Warton St Paul's
Church of England Primary Academy
A member of CDARI

YEAR THREE AND FOUR LONG TERM PLAN A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES POSSIBLE TEXTS	**HABITATS** Regional folk tales e.g. The Lancashire Giant – Espresso. Classic Folk Tales: 80 Stories From Around the World by Nicola Baxter and Roger Langton The Tin Forest - Helen Ward Class Author Texts NF texts about living things and habitats	**GREAT BRITAIN** Range of explanation texts Cracking Contraptions by Nick Park (Aardman Animations). The Shirt Machine Until I Met Dudley By Roger McGough. Heath Robinson pictures The street beneath my feet - Explanation The secret of Black Rock	**ANCIENT EGYPT** The Thing in the Basement by Michelle Magorian The Water Horse by Dick King-Smith The Mystery of the Man with the Black Beard by Gillian Cross The Mystery of Wickworth Manor by Elen Caldecott Bill's New Frock by Anne Fine A Matter of Loaf and Death – Wallace and	**WET, WET, WET** The Iron Man by Ted Hughes. The Iron Woman by Ted Hughes. The Iron Giant DVD. James and the Giant Peach by Roald Dahl. The Hodgeheg by Dick-King Smith. The Sheep-Pig by Dick-King Smith. The Ice Palace by Robert Swindells.	**GIRL POWER** Hans Christian Anderson or Grimm's Fairy Tales The Pied Piper Puss in Boots The Tinder Box The Snow Queen Dick Whittington The Emperor's New Clothes	**MAY THE FORCE BE WITH YOU** Aesop's Fables by Michael Rosen The Orchard Book of Aesop's Fables by Michael Morpurgo Aesop's Fables (The Classics) by Beverley Naidoo Range of playscripts e.g. Stage Start 20 Plays for Children (ages 3-12) by Julie Meighan

			Gromit The Fib and other stories by George Layton The Dragon Slayer – film Window by Jeannie Baker The Boy Who Swam with Piranhas by David Almond			Play Time: Plays for all ages by Julia Donaldson
Theme Days and Enrichment Weeks	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Christian Values	**Respect**	**Thankfulness**	**Friendship**	**Forgiveness**	**Truthfulness**	**Courage**
	"Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	"Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	"A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	"The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	"Then you will know the truth. And the truth will make you free." John 8:32	"Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you." Deuteronomy 31:6

British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

PSHE	My Happy Mind Curriculum Map.pdf

Assessment opportunities	Baseline Opportunities for English and Maths Half Termly Assessments Spelling age and reading age	End of Term Assessments Mock Times Tables Assessment	Mock Times Tables Assessment Half Termly Assessments Spelling age and reading age	End of term Assessments Times Tables Statutory Assessments	Half Termly Assessments Spelling age and reading age	End of Year Assessments
Parental Involvement	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Maths workshop Parents Evening	Friday Open Afternoon Writing workshop Stay and Read morning	Friday Open Afternoon Parents Evening	Friday Open Afternoon Maths Morning – Look how far we have come!	Friday Open Afternoon Sports Day End of Year Reports

English Reading word reading, Comprehension Developing a passion for	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling

READING Children will visit the library weekly	Colour LAPS Reading Planning… See LAP 1 Year 3 and 4	Colour LAPS Reading Planning for Progressi… See LAP 2 Year 3 and 4	Colour LAPS Reading Planning for Progressi… See LAP 3 Year 3 and 4

	Narrative: Folk Tales ***The Tin Forest*** **Non-Fiction: Persuasion** **WAC: Persuasive letter**	**Narrative: Fantasy** **Non-Fiction: Explanations** **Poetry: Poems on a theme** **WAC: Explanation text linked to learning in Science**	**Narrative: Mystery** **Non-Fiction: Issues and dilemmas** **Poetry: Classic Poetry** **WAC:**	**Narrative: Novel as a theme** **Non-Fiction: Discussions** **Poetry: Poems with a structure** **WAC:**	**Narrative: Fairy Tales** **Non-Fiction: Instructions** **WAC:**	**Narrative: Fables** **Non-Fiction: Film and Play Script** **WAC:**

Writing	Mono LAPS Writing Planning for P… See LAP 1 Year 3 and 4 Y3 Folk Tales.docx Invite an author: Persuasive letter - Write Stuff Unit (Year 4) The lost thing- Write Stuff Unit (Year 4) Y4 Explanations.docx or The Street Beneath my feet:Explanation - Write Stuff Unit (Year 3) Y4 Poems on a theme.docx	Mono LAPS Writing Planning for Progressi… See LAP 2 Year 3 and 4 Y3 Mystery.docx Y4 Issues and Dilemmas1.docx Y4 Classic Poetry.docx Y3 Novel as a Theme.docx The Water Cycle: NF - Write Stuff Unit (Year 4) The River by Valerie Bloom:Poem - Write Stuff Unit (Year 4)	Mono LAPS Writing Planning for Prog… See LAP 3 Year 3 and 4 Y4 Fairy Tales with grammar sentence… My Strong Mind:Instructions - Write Stuff Unit (Year 3) Y3 Fables.docx Y4 Film and Playscript.docx

Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Year 3 an…	Year 3 and …	Year 3 and …	Year 3 and …	Year 3 and 4 Maths Curriculum.d…	Year 3 an…

Science	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, 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, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings.

