

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"					
Our Learning Challenge				What does it mean to be British and how can we recognise this locally?	
Year	3	Term	Summer	Our Vision and values	<p>I will be proud of all that I do and treat others with kindness</p> <p>I will respect and value myself and others no matter what we believe, how we look or where we live</p> <p>will be responsible for the way I behave</p> <p>I will be the best that I can be</p> <p>I will embrace new challenges and learning opportunities</p> <p>I will reflect on my learning and listen to advice from others about how to improve</p> <p>I will have fun, enjoy learning new things at school and have the courage to make mistakes</p> <p>I will think about my own faith and what difference it can make to me and how I live</p>
Purposeful Learning Outcome		Sale of 'British' inspired art/DT items at craft sale - at church/in school		British Values	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> <li>• Encouraging children to make decisions together.</li> <li>• Providing opportunities for children to vote between choices of activity.</li> <li>• Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders</li> </ul> <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.</li> <li>• Encouraging children to develop a positive sense of themselves.</li> <li>• Provide activities for all children to engage in and actively challenge gender specific tasks and activities.</li> </ul> <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> <li>• By working together to create group rules.</li> <li>• By understanding their own and others' behaviour and feelings and the consequence of these.</li> <li>• Encouraging and supporting children to learn how to distinguish right from wrong.</li> </ul> <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> <li>• Encouraging children to learn about the world around them - both locally and further afield.</li> <li>• Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,</li> </ul>
Starting Stimulus			Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding	
Fish and Chips - this is quintessentially British!! St George's Day celebration - wearing red and white day			Research about our capital city/ London, inc learning about the Royal	<u>Relationships</u> Explain how some of the actions and work of people around the world help and influence	

	<p>family today and in history          Take part in a drama workshop focused on British Values          Construct a 3D model of Stonehenge or cave setting (Stig), e.g. using recycled or mixed materials          Design and make something/ outcome</p> <p>Use a saw          Make a catapult          Learn a different language, e.g. Italian          Learn how to knit and sew          Make your own clothes</p>	<p>my life and can show an awareness of how this could affect my choices</p> <p>Outcome - Our Special Relationships - fabric collage</p> <p><u>Changing Me</u>          Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>Outcome - Ribbons of Change mobiles</p>
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**Steps to Achieving Learning Challenge**

Sub question	Subject Focus (from mapping)	Content / Activities
What does it mean to be British?	<p>Geography: flags, British emblems.            Science: Plants - link to emblems - whole plants topic - life cycle, labelling parts etc            PSHE: personal/national identity</p>	<p>Introduce 'Britishness' - what does it mean to you? Art/PSHE - union jack - ch fill in what it means to be British for themselves - for display. Link to Science - national emblems and then begin Plants topic for Science, linking back to daffodil/rose.</p>
What do we mean by Stone Age, Bronze Age and Iron Age?	<p>History: changes in Britain from the Stone Age to Iron Age            Art: sketching artefacts, looking at cave paintings, making own paint            Science: importance of skeletons/muscles - evolution of man pictures.</p>	<p>What do we mean by the Stone Age/Bronze Age/Iron Age? Study each one in some detail, leading towards comparing all three.            Make link to crafts/products that were made during these periods- ch sketch items (e.g. bracelet/brooch).            Science/Art - skeletons and evolution images.</p>
Where in the UK have things been made historically?	<p>Geography: map work (including using maps of different scales), name and locate cities of UK, human/physical characteristics.</p>	<p>Map work - looking at counties - jigsaw puzzle. Quiz? Show where different things around the UK have been made. Chn plot this and pick one thing they would like to research further. Create fact files.</p>
What is modern day Britain?	<p>Computing - internet research            Art - Developing ideas - Cath Kidston/designers/textiles            Geography - Physical changes over time</p>	<p>Children can research how Britain has changed over time. What are British values now? What things do we associate with Britain? Royal family changes e.g. Kate Middleton, Baby George. Link to music, British films e.g. Harry Potter, successful British people - designers (Vivienne Westwood), Simon Cowell.</p>
How can we celebrate our local history?	<p>Geography: local history links.            Art: artistic techniques, exploring and developing ideas.            DT: design, technical knowledge.            PSHE: recognising local identity and importance of local history. Enterprise.</p>	<p>Ask ch to complete own map of local area, giving them shape of area and the names of places. Independent activity. Then show real map and compare against children's work. Amend as appropriate.            Discuss possibilities for a celebration of local history, but guide towards market stall. Visit market locally to research what we'd need. Begin</p>

