

| Subject   | Class 6 Year 3 2025-6   |   |  |   |  |   |
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|   | Community Link – Marley Court Nursing and Residential Home      |   |  |   |  |   |
| <b>British Values</b><br><b>Christian Values</b><br><b>E-safety</b><br><b>Cross-Curricular writes</b> |   | Christmas Cards for Marley Court  |  | Easter Cards for Marley Court   |  |   |
|   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|   | Theme (Q)<br>Animals<br><b>What is on the Menu in the Wild?</b> | Theme (Q)<br>Victorians<br><b>What Made a Victorian Christmas Magical at Astley Hall?</b> | Theme (Q)<br>Stone, Bronze and Iron Age<br><b>How could I survive in the Stone Age?</b>  | Theme (Q)<br>Literacy - storytelling<br><b>What secrets give the Iron Man his power?</b>  | Theme (Q)<br>The Whole World<br><b>Could I be a worldwide explorer?</b>  | Theme (Q)<br>The Romans<br><b>What was it like to be a Roman?</b> |
|   | Hook: Which animal is the king?                                 | Hook: Victorian toys workshop   | Hook: Cave with artefacts in the classroom.  | Hook: Walk to River Yarrow in Duxbury Woods   | Hook: Picnic with European theme sandwiches  | Hook: Ribchester Roman Museum trip                                |
|   | Guided Read: Esio Trot  | Guided Read: The Butterfly Lion   | Guided Read: The Stolen Spear  | Guided Read: Bill's New Frock   | Guided Read: Henry's Freedom Box / Grandpa Chatterji   | Guided Read: Empire's End – A Roman Story                         |
| Geography   |   |   | <p><b>Topic: Rivers</b></p> <p><b>Substantive Concept: Physical geography</b></p> <p><b>What happens to a river on its journey from source to sea?</b></p> <p><u>Questions:</u></p> <p>Can I follow the journey of rivers using maps and atlases?</p> <p>What are the key features of rivers?</p> <p>Can I observe and draw a sketch of the river Yarrow using my knowledge of river vocabulary? (Visit the River Yarrow in Duxbury Woods)</p> <p>Can I explain the water cycle?</p> | <p><b>Topic: The Whole World</b></p> <p><b>Substantive Concept: Location</b></p> <p><b>Could you follow a map to your holiday destination?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>What is a continent and how are they different?</li> <li>Can I identify the position for the Equator, Arctic and Antarctic circles on a map and explain their significance?</li> <li>Can I name and locate countries and capital cities on a map of Europe?</li> <li>Can I locate and identify counties and cities of the United Kingdom countries in Europe?</li> </ul> | <p><b>Topic: Roman Settlements (links to history)</b></p> <p><b>Substantive Concept: Human Geography: types of settlement and land use</b></p> <p><b>How does Chorley compare with Roman Ribchester?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>Can I use 4 figure grid references and OS map symbols?</li> <li>How do the human features of Chorley and Ribchester compare?</li> </ul> <p><b>NC</b></p> <p>Understand geographical similarities and differences through the study of <b>human and physical</b></p> |   |

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|  |  |  |  | <p>Can I name and locate the main rivers and seas of the UK?</p> <p>Why are estuaries important?</p> <p><b>NC</b></p> | <ul style="list-style-type: none"> <li>Can I name and locate counties in England?</li> </ul> <p><b>NC</b></p> <p>Identify the position and significance of the <b>Equator, Arctic and Antarctic Circle.</b></p> <p>Use <b>maps, and globes</b> to <b>locate countries</b></p> <p>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</p> <p>Use the <b>eight points of a compass</b> to build their knowledge of the <b>United Kingdom and the wider world</b></p> | <p><b>geography of a region of the United Kingdom (Lancashire)</b></p>   |
|  |  |  |  | <p><b>Vocabulary</b></p> <p>Source, meander,</p>  | <p><b>Vocabulary</b></p> <p>8 point compass directions - <b>North, North East, North West, East, West, South, South East, South West</b></p>  | <p><b>Vocabulary</b></p> <p>deforestation, hamlet, industrial, land-use, national, nomadic, population, rural, <b>settlement</b></p> |
|  |  |  |  | <p><b>Christian Values</b></p> <p><b>Being peaceful and calm</b></p>  | <p><b>Christian Values</b></p> <p><b>Persevering</b></p>  | <p><b>Christian Values</b></p>   |
|  |  |  |  | <p><b>British Values</b></p> <p><b>Liberty</b></p>  | <p><b>British Values</b></p> <p><b>Tolerance and respect of opinions and diversity</b></p>  | <p><b>British Values</b></p> <p><b>Tolerance and respect of opinions and diversity</b></p>   |
|  |  |  |  | <p><b>E-Safety</b></p>  | <p><b>E-Safety</b></p> <p><b>Google maps</b></p>  | <p><b>E-Safety</b></p> <p><b>Google maps, Digimaps</b></p>   |

| Geography Assessment | GD | Below | GD  | Below | GD   | Below | GD | Below | GD | Below   | GD | Below |
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| History              |    |       | <p><b>Topic: A local Study – A Victorian Christmas</b></p> <p><b>Substantive Concept: Civilisation</b></p> <p><b>Sources and Evidence</b></p> <p><b>What Made a Victorian Christmas Magical at Astley Hall?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>Who was Queen Victoria and what is the Victorian Era?</li> <li>How does Astley Hall compare with poor Victorian houses?</li> <li>What were toys like in the Victorian Era?</li> <li>What does the first Christmas card tell us about the Victorians?</li> <li>How did the tradition of a Christmas tree begin?</li> <li>Which traditions began in the Victorian Era?</li> </ul> <p><b>NC</b><br/>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time and explore trends and changes over time.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> |       | <p><b>Topic: Stone Age, Bronze Age and Iron Age</b></p> <p><b>Substantive Concept: Childhood</b></p> <p><b>Sources and Evidence</b></p> <p><b>Could I survive in the Stone Age?</b> (Emphases Education, Food, Art, Stonehenge, religion)</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>Can I order historical events using BC and AD?</li> <li><b>Cross curricular write:</b></li> <li><b>What was daily life like in the Stone Age?</b></li> <li>How did people in the Stone Age use tools to help them survive?</li> <li>What are the eras of the Stone Age?</li> <li>What did people eat in the Stone Age?</li> <li>Why was bronze important in the Bronze Age?</li> <li>Who were the Druids?</li> </ul> <p><b>NC</b><br/>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time and</p> |       |    |       |    | <p><b>Topic: Romans and their achievements for Western Civilisation</b></p> <p><b>Substantive Concept: Invasion</b></p> <p><b>Historical interpretations</b></p> <p><b>What is it like to be a Roman?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>What was life in Britain like before the Romans?</li> <li><b>What did early settlers need? (Geography)</b></li> <li>When and why did the Romans invade Britain?</li> <li>Why did the Romans build roads and towns?</li> <li>Who was Boudicca and what did she do?</li> <li>How did the Romans live in Britain?</li> <li>How did the Romans change life in Britain?</li> </ul> <p><b>NC</b><br/>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Discuss some historical events, issues, connections and changes.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> |    |       |