	Living things and their habitats Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. **In this unit children will:** **1.Be able to group living things in three different ways.** **2.Be able to use classification keys to group living things in their local environment.** **3.Use classification keys to group living things in the wider environment.** **4.Be able to identify how environments can change due to weather, building and other causes and how this can endanger some living things.**	**Light** Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. **In this unit children will:** **1.Be able to explain why we need light in order to see things.** **2. Explore how light is reflected from surfaces.** **3. Explore how shadows are made when light is blocked by an opaque object and find patterns in the way that the size of shadows changes.**	**Material properties and changes** Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Recognise some common conductors and insulators, and associate metals with being good conductors. **In this unit children will:** **1. Recognise whether materials are solids, liquids or gases.** **2. Be able to group materials into solids, liquids or gases.** **3. Explore how some materials change state when they are heated or cooled and measure the temperature at which this occurs.** **4.Be able to identify how evaporation and condensation play a part in the water cycle and how temperature can affect this.** **5. Be able to name some common conductors and insulators.**	**Forces and magnets** Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **In this unit children will:** **1. Explore how things move on different surfaces.** **2. Explore how magnets attract and repel each other and attract some materials and not others.** **3.Group materials that**

				are attracted by magnets and those that are not. **4.Understand that magnets have two poles and predict whether two magnets will attract or repel each other.**

Geography and History	Geography -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. History - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	History **Being a Historian** **History: Chronological understanding** - place events from periods studied on a timeline. Use terms related to the period and begin to date events. **In this unit, pupils will learn to:** **1 - Understand what is meant by chronology.** **2 - Create a timeline of key events from their lives so far.** **3 - Use terminology such as century, BC/AD.** **4 - To understand what sources are and the difference between primary and secondary.**	**Geography** **Locational knowledge** Countries and cities in the UK **Geography:** **Drawing maps -** make a map of a short route experienced, with features in correct order. Make a simple scale drawing. **Representation -** know why a key is needed. Use standard symbols. Begin to recognise symbols on an OS map. **Style of maps -** Use large scale OS maps Begin to use map sites on internet. Begin to use junior atlases Begin to identify features on aerial/oblique photographs. Use index and contents page within atlases. Use medium scale land ranger OS maps. **In this unit, pupils will learn to:**	**History** **Ancient Egypt** The achievements of the earliest civilizations. **History: Range & depth of historical knowledge -** find out about everyday lives of people in times studied. Compare with our life today. **History: Historical enquiry** - use a range of sources to find out about a period. Choose relevant material to present a picture of life in times past. Ask a variety of questions. Begin to independently use the library and internet for research. **In this unit, pupils will learn to:** **1 - Locate where and when the Ancient Egyptians fit into our timeline and what was happening in England at that**	**Geography** **Place knowledge** The Water Cycle Geography: Geographical enquiry - ask and respond to questions and offer their own ideas. Use books, stories, atlases, pictures and the internet as sources of information. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations. **In this unit, pupils will learn:** **1 - Where does water come from?** **2 - What is the water cycle?** **3 - Why do evaporation and condensation happen ?** **4 - Why is it important not to waste water?** **5 - How can we stop wasting water?**	**History** **The impact women had on Britain through Time** A study of a theme in British history that extends pupils' chronological knowledge beyond 1066. **History: Range & depth of historical knowledge -** Identify key features and events of times studied. Identify reasons for and results of people's actions. **Interpretation of history -** Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and discuss reliability of photos, accounts and stories. **In this unit, pupils will learn:** **1 - To find out about women's roles in the 18th and 19th centuries.** **2 - To find out about the women's suffrage movement (focus on Emmeline Pankhurst)** **3 - To find out about the role of women during the Wars.** **4 - To find out about a modern feminist and their impact. (Oprah Winfrey)** **5 - To evaluate the changing rights of women and establish whether or not we have gender equality today.**	**Geography** **Fieldwork** Orienteering activities to use eight points of a compass **In this unit, pupils will learn to:** **1 - Use 4 compass points to follow/ give directions.** **2 - Use letter/no. coordinates to locate features on a map.** **3 - Locate places on large scale maps.** **4 - Follow a route on a large scale map.** **5 - Begin to match boundaries on different scale maps.** **6 - Begin to identify points on maps A,B and C.** **7- Recognise and find places previously learnt.**

