Dynasty Stories (CR)					
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Mathematics outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master the mathematics they are learning.

Pupils understand important concepts and make connections within mathematics.

Pupils develop a broad range of skills in using and applying mathematics.

They take the initiative in solving problems in a wide range of contexts, including the new or unusual.

Pupils think for themselves and are prepared to persevere when faced with challenges, showing a confidence that they will succeed.

Pupils embrace the value of learning from mistakes and false starts.

Pupils are able to recall mathematical knowledge rapidly, apply it fluently and accurately in order to calculate efficiently.

When investigating mathematically, pupils’ reason, generalise and make sense of solutions.

Pupils show high levels of fluency in performing written and mental calculations and mathematical techniques.

Mathematical language and symbols are used accurately in pupils’ work and in discussions.

Pupils develop a sense of passion and commitment to the subject.

Mathematics - Spoken Language	Developing their mathematical vocabulary					
	Presenting a mathematical justification, argument or proof.					
	Making their thinking clear to themselves as well as others	Making their thinking clear to themselves as well as others	Making their thinking clear to themselves as well as others	Making their thinking clear to themselves as well as others	Making their thinking clear to themselves as well as others	Making their thinking clear to themselves as well as others
	Build secure foundations by using discussion to probe and remedy their misconceptions	Build secure foundations by using discussion to probe and remedy their misconceptions	Build secure foundations by using discussion to probe and remedy their misconceptions	Build secure foundations by using discussion to probe and remedy their misconceptions	Build secure foundations by using discussion to probe and remedy their misconceptions	Build secure foundations by using discussion to probe and remedy their misconceptions

Maths Inspire Development Day	Inspire Maths Development Day – Wednesday 31 October	*Inspire Maths Development Day- Wednesday 15 November		*Inspire Maths Development Day- Wednesday 14 March		*Inspire Maths Development Day- Wednesday 20 June
<p>Inspire Mathematics and National Curriculum Objectives</p>	<p>Book A Unit 1: Numbers to 10 000 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Unit 1: Counting, Place Value, Comparing, Ordering and Pattern Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Compare and order numbers up to 1000</p> <p>Solve number problems and practical problems involving these ideas</p> <p>Unit 2: Addition of numbers within 10 000 Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</p> <p>Unit 2: Word Problems for Addition Add numbers with up to three digits, using formal written methods of columnar addition</p> <p>Unit 3: Subtraction of numbers within 10 000 Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Unit 3: Subtraction-</p>	<p>Book B Unit 5: Multiplying by 6, 7, 8, 9 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers</p> <p>Unit 6: Multiplication With Regrouping Using mental and progressing to formal written methods</p> <p>Unit 7: Division- Finding number of items in each group, making equal groups)</p> <p>Unit 7: Division - Quotient, Remainders, Odd and Even</p> <p>Unit 7: Division with Regrouping in H,T and O Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers</p> <p>Unit 6 and 7: Multiplication and Division Challenges</p>	<p>Unit 8- Solving word problems 2: Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Unit 8: Maths Challenges</p> <p>Unit 9: Mental Calculations</p> <p>Book C Unit 10: Money Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Unit 11: Length, Mass and Volume (NC Objectives) Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2-D shapes</p> <p>Unit 12: Solving word problems: Length, mass and volume (NC Objectives)</p>	<p>All the Units in this term- Coverage of NC Objectives Unit 13: Bar Graphs Interpret and present data using bar charts, pictograms and tables</p> <p>Use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy</p> <p>Unit 13: Bar Graphs- Reading and Interpreting Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p> <p>Unit 14: Fractions- Numerator/ Denominator, Equivalent Fraction Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Unit 14: Fractions- Comparing, Adding, Subtracting Compare and order unit fractions, and fractions with the same denominators</p> <p>Add and subtract fractions with the same denominator within</p>	<p>SATs Revision/ Test Optional SATs Unit 15- Time (Completion) Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Unit 16- Angles (Completion) Recognise angles as a property of shape or a description of a turn</p> <p>Identify whether angles are greater than or less than a right angle</p> <p>Unit 14: Fractions (Completion) Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p>Unit 11: Length, Mass and Volume (Completion)</p> <p>Unit 18: Area and Perimeter (Completion)</p> <p>Unit 13: Bar Graphs (Completion)</p> <p>Unit 17- Perpendicular and Parallel lines (Completion)</p>