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|                    |   | Recognise that our knowledge of the past is constructed from different sources of evidence.  | explore trends and changes over time.<br><br>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.<br><br>Use relevant historical terms and vocabulary linked to chronology.<br><br>Recognise that our knowledge of the past is constructed from different sources of evidence. |   |  | Recognise that different versions of past events may exist.<br><br>Describe some of the ways the past can be represented.   |
|                    |   | <b>Vocabulary</b><br>Victorian, locality, chronology, years of significance<br>Peasantry (how words have changed), century, period, evidence, information, historian, historical | <b>Vocabulary</b><br>Neolithic, Mesolithic, palaeolithic, Stone age, iron age, bronze age, AD, BC, CE, BCE, era. Ancient, settlers, , settlement, Brits, archaeologists, excavate, historian, historical   |   |  | <b>Vocabulary</b><br>Roman, Western Civilization, Ancient AD, BC, CE, BCE, era, Ancient, settlers, settlement, Brits, archaeologists, excavate, historian, historical<br>Shape our lives,<br><br><a href="#">SOME CHILDREN WILL USE</a> Bloodshed, distress |
|                    |   | <b>Christian Values</b><br><b>Compassion, Forgiveness</b>  | <b>Christian Values</b><br><b>Achieving and Persevering, Self Control</b>  |   |  | <b>Christian Values</b><br><b>Achieving and Persevering</b>   |
|                    |   | <b>British Values</b><br><b>Democracy, Liberty, Rule of Law, Mutual Respect</b>  | <b>British Values</b><br><b>Democracy</b>  |   |  | <b>British Values</b><br><b>Democracy, Rule of Law</b>  |
|                    |   | <b>E-Safety</b><br><a href="#">Google searches</a>   | <b>E-Safety</b><br><a href="#">Google searches</a>   | <b>E-Safety</b>   | <b>E-Safety</b>  | <b>E-Safety</b><br><a href="#">Google searches</a>  |
| History Assessment | GD<br><br>Below   | GD<br><br>Below  | GD<br><br>Below  | GD<br><br>Below   | GD<br><br>Below  | GD<br><br>Below   |
| Science            | <b>Topic: Animals Including Humans</b><br><b>Substantive Concept:</b> | <b>Topic: Plants</b><br><b>Substantive Concept: Biology</b>  | <b>Topic: Rocks</b><br><b>Substantive Concept: Physics - Earth Science</b>   | <b>Topic: Forces &amp; Magnets</b><br><b>Substantive Concept: Physics</b> | <b>Topic: Light</b><br><b>Substantive Concept: Physics</b> | <b>Topic: Plants</b><br><b>Continued:</b>   |