		1 - Name and locate the countries in the UK. **2 - Name and locate the capital cities of each country in the UK, researching their key physical and human landmarks.** **3 - Use internet maps, atlases and OS maps to identify London.** **4 - Recognise the need for a key and symbols on a map.** **5 - Make a scale drawing of an area in London.**	**time.** **2 - Create a timeline of key events in the Ancient Egyptian era.** **3 - Use a range of sources to research what life was like for children in Ancient Egypt.** **4 - Compare life in Ancient Egypt to our lives today.** **5 - Understand the impact that the Ancient Egyptians had on our lives today.**			

Music	KEY STAGE TWO PUPILS SHOULD BE TAUGHT TO SING AND PLAY MUSICALLY WITH INCREASING CONFIDENCE AND CONTROL. THEY SHOULD DEVELOP AN UNDERSTANDING OF MUSICAL COMPOSITION, ORGANISING AND MANIPULATING IDEAS WITHIN MUSICAL STRUCTURES AND REPRODUCING SOUNDS FROM AURAL MEMORY.
	Hullabaloo Scheme of work **WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf**

Art and Design	**Art** Architecture *Harris Building in Preston* Pupils should be taught: about great architects.	**Design and Technology** Food Traditional British Food (pasty) Pupils should be taught: to understand and apply	**Art** Sculpture Jewellery Linked to Ancient Egypt Pupils should be taught: to improve their mastery of art and	**Design and Technology** Mechanical Systems Create a Dam with a pulley to release the water. Make:	**Design and Technology** Textiles Suffragette Sash Make:select from and use a wider range of materials and	**Art** Pop Art (Andy Warhol) Pupils should be taught: to create sketch books to record their observations and use

# Technology *Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed.*	**In this unit children will:** **1.Explore domestic architecture which is aspirational.** **2.Look at the work of other designers for inspiration & to consider the purposes of architecture.** **3.Explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.** **4. Make an architectural model using the 'design through making' technique, using sketches to help free my imagination.** **5.Confidently use different construction techniques when working in 3 dimensions.**	the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques **In this unit children will:** **1.Evaluate a range of products that fit the design criteria.** **2.Discuss what makes a good pasty and design a pasty using given ingredients.** **3.Use a range of cooking techniques.** **4.Evaluate the product they have made against the design criteria.**	design techniques using sculpture with clay. **In this unit children will:** **1.Use research of Egyptian jewellery to create a design criteria.** **2.Use sketches, painting and prototypes to plan and develop a design to follow.** **3.Use clay to create an Egyptian Jewellery sculpture using different tools to add details.**	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate: 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 Technical Knowledge:understand and use mechanical systems in their products for example, gears and pulleys. **In this unit children will:** **1.Develop a design criteria for their model by analysing existing products.** **2.Experiment with different gears and pulleys and evaluate their effectiveness against the criteria.** **3.Select the most appropriate tools and equipment to meet the design criteria from a selection of given tools**	components, textiles, according to their functional properties and aesthetic qualities. Evaluate:understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **In this unit children will:** **1.Research and explore the design of the sashes that the Suffragettes wore during their campaign.** **2.Draw and label a design to follow.** **3. Experiment with different stitch types to decide on the most appropriate considering the strength of the structure.** **4.Make and evaluate a Sash to meet the design criteria.**	them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials for example, pencil, charcoal, paint. about great artists in history. **In this unit children will:** **1.Explore the work of Andy Warhol and identify the features of Pop Art.** **2.Record observation of Pop Art in sketch books and experiment with different techniques used.** **3.Use drawing and painting to experiment with different Pop Art features.** **4.Create an Andy Warhol inspired piece of art using Pop Art features.**

				and equipment. **4.Make a dam using a system of gears and pulleys that meets the design criteria and evaluate with others to improve it further.**		

Computing	Key Stage Two Pupils should be taught to: 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.

	Purple Mash **Unit 3.2 – Online safety** *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Online Safety** To begin to help others to understand the importance of online safety. To be able to recall ways of reporting inappropriate content and contact. To understand the online safety implications associated with using the internet.	**Purple Mash** **Coding** *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.* **Computer Science** To be able to turn a real life situation into an algorithm using coding structures for selection and repetition. Children can attempt to debug their own programs. To use timers to achieve repetition effects in a logical and integrated way	**Purple Mash** **Unit 3.3 – Spreadsheets** *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.* **Information Technology** To make software choices when presenting information.	**Purple Mash** **Unit 3.5 – Email** *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 technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Online Safety** To be able to recall ways of reporting inappropriate content and contact.	**Purple Mash** **Unit 3.6 – Branching database** *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.* **Computer Science** To recognise the main components of hardware which allow computers to form a network. To make software choices when presenting information.	**Purple Mash** **Unit 3.7 – Simulations** *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.* *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.* **Computer Science** To develop an understanding of how to change variables and values to store information while a program is executing. To create programs that have a logical structure with achievable steps and taught coding structures.

		into programs they create. To develop an understanding of how to change variables and values to store information while a program is executing.				

