



Durham University (Year 3) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 Respect	Autumn 2 Pride	Spring 1 Inclusion	Spring 2 Challenge	Summer 1 Creativity	Summer 2 Resilience
British Value Focus	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charitable	Democracy
Links to Free to be	Gender- similarities and differences Equality- Black History Month Diversity- Black History Month: celebrating differences	Relationships- RE Equality/Diversity: Tolerance/Acceptance Diversity- Differences	Gender: Role of men and woman in 1666	Diversity: Religions, Beliefs and Diversity	Differences: Requirements of animals including humans	Belonging and Acceptance- Eng text: determination to find others like the character
Stimulus including Big Question	STONE AGE What was life like during the Stone Age?	DIVERSE WORLD How do the main biomes of the world compare?	IRON AGE How did life change from the Stone Age to the Iron Age?	COUNTIES AND CITIES OF THE UK How is the country of the UK organised?	VICTORIANS How did Victorian children live their lives?	DOCKS, LOCHS AND SCOTS (A comparison of 2 UK regions) Would you rather live in Liverpool or the Highlands of Scotland?'
Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).	BB: Washing their own 'woolly mammoths' MM: Making fossils- clay and plaster of Paris EE: Telling their Stone Age stories around a mock campfire	BB: Virtual trip to the Eden Project MM: Class assembly Performing 'What a wonderful world' EE: Making a 3D/pop out Tin Forest from card	BB: Magnetic investigation (Science) MM: Building an Iron Man with scrap materials EE: Music Trip to St Pauls	BB: Walking tour of North Finchley (geography fieldwork) MM: Making shadow puppets (Science light topic) EE: River Thames visit	BB: Ragged School Museum MM: Dress up as a Victorian day EE: Victorian cooking	BB: Pastel artwork of the Loch Ness monster MM: Learning a Highland dance EE: Performing Beatles songs to an audience-their parents?
Terrific Texts	Fiction: How to wash a woolly mammoth	Fiction: The Tin Forest	Fiction: The Iron Man/ The Iron Woman	Fiction:	Fiction: Oliver Twist	Fiction: The monster in the lake by Louie Stowell

	<p>Stone Age Boy Recipe for 'George's marvellous medicine' 24 hours in the Stone Age</p> <p>Non-fiction:</p> <p>Recipe for making shortbread Everything Stone Age to Iron Age</p>	<p>The Great Kapok Tree</p> <p>Non-fiction:</p> <p>'Our planet' by Sir David Attenborough</p>	<p>The Robot and the Bluebird</p> <p>Non-fiction:</p> <p>Everything Stone Age to Iron Age</p>	<p>Non-fiction: Light (Science in a flash)</p> <p>'The Big Book of the UK' by Imogen Russell Williams</p> <p>Poetry:</p>	<p>Hetty Feather by Jacqueline Wilson (Storytime)</p>	<p>Scottish Castle Legends</p> <p>Poetry:</p> <p>The songs of the Beatles</p>
Reading	<p>Story time (including narratives and poems), daily.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p> <p>Begin to participate in daily DEAR time for 5 minutes of independent reading.</p> <p>Choose books from the Book Corner to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p> <p>Begin to participate in daily DEAR time for 5 minutes of independent reading.</p> <p>Choose books from the Book Corner to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze).</p> <p>Read books directly linked to ability and previous phonic knowledge.</p> <p>Continue to participate in daily DEAR time for 10 minutes of independent reading.</p> <p>Develop and use vocabulary through stories listened to and discuss what they have heard.</p>	<p>Pr Story time (including narratives and poems), daily.</p> <p>Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze).</p> <p>Read books directly linked to ability and previous phonic knowledge.</p> <p>Continue to participate in daily DEAR time for 10 minutes of independent reading.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Poem types (inclusive of but not restricted to):</p> <p>Choose a poem and take part in Northside Poetry Recital.</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver).</p> <p>Read books directly linked to ability and previous phonic knowledge.</p> <p>Continue to participate in daily DEAR time for 15-20 minutes of independent reading.</p> <p>Develop and use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x 1 per week as part of reading lessons.</p> <p>Read with increasing expression, pace,</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver).</p> <p>Read books directly linked to ability and previous phonic knowledge.</p> <p>Continue to participate in daily DEAR time for 15-20 minutes of independent reading.</p> <p>Listen to, discuss and recognise features of myths, persuasive letters, nonsense poetry, stories from other cultures, explanations and poems with predictable and patterned language</p>