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|  | <p><b>Biology</b></p> <p><b>What is on the Menu in the wild?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Which nutrients do animals, including humans, need?</li> <li>• Which nutrients are in my favourite meal?</li> <li>• What is a balanced diet?</li> <li>• Can I analyse nutrition from food labels?</li> <li>• Can I name bones in the human skeleton and explain their function?</li> <li>• What is the difference between vertebrates and invertebrates?</li> <li>• Why do we need muscles?</li> <li>• How do muscles help me to move?</li> </ul> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Skills:</b></p> <p><b>Questioning:</b><br/>Research different food groups and how they keep</p> | <p><b>Could I grow a garden on the Moon?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Can I name the different parts of flowering plants and explain what they do?</li> <li>• What do plants need to grow well?</li> <li>• Can I show the results of my investigation and explain my conclusion?</li> <li>• How is water is transported in plants?</li> <li>• Which parts of a flower are used in pollination and fertilisation?</li> <li>• What is the order in the life stages of a flowering plant?</li> <li>• How are seeds dispersed?</li> </ul> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including</p> | <p><b>Can I make a sandcastle out of a mountain?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• What are naturally occurring rocks and how they are used?</li> <li>• Can I group rocks according to their characteristics?</li> <li>• Can I investigate how different rocks erode?</li> <li>• Can I identify how rocks are used for different purposes?</li> <li>• Can I explore how soil is formed?</li> <li>• What are fossils and how are they formed?</li> </ul> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><b>Skills:</b></p> <p><b>Questioning:</b></p> | <p><b>Could I use a magnet to drive my car?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• How do forces move objects?</li> <li>• Can I investigate how things move on different surfaces?</li> <li>• Does a magnetic force need contact with an object?</li> <li>• Can I investigate the strength of a magnet's force?</li> <li>• Can I explain how magnets have 2 poles?</li> <li>• Can I explain how magnets attract some materials?</li> <li>•</li> </ul> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p> | <p><b>Does the Moon really shine at night?</b></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Can I explain that light is needed to see things and that dark is the absence of light?</li> <li>• Which surfaces reflect light?</li> <li>• Why are mirrors good reflectors?</li> <li>• Why is light from the sun dangerous and how can I protect my eyes from it?</li> <li>• Which materials block light to form shadows?</li> <li>• Can I find patterns when investigating how shadows change size?</li> <li>• Can I investigate how light travels?</li> </ul> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> |  |
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|  | <p>us healthy and design meals based on what they find out.</p> <p>Researching how our bodies move and what our bodies can do and researching different exercises/sports/pastimes and how they can work different parts of our bodies and different muscle groups.</p> <p><b><u>Observation:</u></b><br/>Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons</p> <p><b><u>Identifying and Classifying:</u></b><br/>Identifying and grouping animals with and without skeletons.</p> <p><b><u>Using scientific evidence to support findings:</u></b><br/>Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons.</p> | <p>pollination, seed formation and seed dispersal.</p> <p><b><u>Skills:</u></b></p> <p><b><u>Observation:</u></b><br/>Discovering how seeds are formed by observing the different stages of plant cycles over a period of time.</p> <p><b><u>Using scientific evidence to support findings:</u></b><br/>Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser.</p> | <p>Rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.</p> <p><b><u>Observation:</u></b><br/>Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.</p> <p><b><u>Identifying and Classifying:</u></b><br/>Using a hand lens or microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p> <p><b><u>Practical enquiries, comparative and fair tests:</u></b><br/>Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test].</p> <p><b><u>Using scientific evidence to support findings:</u></b><br/>Raise and answer questions about the way soils are formed.</p> | <p>identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b><u>Skills:</u></b></p> <p><b><u>Questioning:</u></b><br/>Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions.</p> <p><b><u>Identifying and Classifying:</u></b><br/>Comparing how different things move and grouping them.</p> <p><b><u>Practical enquiries, comparative and fair tests:</u></b><br/>Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions.</p> <p><b><u>Using scientific evidence to support findings:</u></b><br/>Looking for patterns in the way that magnets behave in relation to each other</p> | <p>Find patterns in the way that the size of shadows changes.</p> <p><b><u>Skills:</u></b></p> <p><b><u>Practical enquiries, comparative and fair tests:</u></b><br/>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p><b><u>Using scientific evidence to support findings:</u></b><br/>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> |  |
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|                    |  |  |   | and what might affect this, for example, the strength of the magnet or which pole faces another.   |  |   |
|                    |  |  |   | <b>Recording and Presenting Data:</b><br>Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions. |  |   |
|                    | <b>Vocabulary</b><br>Nutrition, nutrients, <b>carbohydrates</b> , sugars, <b>protein</b> , vitamins, minerals, fibre, fat, water, <b>skeleton</b> , bones, muscles, <b>support, protect, move</b> , skull, ribs, spine, muscles, joints, diet. | <b>Vocabulary</b><br>Photosynthesis, pollen, insect/wind <b>pollination, seed formation, seed dispersal</b> (wind dispersal, animal dispersal, water dispersal). | <b>Vocabulary</b><br><b>Rock</b> , stone, pebble, boulder, grain, crystals, layers, texture, <b>absorbs, fossil, marble, chalk, granite, sandstone, slate, soil</b> , peat. | <b>Vocabulary</b><br><b>Force</b> , twist, contact force, non-contact force, magnetic force, names of <b>magnets, attract, repel</b> , magnetic, <b>poles</b> , north pole, south pole.                      | <b>Vocabulary</b><br><b>light source, darkness</b> , absence of light, transparent, translucent, <b>shadow opaque</b> , matt, <b>reflect, mirror</b> . | <b>Vocabulary</b>   |
|                    | <b>Christian Values</b><br><b>Acceptance</b><br><b>Self Control</b><br><b>Showing Compassion</b><br><b>Being peaceful and calm</b>   | <b>Christian Values</b><br><b>Self Control</b><br><b>Showing Compassion</b><br><b>Being peaceful and calm</b>  | <b>Christian Values</b><br><b>Achieving and Persevering</b><br><b>Self Control</b>  | <b>Christian Values</b><br><b>Achieving and Persevering</b><br><b>Self Control</b>   | <b>Christian Values</b><br><b>Achieving and Persevering</b><br><b>Self Control</b>   | <b>Christian Values</b><br><b>Self Control</b><br><b>Showing Compassion</b><br><b>Being peaceful and calm</b> |
|                    | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b><br><b>Liberty</b>  | <b>British Values</b><br><b>Respect</b><br><b>Liberty</b>  | <b>British Values</b><br><b>Respect</b>   | <b>British Values</b><br><b>Respect</b>  | <b>British Values</b><br><b>Respect</b>  | <b>British Values</b><br><b>Respect</b><br><b>Liberty</b>   |
|                    | <b>E-Safety</b>  | <b>E-Safety</b>  | <b>E-Safety</b>   | <b>E-Safety</b>  | <b>E-Safety</b>  | <b>E-Safety</b>   |
| Science Assessment | GD<br>Below  | GD<br>Below  | GD<br>Below   | GD<br>Below  | GD<br>Below  | GD<br>Below   |
| RE                 | <b>Why is the harvest celebrated by everyone?</b><br><br><b>Topic 3.6: Harvest (5hrs 3+2)</b>  | <b>In what ways is God with us?</b>  | <b>What happens when Jesus changes a person's life?</b>   | <b>Is Easter Sunday the end or the beginning?</b>  | <b>What does it mean to be called by God?</b><br><br><b>Topic 3.1: Called by God (7hrs)</b>  | <b>How can I make a difference?</b><br><br><b>Topic S7: Change the World</b>                                  |