Physical Education	Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success					
	Year ¾ invasions games netball **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. **In this unit children will:** **1.Use a range of skills eg, throwing, striking, intercepting and stopping a ball, with control and accuracy.** **2.Choose and vary skills and tactics to suit the situation in a game.** **3.Carry out tactics successfully.** **4.Set up small games.** **5.Know rules and use them fairly to keep games going.** **6.Explain what they need**	**Year ¾ gymnastics – activity 2** **Gymnastics** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. **In this unit children will:** **1.Use a greater number of their own ideas for movements in response to a task.** **2.Choose and plan sequences of contrasting actions.** **3.Adapt sequences to suit different types of apparatus and their partner's**	**Year ¾ Dance – Sparks might fly** **Dance** Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment. **In this unit children will:** **1.Improvise freely, translating ideas from a stimulus into a movement.**	**Year ¾ Net and Wall core task (2) Tennis** **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. **In this unit children will:** **1.Use a range of skills eg, throwing, striking, intercepting and stopping a ball, with control and accuracy.** **2.Choose and vary skills and tactics to suit the situation in a game.** **3.Carry out tactics successfully.** **4.Set up small games.** **5.Know rules and use them fairly to keep games going.**	**Year ¾ striking and fielding Cricket** **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. **In this unit children will:** **1.Use a range of skills eg, throwing, striking, intercepting and stopping a ball, with control and accuracy.** **2.Choose and vary skills and tactics to suit the situation in a game.** **3.Carry out tactics successfully.** **4.Set up small games.** **5.Know rules and use them fairly to keep games going.** **6.Explain what they need to do to get ready to play**	**Year ¾ Invasion games Tag Rugby** **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. **In this unit children will:** **1.Use a range of skills eg, throwing, striking, intercepting and stopping a ball, with control and accuracy.** **2.Choose and vary skills and tactics to suit the situation in a game.**

	to do to get ready to play games. **7.Carry out warm ups with care and awareness of what is happening to their bodies.** **8.Describe what they and others do that is successful.** **9.Suggest what needs practising.**	**ability.** **4.Explain how strength and suppleness affect performance.** **5.Identify some muscle groups used in gymnastic activities.** **6.Compare and contrast gymnastic sequences, commenting on similarities and differences.** **7.With help, recognise how performances could be improved.**	**2.Create dance phrases that communicate ideas.** **3.Share and create dance phrases with a partner and in a small group.** **4.Repeat, remember and perform these phrases in a dance.** **5.Use dynamic, rhythmic and expressive qualities clearly and with control.** **6.Understand the importance of warming up and cooling down.** **7.Recognise and talk about movements used and the expressive qualities of dance.** **8.Suggest improvements to their own and other people's dances.**	**6.Explain what they need to do to get ready to play games.** **7.Carry out warm ups with care and awareness of what is happening to their bodies.** **8.Describe what they and others do that is successful.** **9.Suggest what needs practising.**	**games.** **7.Carry out warm ups with care and awareness of what is happening to their bodies.** **8.Describe what they and others do that is successful.** **9.Suggest what needs practising.**	**3.Carry out tactics successfully.** **4.Set up small games.** **5.Know rules and use them fairly to keep games going.** **6.Explain what they need to do to get ready to play games.** **7.Carry out warm ups with care and awareness of what is happening to their bodies.** **8.Describe what they and others do that is successful.** **9.Suggest what needs practising.**
MFL BSL	Deaf culture, Whole school Greetings, Finger spelling, Names, Colours, Emotions, School signs, Transport		Seasons, Food, Clothing, Families, Transport, Direction		Deaf awareness, Questions in BSL order, Animals and pets, Hobbies, Calendar, Time, Money Age	

Skills Progression

Religious Education

Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.

Called by God	Christmas	Jesus	Easter	The Church	Prayer
What does it mean to be called by God? *Local Faith Leaders: Who are they and what do they do?* Hinduism, Islam, Judaism, Sikhism	*Why is Jesus described as the light of the world?* *Why is light an important symbol in world faiths?* Judaism	*Why do Christians believe Jesus is the Son of God?* *Why do Jewish people believe that the Sabbath/Shabbat is so important?* Judaism	*A story of betrayal or trust?* *What do world faiths say about forgiveness?* Hinduism, Islam, Judaism, Sikhism	*Are all churches the same?* *Are all places of worship the same? Do people worship God in the same way?* Hinduism, Islam, Judaism, Sikhism	*What is prayer?* *How do people of world faiths pray?* Buddhism, Hinduism, Islam, Judaism,
Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice