






Long Term Plan Overview - Year Three


Roots to grow, wings to fly

Main Theme	Tribal Tales		Unlocking the Magic		Cool Britannia	
English KS1	See separate plans.					
English KS2	See Sep. Plans		See separate plans Shakespeare week: The Tempest		See Separate Plans	
Science KS1	<p>Humans</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>INSPIRE ACTIVITY: ELECTRIC JOURNEYS: Make a Neuron Our brains control everything we think, feel, say and do. Inside our brains we have around 80 billion cells called neurons. Luckily, neurons are tiny, so we can fit them all in — about 30,000 neurons could fit on a pinhead! A neuron connects to lots of other neurons; every second, millions of electrical signals journey through your brain, passing from neuron to neuron, a bit like a tiny game of pass the parcel. When you learn something new, neurons make new connections. When you remember something, a signal passes through these connections. In this activity, make your own neuron out of pipe cleaners and learn about some of the amazing parts of these cells. Instructions 1. Take a pipe cleaner and make it into a circle. Twist the ends of the pipe cleaner</p>		<p>Electricity (non curriculum: Create a basic circuit)</p> <p>INSPIRE ACTIVITY: ELECTRIC JOURNEYS: Electric art Did you know that you can use salt water or dough to make a light bulb shine? It sounds crazy, but it’s true! This is because salt is a good conductor of electricity; i.e. it helps the electricity journey through the water or dough. Pure water contains very few ions, so it does not conduct electricity, but when salt is dissolved in water, the salty water does conduct electricity because the salt contains ions. These ions are what carry electricity on their journey. Salt dough: 160g flour 165ml water 3 tbsp salt 2 tbsp cream of tartar 2 tbsp vegetable oil Instructions: 1 Mix the dough ingredients in a pan. Heat gently 2 Keep stirring until the mixture gets thicker and then forms one big lump of dough. 3 Leave the lump to cool a bit, then start kneading it on a non-stick surface. When the dough is nice and smooth, it’s ready to use. 4 The dough conducts electricity, so you can use it to replace the wires in simple circuits. Do some research on how to make a working circuit, and then experiment to see what you can create. Always disconnect circuits when you have finished.</p>		<p>Plants and Animals (common British) and habitats observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <ul style="list-style-type: none">explore and compare the differences between things that are living, dead, and things that have never been aliveidentify that most living things live in habitats to which they are suited anddescribe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro- habitatsdescribe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Science KS2 SKYLARKS	<p>Rocks (3) 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 STEM ACTIVITY: Fossil Hunter https://www.stem.org.uk/resources/community/resource/5457/fossil-hunter</p>	<p>Evolution and Inheritance (6), DINOSAURS: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago STEM ACTIVITY: Selenia: Visiting Dinosaurs https://www.stem.org.uk/resources/elibrary/resource/32581/selenia-visiting-dinosaurs</p>	<p>Magnets (3) notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials predict whether two magnets will attract or repel each other, depending on which poles are facing STEM ACTIVITY: Selenia and the Victorian Adventure https://www.stem.org.uk/elibrary/resource/32580</p>	<p>Light (3) recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes find patterns in the way that the size of shadows change recognise that shadows are formed when the light from a light source is blocked by a solid object STEM ACTIVITY: Making Shadows https://www.stem.org.uk/resources/elibrary/resource/30653/making-shadows</p>	<p>Humans: Circulatory system, nutrients and water, impact of diet, exercise, drugs and lifestyle on their bodies (6) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans STEM ACTIVITY: What Affects your heart rate? https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</p>	<p>Sound (4) 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 recognise that sounds get fainter as the distance from the sound source increases find patterns between the volume of a sound and the strength of the vibrations that produced it STEM ACTIVITY: What factors affect the pitch and the volume of sound? https://www.stem.org.uk/resources/elibrary/resource/315610/what-factors-affect-pitch-and-volume-sound</p>