|           |   | <b><u>Topic S5: How do Christians express their views through Art?</u></b>   | <b><u>Topic 3.3: Jesus, the man who changed lives (6 hrs)</u></b>   | <b><u>Topic 3.4: Exploring the sadness and joy of Easter (5hrs)</u></b>  | <b><u>Recount – facts about Corrie ten Boom</u></b>   | <b><u>(6hrs)</u></b>   |
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|           | <b><u>Christian Values</u></b><br>Compassion<br>Self control  | <b><u>Christian Values</u></b><br>Compassion<br>Being peaceful and calm  | <b><u>Christian Values</u></b><br>Compassion<br>Being peaceful and calm<br>Forgiveness  | <b><u>Christian Values</u></b><br>Compassion<br>Being peaceful and calm<br>Forgiveness   | <b><u>Christian Values</u></b><br>Compassion<br>Being peaceful and calm<br>Forgiveness  | <b><u>Christian Values</u></b><br>Compassion<br>Being peaceful and calm<br>Forgiveness   |
|           | <b><u>British Values</u></b><br>Respect<br>Tolerance  | <b><u>British Values</u></b><br>Respect<br>Tolerance   | <b><u>British Values</u></b><br>Respect<br>Tolerance  | <b><u>British Values</u></b><br>Respect<br>Tolerance   | <b><u>British Values</u></b><br>Respect<br>Tolerance<br>Liberty   | <b><u>British Values</u></b><br>Respect<br>Tolerance<br>Liberty  |
| Computing | <p>Digital Literacy<br/><b>How Can I Be Safe Online?</b><br/><i>Autumn 1:</i><br/>Online safety using Purple Mash unit 3.2</p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I create appropriate passwords?<br/><br/>Can I keep passwords and personal data safe?<br/><br/>Am I able to create a 'secure' password? e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP.</p> <p><b><u>Substantive Knowledge</u></b><br/>Do I know how to use technology responsibly?</p> | <p>Information Technology<br/><b>Can I use a computer as a painting canvas?</b><br/><i>Autumn 2:</i><br/>Graphics using Purple Mash (2paint a picture) - linked to art unit</p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing?<br/><br/>Can I acquire, store and retrieve images from cameras, scanners and the internet for a purpose?<br/><br/>Can I select specific areas of an image, copy and paste to make repeating patterns?<br/><br/>Am I able to resize various elements in a graphics or paint package?</p> | <p>Computer Science<br/><b>Can I code a scene to tell a story?</b><br/><i>Spring 1:</i><br/>Programming using Purple mash unit 3.1 coding</p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I write programs that accomplish specific goals?<br/><br/>Can I read what a sequence in a program does?<br/><br/>Can I design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals?<br/><br/>Can I create programs that implement algorithms to achieve specific goals?<br/><br/>Can I debug programs that accomplish specific</p> | <p>Information Technology<br/><b>CS Unplugged</b><br/><b>How do you create a UK number 1 song?</b><br/><i>Spring 2:</i> GarageBand - Iron Man music (English link)</p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I use a variety of devices and software to select, playback and record voice and other sounds?<br/><br/>Can I select, import and edit existing sound files in sound editing software, e.g., Audacity?<br/><br/>Can I use editing tools to refine and improve outcomes and performances?<br/><br/>Am I able to share sound recordings with a wider audience?</p> | <p>Information Technology<br/><b>Can I create a creature-spotting database?</b><br/><i>Summer 1:</i> Purple Mash 3:6 Branching Databases<br/><br/><i>Note: When covering this unit - children will also explore spreadsheets using Purple Mash 2 Calculate.</i></p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I create and use a branching database to organise and analyse information to answer questions?<br/><br/>Can I begin to identify what data should be collected to answer a specific question?<br/><br/>Can I collect data and enter it into a database under appropriate field headings?<br/><br/>Can I use a database to answer straightforward</p> | <p>Digital Literacy<br/><b>From scrolls to screens—can I message like a modern Roman?</b><br/><i>Summer 2:</i><br/>Electronic communication using Purple Mash Unit 3.5</p> <p><b><u>Disciplinary Knowledge</u></b><br/>Can I log on to an email account, open emails, create and send appropriate replies?<br/><br/>Can I forward an e-mail?<br/><br/>Can I save an e-mail in draft format and then return and edit prior to sending?<br/><br/>Can I attach different files to emails? e.g. text document, sound file or image</p> |

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| <p>Do I understand that online actions can impact on other people?</p> <p>Do I understand the need to keep personal information and passwords private in order to protect themselves when communicating online?</p> <p>Do I know how to respond if asked for personal details or in the event of receiving unpleasant communications? e.g. saving the message and showing to a trusted adult -according to the school's eSafety policies and procedures /AUP</p> <p><b>Key Vocabulary:</b><br/>safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying,</p> <p><b>Persuasive poster</b></p> | <p>Can I use the 'print screen' function to capture images?</p> <p><b>Substantive Knowledge</b><br/>Do I understand that evaluation and improvement are vital parts of the design process and that ICT allows changes to be made quickly and efficiently?</p> <p><b>Key Vocabulary:</b><br/>Image, digital image, edit, crop, resize</p> | <p>goals through self and peer assessment?</p> <p>Can I use sequence, repetition and selection in programs?</p> <p><b>Substantive Knowledge</b><br/>Do I understand how to plan and write programs that accomplish specific goals?</p> <p>Do I understand what the terms sequence, repetition and selection mean and how to use them in programs?</p> <p><b>Key vocabulary:</b><br/>Action, alert, algorithm, background, blocks of command, button, collision detections, command, debug, event, object, output, repeat, sequence, repetition, selection</p> | <p>Can I use music software to experiment with capturing, repeating and sequencing sound patterns?</p> <p><b>Substantive Knowledge</b><br/>Do I understand that copyright exists on most recorded music?</p> <p><b>Key Vocabulary:</b><br/>capture, repeat, audience, sequence, pattern</p> | <p>questions by searching, matching and ordering the contents of a single field?</p> <p>Based on the data collected, can I raise my own questions and translate them into search criteria that can be used to find answers to specific questions?</p> <p><b>Substantive Knowledge</b><br/>Do I understand that effective yes / no questions are key to organising data efficiently in a branching database?</p> <p>Do I understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric?</p> <p>Can I talk about the advantages of using IT to sort, interrogate and classify information quickly?</p> <p>Do I understand the need to structure information properly in a database?</p> <p>Do I know, understand and use the vocabulary: file, record, field, sort and search?</p> <p><b>Key Vocabulary::</b><br/>Branching database, database, question, data, file, record, field, sort, search.</p> | <p>Can I open and save attachments to an appropriate place?</p> <p>Can I select an email recipient from a class address book?</p> <p><b>Substantive Knowledge</b><br/>Do I understand that some emails and other forms of electronic communications may be malicious or inappropriate and recognise when an attachment may be unsafe to open?</p> <p>Do I recognise the effect that content in their communications may have on others?</p> <p>Do I respect the ideas and communications of others they encounter online?</p> <p><b>Key vocabulary:</b><br/>Log on, draft, forward, attachment, reply</p> <p><b>E-safety</b></p> <p><b>Write an email to Matilda</b></p> |
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|                      | <u>Christian Values</u><br>Acceptance<br>Self Control<br>Showing Compassion<br>Being peaceful and calm |       | <u>Christian Values</u><br>Acceptance<br>Self Control<br>Showing Compassion<br>Being peaceful and calm |       | <u>Christian Values</u><br>Acceptance<br>Self Control<br>Persevering and<br>Achieving<br>Being peaceful and calm |       | <u>Christian Values</u><br>Acceptance<br>Self Control<br>Being peaceful and calm   |       | <u>Christian Values</u><br>Achieving and<br>Persevering<br>Self Control<br>Being peaceful and calm  |       | <u>Christian Values</u><br>Self Control<br>Being peaceful and calm  |       |
|                      | <u>British Values</u><br>Respect<br>Tolerance<br>Law   |       | <u>British Values</u><br>Respect<br>Tolerance<br>Liberty   |       | <u>British Values</u><br>Respect<br>Tolerance<br>Law   |       | <u>British Values</u><br>Respect<br>Liberty  |       | <u>British Values</u><br>Respect<br>Tolerance<br>Liberty  |       | <u>British Values</u><br>Respect<br>Tolerance<br>Liberty            |       |
|                      | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication                                    |       | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication                                    |       | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication  |       | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication  |       | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication   |       | <u>E-Safety</u><br>Online safety<br>Passwords<br>Safe communication |       |
| Computing Assessment | GD   | Below | GD   | Below | GD   | Below | GD   | Below | GD  | Below | GD  | Below |
| DT                   |  |       |  |       |  |       | <u>Moving Monsters (Character from English?)</u><br>How can a box that carried eggs take over the world?<br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |       | <u>Food – link to Europe –</u><br>What would I pack for a picnic in Europe?<br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>Refer to their design criteria as they design and make<br>Evaluate a range of bread, meat and cheese products from European countries.<br>Design a sandwich and evaluate their product. |       |   |       |

