

## 'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class)		TERM: Summer 2	<b>Key Text:</b> Secret Agent Jack Stalwart The Caper of the Crown Jewels by Elizabeth Singer Hunt				Key Text: Secret Agent Jack Stalwart The Caper of the Crown Jewels by Elizabeth Singer Hunt
			Enrichment Opportunities	Trip to Eure	ka		
Subject	Prior Learning	Substantive Knowledge	Disciplinary K	nowledge	Objectives		Future Learning
		-	The Princess and	d the Pea by L	auren Child (Tradition	al Tales)	
English	Traditional Tales Elm	Reading -Know how to make predictionsKnow how to explain the meaning of unfamiliar words by using context. -To know how to make inferences by using evidence from the text To know how to identify a key idea in a text. Writing -To know a noun phrase is 'adjective, adjective noun'. -To know a fronted adverbial is a phrase that begins a sentence to describe the action that follows.	Reading -Read and under from the Year 3 I from the statuto word list) -Identify, analys discuss themes. -Predict what is I next using knowl text. -Make inference characters based thoughts and act Writing -Create sentence noun phrases. -Collect and sele appropriate from adverbials.	ist (selected ry Year 3/4 e and happening ledge of the s on d on their cions. es including ct	Reading To make predictions. To explain the meaning of unfamiliar words using context. To make inferences using evidence from the text. To identify a key idea in a text. Writing To use expanded noun phrases. To use a variety of fronted adverbials.	Novel as a Maple	theme

	<ul> <li>-To know commas follow a fronted adverbial.</li> <li>-To know inverted commas show speech.</li> <li>Spelling         <ul> <li>-To know a range of words where the digraph makes 'ey'</li> <li>-To know words with the suffix ly.</li> <li>-To know words that are homophones.</li> <li>-To know words ending in 'ous' including those from 'ge' from the base word remains.</li> <li>-To know words where a suffix is added to words.</li> <li>-To know words ending in 'ious' and 'eous.'</li> </ul> </li> </ul>	-To learn a ran where the digra 'ey' -To learn words suffix ly. -To learn words homophones. -To learn words 'ous' including to 'ge' from the bar remains. -To learn words suffix is added to -To learn words 'ious' and 'eous	bial, followed inverted go in a punctuation icate speech. ge of words aph makes s with the s that are s ending in those from ase word s where a to words. s ending in	To use commas after fronted adverbials. To use inverted commas and other punctuation to indicate direct speech. Spelling To spell words where the digraph 'ey' makes an 'ai' sound. To spell words with the suffix ly. To spell words with the suffix ly. To spell words that are homophones. To spell words ending in 'ous', including those where 'ge' from the base word remains. To spell words where a suffix is added to words ending in 'y'. To spell words ending in 'y'. To spell words ending in 'j'. To spell words ending in 'ious' and 'eous'.	
Key Vocabul	ary Inverted commas, frontec		Deeper Learning	To create a traditiona	al tale with a twist
		M	y Strong Mind	by Niels Van Hove	
Instructio	<b>U</b>	Writing		Writing	Explanation text
Oak	A heading is the title of a piece of writing.	Create approp headings for a t		To use headings and subheadings to	Maple