	<p>Develop and use vocabulary through stories listened to and discuss what they have heard.</p> <p>Listen to, discuss and recognise features of different stories with imaginary settings, instructions and poems following a familiar structure.</p> <p>Retrieve and record information from non-fiction texts by knowing what information they need to look for before they begin and be clear about the task.</p> <p>Questions could include: 'Find and copy...' 'Where is the story set?' 'When did ___ happen?'</p> <p>Predict what might happen (to characters and in next chapters/parts of the story) on the basis of what has been read so far.</p>	<p>Find words that add detail to descriptions to make them clear in the reader's mind.</p> <p>Draw on what they already know to explain some elements of what they have read in class about stories, characters and poems.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p> <p>Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p> <p>Listen to, discuss and recognise features of different stories with imaginary settings, instructions and poems following a familiar structure.</p> <p>Read aloud and understand the meaning of new words they meet</p>	<p>Vocabulary lessons x per week as part of reading lessons.</p> <p>Increase independence and fluency in reading words, phrases and sentences.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Draw on inferences such as inferring characters' feelings, thoughts and reasons for their actions, and justifying inferences with evidence.</p> <p>Predict what key events might happen in the next chapter of a text, based on what has already happened.</p> <p>Check texts make sense to them, discussing, understanding and explaining</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Expression, pace, intonation and volume.</p> <p>Listen to, discuss and recognise features of myths, persuasive letters, nonsense poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Retrieve information from myths, persuasive letters, nonsense narrative poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Start to use contents pages and indexes to locate information.</p> <p>Questions could include: 'What are the key bits of information about ...?' (light)</p> <p>Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>smoothness, punctuation, intonation and volume.</p> <p>Listen to, discuss and recognise the features of stories with developed plots, magazine articles, limericks, stories with dilemma, autobiographies and humorous verse.</p> <p>Be familiar with a wide range of books, including stories with developed plots and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books, recognising themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy tales and folk tales.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves,</p>	<p>Significant children's poet: Lear</p> <p>Vocabulary lessons x 1 per week as part of reading lessons.</p> <p>Increase the speed in which words are read without the need to decode words e.g 270 words in three minutes.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Retrieve information from stories with developed plots, magazine articles, limericks, stories with dilemmas, autobiographies and humorous verse</p> <p>Identify how language, structure and presentation</p>
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	<p>Check texts make sense to them, discussing, understanding and explaining meaning of new words in context.</p> <ul style="list-style-type: none"> • using Word Wall for reference 	<p>varying volume as the text changes.</p> <p>Make good approximation of the pronunciation of new words.</p> <p>Recognise root words, prefixes and suffixes.</p> <p>Prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-'</p> <p>Suffixes: 'less' and 'ly'</p>	<p>meaning of new words in context.</p> <ul style="list-style-type: none"> • using Word Wall for reference 		<p>taking turns and listening to what others say.</p> <p>Develop and agree on rules for effective discussion.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Connect previous information to new information to predict what could happen.</p> <p>Begin to use text marking to identify where evidence might be.</p> <p>Check texts make sense to them, discussing, understanding and explaining meaning of new words in context.</p> <ul style="list-style-type: none"> • using whole class KO • using dictionaries 	<p>contribute to meaning.</p> <p>Questions could include: Which paragraph tells us...?</p>