<p>Big Maths Beat That</p>	<p>Regrouping in H,T and O and numbers with 0 Subtract numbers with up to three digits, using formal written methods of columnar subtraction</p> <p>Unit 4: Solving word problems 1: Addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Year 3 Multiplication and Division Week 1-7 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p>	<p>Year 3 Multiplication and Division Week 1-7 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p>	<p>Year 3 Multiplication and Division Week 1-7 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p>	<p>one whole [for example, $5/7 + 1/7 = 6/7$]</p> <p>Solve problems</p> <p>Book D Unit 15: Duration of Time, Conversion Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Unit 16: Angles, Identifying Right Angles Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn</p> <p>Unit 17- Perpendicular and Parallel lines Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Unit 18: Area and Perimeter Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Year 3 Multiplication and Division Week 1-6 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Year 3 Multiplication and Division Week 1-6 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10</p>	<p>Year 3 Multiplication and Division Week 1-6 Count from 0 in multiples of 3, 4, 8, 50 and 100 Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p>
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Big Maths Beat That CLIC	Standards 2/3 Week 1,3,5	Standards 2/3 Week 1,3,5	Standards 3/4 Week 1,3,5	Standards 3/4 Week 1,3,5	multiplication tables Standards 3/4 Week 1,3,5	Standards 3/4 Week 1,3,5
Mental Maths	Year 3 Week 2,4,6 Autumn Term Test 1, 2 and 3	Year 3 Week 2,4,6 Autumn Term Test 4, 5 and 6	Year 3 Week 2,4,6 Spring Term Test 1,2 and 3	Year 3 Week 2,4,6 Spring Term Test 4, 5 and 6	Year 3 Week 2,4,6 Summer Term Test 1, 2 and 3	Year 3 Week 2,4,6 Summer Term Test 4, 5 and 6
Maths Links for other Topics	Cross-curricular- Data Handling, tables, graphs, measure, time problem solving	Cross-curricular – Recipes, measure , reading scales Ratio Money	Cross-curricular – Roman Numeral system, reading scales (Forces)	Cross-curricular – Chinese numbers, currency Time, seasons - plants	Cross-curricular – Calculating fractions of sales and amounts of people reading	Cross-curricular- Currency, timelines, years

Science outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils are able to think for themselves, take the initiative and raise their own questions about science knowledge, understanding and scientific enquiry.

They are confident and competent in the full range of stage-related practical skills, taking the initiative in planning, carrying out, recording and evaluating their own scientific investigations.

Pupils frequently use their scientific knowledge and understanding very effectively in written and verbal explanations, solving challenging problems and reporting scientific findings formally.

They work constructively with other pupils, demonstrating common understanding in discrete well-focused roles, with all playing a part in successful investigations.

Pupils show high levels of originality, imagination and innovation in their understanding and application of their knowledge and skills.

Their practical work incorporates a variety of contexts, including fieldwork.

Pupils research contemporary issues and understand the impact of science on society.

They develop a sense of passion and commitment to science, showing strong application and enthusiasm to learn more through scientific endeavour.