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|                |   |       |   |       |  | Refer to their design criteria as they design and make   |  |  |    |       |  |       |
|                |   |       |   |       |  | Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) |  |  |    |       |  |       |
|                |   |       |   |       |  |  | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Being peaceful and calm</b> | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Being peaceful and calm</b> |    |       |  |       |
|                |   |       |   |       |  |  | <b>British Values</b><br><b>Respect</b><br><b>Liberty</b>  | <b>British Values</b><br><b>Respect</b><br><b>Liberty</b>  |    |       |  |       |
| DT Assessment  | GD  | Below | GD  | Below | GD   | Below  | GD   | Below  | GD | Below | GD   | Below |
| Art and Design | <p><b>Henri Rousseau</b><br/><b>Can I camouflage an animal in my painting?</b><br/><b>Drawing - pastels</b><br/><b>Painting</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> |       | <p><b>Freda Kahlo</b><br/><b>Can I use a computer as a painting canvas?</b><br/><b>Collage</b><br/><b>Digital Media</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> |       | <p><b>Stone Age Cave and Cave Art</b><br/><b>Can I paint like a caveman?</b><br/><b>Drawing - Pencil shading</b><br/><b>3D – cave around classroom</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> |  |  |  |    |       | <p><b>Roman Patterns - Printing</b><br/><b>Textiles/sewing – DT</b><br/><b>Would Ribchester Museum use my bag for its artefacts?</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> |       |

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|  | <p>Use journals to collect and record visual information.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> | <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; <b>lines</b> .</p> <p>Change the type of brush to an appropriate style.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p><b>Self-control (taking your time)</b></p> | <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Plan, design and make models from observation or imagination</p> <p>Use papier mache to create a simple 3D object</p> |  |  | <p>Use journals to collect and record visual information.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create printing blocks using a relief</p> <p>Design and create <i>complex</i> repeating patterns</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Running stitch, over sewing, blanket stitch.</p> <p>Sew on buttons and make loops.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at</p> |
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|  | <b>Self-control (taking your time)</b>   |       |   |       |   |       |   |       |   | particular individuals or groups  |   |       |
|  |  |       |   |       |   |       |   |       |   | Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |   |       |
|  |  |       |   |       |   |       |   |       |   | Evaluate their ideas and products against their own design criteria   |   |       |
|  |  |       |   |       |   |       |   |       |   | <b>Self-control (taking your time)</b>  |   |       |
|  | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm  |       | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   |       |   |       |   |       |   | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   |   |       |
|  | <b>British Values</b><br>Respect<br>Liberty  |       | <b>British Values</b><br>Respect<br>Liberty   |       |   |       |   |       |   | <b>British Values</b><br>Respect<br>Liberty   |   |       |
| Art and design assessment                        | GD   | Below | GD  | Below | GD  | Below | GD  | Below | GD  | Below   | GD  | Below |
| PSHE<br>Following SCARF<br>(life education plan) | <b>Me and My Relationships</b><br><b>Can you have more than one best friend?</b><br><b>As a rule</b><br>What would happen if people didn't keep to the rules?<br><b>My special pet</b><br>Who could you talk to if you |       | <b>Valuing Difference</b><br><b>Should we always treat all people the same?</b><br><b>Family and friends</b> Are all families the same?<br><b>My community</b><br>What are the good things about being part of a community? |       | <b>Keeping Myself Safe</b><br><b>What are the things that we can do to keep ourselves safe?</b><br><b>Safe or unsafe?</b><br>What are the things that we can do to keep ourselves safe? |       | <b>Rights and Responsibilities</b><br><b>What do people, animals and plants need to survive in their environment?</b><br><b>Helping each other to stay safe</b> |       | <b>Being My Best</b><br><b>Do we always make the best choices?</b><br><b>Derek cooks dinner! (Healthy eating)</b><br>Are there any types of foods that we should eat more of than others?<br><b>For or against?</b> |   | <b>Growing and Changing</b><br><b>Are all surprises secrets?</b><br><b>Body space</b><br>Why do we need to respect other people's body space?<br><b>Secret or surprise?</b> |       |