	Maths: money.	planning stall – products, prices, signs etc and then making items to sell. Outcome: market stall – in school. Linking with Year 6 enterprise unit.	
Relationship to Core Subjects			
English Skills	Maths Skills	Science Skills	
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> <li>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>Read further exception words, noting the spellings.</li> </ul> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>Draw inferences from reading.</li> <li>Predict from details stated and implied.</li> <li>Recall and summarise main ideas.</li> <li>Discuss words and phrases that capture the imagination.</li> <li>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>Recognise some different forms of poetry.</li> <li>Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predict what might happen from details stated and implied.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Ask questions to improve understanding of a text.</li> </ul>	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>Use the main features of a type of writing (identified in reading).</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve</li> </ul> <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub-headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul> <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul> <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> <li>Use a mixture of simple, compound and complex sentences.</li> <li>Write sentences that include: <ul style="list-style-type: none"> <li>conjunctions</li> <li>adverbs</li> <li>direct speech, punctuated correctly</li> <li>clauses</li> <li>adverbial phrases</li> </ul> </li> </ul> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-</li> </ul>	<p><u>Number – fractions</u></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.</p> <p><u>Geometry – properties of shape</u></p> <p>Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</p> <p><u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p><u>Statistics</u></p>	<p>Plants</p> <p>i) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>ii) explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>iii) investigate the way in which water is transported within plants</p> <p>Plants</p> <p>i. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Working Scientifically (LKS2)</p> <p>I. asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</p> <p>II. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>III. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>IV. recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables</p> <p>V. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>VII. identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>VIII.</p>