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<p>English Genres and Features of Writing-see Genre Overview</p>	<p>Instructions for others to follow</p> <p>Key features: Use of time adverbials to show when instructions should be completed. Use sub-headings for equipment and method.</p> <p>Grammar: use time adverbials (first, second, third, finally). Use commands and questions. Use powerful verbs.</p> <p>Punctuation: Use commas for lists. Use question marks.</p> <p>Writing outcome: Written instructions for year 1 to follow.</p> <p>Stories with imaginary settings (recap on Year 2 objectives)</p> <p>Key features: differentiate between past and present tense. Structure of story including descriptions.</p> <p>Grammar: co-ordinating conjunctions and noun phrases.</p> <p>Punctuation: exclamation sentences. Apostrophes for omission. Use adjectives to describe nouns.</p> <p>Writing outcome: setting descriptions, character development, plans for and composition for retelling of stories read.</p> <p>Rhyming poems following a familiar structure</p> <p>Key features: Quatrain with ABAB rhyme scheme.</p>	<p>Known stories as play scripts</p> <p>Key features: scripts including basic stage directions.</p> <p>Grammar: Use nouns and pronouns appropriately. Use FANBOYS conjunctions.</p> <p>Punctuation: Full stops, capital and colons.</p> <p>Writing outcome: write a scene/event from TT as a playscript.</p> <p>Recount of an event in school or on a trip</p> <p>Key features: Use paragraphs to organise ideas around a theme.</p> <p>Grammar: Use ISAWAWBUB conjunctions for subordination. Use correct past tense including the progressive.</p> <p>Punctuation: Use full stops and capital letters.</p> <p>Writing outcome: Write a recount to publish on Teams.</p> <p>Calligrams</p> <p>Key features: Write words, phrases and poems which are a visual representation of the subject matter.</p> <p>Grammar: Use powerful verbs. Use adjectives to describe nouns.</p> <p>Punctuation: Use question marks.</p> <p>Writing outcome: Write a variety of calligrams based on topic.</p>	<p>Fables</p> <p>Key features: Use animals to teach morals.</p> <p>Grammar: Use subordinating conjunctions. Use a reporting clause at the end of the sentence e.g. she said/said Jackie/Sarah said.</p> <p>Punctuation: Use speech punctuation.</p> <p>Writing outcome: Write a short fable based on Aesop's fables.</p> <p>Letter to persuade (To named audience inside of school)</p> <p>Key features: write school's address. Write to a member of staff to request something. Use formal register.</p> <p>Grammar: Use paragraphs. Use present tense including the progressive.</p> <p>Punctuation: Use commas for lists. Recap on capital letters, full stops and endings of sentences.</p> <p>Writing outcome: write a letter of persuasion to someone in school e.g Headteacher or subject lead to request something.</p> <p>Nonsense Narrative poetry</p> <p>Key features: made up words which sound like real words. Rhyme. Use some short extracts from 'Jabberwocky'.</p> <p>Grammar: use prepositions. Use adverbs.</p>	<p>Stories from other cultures-TBC based on cohort. (ALBANIA?)</p> <p>Key features: use story mountain idea to include problem and resolution.</p> <p>Grammar: use complex and compound sentences.</p> <p>Punctuation: Use apostrophes for omission and possession.</p> <p>Writing outcome: write a story from another culture with an appropriate problem and resolution.</p> <p>Explanation-linked to Science topic- light</p> <p>Key features: information page on subject linked to topic. Use subheadings.</p> <p>Grammar: use present tense including progressive. Use nouns and pronouns appropriately.</p> <p>Punctuation: Use commas for lists. Use apostrophes for singular possession.</p> <p>Writing outcome: write an information page explaining one process.</p> <p>Humorous verse</p> <p>Key features: Grammar: adverbials to suggest time and place.</p> <p>Punctuation: question marks and exclamation marks.</p> <p>Writing outcome: Writing a funny poem about London</p>	<p>Fantasy Fairy Tales</p> <p>Key features: other-worldly creatures e.g. dragons. Magical things happening with magical objects.</p> <p>Grammar: use adverbs to describe verbs. Use powerful verbs. Use past progressive tense.</p> <p>Punctuation: Use speech punctuation. Use question marks.</p> <p>Writing outcome: write a fantasy fairy tale.</p> <p>Magazine Article</p> <p>Key features: Grammar: use conjunctions. Standard English.</p> <p>Punctuation: Writing outcome:</p> <p>Limericks</p>	<p>Stories with dilemmas</p> <p>Key features: Grammar: Punctuation: Writing outcome:</p> <p>Autobiography</p> <p>Key features: Grammar: Punctuation: Writing outcome:</p> <p>Poems with predictable and patterned language</p> <p>Learn</p> <p>Key features: Grammar: Punctuation: Writing outcome:</p>
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	<p>Grammar: Use adverbs to describe verbs. Use 'a', 'an' and 'the' articles in noun phrases.</p> <p>Punctuation: Use exclamation marks. Use apostrophes for singular possession.</p> <p>Writing outcome: write own quatrain based on topic.</p>		<p>Punctuation: use capitals at the beginning of lines. Use exclamation marks.</p> <p>Writing outcome: write a class nonsense poem based on topic (use consequences game format).</p>			