<p>Enquiry Types:</p>	<p>measurements using standard units, using a range of equipment</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Observation Pattern Seeking Identifying, grouping and classifying</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Observation Pattern Seeking Research from Secondary sources</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Observation Pattern Seeking Comparative and fair testing</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Observation Identifying, grouping and classifying Research from Secondary sources Comparative and fair testing</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Observation Pattern Seeking Identifying, grouping and classifying Comparative and fair testing Research including secondary resources</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>Observation Research using secondary sources Pattern Seeking</p>
<p>Recording of findings</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>	<p>Photos, notes, drawings, labelled diagrams, bar charts and simple tables</p>
<p>Suggested wider reading</p>	<p>Who Let the God Out?</p> <p>The Animal Book (Reference by DK (Author)</p> <p>Me and My Amazing Body Paperback – by Joan Sweeney (Author), Annette Cable (Illustrator)</p> <p>See Inside Your Body (Usborne Flap Books) Board book – 28 Jan 2006 by Katie Daynes (Author), Colin King (Illustrator)</p>	<p>New Star Science Year 3/P4: Light and Shadows Pupil’s Book (STAR SCIENCE NEW EDITION) by Rosemary Feasey (Author), Anne Goldsworthy, John Stringer (Author), Roy Phipps (Author)</p> <p>Light Is All Around Us (Let’s-Read-and-Find...Science 2) by Wendy Pfeffer and Paul Meisel</p>	<p>What Makes a Magnet? (Let’s Read and Find Out Science) Paperback – 31 Aug 1996 by Franklyn Branley (Author) True Kelly (Illustrator)</p> <p>What Magnets Can Do (Rookie Read-About Science) by Allan Fowler (Author)</p> <p>Magnets: Pulling Together, Pushing Apart (Amazing Science) by Natalie M. Rosinsky (Author) Sheree Boyd (Illustrator)</p>	<p>Plant Parts (The Life of Plants) Paperback – 5 Aug 2008 by Louise Spilsbury (Author), Richard Spilsbury (Author)</p> <p>Flowers (Plant Parts) Paperback – by Vijaya Khisty Bodach (Author)</p> <p>Plant Stems & Roots (Look Once, Look Again Science Series) Paperback – 1 March 1998 by David M. Scwartz (Author), Dwight Kuhn (Photographer)</p>		<p>National Geographic Kids Everything Rocks and Minerals: Dazzling Gems of Photos and Info That Will Rock Your World by Steve Tomecek Paperback</p> <p>Naturetrails:Rocks and Fossils (Usborne Nature Trail) Paperback – 1 Dec 2010 by Struan Reid</p> <p>Rocks and Minerals (Usborne Spotter’s Guide)Paperback – 31 March 2006 by AlanWoolley (Author), Mike Freeman</p>

Look Inside:Your Body (Usborne Look Inside) Hardcover by Louie Stowell (Author), Kate Leake (Illustrator)

(Illustrator)

Art and Design outcomes for pupils

Pupils handle a range of 2D, 3D or digital media competently and confidently. They explore and exploit the visual language well to develop individual and diverse responses to given or chosen starting points.

Pupils use drawing to aid thinking. They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination.

Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.

Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.

Pupils strive for originality in the development of their ideas and approaches.

They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.

Pupils compare, contrast and criticise their own achievements, those of their peers and other creative practitioners in order to make connections and understand creative diversity.

They are reflective about their own development and the work of others.

Pupils contribute positively and purposefully to their learning in lessons and in between.

<p>Art and Design</p> <p>National Curriculum Objectives</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • Knowing about great artists, architects and designers.
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Activity:

To be inspired by Edvard Munch's painting – Scream

To create a warped painting

Scandinavian Landscape

Activity:

Still life drawings – fruit/food – pencil sketches, experiment with colour

Artist study – Giuseppe Arcimboldo (1527-1593)

Activity:

Stone Age Cave Paintings – pastel and charcoal

Stonehenge Sunset- watercolour and poster paint

Activity:

Imitating work of Katsushika Hokusai 'The Great Wave off Kanagawa'

Ming vases

Painting cherry blossom trees.

Koi carp

Activity:

Book illustrations – Quentin Blake - pens

Beatrix Potter - watercolours

Activity:

Sand art

Design and Technology Outcomes for pupils						
<p>Pupils understand the working characteristics and properties of the materials they are using and why one material, ingredient or component is better suited to a job than another.</p> <p>Pupils develop their work effectively, and demonstrate resilience in solving design problems and technical challenges.</p> <p>Pupils understand how to carry out high-quality tests before attempting to improve their products and realise their plans accurately and safely.</p> <p>The suitability for users is embedded in all aspects of their designing and making.</p> <p>Pupils analyse and use their research effectively to support their designing and to test the effectiveness of their products.</p> <p>Pupils apply their knowledge of science and mathematics to inform their designing and making.</p> <p>They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.</p>						
Design and Technology National Curriculum Objectives	<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 					
		<p>Activity: Inspired by Edvard Munch's Painting – Scream</p> <ul style="list-style-type: none"> Create a background Create separate a pic of themselves showing their reaction to the 	<p>Activity: Cooking Greek Foods</p>	<p>Activity: Make Stonehenge/Skara Brae</p>	<p>Activity: Chinese lanterns Japanese origami paper dolls – look at artists relating to the paper dolls</p>	<p>Activity: Designing book covers</p>

- background
- Cut out and stick onto background

Computing outcomes for pupils

Pupils have a clear understanding of the value of Computing. Pupils' understanding of important concepts, as well as their proficiency in techniques and recall of knowledge, are well developed.

