



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

## YEAR THREE AND FOUR LONG TERM PLAN CYCLE B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<p><b>WONDERFUL WARTON</b></p> <p>Digestive system and teeth Local history Harvest God, David and the psalms L.S Lowry</p>	<p><b>FOOD FOR THOUGHT</b></p> <p>Skeletons and movement Counties that make up the British Isles Healthy, varied diet Making a healthy lunchbox Christmas</p>	<p><b>ROCK AND ROLL</b></p> <p>Comparing and grouping rocks Changes in Britain from Stone age to Iron age Fossils in clay</p>	<p><b>IT'S ELECTRIC</b></p> <p>Electrical circuits Northern and Southern hemisphere Electrical systems Easter, exploring the sadness and joy of Easter</p>	<p><b>WHEN IN ROME</b></p> <p>Functions of plants Roman Empire's impact on Britain Investigating patterns Which rule should we follow?</p>	<p><b>DID YOU HEAR THAT?</b></p> <p>Sound and vibration Human and physical geography Eco Settlements The Lord's Prayer</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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

BRITISH VALUES	<p><b>Mutual respect</b></p> <p>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.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law</b></p> <p>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.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views. We are all respected as individuals.</p> <p>We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
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<p>PSHE</p>	<p><b>Keeping Safe</b>          Managing risk          Decision-making skills          Drugs and their risks          Staying safe online</p>	<p><b>Valuing differences</b>          Recognising and respecting diversity          Being respectful and tolerant          My community</p>	<p><b>Being my best</b>          Keeping myself healthy and well          Celebrating and developing my skills          Developing empathy</p>	<p><b>Rights and respect</b>          Skills we need to develop as we grow up          Helping and being helped          Looking after the environment          Managing money</p>	<p><b>Me and my relationships</b>          Rules and their purpose          Cooperation          Friendship (including respectful relationships)          Coping with loss</p>	<p><b>Growing and changing</b>          Relationships          Changing bodies and puberty          Keeping safe          Safe and unsafe secrets</p>
	<p style="text-align: center;"><b>Children will follow a rolling 2 year curriculum to ensure all skills are covered in mixed aged class.</b></p> <p style="text-align: center;"><b>Relationships</b></p> <p>Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.</p> <p style="text-align: center;"><b>Health and Wellbeing</b></p> <p>Children can make choices about how to develop healthy lifestyles.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p style="text-align: center;"><b>Living in the wider world</b></p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds).</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>					

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

<b>ENGLISH</b>  WORD READING  COMPREHENSION - DEVELOPING A PASSION FOR READING  Children will visit the library weekly	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
	■ Colour LAPS Reading Planning for Progressio... See LAP 1 Year 3 and 4	■ Colour LAPS Reading Planning for Progressio... See LAP 2 Year 3 and 4	■ Colour LAPS Reading Planning for Progressio... See LAP 3 Year 3 and 4			

<b>WRITING</b>	Narrative: Folk Tales Non-Fiction: Persuasion WAC:	Narrative: Fantasy Non-Fiction: Explanations Poetry: Poems on a theme WAC:	Narrative: Mystery Non-Fiction: Issues and dilemmas Poetry: Poems with a structure WAC:	Narrative: Novel as a theme Non-Fiction: Discussions Poetry: Classic Poetry WAC:	Narrative: Fairy Tales Non-Fiction: Biographies WAC:	Narrative: Fables Non-Fiction: Film and Play Script WAC:

	<p>■ Mono LAPS Writing Planning for Progression ... See LAP 1 Year 3/4</p>	<p>■ Mono LAPS Writing Planning for Progressio... See LAP 2 Year 3/4</p>	<p>■ Mono LAPS Writing Planning for Progression... See LAP 3 Year 3/4</p>
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<h1>MATHS</h1>	<p>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.</p>				
	<p>W Year 3 and 4 M...</p>	<p>W Year 3 and 4 Mat...</p>	<p>W Year 3 and 4 Mat...</p>	<p>W Year 3 and 4 Mat...</p>	<p>W Year 3 and 4 Maths...</p>

<h1>SCIENCE</h1>	<p>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.</p>				
	<p><b>Animals including humans (Teeth and Digestion)</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <b>In this unit children will:</b> <b>1. Be able to identify four functions of the digestive</b></p>	<p><b>Animals including humans (Skeletons and movement)</b> (Health and digestion) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals</p>	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Electricity</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering</p>