		A subheading is a mini title for a paragraph. Adverbs describe how a verb is being completed A subordinate clause is group of words that forms part of a sentence but cannot function as sentence alone. An imperative verb tell someone to do something. A rhetorical question is question asked to make point rather than to receive an answer.	d. Collect and sele a appropriate adv Create sentence effective advert a Create sentence subordinate cla s 'if'. Create commar including imper a Create appropri	r a p ect verk es ir os. es ir use id s ativ iate	baragraph os. ncluding ncluding s, using entences ve verbs.	organise non- fiction writing. To use adverbs. To use subordinate sentences with the conjunction if. To use imperative verbs. To use rhetorical questions.	
	Key Vocabulary	Imperative verb, adver headings, rhetorical qu			Deeper .earning	To apply the writing sown.	skills to write a set of instructions for a talent of their
Maths	- Geometry: Sha - Statistics - Geom Directio	etry: Position and	Select the files to the right for more detailed guidance.			<u>Yr3</u>	Yr3 4 Shape Yr3 4 Statistics 4 Position and Direction
			H	ow	does what	we eat affect us?	
Science	Yr3- animals including humans	<ul> <li>To know that the role the digestive system is digest and absorb food and then excrete the waste products.</li> <li>to know that the digestive system consis of a series of connected organs together.</li> <li>To know that the digestive system includ the mouth, oesophagus stomach, small intestin</li> </ul>	to the digestive sy - To explain how digestive system - To experiment digestive system absorbs food. - To explore how the digestion pr - To create a dia es show how the cos	ster v th n w t ho n di w sa coce agra oesc m t	m orks ow the gests and aliva aids ess. om to ophagus	<ul> <li>To identify and name the parts of the human digestive system.</li> <li>To describe the functions of the organs in the human digestive system.</li> <li>To identify and describe the different types of teeth in humans.</li> </ul>	Yr6 animals including humans

		large intesting restur	Toplanand	carry out an	- To describe the	
		large intestine, rectum and anus.		carry out an	functions of	
			-	to explore how		
		- To know the mouth is	the stomach	neips break	different human	
		where the teeth, tongue,	down food.		teeth.	
		and saliva work together	- To carry ou		- To ask relevant	
		to start the digestion	explore how		questions	
		process.		orbs nutrients	- To draw	
		- To know the	into the body		conclusions and	
		oesophagus moves food	-	ate the role of	suggest	
		from the mouth to the	different tee		improvements.	
		stomach.	-	nvestigation	- To make a	
		- To know that the		ant questions	prediction with a	
		stomach has a role in	about the dig	gestive system.	reason.	
		breaking food down.				
		- To know the small				
		intestine is involved in				
		absorbing nutrients into				
		the body.				
		- To know that we have				
		canines, incisors,				
		premolars, molars.				
		- To know that molars				
		are used for chewing and				
		grinding food.				
		- To know incisors are				
		used for biting and				
		cuttings food.				
		- To know what canines				
		are for tearing and				
		ripping food.				
	Key	mouth - tongue - teeth - oe		Deeper	To explore how the c	pesophagus moves food from the mouth to the
	Vocabulary	stomach - small Intestine -	-	Learning	stomach.	
		Intestine - canine - incisor -	- molar	8		
			How has the l	eadership of rece	ent monarchs impacte	d Britain?
	Year 2	- To know that Queen	- To identify		- To make	Year 6 cycle A
History	Queen	Victoria was the Queen	periods studi		connections	Henry VIII
	Victoria	of Britain.	chronologica	l framework.	between and	
	VICCOIId	or britani.	chiologica	in that the work.	between and	