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|   | <p>lost something special like a pet?</p> <p><b>Tangram team challenge</b></p> <p>How can disagreements be solved?</p> <p><b>How can we solve this problem?</b></p> <p><b>Dan's dare</b></p> <p>Are dares good or bad?</p> <p><b>Thunks</b></p> <p>Can opinions be right or wrong?</p> <p><b>Friends are special</b></p> <p>Can you have more than one best friend?</p> | <p><b>Respect and challenge</b> Is my way always the best way?</p> <p>Should we always treat all people the same?</p> <p><b>Let's celebrate our differences</b></p> <p>What other ways can people be different?</p> <p><b>Zeb</b></p> <p>Why do some people think that way?</p> | <p><b>Danger or risk?</b> Is it ok to take risks?</p> <p><b>Alcohol and cigarettes: the facts</b></p> <p>What is a drug?</p> <p><b>None of your business!</b></p> <p>Is it safe to post online?</p> <p><b>Raisin challenge (1)</b></p> <p>Do all situations turn out all right?</p> <p><b>Help or harm?</b></p> <p>What sort of things do we need to keep our body healthy?</p> | <p>How can we help each other to stay safe?</p> <p><b>Recount task</b></p> <p>What is the difference between fact and opinion?</p> <p><b>Harold's environment project</b></p> <p>What do people, animals and plants need to survive in their environment?</p> <p><b>Can Harold afford it?</b></p> <p>How does money benefit (help) us?</p> <p><b>Let's have a tidy up</b></p> <p>Why it is up to us to look after the environment?</p> | <p>Do we always make the best choices?</p> <p><b>I am fantastic!</b></p> <p>What goals and ambitions do you have in life?</p> <p><b>Getting on with your nerves!</b></p> <p>Is teamwork important?</p> <p><b>Body teamwork</b></p> <p>Why is it difficult to pick out a 'most important' part of the body?</p> | <p>Are all surprises secrets?</p> <p><b>Basic first aid 3</b></p> <p><b>Why is first aid important?</b></p> <p><b>My changing body menstruation</b></p> <p><b>How does my body change as I get older?</b></p>                                   |
| PSHE assessment   | GD      Below   | GD      Below   | GD      Below   | GD      Below  | GD      Below  | GD      Below   |
| <p>Music</p> <p><i>Charanga – Lancashire Music scheme all plans, skills and knowledge included in the scheme.</i></p> | <p><b>Developing Notation Skills</b></p> <p><u><i>How Does Music Bring Us Closer Together?</i></u></p> <p>The children have learnt that rhythm and pitch can be represented in many ways graphically, but now is the time to start using <b>notation</b>. This is a formal</p>  | <p><b>Christmas Songs</b></p> <p>The children learn Christmas Carols to <b>perform</b> as a group for parents, friends, family and guardians.</p>   | <p><b>Enjoying Improvisation</b></p> <p><u><i>What Stories Does Music Tell Us About the Past?</i></u></p> <p>In previous units, we have learnt that <b>improvisation</b> is a great way to create music that belongs to YOU, and to</p>   | <p><b>Easter Songs</b></p> <p>Year 3 form part of the choir for the Year 4 Easter production, they sing in the pews of our local church <b>performing</b> to parents, family, friends and guardians.</p>   | <p><b>Sharing Musical Experiences</b></p> <p><u><i>How Does Music Help Us Get to Know Our Community?</i></u></p> <p>Sharing our <b>musical experiences</b>, preferences and identities is a wonderful class activity and can</p>   | <p><b>Learning More About Musical Styles</b></p> <p><u><i>How Does Music Make a Difference to Us Every Day?</i></u></p> <p>There is no authority on who decides what makes a <b>musical style</b> and so it is open to discussion. However,</p> |

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|                                    | representation, how we write music down.  |   | express your feelings and ideas.   |   | help build your community and friendships in the classroom and school! This can happen through every activity in the lesson. <b>Listen</b> and <b>Respond</b> and <b>Perform</b> work particularly well.      | there are some general elements that people more or less agree upon, which make it possible and useful to associate a piece of music with a musical style. In this Scheme of Work, many <b>varied styles</b> are introduced.  |
|                                    | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm  | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   | <b>Christian Values</b><br>Achieving and persevering<br>Self Control<br>Being peaceful and calm   |
|                                    | <b>British Values</b><br>Respect<br>Tolerance   | <b>British Values</b><br>Respect<br>Tolerance   | <b>British Values</b><br>Respect<br>Tolerance  | <b>British Values</b><br>Respect<br>Tolerance   | <b>British Values</b><br>Respect<br>Tolerance   | <b>British Values</b><br>Respect<br>Tolerance   |
| Music Assessment                   | GD<br>Below   | GD<br>Below   | GD<br>Below  | GD<br>Below   | GD<br>Below   | GD<br>Below   |
| Languages<br>Rigolo / Language Nut | <b>Comment t'appelles-tu?</b><br>(What's your name?)<br><br>Bonjour: Basic greetings and numbers 1-10<br><br>Curriculum objectives, amongst others:<br><br>listen attentively to spoken language and show understanding by joining in and responding<br>develop accurate pronunciation and intonation so that others understand when they are | <b>Quel age as-tu? (How old are you?)</b><br><br>Languages and nationalities<br><br>Curriculum objectives, amongst others:<br><br>read carefully and show understanding of words, phrases and simple writing<br>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | <b>Tu-as des freres ou des soeurs? (Do you have brothers or sisters?)</b><br><br>Ma famille: Family members, numbers 11-20<br><br>Curriculum objectives, amongst others:<br><br>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | <b>Tu-as un animal? (Do you have a pet?)</b><br><br>Les animaux: family members and pet animals,<br><br>Curriculum objectives, amongst others:<br><br>describe people, places, things and actions orally and in writing<br><br>Curriculum objectives, amongst others: | <b>C'est quand, ton anniversaire? (When is your birthday?)</b><br><br>Bon anniversaire: numbers 21-30, months of the year<br><br><b>Respect</b><br><br><b>Liberty</b><br><br><b>Achieving and Persevering</b> | <b>Quel animal est dans la zoo? (Which animal is in the zoo?)</b><br><br>Les animaux: zoo animals, opinions for like and dislike<br><br>Curriculum objectives, amongst others:<br><br>appreciate stories, songs, poems and rhymes in the language<br><br><b>Respect</b> |

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|                      | reading aloud or using familiar words and phrases<br><b>Respect</b><br><b>Liberty</b><br><b>Achieving and Persevering</b><br><b>Acceptance</b><br><b>Lovely Manners</b> | <b>Respect</b><br><b>Liberty</b><br><b>Achieving and Persevering</b><br><b>Acceptance</b><br><b>Lovely Manners</b>               | Speak in sentences, using familiar vocabulary, phrases and basic language structures<br><b>Respect</b><br><b>Liberty</b><br><b>Achieving and Persevering</b><br><b>Acceptance</b><br><b>Lovely Manners</b> | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br><b>Respect</b><br><b>Liberty</b><br><b>Achieving and Persevering</b><br><b>Acceptance</b><br><b>Lovely Manners</b> | <b>Acceptance</b><br><b>Lovely Manners</b>   | <b>Liberty</b><br><b>Achieving and Persevering</b><br><b>Acceptance</b><br><b>Lovely Manners</b>                                 |
|                      | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b>  | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b> | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b>   | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b>   | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b> | <b>Christian Values</b><br><b>Achieving and persevering</b><br><b>Self Control</b><br><b>Acceptance</b><br><b>Lovely Manners</b> |
|                      | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>   | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>  | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>  | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>  | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>  | <b>British Values</b><br><b>Respect</b><br><b>Tolerance</b>  |
| Languages Assessment | GD<br>Below   | GD<br>Below  | GD<br>Below  | GD<br>Below  | GD<br>Below  | GD<br>Below  |
| PE                   | <b>Sports Hall Athletics</b><br>Should athletes be better at running, jumping or throwing?  | <b>Gymnastics</b><br>Could I compete against Simone Biles in a gymnastics competition?   | <b>Dance – Iron Man</b><br>Can I dance like the Iron Man?  | <b>Invasion Games – 3 touch ball (netball)</b>   | <b>Target Games (Tri-Golf)</b><br>Is winning at Tri-Golf more about tactics or skill?  | <b>Net and Wall (Tennis)</b><br>Can I represent St. George's at Wimbledon?   |