	<p>system.</p> <p><b>2. Identify four different types of teeth.</b></p> <p><b>3. Talk about the functions of two different teeth.</b></p> <p><b>4. Be able to explain what a food chain is.</b></p> <p><b>5. Be able to identify a producer, predator and prey in a food chain.</b></p> <p><b>6. Interpret a food chain.</b></p> <p><b>7. Construct a food chain.</b></p>	<p>have skeletons and muscles for support, protection and movement.</p> <p><b>In this unit children will:</b></p> <p><b>1. Talk about why humans need to consume food.</b></p> <p><b>2. Identify different food groups and their importance when considering nutrition for humans.</b></p> <p><b>3. Talk about how humans get nutrition from the food that they eat.</b></p> <p><b>4. Identify a skeleton and muscles.</b></p> <p><b>5. Talk about which animals have a skeleton and which do not.</b></p> <p><b>6. Describe the role of a skeleton and muscles in a human body.</b></p>	<p><b>In this unit children will:</b></p> <p><b>1. Be able to identify and group 3 different types of rocks.</b></p> <p><b>2. Be able to explain what a fossil is.</b></p> <p><b>3. Identify what the fossil is.</b></p> <p><b>4. Be able to describe how soil is made.</b></p>	<p>opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>In this unit children will:</b></p> <p><b>1. Identify appliances around school that run on electricity.</b></p> <p><b>2. Talk about other appliances away from school that use electricity.</b></p> <p><b>3. Label cells, wires, bulbs, switches and buzzers on a simple circuit.</b></p> <p><b>4. Construct a simple circuit using cells, wires, bulbs, switches and buzzers.</b></p> <p><b>5. Be able to say if a simple circuit will light a lamp or not.</b></p> <p><b>6. Be able to explain how a switch open and closes a circuit and how this then lights a lamp or not.</b></p> <p><b>7. Learn what a conductor and an insulator is.</b></p>	<p>plants, including pollination, seed formation and seed dispersal.</p> <p><b>In this unit children will:</b></p> <p><b>1. Be able to label roots, stem/trunk, leaves and flowers on flowering plants.</b></p> <p><b>2. Be able to describe the function of roots, stem/trunk, leaves and flowers on a flowering plant.</b></p> <p><b>3. Explore and investigate what requirements plants have to live and grow.</b></p> <p><b>4. Compare how this varies between three different plants.</b></p> <p><b>5. Explore and investigate how water is transported in plants.</b></p> <p><b>6. Learn which parts of flowers play in the life cycle of flowering plants.</b></p> <p><b>7. Be able to describe the process of pollination, seed formation and seed dispersal.</b></p>	<p>the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>In this unit children will:</b></p> <p><b>1. Explore and investigate how sounds are made.</b></p> <p><b>2. Explain how sound is associated with something vibrating.</b></p> <p><b>3. Learn that vibrations from sounds travel through a medium to the ear.</b></p> <p><b>4. Explore and investigate patterns between the pitch of a sound and features of the object that produced it.</b></p> <p><b>5. Explore and investigate patterns between the volume of a sound and the strength of the vibrations that produced it.</b></p> <p><b>6. Explore and investigate how sounds get fainter as the distance from the sound source increases.</b></p>
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# 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.