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Science KS2 KITES	Rocks (3) 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 within rock recognise that soils are made from rocks and organic matter STEM ACTIVITY: Fossil Hunter https://www.stem.org.uk/resources/community/resource/5457/fossil-hunter	Evolution and Inheritance (6), DINOSAURS Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago STEM ACTIVITY: Selenia: Visiting Dinosaurs https://www.stem.org.uk/resources/elibrary/resource/32581/selenia-visiting-dinosaurs	Magnets (3) notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials predict whether two magnets will attract or repel each other, depending on which poles are facing STEM ACTIVITY: Selenia and the Victorian Adventure https://www.stem.org.uk/elibrary/resource/32580	Light (6) recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them STEM ACTIVITY: Making Shadows https://www.stem.org.uk/resources/elibrary/resource/30653/making-shadows	Humans: Circulatory system, nutrients and water, impact of diet, exercise, drugs and lifestyle on their bodies(6) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans STEM ACTIVITY: What Affects your heart rate? https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate	Sound (4) 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 recognise that sounds get fainter as the distance from the sound source increases find patterns between the volume of a sound and the strength of the vibrations that produced it STEM ACTIVITY: What factors affect the pitch and the volume of sound? https://www.stem.org.uk/resources/elibrary/resource/315610/what-factors-affect-pitch-and-volume-sound
Science KS2 HAWKS	Rocks (3) 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 STEM ACTIVITY: Fossil Hunter https://www.stem.org.uk/resources/community/resource/5457/fossil-hunter	Evolution and Inheritance (6), DINOSAURS Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago STEM ACTIVITY: Selenia: Visiting Dinosaurs https://www.stem.org.uk/resources/elibrary/resource/32581/selenia-visiting-dinosaurs	Magnets (3) notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials predict whether two magnets will attract or repel each other, depending on which poles are facing STEM ACTIVITY: Selenia and the Victorian Adventure https://www.stem.org.uk/elibrary/resource/32580	Light (6) recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them STEM ACTIVITY: Making Shadows https://www.stem.org.uk/resources/elibrary/resource/30653/making-shadows	Humans: Circulatory system, nutrients and water, impact of diet, exercise, drugs and lifestyle on their bodies (6) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans STEM ACTIVITY: What Affects your heart rate? https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate	Sound (4) 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 recognise that sounds get fainter as the distance from the sound source increases find patterns between the volume of a sound and the strength of the vibrations that produced it STEM ACTIVITY: What factors affect the pitch and the volume of sound? https://www.stem.org.uk/resources/elibrary/resource/315610/what-factors-affect-pitch-and-volume-sound
History KS1	Events Beyond Living memory: Bonfire Night and Guy Fawkes Key Question: Why do we remember the fifth of November? gain and deploy a historically grounded understanding of abstract terms <ul style="list-style-type: none">ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.develop an awareness of the past, using common words and phrases relating to the passing of timeunderstand some of the ways in which we find out about the past and identify different ways in which it is representedknow where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periodsDevelop historical vocabulary and practice use Suggested Final Activity: Create a drama about bonfire night		Changes within Local Memory Key Question:What was life like when our grandparents were children? <ul style="list-style-type: none">ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.develop an awareness of the past, using common words and phrases relating to the passing of timeunderstand some of the ways in which we find out about the past and identify different ways in which it is representedknow where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periodsDevelop historical vocabulary and practice use Suggested Final Activity: Create a digital scrapbook about childhood		Events beyond living memory: Shakespeares birthday (23 April) Who was William Shakespeare? <ul style="list-style-type: none">ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.develop an awareness of the past, using common words and phrases relating to the passing of timeunderstand some of the ways in which we find out about the past and identify different ways in which it is representedknow where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periodsDevelop historical vocabulary and practice use Suggested Final Activity:	