Grammar	<p>Use time adverbials (first, second, third, finally). Use commands and questions.</p> <p>Use powerful verbs. co-ordinating conjunctions and noun phrases.</p> <p>Use adverbs to describe verbs. Use 'a', 'an' and 'the' articles in noun phrases.</p> <p>(Recap on grammar objectives from Year 2)</p>	<p>Use nouns and pronouns appropriately. Use FANBOYS conjunctions.</p> <p>Use ISAWAWBUB conjunctions for subordination. Use correct past tense including the progressive.</p> <p>Use powerful verbs. Use adjectives to describe nouns.</p> <p>(Recap on grammar objectives from Year 2)</p>	<p>Use subordinating conjunctions. Use a reporting clause at the end of the sentence e.g. she said/said Jackie/Sarah said.</p> <p>Use paragraphs. Use present tense including the progressive.</p> <p>Use prepositions. Use adverbs.</p>	<p>Use complex and compound sentences.</p> <p>Use present tense including progressive.</p> <p>Use nouns and pronouns appropriately. adverbials to suggest time and place.</p>	<p>Use adverbs to describe verbs. Use powerful verbs. Use past progressive tense.</p> <p>Use conjunctions. Standard English.</p>	
Spellings	<ul style="list-style-type: none"> Revisit common exception words from Year 2. Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' 	<p><u>Apostrophes</u></p> <p>Revise contractions from Year 2</p> <ul style="list-style-type: none"> The /i/ sound spelt 'y' <p><u>Homophones</u></p> <p>break/break</p> <p>water/water</p> <p>night/night</p>	<p><u>Apostrophes</u></p> <p>Revise contractions from Year 2</p> <p><u>Revisit:</u> Strategies at the point of writing.</p> <p><u>Rare GPCs</u></p> <p>The /j/ sound spelt 'ch' (mostly French in origin)</p> <p>The /k/ sound spelt 'ch' (Greek in origin)</p>	<p><u>Prefixes and suffixes</u></p> <p>Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes: 'sub-', 'tele-', 'super-', 'auto-'</p> <p>Suffixes 'less' and 'ly'</p>	<p><u>Revisit:</u> Strategies for spelling at the point of writing</p> <p>Vowel digraphs from Years 1 and 2</p> <p><u>Homophones</u></p> <p>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p>	<p><u>Rare GPCs</u></p> <p>The /i/ sound spelt 'y' other than at the end of words (gym, myth)</p> <p>The /u/ sound spelt 'ou' (young, touch)</p> <p><u>Prefixes and suffixes</u></p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes</p>

	<ul style="list-style-type: none"> Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (French in origin) <p>Prefixes and suffixes</p> <p>Revise prefix 'un'.</p> <p>New prefixes: 'pre-', 're-'.</p>	<p>weight/wait</p> <p>son/sun</p> <ul style="list-style-type: none"> Revise suffixes from Year 2: '-es', '-ed' <p>ing/er</p> <ul style="list-style-type: none"> Prefixes: 'dis' and 'mis' 	<p>Homophones here/hear, knot/not, meat/meet</p>			
Maths	<p>Place Value</p> <p>Find 100 more or less than a given number</p> <p>Order and compare numbers up to 1 000</p> <p>Identify numbers (up to 1000) using different representations</p> <p>Represent and estimate numbers (up to 1000) using different representations</p>	<p>Addition and subtraction continued:</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Multiplication and division- part 1-equal groups/arrays/times</p>	<p>Multiplication and division (continued) Part 2</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>Fractions (A):</p> <p>Count up and down in tenths</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p>Fractions (B):</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)</p> <p>Solve problems that involve all of the fraction knowledge and skills above</p>	<p>Shape:</p> <p>(Recap from Year 2)</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>(Recap from Year 2)</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>

<p>Know that 4 digits represent thousand numbers</p> <p>Read and write numbers up to 1 000 in numerals and in words</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Solve number problems and practical problems involving this place value knowledge.</p> <p>Addition and subtraction:</p> <p>Add and subtract numbers mentally, including:</p> <ol style="list-style-type: none"> a three-digit number and ones a three-digit 	<p>table facts/division facts</p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers, using mental and progressing to formal written methods</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Length and perimeter:</p>	<p>Mass and capacity:</p> <p>(Recap from Year 2):</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using scales and measuring vessels</p> <p>Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</p>	<p>Money:</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Time:</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning and midnight (appears also in Telling the Time)</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Statistics:</p>	