	<p>joined.</p> <ul style="list-style-type: none"> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul> <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul> </li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> </ul> </li> <li>• Using and punctuating direct speech.</li> </ul>	<p>Interpret and present data using bar charts, pictograms and tables.</p> <p>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>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, for 1 or 2 weeks.</p>	<ul style="list-style-type: none"> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul>
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	<p><u>To analyse writing</u></p> <ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><u>To present writing</u></p> <ul style="list-style-type: none"> <li>Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>					
<p><b>Key Texts</b></p> <table border="0"> <tr> <td data-bbox="58 492 415 617"> <p><u>Fiction</u></p> <p><b>Stig of the Dump (also BBC film)</b>  <b>Ugg Boy Genius of the Stone Age</b>            Other popular fiction, inc authors:            Anne Fine, Jeremy Strong, David Walliams</p> </td> <td data-bbox="415 492 772 617"> <p><u>Non-fiction</u></p> <p>Stonehenge and neighbouring monuments            London/ Stonehenge guidebooks/leaflets            Other tourist information leaflets</p> </td> <td data-bbox="772 492 1066 635"> <p><u>Poetry</u></p> <p>K Crossley Holland - Outsiders            M Murpurgo -Where my Wellies            Take Me            The King's Breakfast            The Things Mums Say</p> </td> </tr> </table>				<p><u>Fiction</u></p> <p><b>Stig of the Dump (also BBC film)</b>  <b>Ugg Boy Genius of the Stone Age</b>            Other popular fiction, inc authors:            Anne Fine, Jeremy Strong, David Walliams</p>	<p><u>Non-fiction</u></p> <p>Stonehenge and neighbouring monuments            London/ Stonehenge guidebooks/leaflets            Other tourist information leaflets</p>	<p><u>Poetry</u></p> <p>K Crossley Holland - Outsiders            M Murpurgo -Where my Wellies            Take Me            The King's Breakfast            The Things Mums Say</p>
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<p align="center"><b>English Real and Purposeful Outcomes</b></p>		<p align="center"><b>Maths Outcomes</b></p>	<p align="center"><b>Science Outcomes</b></p>			
<p>Write stories set in familiar or local settings, e.g a park, woods, Stig comes to Oldbury Library            Write arguments, e.g. for/ against the Royal family            Write other formal texts, e.g. newspaper report or bulletin - about a local event/ discovery - link with Bewdley Museum;            London guidebook page            Write a persuasive advert, e.g. visit London tourist attraction, theme park            Work as a group to devise a play to perform, e.g British Values link (Mutual respect/ tolerance - could be in context of Killer Cat - Anne Fine)            Learn a poem by heart; devise sounds/ actions for a group performance poem and perform to a wider audience, e.g. other class or assembly            Kennings form poetry</p>		<p>Plot modern day events on a time line (eg WW1, WW2, coronation of QEII etc)            Questionnaires for deciding on which products should be sold in teashops/chip shop            Design a quintessential British menu and use internet to work out costing of different products in either teashop or chip shop            Calculate profit on different items to be sold - use Internet to figure out how much things cost and how much they could sell them for            Compare and contrast different flags using mathematical language            Design a flag for Oldbury using 2d shapes that includes different types of lines            Use statistics to show proportion of demographics: eg to show religion, ethnicities, gender, age (could use grouped frequencies)</p>	<ul style="list-style-type: none"> <li>Make a list of what we know and what we want to find out. Plant some beans in transparent jars and place them in different conditions to begin some observations. Use data loggers and other equipment to record light levels, water etc. (<b>observing over time</b>)</li> <li>Use secondary sources to discover the parts of a plant and how they vary. Look at a variety of different plants making labelled sketches (<b>analysing secondary sources/ exploring</b>)</li> <li>Make a list of plants the aliens will need to take to the space farm. Classify according to human use for leaves, stems, roots, flowers, fruits, seeds (<b>exploring/ classifying and identifying</b> )</li> <li>Review the data from beans. Create graphs and charts to compare growth. Ask questions. Set up further tests with fast germinating varieties to test hypotheses.</li> <li>(<b>exploring/pattern seeking/ fair testing</b>)</li> <li>Investigate the way in which plants water. (<b>exploring</b>)</li> <li>Review all experiments and discuss findings. Make presentations to aliens via a satellite link!</li> </ul>			

		<p>(exploring/pattern seeking/ fair testing)</p> <ul style="list-style-type: none"> <li>• Study a variety of different flowers, making botanical paintings, use hand lenses for close observation. Discover that flowers usually have male and female parts. (observation/ analysing secondary sources)</li> <li>• Identify male and female parts and learn their function. Make model flowers and insect puppets for the exhibition. Use puppets and models to demonstrate pollination. (analysing secondary sources/ observation)</li> <li>• Research what happens to a flower after pollination. Observe different plants that show seed pod formation at different stages. (analysing secondary sources, observation)</li> <li>• Investigate a wide variety of different fruits, pods, berries etc. that "package" seeds (exploration)</li> <li>• Investigate other types of dispersal e.g. burrs and wind dispersal. Conduct a wind dispersal investigation (exploring/pattern seeking/ fair testing)</li> </ul> <p>Gather together and stage exhibits for the Art and Science exhibition. Write explanations and captions to accompany art, models, real life exhibits and investigation results. (analysing secondary sources)</p>
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**Relationship to Foundation Subjects**

Art and Design Skills	Design and Technology Skills	Computing
<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul> <p><u>To master techniques in:</u> Drawing</p>	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul> <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul> <p><u>To master practical skills</u> Textiles- Cath Kidston, Flag</p>	<p><u>To connect</u></p> <ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul> <p><u>To communicate</u></p> <ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul> <p><u>To collect</u></p> <ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>