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History KS2	<p>Englands settlement by Anglo Saxons and Scots (part 1)/ Viking and Anglo Saxon struggle for the kingdom of England (part 2)</p> <p>Key Question: What impact did the Anglo Saxons have? (part 1)</p> <p>Key Question: Would the Vikings do anything for money? (part 2)</p> <ul style="list-style-type: none">• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world (part1)• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (part 1)• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.• know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires (part2)• gain and deploy a historically grounded understanding of abstract terms such as ‘peasantry’ (part 2) <p>Suggested final activity: Hold an exciting Anglo-Saxon debate/ Write your own version of a Viking saga</p>	<p>Early Islamic Civilisation</p> <p>Key Question: Which of the early Islamic achievements has most effect on our lives today?</p> <ul style="list-style-type: none">• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• gain and deploy a historically grounded understanding of abstract terms such as ‘civilisation’• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. <p>Suggested final activity: TBD</p>	<p>A local History Study</p> <p>Key Question: What was important to our local(previous time)</p> <ul style="list-style-type: none">• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <p>Suggested Final Activity: Develop a campaign to preserve a building</p>
Geography KS1	<p>Locational Knowledge: How is it different living in India?</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Place Knowledge</p> <p>Compare England with a contrasting Country in the world</p> <p>England compared to India/Australia/Brazil etc...</p> <p>Human And Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Suggested Final Activity: Create a class book on China</p>	<p>Place knowledge: Where would you build your castle?</p> <p>Locational Knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical Skills and Fieldwork</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Suggested Final Activity: Create a plan including reasons why they ave chosen that area for the castle</p>	<p>Place Uk: What makes London a capital city?</p> <p>Book suggestion : Oh I really do have to go to London - Lauren Child</p> <p>Locational Knowledge</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London)</p> <p>Human and physical Geography</p> <p>use basic geographical vocabulary to refer to key physical features, e.g river</p> <p>key human features, including: city, factory, houses, offices, shops, church/ cathedral/ abbey , schools, road, transport, underground, motorway , port, dock, flood defence, bridge etc.</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map: and use and construct basic symbols in a key.</p> <p>Suggested Final Activity:</p>

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Geography KS2	<p>Place knowledge: Where did the Vikings come from and where did they settle?</p> <p>Locational Knowledge</p> <p>Locate the world’s countries , using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (The Alps) and a region in North or South America</p> <p>Human and physical geography</p> <p>describe and understand the key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>Human geography, including ; type of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Suggested Final Activity: Create a detailed journey log the vikings would have taken</p>	<p>Human geography settlement: If you were to regenerate your local area, plan and design what you would do?</p> <p>Locational Knowledge</p> <p>name an locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical and human characteristics, key topographical features(including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Baydon)</p> <p>Human and physical geography</p> <p>Human geography, including ; type of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Use eight point of a compass and four figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Suggested Final Activity:</p>	<p>Place UK: What if you could choose a capital city for the UK?</p> <p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical and human characteristics, key topographical features(including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time. Look at how the geography of Haworth has changed over time (old maps/digital maps).</p> <p>Place Knowledge</p> <p>Understand geographical features through the study of human and physical geography of a region of the United Kingdom (Haworth).</p> <p>Human and physical geography</p> <p>Describe and understand the key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle.</p> <p>Human geography, including ; type of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Use eight point of a compass and four figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the United Kingdom. Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Suggested Final Activity: Create a brochure for chosen city in order to bid to host the olympics</p>