|  |   |   |   |  |  |  |
|--|---|---|---|--|--|--|
|  | <p>To perform the pull throwing action</p> <p>To explore different running techniques</p> <p>To perform the sling throw</p> <p>To develop jumping actions</p> <p>Select an appropriate running technique for distance</p> <p>To perform a push throw</p> <p>To perform a start in a sprint type race</p> <p>To throw for distance using three different throws</p> <p>To perform a hop, step and jump</p> <p>To pass a baton successfully in a race</p> <p>To perform 5 different jumps</p> <p>To perform in athletic type competitive events (run, jump and throw)</p> | <p>To develop ways of travelling on hands and feet</p> <p>To develop balance on small body parts</p> <p>To create a sequence of travelling and balancing actions</p> <p>To develop ways of rolling</p> <p>To develop the skills of jumping, shape and landing</p> <p>To create a sequence of gymnastic actions</p> <p>To evaluate and recognise their own success</p> <p>To create a sequence to meet the core task "Balancing Act"</p> <p>To perform gymnastic actions using apparatus</p> | <p>Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies.</p> <p>Children can suggest actions for characters and can perform their own interpretation of these.</p> <p>Pupils can demonstrate unusual movement and can keep in time with others and the music.</p> <p>Pupils will perform a well-structured duet which expresses the character and explores patterning and timing.</p> <p>Pupils can perform all dances, in a well-organised structure.</p> <p>To work together in a team to keep improving their ideas.</p> | <p><b>Is the centre more important than the goal keeper in a netball game?</b></p> <p>To send and receive a ball</p> <p>To send a ball and move into space to receive a pass</p> <p>To send and receive a ball in a simple game</p> <p>To use simple tactics in a game</p> <p>To send and receive a ball in an invasion game</p> <p>To revise simple tactics in an invasion game</p> <p>To evaluate their own and others success</p> | <p>To demonstrate sending a ball into a target with accuracy.</p> <p>To use simple tactics.</p> <p>To demonstrate aiming skills.</p> | <p>Explore different throwing actions</p> <p>To consolidate throwing actions and practise catching.</p> <p>Explore different ways of throwing.</p> <p>Consolidate catching skills.</p> <p>To suggest ideas and practices to improve their play</p> <p>Strike the ball using their hand or small bat.</p> <p>Improve movement skills and body positions.</p> <p>Familiarise them with a racquet and practise striking skills using a racquet</p> <p>Choose a range of simple tactics to use in a simple game.</p> <p>To develop range of striking skills suitable for net / wall type</p> |
|  | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>   | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>   | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>   | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>  | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>  | <p><b><u>Christian Values</u></b><br/> <b>Achieving and persevering</b><br/> <b>Self Control</b><br/> <b>Showing compassion</b></p>  |
|  | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>   | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>   | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>   | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>  | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>  | <p><b><u>British Values</u></b><br/> <b>Respect</b></p>  |

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|---------------|--|-------|--|-------|--|-------|---|-------|---|-------|--|-------|
|               | <b>Tolerance</b>   |       | <b>Tolerance</b>   |       | <b>Tolerance</b>   |       | <b>Tolerance</b>  |       | <b>Tolerance</b>  |       | <b>Tolerance</b>   |       |
| PE Assessment | GD   | Below | GD   | Below | GD   | Below | GD  | Below | GD  | Below | GD   | Below |
| Maths         | <b><u>Numbers to 1000</u></b><br><br><b><u>Addition and Subtraction</u></b>  |       | <b><u>Multiplication and Division/Further Multiplication and Division</u></b><br><br><b><u>Length</u></b>  |       | <b><u>Mass</u></b><br><br><b><u>Volume</u></b><br><br><b><u>Money</u></b>  |       | <b><u>Time</u></b><br><br><b><u>Picture Graphs and Bar Graphs</u></b>   |       | <b><u>Fractions</u></b><br><br><b><u>Angles</u></b>                             |       | <b><u>Lines and Shapes</u></b><br><br><b><u>Perimeter of figures</u></b>   |       |
|               | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b>  |       | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b>  |       | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b>  |       | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b>   |       | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b> |       | <b><u>Christian Values</u></b><br><b>Achieving and persevering Self Control</b>  |       |
|               | <b><u>British Values</u></b><br><b>Respect Tolerance</b>   |       | <b><u>British Values</u></b><br><b>Respect Tolerance</b>   |       | <b><u>British Values</u></b><br><b>Respect Tolerance</b>   |       | <b><u>British Values</u></b><br><b>Respect Tolerance</b>  |       | <b><u>British Values</u></b><br><b>Respect Tolerance</b>                        |       | <b><u>British Values</u></b><br><b>Respect Tolerance</b>   |       |
| Literacy      | <b><u>Autumn 1</u></b>   |       | <b><u>Autumn 2</u></b>   |       | <b><u>Spring 1</u></b>   |       | <b><u>Spring 2</u></b>  |       | <b><u>Summer 1</u></b>  |       | <b><u>Summer 2</u></b>   |       |
| Fiction       | <b><u>Stories by the same author – Fables</u></b><br>Can I teach another class a life lesson through my fable?<br><br><b><u>Writing Skills:</u></b><br>Identify <b>clauses</b> in sentences.<br><br>Explore and identify main and subordinate clauses in complex sentences<br><br>Creating and developing settings for narratives (repeated throughout all narratives) |       | <b><u>Folk Tales – The Tin Forest</u></b><br>Can I pass my folk tale on to a younger generation?<br><br><b><u>Writing Skills:</u></b><br>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.<br><br>Use inverted commas to punctuate direct speech (speech marks).<br><br>Read and analyse narrative in order to plan and write their own versions. |       | <b><u>Classic Text – Stig of the dump</u></b><br>Could I create a story for the pupils of St. Georges to enjoy on the radio?<br><br><b><u>Writing Skills:</u></b><br>Identify <b>clauses</b> in sentences.<br><br>Explore and identify main and subordinate clauses in complex sentences<br><br>Creating and developing settings for narratives (repeated throughout all narratives) |       | <b><u>Novel as a theme – Iron Man</u></b><br>Can my words bring the Iron Man to life?<br><br><b><u>Writing Skills:</u></b><br>Identify <b>clauses</b> in sentences.<br><br>Explore and identify main and subordinate clauses in complex sentences<br><br>Creating and developing settings for narratives (repeated throughout all narratives) |       |   |       | <b><u>Playscripts – could link to Romans?</u></b><br>Can I write the next show for Ribchester amphitheatre?<br><br><b><u>Writing Skills:</u></b><br>Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!<br><br>Improvise, create and write dialogue |       |

Creating and developing characters for narrative (repeated throughout all narratives)

Creating and developing plots based on a model (repeated throughout all narratives)

**Reading Skills:**

Sequencing and discussing the main events in stories

Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*

Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*

Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*

Take turns and listen to what others say.