<ul style="list-style-type: none"> <li>Use different harnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for a seam allowance.</li> <li>Join textiles with appropriate stitching</li> <li>Select the most appropriate techniques to decorate textiles.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>Choose suitable techniques to construct products or to repair items.</li> <li>Strengthen materials using suitable techniques.</li> </ul>		
<b>Art and Design Outcomes</b>	<b>Design and Technology Outcomes</b>	<b>Computing Outcomes</b>	
<p>Create a landscape in the style of Constable Sketch local buildings using shading techniques</p>	<p>Create a tapestry using stitching techniques</p>	<p><b><u>We are opinion pollsters</u></b> <b>To communicate, to collect (create a survey)</b> Forms</p> <p><b><u>We are network engineers</u></b> <b>To connect (plan a journey around Britain)</b> Google maps / Google Earth, Citymapper</p>	
<b>Geography Skills</b>	<b>History Skills</b>	<b>Music Skills</b>	<b>P.E Skills</b>
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features</li> </ul>	<p><u>To investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p><u>To perform</u></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice.</li> <li>Play notes on an instrument with</li> </ul>	<p><b>Summer 1 - Striking and fielding (Tennis/cricket - reinforce games)</b></p> <p><b>Summer 2 - Athletics (link to sports day)</b></p> <p>To develop practical skills in order to participate, compete and lead a</p>

<p>of a location.</p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> <li>Describe how the locality of the school has changed over time.</li> </ul>	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p>care so that they are clear.</p> <ul style="list-style-type: none"> <li>Perform with control and awareness of others.</li> </ul> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul> <p><u>To transcribe (Violin)</u></p> <ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical staff.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>	<p>healthy lifestyle</p> <ul style="list-style-type: none"> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Use a range of throwing techniques (such as under arm, over arm).</li> <li>Throw with accuracy to hit a target or cover a distance.</li> <li>Jump in a number of ways, using a run up where appropriate.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>
<b>Geography Outcomes</b>	<b>History Outcomes</b>	<b>Music Outcomes</b>	<b>P.E Outcomes</b>
<p>Describe differences and similarities</p> <p>Show locations of cities and counties in the UK</p> <p>Show the location of rivers in the UK</p>	<p>Create a timeline of events for the Stone Age, the Bronze Age and the Iron Age</p> <p>Present change to the local area over time</p>	<p>Sing as part of a group</p> <p>Enunciate clearly</p> <p>Play an instrument</p> <p>Play notes clearly</p>	<p>Participate in a game</p> <p>Strike a ball accurately</p> <p>Throw with accuracy</p> <p>Catch a ball using techniques taught</p> <p>Run over increasingly larger distances</p>
<b>RE Skills</b>		<b>MFL Skills</b>	
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> <li>Refer to religious figures and holy books to explain answers.</li> </ul> <p><u>To understand practices and lifestyles</u></p>		<p><u>To read fluently</u></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> <li>Use a translation dictionary or glossary to look up new words.</li> </ul>	

<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul> <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul> <p><u>To reflect</u></p> <ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul> <p><u>To understand values</u></p> <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions.</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul> <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul> <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>
<b>RE Outcomes</b>	<b>MfL Outcomes</b>
<p>Summer</p> <p><b>Kingdom of God</b> - Pentecost artwork and a diary entry</p> <p><b>Gospel</b> - Drama of Mathew 4:18, visit the church and interview a warden - Mrs Rogers, artwork comparing how the world is and how it should be.</p> <p><b>Islam</b> - honesty -write a prayer or diary entry</p> <p><b>Sikhism</b> - religious stories - drama/video clip of story, written narrative</p>	<p>Read short texts - link to English Killer Cat</p> <p>Speak short sentences - link to English Killer Cat</p> <p>Have a conversation - link to English Killer Cat</p> <p>Write a few short sentences using familiar vocabulary - link to English Killer Cat</p>