Art KS1	<p>Printing</p> <p>To print with a range of hard and soft materials</p> <p>To build repeating patterns and to recognise pattern in the environment</p> <p>To design more repetitive patterns</p> <p>To roll printing ink over found objects to create patterns</p> <p>To take simple prints i.e. mono-printing</p> <p>Suggested artist: Judith Pfaff</p> <p>Suggested outcome: natural printing scenes</p> 	<p>Drawing, Painting and Sculpture</p> <p>To experiment with a variety of media for drawing, including pencils, rubbers, crayons, pastels, chalk, felt tips, charcoal, ballpoints</p> <p>To control the range of marks made with the different media</p> <p>To draw from observations of faces</p> <p>To use a variety of tools and techniques including different brush sizes and types for painting</p> <p>To work on different scales</p> <p>To experiment with tools and techniques e.g. layering and mixing media</p> <p>Suggested artist: Antonio Gaudi</p> <p>Suggested outcome: Create own fantastical building on paper and model</p> 	<p>Collage</p> <p>To create images from a variety of media</p> <p>To arrange and glue materials to different backgrounds</p> <p>To sort and group materials for different purposes e.g. colour, texture</p> <p>To fold, tear, crumple and overlap papers</p> <p>To work on different scales</p> <p>Suggested artist: Melissa Markel</p> <p>Suggested outcome: Collage of a UK city scene</p>  <p>Textiles</p> <p>To use a range of materials creatively to design and make products.</p> <p>to use different techniques such as weaving to produce different textural effects</p> <p>To apply shapes by gluing or stitching</p> <p>To match and sort fabrics and threads for colour, texture, shape, length and size</p> <p>Suggested outcome: Weaving of London scene</p>

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Art KS2	<p>Invaders and Settlers Drawing and Printing To experiment with ways in which surface detail can be added to drawings. To use sketchbooks to collect and record visual information from different sources. To draw for a sustained period of time at an appropriate level.</p> <p>Suggested outcome: Viking long ships drawn in detail and inspiration from used to create a layered printed work of art</p>	<p>Sculpture To shape. form, model and construct from observation or imagination To use recycled, natural and manmade materials to create sculptures To plan a sculpture through drawing and other preparatory work To develop skills in using clay including slabs, coils, slips etc. To produce intricate patterns and textures in a malleable media</p> <p>Suggested artist: Sir Eduardo Luigi Paolozzi Suggested outcome: TBD</p> 	<p>Face from Britain Drawing, and Colour Experiment with different ways in which surface detail can be added to drawings To use sketchbooks as a record of visual information from different sources To be able to draw for a sustained period of time at an appropriate level To experiment with different materials</p> <p>Suggested artist: Pablo Picasso Suggested outcome: Portrait in the abstract style of Picasso.</p>
DT KS1	<p>Design and make (using a template) a Guy Fawkes board game with game cards Q- How can you help children learn about Guy Fawkes?</p> <ul style="list-style-type: none">• Works confidently in a range of contexts• State what products they are designing/making• Communicate ideas by drawing/talking• Use finishing techniques• Talk about their design• Suggest how it could be improved• Correct technical vocabulary for the projects they are undertaking	<p>Design and make an item of clothing for a fairytale character Q- What would a fairytale character need to wear?</p> <ul style="list-style-type: none">• Works confidently in a range of contexts• State what products they are designing/making• Generate ideas by drawing on own experiences• Measure, mark out, cut, shape materials/components• Use finishing techniques• Talk about their design• Correct technical vocabulary for the projects they are undertaking• That 3D textiles can be assembled from 2 identical fabric shapes.	<p>Design and make a crown for the Queen of England Q- How do you make a queen be noticed?</p> <ul style="list-style-type: none">• Works confidently in a range of contexts (story, home, school, gardens etc)• State what products they are designing/making• Communicate ideas by drawing/talking• Measure, mark out, cut, shape materials/ components• Use finishing techniques• Talk about their design• Correct technical vocabulary for the projects they are undertaking
DT KS2	<p>Taste and make a range of (chosen country) food</p> <ul style="list-style-type: none">• Carry out research using surveys, interviews, questionnaires and web based resources• Use annotated sketches, cross sectional drawings and exploded diagrams to develop and communicate ideas• Generate innovative ideas, drawing on research.• Formulate step by step plans as a guide to making.• Use a wider range of materials and components than KS1, including construction materials, kits, textiles, food ingredients, mechanical components and electrical components• Know about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products• How well does it meet the users needs and wants• How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including a heat source, where appropriate.• Use a range of techniques such as cutting, grating, kneading, baking, spreading.