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	<p>number and tens</p> <p>3. a three-digit number and hundreds</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>		<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>(Recalling the name of simple 2D shapes)</p> <p>Measure the perimeter of simple 2-D shapes.</p>		<p>hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</p> <p>Record and compare time in terms of seconds, minutes, hours and o'clock</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p>	<p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>
<p>Science</p>	<p>Rocks and soils</p> <p>Know that rock is a naturally occurring material. Know there are different types of rock e.g sandstone, limestone, slate etc. which have different properties. Know rocks can be different shapes and sizes (stones, pebbles, boulders)</p>	<p>Animals including humans- (skeletons and muscles)</p> <p>Identify and group animals, with and without skeletons, and observe and compare their movement</p> <p>Explore ideas about what would happen if humans did not have skeletons.</p>	<p>Forces & Magnets</p> <p>Know that friction affects the way that things move on different surfaces. Now that some forces need contact between two objects, but magnetic forces can act at a distance. Know that magnets attract or</p>	<p>Light</p> <p>Know that they need light in order to see things and that dark is the absence of light. Know that light is reflected from surfaces. Know that light from the sun can be dangerous and that there are ways to protect their eyes. Know that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>Animals including humans- (food and diets)</p> <p>Know that animals, including humans, need the right types of and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <ul style="list-style-type: none"> - Compare with the nutritional 	<p>Plants</p> <p>Know, identify and describe the functions of different parts of flowering plants (revisit year 1) Identify – leaves, flower (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.</p>

	<p>and some absorb water. Know, in simple terms, how fossils are formed when things that have lived are trapped within rock.</p> <p>Know that soils are made from rocks and organic matter Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Devise tests to explore the properties of rocks. Present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, Identify plant/animal matter and rocks in samples of soil</p>	<p>Know that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Know that the heart is a muscle and the effect of exercise on our heart rate. Introduction to the main parts of the body associated with the skeleton and muscles (using common and scientific names, see appendix 1)</p> <p>Identify vertebrates and invertebrates. (snails and slugs and snails, worms, spiders and insects.)</p>	<p>repel each other and attract some materials and not others. Know and can describe magnets as having two poles. Know whether two magnets will attract or repel each other depending on which poles they are facing.</p> <p>Record and report on findings from investigations how things move on different surfaces. Compare and group materials following magnetic testing. Make and investigate predictions on whether two magnets will attract or repel.</p>	<p>Know and can explain some of the reasons why the size of shadows change.</p> <p>Observe and identify changes to the size and orientation of shadows, relative to their proximity to the light source. Investigate the visibility of different materials. Investigate the size of shadows according to times of day and year. Classify materials according to opaque, transparent and translucent.</p>	<p>needs and diets of animals, including pets.</p> <p>Know that food contains a range of different nutrients that are needed by the body to stay healthy – carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water.</p> <p>Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</p> <p>Research different food groups and how they keep humans healthy. Design meals based on what they find out.</p>	<p>Know the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow).</p> <p>Know through investigation the way in which water is transported within plants.</p> <p>Know which part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><i>Grow plants: sunflowers, honesty seeds</i></p> <p>Compare and record the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser.</p> <p>Observe the different stages of plant cycles over a period; looking for patterns in the structure of seeds</p>
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						that relate to how these are dispersed.