				uhata laadaria			
		- In Victorian times,	-	what a leader is	as differences		
		steam power was	and what the	•	between clothes,		
		invented. This allowed	- To understa		homes, buildings or		
		people to make things in		nd what they do	transport.		
		big factories rather than	'		- To understand		
		by hand. This was called	- To explain h		some of the ways		
		the Industrial Revolution.		steam power	in which people's		
		- To know that Queen	changed Brita		lives have shaped		
		Elizabeth was the longest		cent monarchs	the UK.		
		recent reigning recent	chronologica	•	- To describe how		
		monarch (70 years).	- To explain v		some of the things		
		- To know that she was	Commonwea	ilth is so	studied from past		
		the head of the	important.		influence life		
		Commonwealth and	-	he monarchy	today.		
		encouraged peace	family tree a				
		between 56 countries.	succession of the throne.				
		- To know that Kind	- To explain t	-			
		Charles is the current		ria and Queen			
		monarch.	Elizabeth ma	de in their reign			
		- To know that the next	and the impa	ict.			
		person in line for the					
		throne is Prince William.					
	Кеу	Monarch, King, Queen, thr	one,	Deeper			
	Vocabulary	succession, Victorian, Indu	strial	Learning	To consider which me	onarch made the greatest impact on Britain and why	
	vocabulary	Revolution, Commonwealt	h	Learning			
			How did	Vincent van Gog	h create his masterpieces?		
	Elm-Printing-	- Know that Vincent Van	- Use pen/pe	ncil to press	- To experiment	Maple-Printing-Cycle B	
	Summer 1	Gogh was a famous 19 <sup>th</sup>	into a polysty	rene block to	using different		
		century post-	carve into the	e foam a design.	effects and		
		impressionist painter.	Then, add inl	k to a clear	textures including		
Art		- Know that block	acrylic square, roll it over the		blocking in.		
(Printing)		printing is where	block and press the block		- To experiment		
(i i i i i i i i i i i i i i i i i i i		materials can be carved	onto the pap	er.	using different		
		and covered in ink and	- Use a brush	to dip into a	effects and		
		transferred to an image	water and co	lour and use a	textures including		
		onto paper or fabric.	sweeping mo	otion from one	colour washes.		
		- Know red, orange and	side of the pa	aper to another.	- To experiment		
		yellow are warm colours			using different		

		which evoke feelings of happiness whereas darker shades of grey may create a moodier tone.	create different effects and textures with paint.t- To experiment with thickened paint such as acrylic.t- To experiment with different colours to create mood and expression.t- To create different effects and textures with paint according to what they need for a task.t		effects and textures including thickened paint. - To mix and use tints and shades to create moods and expression. - To make preferences on skills learned for a final outcome.	
	Key Vocabulary	Mood, expression, blocking colouring washes	; in,	Deeper Learning	To combine blocking	in and colour washes.
F	Year 2: Programming, Spring 2	<ul> <li>An algorithm is like a recipe for making something, but instead of cooking, we use it to tell a computer what to do step by step.</li> <li>The word 'repeat' tells a computer to do the same thing over and over again until you tell it to stop.</li> <li>To debug is to spot a problem in an algorithm and correct it.</li> <li>Directional commands tell a computer which way to move or perform an action.</li> </ul>	<ul> <li>Use repeat</li> <li>an algorithm</li> <li>Spot proble</li> <li>algorithms and</li> <li>them.</li> <li>Use command</li> </ul>	id write an ly sequence g commands. commands in ms in nd correct ands to tell a ogramme which	<ul> <li>To plan and write an algorithm.</li> <li>To sequence programming commands</li> <li>correctly.</li> <li>To use repeat</li> <li>commands To</li> <li>test algorithms and</li> <li>spot problems</li> <li>(debug).</li> <li>To independently</li> <li>write algorithms</li> <li>using sequence,</li> <li>repetition and</li> <li>selection.</li> <li>To debug</li> <li>algorithms.</li> <li>To use directional</li> <li>commands to</li> <li>control an external</li> <li>device (e.g.</li> <li>innoBots).</li> </ul>	Ash Class: Programming, Spring 2