• That recipes can be adapted to change appearance, taste, texture and aroma,	<p>Design and make a patchwork square for a wizards cloak</p> <ul style="list-style-type: none">• Works confidently in a range of contexts• Indicate features that will appeal to intended users• Gather information about the needs and wants of particular/individuals and groups• Select materials/components suitable for the task• Explain their choice of material and components according to functional properties and aesthetic qualities• Apply finishing techniques , including those from art and design• Refer to their design criteria as they design and make	<p>Design and make, using a basic chassis structure, a classic British car</p> <ul style="list-style-type: none">• Work confidently in a range of contexts• describe the purpose of their product• indicate the design features of their product that will appeal to intended users• Accurately measure, mark, cut out and shape materials• Produce appropriate lists of tools, equipment and materials that they need• Accurately assemble, join and combine materials and components• Use the correct technical vocabulary for the product they are making• How simple electrical circuits and components can be used to create functional qualities.• Evaluate their ideas and products against the original specification• How well products achieve their purpose

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Computing KS1	<p>We are computer technicians: e-safety and basic laptop/ipad use</p> <p>Expectations:</p> <ul style="list-style-type: none">Have a working knowledge of ipads/laptops, knowing how to switch onUnderstand what steps to take when they are concernedKnow how to keep themselves safe when using technology <p>Computing Programme of Study:</p> <ul style="list-style-type: none">Use technology safely and respectfully, keeping personal information private; identify where to go fo help or support when they have concerns about content or contact on the internet or other online technologies <p>HARDWARE: laptops/ipads</p>	<p>We are detectives: Collecting Clues</p> <p>Expectations:</p> <ul style="list-style-type: none">Understand that email can be used to communicateDevelop skills in opening, composing and sending emailsGain skills in opening and listening to audio files on the computerUse appropriate language in emailsDevelop skills in editing and formatting text in emailsBe aware of online safety issues when using email <p>Computing Programme or Study Links</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentRecognise common uses of technology beyond schoolUse technology safely and respectfully, keeping personal information private; identify where to go fo help or support when they have concerns about content or contact on the internet or other online technologies <p>SOFTWARE: office 365, Microsoft excel, Google sheets</p> <p>APPS: Mail, Numbers, Google sheets</p> <p>HARDWARE: Laptops, iPads, network access</p>	<p>We are storytellers: Producing a talking book</p> <p>Expectations:</p> <ul style="list-style-type: none">Use Sound recording to record soundsDevelop skills in saving and storing sounds on the computerDevelop collaboration skills as they work together in a groupUnderstand how a talking book differs from a paper-based bookTalk about and reflect on their use of ICTShare recordings with an audience <p>Computing Programme of Study Links</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentRecognise common uses of technology beyond schoolUse technology safely and respectfully, keeping personal information private; identify where to go fo help or support when they have concerns about content or contact on the internet or other online technologies <p>SOFTWARE:Microsoft PPT, 2Create A story, IWB software</p> <p>APPS: Keynote, Explain Everything, Book Creator</p> <p>HARDWARE: Laptops, ipads, microphones/MP3 recorders (if available)</p>	<p>We are celebrating: Creating a card digitally</p> <p>Expectations:</p> <ul style="list-style-type: none">Develop basic keyboard skills through typing and formatting textDevelop basic mouse control /touchpad skillsUse the web to find and select imagesDevelop skills in storing and retrieving filesDevelop skills in combining text and imagesDiscuss their work and think about whether it could be improved <p>Computing Programme of Study Links</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentRecognise common uses of technology beyond schoolUse technology safely and respectfully, keeping personal information private; identify where to go fo help or support when they have concerns about content or contact on the internet or other online technologies <p>SOFTWARE: Microsoft PPT, Microsoft Word</p> <p>Apps: Pages/Keynote, Brushes redux, Sketchbook Express</p> <p>HARDWARE: Laptops, iPads, printer</p>