<p><b>History</b> <b>Wonderful Warton</b> A local history study. Explore trends and changes over time. Demonstrate knowledge of aspects of history significant in their locality.</p> <p><b>History: Historical enquiry</b> - 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.</p> <p><b>In this unit children will learn to:</b> <b>1.Order maps of Warton throughout history and compare and contrast them.</b> <b>2. Our school is over 200 years old, what was life like for people living there then? Compare to now.</b> <b>3.Using maps and a trip, how has the population and</b></p>	<p><b>Geography</b> <b>Locational knowledge</b> Locate countries in Europe and their major cities.</p> <p><b>Geography:</b> <b>Drawing maps</b> - make a map of a short route experienced, with features in correct order. Make a simple scale drawing. <b>Representation</b> - know why a key is needed. Use standard symbols. Begin to recognise symbols on an OS map. <b>Style of maps</b> - 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. <b>Use index and contents</b></p>	<p><b>Stone Age</b> Changes in Britain from the Stone Age to the Iron Age. Demonstrate awareness that the past can be divided into different periods of time.</p> <p><b>History: Range &amp; depth of historical knowledge</b> - find out about everyday lives of people in times studied. Compare with our life today. <b>History: Chronological understanding</b> - place events from periods studied on a timeline. Use terms related to the period and begin to date events.</p> <p><b>In this unit children will learn to:</b> <b>1. How long ago was the Stone Age?</b> <b>2. Why did Bronze Age people mine for</b></p>	<p><b>Geography</b> <b>Place knowledge</b> Compare Benidorm and Blackpool. <b>Fieldwork - trip to Blackpool/seaside</b></p> <p><b>Geography:</b> <b>Direction/location</b> - use 4 compass points to follow/ give directions. Use letter/no. coordinates to locate features on a map. <b>Using maps</b> - locate places on large scale maps. Follow a route on a large scale map. <b>Scale/Distance</b> - Begin to match boundaries on different scale maps. Begin to identify points on maps A, B and C. Recognise and find places previously learnt. Identify significant places.</p> <p><b>In this unit children will learn to:</b> <b>1.Locate Blackpool on a map. Use directions between Blackpool and</b></p>	<p><b>Roman Britain</b> The Roman Empire and its impact on Britain. Use some dates and historical terms when ordering events and objects. Select and organise historical information to present in a range of ways. Use dates and historical terms to sequence events and periods of time.</p> <p><b>History: Range &amp; depth of historical knowledge</b> - Identify key features and events of times studied. Identify reasons for and results of people’s actions. <b>Interpretation of history</b> - 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.</p> <p><b>In this unit children will learn to:</b> <b>1.How do we know about the Roman Empire?</b> <b>2.What evidence suggests their</b></p>	<p><b>Geography</b> <b>Human and physical geography</b> Describe and understand the key aspects of physical and human geography. Types of settlements. Villages, towns, cities Why did people choose to settle there? Link to Roman Britain.</p> <p><b>Geography:</b> <b>Geographical enquiry</b> - 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</p>
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	<p>structure of Warton changed since then?  4. How have occupations of people living around Warton changed since then?  5. What impact has BAE systems had on Warton?</p>	<p>page within atlases. Use medium scale land ranger OS maps.</p> <p>In this unit children will learn to:</p> <ol style="list-style-type: none"> <li>1.Name all the 7 continents , know where Europe is and comment on its position and relative scale in comparison with other continents.</li> <li>2.Name many of the Countries in Europe and some physical features ( mountains and rivers )</li> <li>3..Due to the size of Russia, Western Russia is part of Europe , but Eastern Russia is in Asia and know that Russia is the largest country in Europe with the largest population.</li> <li>4.Use secondary sources to research the 5 largest lakes in Europe.</li> <li>6. Know the difference between human and physical geography and can give examples linked to European Geography using Digimaps to help.</li> </ol>	<p>copper and tin?  3. Did life change in Britain between the Stone Age and the Bronze Age?  4. Was iron worth fighting for?  5. What did people use hill forts for?  6. If you were Julius Caesar would you have invaded Britain in 55BCE?  7. Was there more continuity or change between the Stone Age, Bronze Age and Iron Age?</p>	<p>Warton.  2.Why do tourists like Blackpool?  3.Locate Benidorm on a map.  4.Why do tourists like Benidorm?  5.Compare and contrast Blackpool and Benidorm.</p>	<p>arrival, settlement and structure of civilisation?  3.What events led up to Emperor Claudius invading Britain?  4.How did the Britons resist occupation?  5.How did the Roman Empire maintain control over Britain?</p>	<p>comparisons between two locations.</p> <p>In this unit children will learn to:</p> <ol style="list-style-type: none"> <li>1.What are settlements?</li> <li>2.What do people require from a place when they create a settlement?</li> <li>3.Are all settlements the same? What different types of settlements are there?</li> <li>4.Where are some of the U.K.'s settlements located? Can you use maps, atlases or digital maps to identify a settlement of each type in each part of the U.K.?</li> <li>5.What is a county? What are some of the different counties of the U.K.?</li> <li>6. In what ways is land used in the U.K.?</li> </ol>

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<h1>MUSIC</h1>	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.
	<p><b>Hullabaloo Scheme of work</b></p> <p>📄 <b>WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf</b></p>