	Кеу	Algorithm, debug, program		Deeper		
	Vocabulary	repetition, selection, comr	nands	Learning		
Design Technology (Cooking)	Year 2: Design Technology- Food, Spring 1	<ul> <li>Know a range of cooking techniques including cutting, chopping and preparing ingredients.</li> <li>Know a range of cooking techniques including serving and garnishing.</li> <li>Know how to use a knife.</li> </ul>	prepare a rec - Suggest imp final design. - Use creativ	design. v with g techniques to	<ul> <li>To use technology to research dishes.</li> <li>To draw, design and label my food dish.</li> <li>To follow a simple recipe to create a food dish.</li> <li>To cut, chop and prepare ingredients for a recipe.</li> <li>To use a range of cooking techniques to prepare a recipe.</li> <li>To evaluate and suggest improvements once my final design has been made.</li> </ul>	Maple Class: Design Technology-Food- Cycle A- Spring 1
	Key Vocabulary	Design, cut, chop, prepare,		Deeper Learning	Suggest improvemen	ts of final design
					ar <u>3</u>	
					o ourselves safe?	
	- Safety and	- Understand that		ys to respond to	- To show an	- Safety and the Changing Body (Yr4)
DC:::-	the Changing	cyberbullying is bullying	cyberbullying	•	understanding that	
PSHE (Cafatu and	Body (Yr2)	which takes place online.	behaviour or		they must consider	
(Safety and		- Know the signs that an	responsible digital citizen. b - Identify unsafe things in		their own safety	
the Changing		email might be fake.			before helping others	
Body)		- Know the rules for			in an emergency	
	being safe near roads. people might do near roads		situation.			
					- To understand how	
			digital conte	-	to help someone who	
			uigital conte	iit.		

Key Vocabulary	Allergic, anaphylaxis, bullyi choice, cyberbullying, decis distraction, fake, influence,	sion,	Deeper Learning	content? Give children opportun	u use on a device to protect you from unsafe nities to solve real life problems, giving advice to e safety. Challenge children to explain why they unsafe.
	-		· · · · · · · · · · · · · · · · · · ·	a <u>r 4</u> o ourselves safe?	
- Safety and the Changing Body (Yr3)	<ul> <li>Understand that there are risks to sharing things online.</li> <li>Know the difference between private and public.</li> <li>Understand the risks associated with smoking tobacco.</li> <li>Understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul>		to seek help if t to do if an he feel e. the benefits haring nline. benefits of moker. e physical and	<ul> <li>To understand the reasons for legal age restrictions.</li> <li>To understand how quickly information can spread on the internet and some of the risks associated with that.</li> <li>To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> </ul>	- Safety and the Changing Body (Yr5)

		- Know that asthma is a	- Learn how t	o holn	- To understand the	
		condition that causes the		o is having an	difference between	
			asthma attac	•		
		airways to narrow.		к.	private and public, and secrets and	
					surprises.	
					- To understand how	
					search engines work	
					and whether	
					information is useful.	
					- To understand the	
					changes they have	
					already gone through	
					and aware of some	
					changes to come.	
					- To understand that	
					they will change	
					physically as they	
					develop into adults.	
					- Understand some of	
					the risks of smoking	
					and some of the	
					benefits of being a	
					non-smoker.	
		Age restriction, Asthma, br	easts,		Which features can you	u use on a device to protect you from unsafe
	Кеу	genitals, law, penis, private	e, protect,	Deeper	content?	
	Vocabulary	puberty, public, testicles/te	estes,	Learning	Write a letter to explain	n to a younger child why sharing information online
		tobacco		-	can be dangerous.	, , , ,
				Ath	letics	
	- Athletics:	- Know a pull action	- Throw obje	cts over a range	- To throw using a	- Athletics: Ash, Summer 2 (Cycle A)
	Ash Class,	throw is used throw an	of distances using different		pull action.	- Athletics: Maple, Summer2 (Cycle A)
Physical	Summer 2	object over a long	actions (push, pull, sling).		- To explore different	
Education	(Cycle A)	distance.	- Jump from two feet to feet		running techniques.	
(Athletics and	- Athletics: Yr2	- Know that a push throw	for distance.		- To throw using a	
Striking and	Summer 2	is used to throw a heavy	- Combine a hop, step and a jump.		push action.	
Fielding)		object.			- To perform the sling	
		- Know that bending	- Recognise v	vhat they need	throwing action.	
		knees and pushing feet	to do to impr	ove their own	- To develop jumping	
		down into the ground	performance	Suggest	actions (two feet to	