Computing KS2	<p>We are presenters: Videoing performance</p> <p>Expectations:</p> <ul style="list-style-type: none">Gain skills in shooting video, such as framing shots, holding the camera steady, and reviewingEdit video, including adding narration and editing clips by setting in/out pointsUnderstand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length <p>Computing programme of study</p> <ul style="list-style-type: none">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 goals, including collecting, analysing, evaluation and presenting data and informationWork with various forms of input and outputUse technology safely, respectfully and responsibly <p>SOFTWARE: Microsoft Movie Maker (if using laptops)</p> <p>APPS: imovie</p> <p>HARDWARE: Digital cameras, laptops, imovie</p>		<p>We are game developers: Developing an Interactive Game</p> <p>Expectations:</p> <ul style="list-style-type: none">Create original artwork and sound for a gameDesign and create a computer program for a computer game, which uses sequence, selection, repetition and variablesDetect and correct errors in their computer gameUse iterative development techniques (making and testing a series of small changes) to improve their game <p>Computing programme of study</p> <ul style="list-style-type: none">Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller partsUse sequence, selection and repetition in programs; work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, 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 goals, including collecting, analysing, evaluation and presenting data and information <p>SOFTWARE: Scratch</p> <p>APPS: Pyonkee</p> <p>HARDWARE: Laptops, iPads, microphones</p>	
Music KS1	<p>SOUND: Chants from around the world</p> <p>sing and use voices expressively and creatively</p> <p>explore pitch, duration, dynamics and timbre, listen to, review, and evaluate music</p> <p>introduce classroom percussion</p> <p>SINGING AND PERFORMANCE</p> <p>Harvest Festival, Christmas Performance</p>		<p>BEAT : Number / Bodies</p> <p>explore timbre, structure, tempo, duration and appropriate musical notations; understand and explore how music is created; use their voices expressively; listen to music from different traditions; play tuned and untuned instruments musically</p> <p>SINGING AND PERFORMANCE</p> <p>Easter Service</p>	
			<p>PITCH : Recorder (tuned Instrument)</p> <p>explore pitch, duration, and appropriate musical notations; sing and to use their voices expressively; listen to, review, and evaluate music; play tuned and untuned instruments musically</p> <p>SINGING AND PERFORMANCE</p> <p>Summer Performance</p>	

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Music KS2	BEAT and STRUCTURE Building exploring and creating rhythms; sing and compose music; explore structure, textures; layers and rondo structure; combine ostinati. Time develop understanding of beat, metre and rhythm; combine melodic and rhythmic patterns; use staff notation; create descriptive music. SINGING AND PERFORMANCE Harvest Festival, Christmas Performance		COMPOSITION The magic of Movies Explore music from films, learn techniques for creating soundtracks and film scores, compose movie music. SINGING AND PERFORMANCE Easter Service		MUSIC HISTORY BRITISH MUSIC Exploring musical genres across time: Medieval, Baroque, Classical, Romantic, Modern, Contemporary. SINGING AND PERFORMANCE Summer Performance	
French KS1	Greetings & Instructions Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça Excellent! Bravo! Ecoutez, Regardez, Silence, Touchez, Montrez-moi, Donnez-moi, Levez- vous, Asseyez-vous, Répétez		Birthdays Quelle est la date de ton anniversaire? Mon anniversaire c'est le...		Family Mon père, Ma mère, Mon frère Ma sœur, Mon grand-père Ma grand-mère, Le bébé As-tu ? J'ai un / une.... Je n'ai pas de... Je suis enfant unique	
French Lower KS2	Food Glorious Food Key Areas: To learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns. <ul style="list-style-type: none">follow a story and join in the repeated partssay what foods from a set they like/dislikedescribe the colour or size of an objectask politely for somethingpredict a repeated phrasemake a range of simple statements by substituting vocabularymodify a colour adjectiverespond appropriately to a polite request		Holidays and Hobbies Key Areas: To learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes. <ul style="list-style-type: none">listen and respond to topic vocabulary;answer questions orally using the topic vocabulary;write an answer in a sentence using the topic vocabulary;present ideas and information orally to a range of audiences.choose the correct preposition: en for feminine countries, au for masculine countries;choose whether the mode of transport needs en or à.		Our School Key Areas: To learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences. <ul style="list-style-type: none">listen and respond to topic vocabulary;demonstrate understanding with actions;write sentences converting le/la to un/une;answer questions using the topic vocabulary.ask and answer questions using the topic vocabulary;from memory, begin to know if nouns from the topic are masculine or feminine.	