**Modelled – innovation of the lion and the mouse**

**Independent – innovation of the hare and the tortoise**

**The Rule of Law**

Create and develop plots based on a model.

Discuss and propose changes with partners and in small groups.

Use appropriate intonation, tone and volume to present their writing to a group or class.

**Reading Skills:**

Listening to and discussing a range of fiction.

Retelling a range of stories, including less familiar fairy stories, fables and folk tales.

Sequencing and discussing the main events in stories.

Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*

Raising questions during the reading process to deepen understanding e.g. *I wonder why the character...*

**Modelled – innovation of the tin forest**

**Independent – innovation of model**

Creating and developing characters for narrative (repeated throughout all narratives)

Creating and developing plots based on a model (repeated throughout all narratives)

Use inverted commas to punctuate direct speech (speech marks)

Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually*

Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*

**Reading Skills:**

Making predictions based on details stated

Using point and evidence to structure and justify responses

Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*

Creating and developing characters for narrative (repeated throughout all narratives)

Creating and developing plots based on a model (repeated throughout all narratives)

Use inverted commas to punctuate direct speech (speech marks)

Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*

**Reading skills:**

Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text

Sequencing and discussing the main events in stories

Make predictions based on details stated.

**Modelled – something visits from out of this world**

**Independent – another visitor**

**Self-Control**

**Reading Skills:**

Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*

Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action

Participate in discussion about what is read to them and books they have read independently.

**Modelled – Based on another known novel or section of novel**

**Independent – Based on another known novel or section of novel**

|             |  |   |  |   |   |   |
|-------------|--|---|--|---|---|---|
|             | <p><b>Mutual Respect</b></p> <p><b>Achieving and Persevering</b></p> |   | <p><b>Modelled – innovation of stig of the dump</b></p> <p><b>Independent – innovation of modelled</b></p> <p><b>Tolerance and respect of opinions and diversity</b></p> | <p><b>Being Peaceful and Calm</b></p> <p><b>Acceptance</b></p> <p><b>Individual Liberty</b></p> |   |   |
| Poetry      |  | <p><b>Poem on a theme – shape</b><br/>Do you always need to write in a straight line?</p> <p><b>Writing Skills:</b><br/>Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p><b>Reading Skills:</b><br/>Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p> <p><b>Modelled – Christmas shape poem</b></p> <p><b>Independent – another Christmas item shape</b></p> |  |   | <p><b>Limerick/Hyperbole</b><br/>Can you make Class 5 laugh in just 5 lines?</p> <p><b>Writing Skills:</b><br/>Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p><b>Reading Skills:</b><br/>Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p> | <p><b>Classic Poem – Matilda who told lies</b><br/>Why should we still perform poems from the past?</p> <p><b>Writing Skills:</b><br/>Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p><b>Reading Skills:</b><br/>Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p> <p><b>Modelled – innovation of Matilda who told lies</b></p> <p><b>Independent – Recount - Diary</b></p> |
| Non-fiction | <b>Instructions</b>  |   | <b>Non Chronological reports</b>   | <b>Recount – Diary</b>  | <b>Explanation text</b>   | <b>Persuasive leaflet</b>   |

Can my instructions decorate a Christmas Tree?

**Writing Skills:**

Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*

Using headings and subheadings to organise information

Group related material into paragraphs.

Discuss and record ideas for planning using a range of formats

**Reading Skills:**

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*

**Modelled – how to catch a mythical creature**

**Independent – innovation of another mythical creature**

Can I share my knowledge of the Stone Age with Mossy Lea?

**Writing Skills:**

Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

**Reading Skills:**

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*

Record information from a range of non-fiction texts.

Discussing the purpose of paragraphs

Identifying a key idea in a paragraph

**Modelled – Stone Age**

**Independent – Bronze/Iron Age**

Can I read the Iron Man's mind?

**Writing Skills:**

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

Proofread to check for errors in spelling, grammar and punctuation in own and others' writing

Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.*

**Reading Skills:**

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Developing and agreeing on rules for effective discussion

Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*

**Modelled –**

A diary entry in the role of the iron man when he first arrived on earth.

**Independent:**

Does chocolate really grow on trees?

**Writing Skills:**

Use point and evidence to structure and justify responses.

Discuss the purpose of paragraphs.

Group related material into paragraphs.

Identify a key idea in a paragraph.

Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until.*

Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!

Discuss and record ideas for planning.

Generate and select from vocabulary banks e.g.

What's so great about Ribchester?

**Writing Skills:**

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*

Using headings and sub-headings to organise information

Group related material into paragraphs.

Discuss and record ideas for planning using a range of formats

**Reading Skills:**

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Explaining the meaning of unfamiliar words by using the context

Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-*

|  |  |  |                                    |  |   |  |
|--|--|--|------------------------------------|--|---|--|
|  |  |  | <p><b>E-safety (fake news)</b></p> | <p>A diary entry in the role of the farmers the day the iron man arrived on earth.</p> | <p>technical language appropriate to text type.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p><b>Reading Skills:</b><br/>Use knowledge of root words to understand meanings of words.</p> <p>Listen to and discuss a range of explanations.</p> <p>Read a range of explanations.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Navigate texts in print and on screen.</p> <p>Read and analyse non-fiction in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</p> <p><b>Modelled – Farm to fork explanation of food.</b></p> <p><b>Independent – Children to choose another meal.</b></p> | <p>headings, contents, bullet points, glossary, diagrams</p> <p>Quickly appraising a text to evaluate usefulness</p> <p>Navigating texts in print and on screen</p> <p><b>Modelled – Ribchester. Independent – St. Georges</b></p> |
|--|--|--|------------------------------------|--|---|--|