	can improve a push throw. - Know that a triple jump combines a hop, step and a jump.	performance. - Hold a baton / quoit and pass to a partner with speed. - Explore combinations of jumps to maximise distance.		two feet for distance). - To throw for distance using a pull, push and sling throw. - To pass a quoit/baton to a teammate in a relay. - To perform a hop, step and jump. - To perform a combination of 5 jumps.	
Key Vocabulary	Pull action, technique, pus sling throw, quoit, baton, r	Deener		- Children use bodies effectively to improve performance Children can evaluate others' performance and suggest ways to increase distance (throw) or speed (run).	
	-			Iding - Rounders	
- Games: Yr2, Summer Term - Striking and Fielding: Ash, Summer2 (Cycle A)	<ul> <li>Know the correct technique for bowling a ball underarm.</li> <li>Know that tactics can be used to gain an advantage over an opponent.</li> <li>Know an underarm throw is used for accuracy over a short distance.</li> <li>Know that, when fielding it is important to stand in a strategic position.</li> </ul>	with accura - Catch a ba hands and c increasing c ball with inc accuracy.	Il using two one hand over listance Bowl a creasing ays of improving hers'	<ul> <li>To demonstrate an underarm throw with accuracy.</li> <li>To catch a ball in a striking and fielding game.</li> <li>To strike a ball from a tee or a drop feed.</li> <li>To catch a ball in striking and fielding game.</li> <li>To catch a ball in striking and fielding game.</li> <li>To apply a simple tactic in a striking and fielding game.</li> <li>To demonstrate bowling a ball underarm with accuracy.</li> <li>To make a simple assessment of their own performance</li> </ul>	- Striking and Fielding: Maple, Summer2 (Cycle A)

tee to gain an advantage.
ent into space.
to improve performance.
a What might a Hindu learn
iwali?
2

		<ul> <li>Show hospitality</li> </ul>				
	Кеу	Duty, duties, Divine, Hindu	Dharma,	Deeper	-To create their own path	way to something special in their live. Discuss
	Vocabulary	debts		Learning	what steps can be taken.	
	-	Duty, duties, Divine, Hindu debts - To name the main parts of the body. - Know the French vocabulary for body parts. - Know how to sing and pronounce head, shoulders, knees and toes in French. - Know the meaning of pictures of body parts and how to match it to French vocabulary.	<ul> <li>To identify</li> <li>vocabulary b</li> <li>pictures and</li> <li>To use song</li> <li>help me rem</li> <li>language.</li> <li>To say word</li> <li>that match p</li> <li>To understa</li> <li>of simple pice</li> <li>attempt to re</li> <li>To be able t</li> <li>simple words</li> <li>about where</li> </ul>	Learning the meaning of y matching words. ss or rhymes to ember new ds and phrases ictures. and the meaning tures and espond. to write a few s and phrases a body part is.	<ul> <li>To understand the French vocabulary for body parts.</li> <li>To recognise and repeat sounds and rhymes with increasing accuracy.</li> <li>To use French pronunciation of the alphabet to spell words.</li> <li>To say words and phrases that match pictures.</li> <li>To speak in sentences,</li> </ul>	Year 4 - To ask and answer simple questions to give basic information. Year 5 - To hold a simple conversation by asking and answering questions.
French (Body Parts)	Кеу	<ul> <li>Know how to write phrases on body parts using new vocabulary Know how to locate words in a dictionary to develop topic vocabulary further.</li> <li>Know how to respond to a question about where a body part is in French.</li> </ul>	phrases with writing frame - Ask and ans questions to information a part. - Use a Frenc develop topic further.	swer simple give basic about a body h dictionary to	using familiar vocabulary about where a body part is. - To use a range of vocabulary to create words and phrases. - To read and understand written phrases. - To ask and answer simple questions to give basic information about a body part. - To write simple, familiar phrases within a sentence writing frame about a body part.	
	Vocabulary	pied, les yeux , le nez, la bo	•	Learning		
ear 3 Y	ear 4	pieu, les yeux, le liez, la bu	Juche	Learning		