Teachers have a good level of specialist expertise including good technical skills, which, along with accurate assessment of individual pupils' prior knowledge and understanding, is used well in planning and teaching their subject.

Pupils understand the value of Computing, its impact on society and how it relates to their lives, due to teachers using a range of appropriate contexts in lessons.

Teachers respond well to pupils' questions through effective dialogue and feedback, and correct errors and misconceptions accurately and effectively.

Teachers of Computing communicate high expectations, about their subject to pupils, encouraging them to produce the best work they can.

Good learning across all aspects of the subject is promoted through the use of an appropriate range of resources and teaching strategies.

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|---------------------------------------|---|
| National Curriculum Objectives | <ul style="list-style-type: none"> * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
|---------------------------------------|---|

<p>Computing</p>	<p>Online Safety</p> <p>Friday 13 October – Online safety talk (10.45-11.45)</p> <p>ES9: Identify the dangers of clicking links they receive when using technology.</p> <p>Computer Science</p> <p>CS11 Create, refine and debug a series of commands (algorithm) for virtual programmable devices.</p> <p>CS12 Understand and identify simple input and outputs</p> <p>CS13 Create simple algorithms combining inputs and outputs.</p> <p>CS14 Use repetition in programs to write code using the least number of lines and improving efficiency.</p>	<p>Online Safety</p> <p>ES10: Identify personal information about themselves and others.</p> <p>Data Handling</p> <p>DH6 Collect and organise information to find answers to questions.</p> <p>DH7 Create different graphs that show data for different purposes across the curriculum.</p> <p>DH8 Store and access data using a database.</p>	<p>Online Safety</p> <p>Safer Internet Day- Tuesday 5 February</p> <p>ES12: Know that bullying through the use of technology is called <u>online bullying</u> and how to report it.</p> <p>Information Literacy</p> <p>IL7 Use search technologies effectively by identifying specific keywords.</p> <p>IL8 Find and choose appropriate information and use it in other digital forms.</p> <p>IL9 Locate specific information online and recognise that web pages can be organised in different ways</p>	<p>Online Safety</p> <p>ES11: Explain the possible consequences of sharing personal information online.</p> <p>Digital Literacy</p> <p>IL7 Use search technologies effectively by identifying specific keywords.</p> <p>IL8 Find and choose appropriate information and use it in other digital forms.</p> <p>IL9 Locate specific information online and recognise that web pages can be organised in different ways</p>	<p>Online Safety</p> <p>ES13: Understand that not all information you access online is accurate or reliable.</p> <p>Media</p> <p>M12 Combine and refine text, sound and graphics to communicate information for a given audience.</p> <p>M13 Recognise the key features of different types of information/genres and use appropriate layouts</p> <p>M14 Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context</p>	<p>Online Safety</p> <p>ES13: Understand that not all information you access online is accurate or reliable.</p> <p>Media</p> <p>M15 Capture, create and enhance new and existing digital images to communicate ideas</p> <p>M16 Plan and create a simple animation</p> <p>M17 Understand that evaluation and improvement is a vital part of a design process and technology allows changes to be made quickly and efficiently</p>
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Languages outcomes for pupils

Most pupils are keen to try to speak in the target language in lessons, either with a partner or with the teacher.

They attempt to copy the correct pronunciation and intonation.

They strive to use the language to communicate orally and in writing.

Increasingly, they use the language for normal communication with the teacher and with each other in and beyond the classroom.

Pupils often take the initiative in their work and when working with others.

They demonstrate some originality, imagination or creativity in modern languages work.

Pupils can apply grammatical rules to new situations and can write at length with support.

They have good knowledge and understanding of the culture of the countries where the language is spoken.

Pupils enjoy learning languages and can explain the value of doing so.