<h1>ART AND DESIGN TECHNOLOGY</h1> <p><i>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.</i></p>	<p><b>Art</b> L.S Lowry</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists and architects in history.</p> <p><b>In this unit children will learn:</b></p> <ol style="list-style-type: none"> <li>1. Learn about LS Lowry and analyse his paintings.</li> <li>2. Explore Lowry's figures and crowds in his paintings.</li> <li>3. Explore colour mixing, tints, tones and shades.</li> <li>4. Explore the foreground, mid-ground and background of a landscape painting.</li> <li>5. Create a composite</li> </ol>	<p><b>DT</b> Food</p> <p>Design and make a healthy lunch that includes all the major food groups.</p> <p>Pupils should be taught: to understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><b>In this unit children will learn:</b></p> <ol style="list-style-type: none"> <li>1. What do we need to do before we cook?</li> <li>2. What are nutrients and why do we need them?</li> <li>3. How can we keep ourselves healthy?</li> <li>4. How could we prepare ingredients ready for</li> </ol>	<p><b>Art</b> Investigating Patterns Making fossils in clay</p> <p>Pupils should be taught: to improve their mastery of art and design techniques using sculpture with clay.</p> <p><b>In this unit children will learn:</b></p> <ol style="list-style-type: none"> <li>1. Explore patterns and artists who use patterns.</li> <li>2. To create patterns using rotation, symmetry and reflection.</li> <li>3. Create a pattern using stencils.</li> <li>4. Use printing to create a pattern.</li> <li>5 Design a pattern for a fossil in clay.</li> </ol>	<p><b>Art</b> Local Designer Jack Irving Blackpool illuminations</p> <p>Pupils should be taught: to create sketch books to record their observations and use 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.</p> <p><b>DT</b> Electrical Systems Linked to learning about the illuminations</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate: investigate and analyse a range of existing products</p>	<p><b>DT</b> Structures Design and make an eco friendly settlement.</p> <p>Make: select from and use a wider range of materials and components, textiles, according to their functional properties and aesthetic qualities.</p> <p>Evaluate: understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>In this unit children will learn:</b></p>
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# 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.

<p><b>Purple Mash</b> Unit 4.2 Online Safety <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</i></p> <p><b>Online Safety</b> To understand how they can protect themselves from identity theft. To understand what a digital footprint is. To identify the risks and benefits of installing software and apps. To understand what plagiarism is. To identify the effects of technology on health and the environment.</p>	<p><b>Purple Mash</b> Coding <i>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.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><b>Computer Science</b></p>	<p><b>Purple Mash</b> Unit 4.3 Spreadsheets <i>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.</i></p> <p><b>Information Technology</b> To find out how to make formulae in a cell. To use a timer, random number and spin button tools. To interpret a line</p>	<p><b>Purple Mash</b> Unit 4.7 Effective Searches <i>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.</i></p> <p><b>Information Technology</b> To locate information on a search page. To use search effectively to find out information. To assess whether an information source is reliable.</p>	<p><b>Purple Mash</b> Unit 4.5 Logos <i>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.</i></p> <p><b>Computer Science</b> To use a program to input simple instructions. To create letter shapes. To use repeat and create shape commands. To use and build procedures.</p>	<p><b>Purple Mash</b> Unit 4.6 Animation <i>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.</i></p> <p><b>Computer Science</b> To decide what makes a good animation. To learn how animations are created. To use stop motion</p>
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		<p>To create a simple computer program. To understand how an IF/ELSE statement works.</p> <p>To understand how to use co-ordinates in a computer program. To understand what a variable is in a computer program. To create a playable game.</p>	<p>graph. To be able to add values and images.</p>			<p>animation to create an animation.</p>
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<b>PHYSICAL EDUCATION</b>	<p>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</p>					
	<p>Year <math>\frac{3}{4}</math> Net and wall games <b>Games</b> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>Year <math>\frac{3}{4}</math> gymnastics <b>Gymnastics</b> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>Year <math>\frac{3}{4}</math> Dance <b>Dance</b> Perform dances clearly and fluently and show sensitivity to the dance idea and accompaniment.</p>	<p>Year <math>\frac{3}{4}</math> Invasion Games <b>Games</b> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>Year <math>\frac{3}{4}</math> striking and fielding <b>Games</b> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>Year <math>\frac{3}{4}</math> Athletics <b>Games</b> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>

<p>MFL BSL</p>	<p>Deaf culture, Whole school Greetings, Finger spelling, Names, Colours, Emotions, School signs, Transport</p>	<p>Seasons, Food, Clothing, Families, Transport, Direction</p>	<p>Deaf awareness, Questions in BSL order, Animals and pets, Hobbies, Calendar, Time, Money Age</p>
<p><u>SKILLS PROGRESSION</u></p>			

<p>RELIGIOUS EDUCATION</p>	<p>TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.</p>					
	<p><b>David and the Psalms</b> <i>What values do you consider to be important?</i> <b>Harvest</b> <i>How do people of faith say thank you to God for the harvest?</i> <i>How do people of faith say thank you to God for the harvest?</i> <b>Judaism, Hinduism</b></p>	<p><b>Christmas</b> <i>How does the presence of Jesus impact on people's lives?</i></p>	<p><b>Jesus</b> <i>How did/does Jesus change lives?</i></p>	<p><b>Easter</b> <i>Is the cross a symbol of sadness or joy?</i></p>	<p><b>Rules for Living</b> <i>Which rules should we follow?</i> <i>Does everybody follow the same rules? Why? Why not?</i> <b>Buddhism, Islam, Sikhism, Humanism</b></p>	
	<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>