French Upper KS2	Thats Tasty! Key Areas: To earn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes. <ul style="list-style-type: none">listen and respond to topic vocabulary;answer questions orally using the topic vocabulary;write an answer in a sentence using a modelled sentence;take part in role play using the key phrases studied.interpret a chart written in French;write words and phrases from memory;use the correct masculine or feminine form of adjectives;use the correct masculine or feminine form for 'some.'		This is France PLUS FESTIVAL: EASTER Key Areas: To earn specific vocabulary to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. They will also learn key phrases connected to the themes. <ul style="list-style-type: none">listen and respond to topic vocabulary;answer questions orally using the topic vocabulary;write an answer to a sentence using the topic vocabulary;create sentences independently, using a model sentence;write numbers in words which are multiples of ten;describe position up to 4 compass points.write numbers in words up to 999;describe position up to 8 compass points;can chose the correct tense of the verb être (present or imperfect);can choose the correct form of an adjective describing nationalities.		School Life Key Areas: To learn key vocabulary related to objects, subjects and prepositional language (including 2D shapes). Children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes <ul style="list-style-type: none">listen and respond to topic vocabulary;answer questions orally using the topic vocabulary;answer questions in writing using the topic vocabulary;take part in a conversation with a partner and show it to an audience.use the pronouns 'il' and 'elle' to replace a person's name;use a comparative adverb.	
PSHE KS1	Be Yourself (1) Lessons include: 1)Marvellous Me 2)Feelings 3)Things I Like 4)Uncomfortable Feelings 5)Changes 6)Speak Up!	Britain (1) Lessons include: 1)My school 2)My Community 3) My Neighbourhood 4)My Country 5)British People 6)What Makes Me Proud of Britain?	Aiming High (1) Lessons include: 1)Star Qualities 2)Positive Learners 3)Bright Futures 4)Jobs for All 5)Going for Goals 6)Looking Forward	VIPs (2) Lessons include: 1)Who Are Your VIPs? 2)Families 3)Friends 4)Falling Out 5)Working Together 6)Showing You Care	It's My Body (1) Lessons include: 1)My Body, My Business 2)Active and Asleep 3)Happy, Health Food 4)Clean as a Whistle 5)Can I Eat It? 6)I Can Choose	Money Matters (1) Lessons include: 1)Money 2)Keep It Safe 3) Save or Spend? 4)Want or Need? 5) Look After It 6)Going Shopping

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PSHE KS2 SKYLARKS	Think Positive (4) Lessons include: 1)Happy Minds-Happy People 2)Thoughts and Feelings 3)Changes 4)Keep Calm and Relax! 5)Be the Boss 6)Always Learning	Britain (3) Lessons include: 1) Living in Britain 2)Democracy 3)Rules, Laws and Responsibility 4)Liberty 5)Tolerance and Respect 6)What Does it Mean to be British?	Safety First (4) Lessons include: 1)New Responsibilities 2)Risks, Hazards and Danger 3)Under Pressure 4)Road Safety 5)Dangerous Substances 6)Stay Safe Online	Money Matters (3) Lessons include: 1)Where does Money Come From? 2)Ways to Pay 3)Lending and Borrowing 4)Priorities 5)Advertising 6)Keeping Track	It's My Body (3) Lessons include: 1)My Body, My Choice 2)Fit as a Fiddle 3)Good Night, Good Day 4)Cough, Splutter, Sneeze! 5)Drugs: Healing or Harmful? 6)Choices Everywhere	Respecting Rights (4) Lessons include: 1)Rights 2)Are All Rights Equal? 3)Rules 4)Rights without Responsibilities? 5)Respect 6)Are We so Different?
PSHE KS2 KITES	Think Positive (4) Lessons include: 1)Happy Minds-Happy People 2)Thoughts and Feelings 3)Changes 4)Keep Calm and Relax! 5)Be the Boss 6)Always Learning	Britain (5) Lessons include: 1)Identities 2)Communities 3)Respecting the Law 4)Local Governments 5)National Government 6)Making a Difference	Safety First (4) Lessons include: 1)New Responsibilities 2)Risks, Hazards and Danger 3)Under Pressure 4)Road Safety 5)Dangerous Substances 6)Stay Safe Online	Money Matters (5) Lessons include: 1)Look After It! 2)Critical Consumers 3)Value for Money 4)Budgeting 5)Borrowing and Saving 6)Money in the Wider World	It's My Body (5) Lessons include: 1) Your Body is Your Own 2) Sleep Well, Be Well 3)Taking Care of Our Changing Bodies 4)Harmful Substances 5)How we Think and Feel about our Bodies 6) Healthy Choices	Respecting Rights (4) Lessons include: 1)Rights 2)Are All Rights Equal? 3)Rules 4)Rights without Responsibilities? 5)Respect 6)Are We so Different?
