



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

	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

CHRISTIAN VALUES	Respect "Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king" Peter 2:17	Thankfulness "Give thanks in all circumstance; for this is God's will for you in Christ Jesus." Thessalonians 5:18	Friendship "A friend loves you all the time. A brother is always there to help you." Proverbs 17:17	Forgiveness "The Son paid for our sins, and in him we have forgiveness" Colossians 1:14	Truthfulness "Then you will know the truth. And the truth will make you free." John 8:32	Courage "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.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around	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	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	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

	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.	those with different faiths and beliefs and for those without faith.	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.	are accountable for our actions. We must work together as a team when it is necessary.	with who we want to play with. We listen with intrigue and value and respect the opinions of others.	celebrate the fact that everyone is different.
PSHE	PDF 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 READY STEADY READ	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
	PDF Y3 Reading Implementation and Progression Overview V25 GD JP v2.docx PDF Y4 Reading Implementation and Progression Overview V25 GD JP v2.docx					

	PDF RSW+Progression+Overview+V5+16.05.26.pdf					
READY STEADY WRITE						

MATHS

Year 3/4 Progression

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.

Animals including humans (Teeth and Digestion)

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.

In this unit children will:
1. Be able to identify four functions of the digestive system.

2. Identify four different types of teeth.

Animals including humans (Skeletons and movement)

(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 have skeletons and muscles for support, protection and

Rocks

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.

In this unit children will:
1. Be able to identify

Electricity

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 opens and closes a circuit and associate this with whether or not a lamp

Plants

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 plants, including pollination, seed formation and seed dispersal.

In this unit children will:

Sound

Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that

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

History Wonderful Warton A local history study. Explore trends and changes over time. Demonstrate knowledge of aspects of history significant in their locality. 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 children will learn to: 1. Order maps of Warton throughout history and compare and contrast them. 2. Our school is over 200 years old, what was life like for people living there then? Compare to now. 3. Using maps and a trip, how has the population and structure of Warton changed since then?	Geography Locational knowledge Locate countries in Europe and their major cities. 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	Stone Age Changes in Britain from the Stone Age to the Iron Age. Demonstrate awareness that the past can be divided into different periods of time. History: Range & depth of historical knowledge - find out about everyday lives of people in times studied. Compare with our life today. 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 children will learn to: 1. How long ago was the Stone Age? 2. Why did Bronze Age people mine for copper and tin? 3. Did life change in	Geography Place knowledge Compare Benidorm and Blackpool. Fieldwork - trip to Blackpool/seaside Geography: Direction/location - use 4 compass points to follow/ give directions. Use letter/no. coordinates to locate features on a map. Using maps - locate places on large scale maps. Follow a route on a large scale map. Scale/Distance - 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. In this unit children will learn to: 1. Locate Blackpool on a map. Use directions between Blackpool and Warton. 2. Why do tourists like	Roman Britain 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. 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 children will learn to: 1. How do we know about the Roman Empire? 2. What evidence suggests their arrival, settlement and structure of civilisation?	Geography Human and physical geography 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. 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.
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	4. How have occupations of people living around Warton changed since then? 5. What impact has BAE systems had on Warton?	ranger OS maps. In this unit children will learn to: 1.Name all the 7 continents , know where Europe is and comment on its position and relative scale in comparison with other continents. 2.Name many of the Countries in Europe and some physical features (mountains and rivers) 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. 4.Use secondary sources to research the 5 largest lakes in Europe. 6. Know the difference between human and physical geography and can give examples linked to European Geography using Digimaps to help.	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?	Blackpool? 3.Locate Benidorm on a map. 4.Why do tourists like Benidorm? 5.Compare and contrast Blackpool and Benidorm.	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?	In this unit children will learn to: 1.What are settlements? 2.What do people require from a place when they create a settlement? 3.Are all settlements the same? What different types of settlements are there? 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.? 5.What is a county? What are some of the different counties of the U.K.? 6. In what ways is land used in the U.K.?

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 TECHNOLOGY	Art L.S Lowry To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists and architects in history. In this unit children will learn: 1. Learn about LS Lowry and analyse his paintings. 2.Explore Lowry's figures and crowds in his paintings. 3.Explore colour mixing, tints, tones and shades. 4.Explore the foreground, mid-ground and background of a landscape painting. 5. Create a composite picture in the style of LS Lowry.	DT Food Design and make a healthy lunch that includes all the major food groups. Pupils should be taught: to understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. In this unit children will learn: 1.What do we need to do before we cook? 2.What are nutrients and why do we need them? 3.How can we keep ourselves healthy? 4.How could we prepare ingredients ready for cooking? 5.What special food might	Art Investigating Patterns Making fossils in clay Pupils should be taught: to improve their mastery of art and design techniques using sculpture with clay. In this unit children will learn: 1.Explore patterns and artists who use patterns. 2.To create patterns using rotation, symmetry and reflection. 3.Create a pattern using stencils. 4.Use printing to create a pattern. 5 Design a pattern for a fossil in clay.	Art Local Designer Jack Irving Blackpool illuminations 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. DT Electrical Systems Linked to learning about the illuminations Make: 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	DT Structures Design and make an eco friendly settlement. Make:select from and use a wider range of materials and 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 learn: 1.Explore existing eco-friendly structures.
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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.

 purplemash.com/app/schemes_of_work/computing_schemes_of_work/computing_sow_unit_content_overview...
(Follow Year 4 Strand)

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 3/4 Net and wall games
Games
Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.
In this unit children will:
1. Use a range of skills eg,

Year 3/4 gymnastics
Gymnastics
Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.

Year 3/4 Dance
Dance
Perform dances clearly and fluently and show sensitivity to the dance idea and accompaniment.
In this unit children will:
1. Improvise freely, translating ideas from

Year 3/4 Invasion Games
Games
Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.
In this unit children will:
1. Use a range of skills eg, throwing, striking,

Year 3/4 striking and fielding
Games
Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.
In this unit children will:
1. Use a range of skills eg, throwing, striking,

Year 3/4 Athletics
Games
Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.
In this unit children will:
1. Use a range of skills eg, throwing, striking,

	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 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.	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 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.	a stimulus into a movement. 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.	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 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.	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 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.	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 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.
BSL	 KS2 BSL Curriculum - Overview.pdf					

RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	3.6 Why do many people celebrate and give thanks at Harvest time? <u>Progressive Study</u> Christianity Hindu Dharma Judaism 3.8 What is the Lord's Prayer and why is it still important to Christians today? <u>Progressive Study</u> Christianity	4.2 Why is light an important symbol in many World Faiths? <u>Progressive Study</u> Christianity Judaism	3.3 How did /does Jesus change lives? <u>Progressive Study</u> Christianity	3.9 Why is Lent a special season in the lives of many people? <u>Progressive Study</u> Christianity Islam Judaism <u>Encounter</u> Non-Religious World Views	3.5 Is the 'golden rule' agreed by everyone? <u>Progressive Study</u> Christianity Islam <u>Encounter</u> Humanism Buddhism Sikhi	
	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