Computing	<p>Computer Science 3.1 (previously programming)</p> <p>We are programmers – programming an animation</p> <p>Program an animation. Create an algorithm for an animated scene in the form of a storyboard.</p> <ul style="list-style-type: none"> • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. <ul style="list-style-type: none"> • Create a sprite • Add sound in scratch • Write a program in scratch to create the animation. 	<p>Compter Science 3.2 (previously gaming)</p> <p>We are bug fixers – finding and correcting bugs in programs</p> <p>Find and correct bugs in programs. Develop a number of strategies for finding errors in programs.</p> <ul style="list-style-type: none"> • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bugs in Software. <ul style="list-style-type: none"> • Use loops in scratch • Change the speed that a sprite moves <p>Change the direction that a sprite moves.</p>	<p>Information Technology 1 (Previously Using images, video & sound)</p> <p>3.3 We are presenters – videoing performance</p> <ul style="list-style-type: none"> • Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. • Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. 	<p>Information Technology 2 (Previously Using data)</p> <p>3.6 We are opinion pollsters – Collecting and analysing data</p> <p>Understand some elements of survey design.</p> <ul style="list-style-type: none"> • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting Results. <ul style="list-style-type: none"> • Collect and verify information via the internet. <p>Use google forms to make a survey. (about the local area?)</p>	<p>IT & Digital Literacy (Previously Researching)</p> <p>3.4 We are vloggers – Making and sharing a short screencast presentation</p> <p>Use a search engine to learn about a new topic.</p> <ul style="list-style-type: none"> • Plan, design and deliver an interesting and engaging presentation. • Search for and evaluate online images. • Create their own original images. • Create a video slidecast of a narrated presentation. • Develop understanding of 	<p>IT & Digital Literacy (Previously Presenting)</p> <p>3.5 We are communicators – Communicating safely on the internet</p> <p>Develop a basic understanding of how email works.</p> <ul style="list-style-type: none"> • Gain skills in using email. • Be aware of broader issues surrounding email, including 'netiquette' and online safety. • Work collaboratively with a remote partner. • Experience video conferencing. <p>Share a powerpoint</p>

			<ul style="list-style-type: none"> Operate video camera on i-pad Import and edit using i-movie. <p>Record and add an audio commentary.</p>		<p>how the internet, the web and search engines work.</p> <ul style="list-style-type: none"> Search the internet for useable images. Create a slide show in PowerPoint Use hyperlinks and link to content page in PowerPoint. <p>Know what to do if they find an inappropriate image.</p>	<p>presentation using email.</p> <p>Recognise spam and hoax emails. Take part in a whole class skype session.</p>
History	<p>Stone Age</p> <p>Know that the Stone Age started around 2.5 million years ago.</p> <p>Know the key facts about the three different periods (Palaeolithic, Mesolithic and Neolithic ages).</p> <p>Know about the progression in housing across the periods.</p>		<p>Iron Age</p> <p>Know when the Iron Age started in Britain.</p> <p>Know about hillforts and roundhouses.</p> <p>Know about warriors</p> <p>Know their religious beliefs.</p> <p>Know about what they wore.</p>		<p>Victorians</p> <p>A local history study.</p> <p>A study of an aspect of the Victorian period that is significant in the locality.</p> <p>Know how the buildings and roads have changed (not Schools as this is covered in Year 2)</p> <p>Know when the period was and how long it lasted.</p>	

	<p>Know about the clothes worn.</p> <p>Know about the tools used in the Stone Age.</p> <p>Know how people communicated in the Stone Age.</p> <p>Know familiar events on a timeline (Stone Age, Iron Age, Victorians) and use dates where appropriate.</p> <p>Use dates when talking about /writing about an event studied.</p> <p>Know that a timeline can be divided in to BC and AD/ Before Common Era (BCE) and Common Era (CE).</p> <p>Understand the concept of change over time.</p> <p>Sequence/place events, artefacts and historical events on a timeline.</p>		<p>Have a broad overview of life in Britain</p> <p>Know/describe the characteristic features of the past (beliefs, attitudes and experiences of men, women and children)</p> <p>Know familiar events on a timeline (Stone Age, Iron Age, Victorians) and use dates where appropriate.</p> <p>Use dates when talking about /writing about an event studied.</p> <p>Know that a timeline can be divided in to BC and AD/ Before Common Era (BCE) and Common Era (CE).</p> <p>Understand the concept of change over time.</p> <p>Sequence/place events, artefacts and historical</p>		<p>Understand about the Industrial Revolution- be able to name inventions (including railway).</p> <p>Working children. Factories.</p> <p>Work Houses and Orphans.</p> <p>Movement from rural to urban.</p> <p>Know familiar events on a timeline (Stone Age, Iron Age, Victorians) and use dates where appropriate.</p> <p>Use dates when talking about /writing about an event studied.</p> <p>Know that a timeline can be divided in to BC and AD/ Before Common Era (BCE) and Common Era (CE).</p> <p>Understand the concept of change over time.</p> <p>Sequence/place events, artefacts and historical</p>	