PSHE KS2 HAWKS	Think Positive (6) Lessons include: 1)The Cognitive Triangle 2)Thoughts Are Not Facts 3)Facing Your Feelings 4)Choices and Consequences 5) Being Present 6)Yes, I Can!	Britain (5) Lessons include: 1)Identities 2)Communities 3)Respecting the Law 4)Local Governments 5)National Government 6)Making a Difference	Safety First (6) Lessons include: 1)You Are Responsible? 2)What Are the Risks? 3)Making Your mind up 4)In an Emergency 5)Keeping IT Safe 6)Click Safe, Click Happy	Money Matters (5) Lessons include: 1)Look After It! 2)Critical Consumers 3)Value for Money 4)Budgeting 5)Borrowing and Saving 6)Money in the Wider World	It's My Body (5) Lessons include: 1) Your Body is Your Own 2) Sleep Well, Be Well 3)Taking Care of Our Changing Bodies 4)Harmful Substances 5)How we Think and Feel about our Bodies 6) Healthy Choices	Respecting Rights (6) Lessons include: 1)Know Your Rights 2)Do Humans Rights Apply to Everyone? 3)Are Everyone's Rights Met? 4)Are you Rights-Respecting? 5)Do Human Rights Change? 6)Human Rights Heroes
RE (Split into Classes)	ROBINS:Discovery Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	UC CONCEPT: Incarnation (1.3) Key Question: Why does Christmas matter to Christians?	ROBINS:UC CONCEPT: God (1.1) Key Question: What do Christians believe God is like?	ROBINS: UC CONCEPT: Salvation (F3) Key Question: Why do Christians put a cross in an Easter garden?	ROBINS: Discovery Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	ROBINS: Discovery Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
	GOLDFINCHES:Discovery Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?	UC CONCEPT: Incarnation (1.3) Key Question: Why does Christmas matter to Christians?	GOLFINCHES: UC CONCEPT: God (1.1) Key Question: What do Christians believe God is like?	GOLDFINCHES: UC CONCEPT: Salvation (1.5) Key Question: Why does Easter matter to Christians?	GOLDFINCHES: Discovery Theme: Prayer and Belonging Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	GOLDFINCHES: Discovery Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam

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	SKYLARKS: UC CONCEPT: INCARNATION (2a.3) Key Question: What is Trinity?	SKYLARKS: UC CONCEPT: GOSPEL (2a.4) Key Questions: What kind of world did Jesus want?	SKYLARKS: Discovery Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	SKYLARKS: UC CONCEPT: SALVATION (2a.5) Key Question: Why do Christians call the day Jesus died ‘Good Friday’?	SKYLARKS: UC CONCEPT: INCARNATION (2a.3) Key Question: What is Trinity?	SKYLARKS: Discovery Theme: Rites of passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism
	KITES: UC CONCEPT: GOD (2b.1) Key Question: What does it mean if God is holy and loving?	KITES: UC CONCEPT: GOSPEL (2a.4) Key Questions: What kind of world did Jesus want?	KITES: Discovery Theme: Buddha’s teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism	KITES: UC CONCEPT: SALVATION (2b.6) Key Question: What did Jesus do to save human beings?	KITES: UC CONCEPT: Kingdom of God (2a.6) Key Question: When Jesus left what was the impact of Pentecost?	KITES: Discovery Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism
	HAWKS: UC CONCEPT: GOD (2b.1) Key Question: What does it mean if God is holy and loving?	HAWKS: UC CONCEPT: GOSPEL (2b.5) Key Question: What would Jesus do?	HAWKS: Discovery Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	HAWKS: UC CONCEPT: SALVATION (2b.7) Key Question: What difference does the resurrection make for Christians?	HAWKS: UC CONCEPT: People of God (2b.3) Key Question: How can following god bring freedom and justice?	HAWKS: Discovery Theme: Beliefs and moral values Key Question: Does the Akhirah (life after death) help Muslims lead good lives? Religion: Islam
	PE KS1					
	PE KS2					