National Curriculum Objectives

- * listen attentively to spoken language and show understanding by joining in and responding
- * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- * speak in sentences, using familiar vocabulary, phrases and basic language structures
- * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- * present ideas and information orally to a range of audiences*
- * read carefully and show understanding of words, phrases and simple writing
- * appreciate stories, songs, poems and rhymes in the language
- * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- * write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- * describe people, places, things and actions orally* and in writing

<p>Languages French</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Reading skills – Basic alphabet – sounds Introductions – Name, place, age Writing – alphabet joins, beginning, middle and end, colours and animals</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Reading Skills – Numbers to 10 Introductions – To different countries, nationality food, weather and climate Writing – alphabet joins, beginning, middle and end and countries</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Reading Skills – conversations Introductions – Family trees Extended families members Writing- Grammar – verbs, prepositions</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Reading Skills- Poem Introductions – Houses Furniture Writing – Grammar - Adjectives</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Reading Skills- simple stories Introductions – Vocabulary Rephrase the story Writing – Past and present tenses</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Reading Skills – Different questioning Introductions – Transport Activities Writing – Styles and answers</p>
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History outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.

Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.

Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

National Curriculum Objectives	Changes in Britain from the Stone Age to the Iron Age This could include: * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture					
History	A study of an aspect or theme in European history focusing on Scandinavia Where on the world map is Scandinavia? Which countries are in the Scandinavian region? Where are the Northern Lights? Do they have a monarchy? Continents, countries, homes	A study of an aspect or theme in European history focusing on the Greek Myths Who were the Greek Gods? Why are they famous? How did the Greek civilisation live? Food, clothes, transport and homes	Understanding of prehistoric Britain Stone, Bronze and Iron age settlers Late Neolithic hunter-gatherers and early farmers eg Skara Brae	The achievements of the earliest civilizations An overview of where and when the first civilizations appeared- Shang dynasty of Ancient China	A historical study An introduction to William Shakespeare	A study of an aspect in British history An understanding of science of natural disasters Studying photographs of Pompeii before and after

Geography outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge of where places are and what they are like.

They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.

Pupils have an extensive base of core geographical knowledge and vocabulary.

Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts.

Pupils reach clear conclusions and are able to develop reasoned arguments to explain their findings.

Pupils are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others.

Pupils show significant levels of originality, imagination or creativity in their understanding and skills within the subject.

Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.

Pupils develop passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there.

Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

<p>National Curriculum Objectives</p>	<p>Locational knowledge * locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography Describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>					
<p>Geography</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Activity: Locate UK and Scandinavia on a map. Location continents Location Norway, Denmark and Sweden Look at the climate/weather Fjords</p>	<p>Human and physical geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food</p> <p>Activity: Bread Investigations. Journey of Food. Food Processes. Climate and Food Production. Food and Religion.</p>	<p>Locational knowledge Locate Skara Brae on a map of England concentrating on the environmental regions, key physical and human characteristics</p> <p>Activity: How things changed in Britain in the Stone Age when people began to settle in farming communities</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography</p> <p>Activity: What was it like in settlements around the Yellow River Plain? How did Shang farmers provide food for their society?</p>	<p>Geographical skills Use digital/computer mapping to locate countries</p> <p>Activity: How many countries have had Roald Dahl books published? British Values- (D)- Why should everyone have the same opportunities to read?</p>	<p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate Pompeii</p> <p>Activity: What was Pompeii like before the earthquake? What is Pompeii like at present day? How did the people live? A day as a child from Pompeii</p>

Music outcomes for pupils

Pupils enjoy their musical experiences and make good progress in their musical understanding, including of musical theory, as a result of high expectations for good-quality music-making.

Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles from a range of historic, social and cultural contexts, including classical music.

They listen well and consequently make good musical responses.

Singing is confident and controlled, instrumental techniques are accurate and secure, and pupils are able to create their own musical ideas that show a good understanding of how pitch, duration, dynamics, timbre, texture and structure work together.

Attainment is good in relation to pupils' capability and starting points, particularly with regard to their previous musical interests and experiences.

Music is a popular subject and pupils from all groups participate actively and enthusiastically in curriculum lessons and extra-curricular activities. Retention rates are good in all forms of musical activity, in and out of the curriculum.

National Curriculum Objectives	<ul style="list-style-type: none"> * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. 					
Music	Play and perform in solo and ensemble contexts, using their voices	Playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail	Listen with attention to detail	Recall sounds with increasing aural memory

Outcomes for Physical Education

Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.

They practise skills without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance.

They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.

All pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6.

National Curriculum Objectives	<ul style="list-style-type: none"> *use running, jumping, throwing and catching in isolation and in combination *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
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Physical Education	Athletics and Netball Invasion Games Develop flexibility, strength, technique, control and balance for example, through athletics Use running, jumping, throwing and catching in isolation and in combination	Athletics and Netball Invasion Games Play competitive games, modified where appropriate for example netball and apply basic principles suitable for attacking and defending	Rounders and Gymnastics Play competitive games, modified where appropriate for example rounders	Rounders and Gymnastics Develop flexibility, strength, technique, control and balance for example, through gymnastics	Tennis and Dance Perform dances using a range of movement patterns	Tennis and Sports Day Take part in outdoor activities both individually and within a team
Intra-house	New Age Kurling	Football	Tri-golf	Benchball	Team Games	Sports Day

Religious Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have an outstanding level of religious literacy.

The development of their ability to engage with a range of ultimate questions about the meaning and significance of existence is excellent.

The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is impressive.

They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.

Pupils can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.

They show significant levels of originality, imagination or creativity in their responses to their learning in Religious Education.

Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.

Their progress is outstanding across a wide range of religions, beliefs and investigations.

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Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews;
- appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- appreciate and evaluate varied dimensions of religion or a worldview.

Develop and use the skills needed to engage with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- investigate how different individuals and communities live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly, in order to explain why they may be important in their own and other people's lives.

<p>Year 3</p> <p>Christianity Islam Sikhism</p> <p>Big Question</p> <p>Know About and Understand</p> <p>Express and Communicate</p> <p>Gain and Deploy Skills</p> <p>Science, Computing, Historical or Geographical, Art and Design</p>	<p>What are the rules?</p> <p>CYCLE OF LIFE IDENTITY REMEMBERING</p> <p>Beliefs-Initial impression Does everyone have religious beliefs?</p> <p>Describe and understand links between aspects of the communities they are investigating Understand the challenges of commitment to a community of faith or belief Consider and apply ideas about ways in which diverse communities can live together for the well-being of all PSHE/Citizenship Link: * Discuss rules and how they can affect our lives and our community</p>	<p>What do people believe about God?</p> <p>SACRED AUTHORITY WISDOM COMMUNITY IDENTITY</p> <p>Beliefs- Further reflection Does everyone have religious beliefs?</p> <p>Make connections between different religions and worldviews Explain with reasons, their meanings and significance to individuals and communities Discuss and represent own views on challenging questions about the significance of certain things</p>	<p>What do people believe about God?</p> <p>SACRED AUTHORITY WISDOM COMMUNITY IDENTITY</p> <p>Practices-Initial impression What makes religion sacred? Explore and describe a range of beliefs, symbols and actions Explore and show understanding of similarities and differences between different religions and worldviews</p> <p>Discuss and represent own views on challenging questions about purpose of faith</p>	<p>That's not fair! Or is it?</p> <p>AUTHORITY WISDOM HOPE</p> <p>Practices- Further reflection What makes religion sacred? Explore and describe a range of actions Observe and understand varied examples of religions and worldviews Respond thoughtfully to ideas about community, values and respect</p> <p>Sikh temple visit-15 March</p> <p>Write a recount</p>	<p>What is so special about places?</p> <p>SACRED SPECIALNESS IDENTITY BELIEF</p> <p>Forms of expression- Initial impression What is the importance of religious symbols?</p> <p>Describe different features of religions and worldviews Observe and consider different dimensions of religion Represent other's views on ways of life</p>	<p>What is so special about places?</p> <p>SACRED SPECIALNESS IDENTITY BELIEF</p> <p>Forms of expression- Further reflection What is the importance of religious symbols? Reflect on our own ideas Understand the challenges of commitment to a community of faith or belief Represent other's views on worldviews</p>
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Knowledge, skills and understanding			Letter of invitation to visit GoldenTemple / Hajj / Lourdes		Diary entry – right and wrong	
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Personal, Social, Health and Economic Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils think highly critically, articulate their learning and their views with great confidence and work constructively with others.

They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.

Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.

They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.

Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders

Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.

Pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.

Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability.

<p>SMSC Topic Links Spiritual (Sp)</p> <p>Moral (M)</p> <p>Social (S)</p> <p>Cultural (C)</p>	<p>Sp- How would it feel to start a new school? Sp – Who gives you inspiration?</p> <p>M- How can you ensure you are eating healthy? M/S- How would the vitamins affect the way you performed in P.E.?</p> <p>S- SEAL - New beginnings How would you welcome a new person in class from a different country?</p> <p>C- How do different countries share their national identities when on holiday?</p>	<p>Sp – ‘We are what we eat.’ How does our diet affect our mood?</p> <p>M –How can we help raise money for those countries with little access to food? M/S – Should everyone donate to charities?</p> <p>S – SEAL - Getting on & falling out How does eating bring communities together?</p> <p>C - How does communal eating let us share experiences with friends and family?</p>	<p>Sp –How has our knowledge of science improved our quality of life? How has our advanced communication allowed us to share experiences with each other?</p> <p>M- We have more developed technology now, how can we use it responsibly?</p> <p>S- SEAL - Going for goals Should everyone be entitled to the same opportunities regardless of wealth?</p> <p>C – Is it important to learn about the past? What effect does it have on our lives today?</p>	<p>Sp – Why should you show respect to everyone?</p> <p>M –How can we evenly distribute wealth between Western and Eastern countries and continents?</p> <p>S – SEAL - Good to be me What can we learn from our European neighbours (E.U Referendum). C – Should we encourage trade between the East and the West?</p> <p>C – Should every child receive the same opportunities to an education?</p>	<p>Sp In what ways does reading stimulate our creativity and satisfy our curiosity?</p> <p>M- Should we judge someone based on their appearance?</p> <p>S- SEAL – Relationships Should we always be determined even if we have little chance to succeed?</p> <p>C- Compare and contrast the giants’ way of life with our own. Are we more/less civilized?</p>	<p>Sp- How do artists and digital designers collaborate and share creativity? What are the benefits of sharing ideas?</p> <p>M- How does technology improve the quality of learning and discovery?</p> <p>S- SEAL Changes How can we work collaboratively to design technology products?</p> <p>C- How and why are certain countries more/less technologically advanced than Britain?</p>
<p>British Values - Democracy (D)</p> <p>Rule of Law (RL)</p> <p>Individual Liberty (IL)</p> <p>Mutual Respect</p>	<p>D- Healthy eating is crucial. How can we effectively work as a team in promoting healthy eating in school?</p> <p>RL- Rules are important in every country. Should we have exactly the same rules for every country in the world?</p> <p>IL-Are living in different climates seen as a disadvantage for some countries?</p> <p>MR- Why is it important that every child has a right to</p>	<p>D – Should we learn about ancient cultures other than our own?</p> <p>RL-Were the Ancient Greek Gods’ rules fair?</p> <p>IL- How would you feel if you didn’t have any rights?</p> <p>MR- Should we show respect for people who have different</p>	<p>D - Why do some countries invade other countries?</p> <p>RL- How are the rules and regulations different now compared with the early settlers’ communities and cultures?</p> <p>IL- How would you feel if you were faced with a number system you couldn’t understand?</p>	<p>D - There are various currencies in the world. Would it be easier to have one currency that is used in every country?</p> <p>RL - Why does Britain have a legal system?</p> <p>IL- How can we share and listen to the experiences of others from other countries?</p>	<p>D – Should everyone have the right to express their opinion, point of view and creative ideas through reading, storytelling and writing?</p> <p>RL- What are your views about the laws of copyright?</p> <p>IL- Why should every writer have the opportunity to freedom of expression?</p>	<p>D- Not everyone has access to the same types of technology. How could we share knowledge and resources across the world more fairly?</p> <p>RL- We will examine laws for using the internet and social media, as it applies to children. We will look at age restrictions and why they are in place.</p> <p>IL- If you were an inventor, how would you prepare to try to persuade other people to buy your products?</p> <p>MR- How can communication</p>

<p>(MR)</p> <p>Tolerance of those with Different Faiths and Beliefs (T)</p>	<p>education?</p> <p>T- Should people be forced to healthy food even though some their faith disagrees with it?</p>	<p>religious view to ours?</p> <p>T- Diets are diverse across the world and some food originates from religious beliefs and holy ceremonies. How does sharing food together help us learn about different cultures and religions?</p>	<p>MR- When visiting another country should you adhere to their clothing requirements or wear what you want as a tourist?</p> <p>T- How have our beliefs about science and geography changed over time?</p>	<p>MR- Compare and contrast cultures, attitudes and ways of life between the East and the West.</p> <p>T- Does a country have the right to dictate what you wear?</p>	<p>MR- Why should we respect other people's experiences and viewpoints in books?</p> <p>T- Should the Government expect people to sit any statutory exams in any religious festival?</p>	<p>technology as well as arts and media technology help us learn about other cultures and customs?</p> <p>T- We will make use of technology by creating video messages to discuss our own beliefs and faith. In return, recurring information through video links about others faiths and beliefs, to show awareness of other faiths.</p>
<p>Themed Homework</p>	<p>Inspirational People</p>	<p>Anti –Bullying Week Science</p>	<p>Safer Internet Day</p>	<p>World Book Day</p>	<p>Mathematics</p>	
<p>101 Must Do Activities Before Leaving Primary</p>	<p>Achieve 100% attendance at school</p> <p>45) Visit another school –YR3 Linking School</p> <p>46) Play a musical instrument – YR3/4 Recorders/Clarinets</p>	<p>47) Taste Greek foods</p> <p>48) Stay safe on computers</p> <p>49) Linking schools</p>	<p>50) Complete a jigsaw</p> <p>51) Have a jumble sale</p>	<p>52) Play with a hula hoop</p> <p>53) Family Movie Night</p>	<p>54) Go to a farm</p>	<p>55) Play with wildlife</p>
<p>501 Must Read Books Before Leaving Primary</p>	<p>The Ice Palace</p> <p>The Night Pirates</p> <p>Diary of a Wimpy Kid</p> <p>The story of Tracey Beaker</p> <p>Snow White and the Seven Aliens</p> <p>The Pony-Mad Princess</p> <p>Captain Underpants</p> <p>The Velveteen Rabbit</p> <p>The Princess and the Pea</p>	<p>Who Let the Gods Out?</p> <p>The Twits</p> <p>I am David</p> <p>The Kiss That Missed</p> <p>Pippi Longstocking</p> <p>James and the Giant Peach</p> <p>The Swiss Family Robinson</p> <p>The Jungle Book</p> <p>Paddington and the Marmalade Maze</p>	<p>When We Were Very Young</p> <p>How to Train your Dragon</p> <p>Stig of the Dump</p> <p>Paddington at the Palace</p> <p>Billy the Kid</p> <p>Danny The Champion of the World</p> <p>Return of the Hundred Mile an Hour Dog</p> <p>Horrid Henry series – 5 books</p>	<p>Who's in the Loo?</p> <p>The Cat in the Hat</p> <p>The BFG</p> <p>Superfudge</p> <p>Paddington</p> <p>Fungus the Bogeyman</p> <p>Animal Ark series</p> <p>Fantastic Mr Fox</p> <p>Bill's New Frock</p>	<p>The Sam Pig Story Book</p> <p>Please Mrs Butler</p> <p>Grimm's Fairy Tales</p> <p>The Butterfly Lion</p> <p>Secret Seven series – 16 books</p> <p>Artemis Fowl</p> <p>Cool</p> <p>The Giving Tree</p> <p>Unusual Day</p>	<p>Paddington at the London Treasury</p> <p>The Iron Man</p> <p>All Because of Jackson</p> <p>Lullaby-Hullaba</p> <p>The Diary of a Killer Cat</p> <p>Willa and Old Miss Annie</p> <p>The Magic Finger</p> <p>Stone Soup</p> <p>The Invisible Boy</p>