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	<p>Recall significant dates.</p> <p>Represent changes on a timeline.</p> <p>Have a broad overview of life in Britain – Stone Age and Iron Age.</p> <p>Know/describe the characteristic features of the past (beliefs, attitudes and experiences of men, women and children)</p>		<p>events on a timeline.</p> <p>Recall significant dates.</p> <p>Represent changes on a timeline.</p>		<p>events on a timeline.</p> <p>Recall significant dates.</p> <p>Represent changes on a timeline.</p> <p>Know about the everyday lives of people in the time studied –</p> <p>Know the significance of what an important figure in history did and why</p> <p>Know/describe the characteristic features of the past (beliefs, attitudes and experiences of men, women and children)</p> <p>Know about a significant event/person/place in history in their own locality, understanding continuity and change</p> <p>Ask historically valid questions about the past and find the answers using a range of sources.</p>	
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					<p>Observe small details in artefacts and pictures.</p> <p>Describe different accounts of historical events.</p> <p>Identify and give reasons for different ways in which the past can be represented.</p> <p>Suggest a cause and consequence of main events in history.</p> <p>Use appropriate vocabulary such as civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history, dates, time period, era, change, chronology.</p> <p>Use English, maths and computing skills to communicate information about the past.</p>	
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<p>Geography</p>		<p>Diverse Worlds</p> <p>Identify physical features Focus on <u>biomes and vegetation belts</u>.</p> <p>Understand - tundra, desert, grassland, savannah, taiga, temperate forest and rain forest</p> <p>Identify human features - types of settlement and land use.</p> <p>Describe biomes and vegetation belts around the world. Place these places on world maps.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork.</p> <p>Use Junior atlases, globes, aerial photographs, world maps to locate countries studied.</p>		<p>Counties and cities of the UK</p> <p>Name and locate counties and major cities of the <u>United Kingdom</u>.</p> <p>Name and locate areas the River Thames flows through.</p> <p>Understand how North Finchley has changed over time.</p> <p>Use basic maps and build on prior knowledge of the UK to locate counties incl. counties bordering London.</p> <p>Create maps to describe where the River Thames starts and ends.</p> <p>Describe how the locality of the school has changed over time (linked to Victorians).</p> <p>Answer geographical questions about the changes within the local area.</p> <p>Write comparatively to show the differences. Express own views about a place, people and environment.</p> <p>Know the location of countries studied and describe their features.</p>		<p>A comparison of 2 UK regions</p> <p>Answer geographical questions about the changes within the local area.</p> <p>Write comparatively to show the differences. Express own views about a place, people and environment. Understand the geographical similarities and differences between UK regions.</p> <p>Compare Lancashire and the Scottish Highlands. Know about the docks in Liverpool (Lancashire). Know about the mountains and lochs of the highlands.</p> <p>Know key vocabulary including – physical geography: rivers, coasts, mountains. Human geography:</p>
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				<p>Understand the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the United Kingdom.</p> <p>Use digital photographs of the school and local area to plot them on a map. Use simple coordinates to show where these key features are.</p> <p>Use the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the United Kingdom and to create own maps.</p> <p>Make a map route using standard symbols and a simple key.</p> <p>Know the geography of the wider local area and the key human and physical features in the environment. Linked to Victorians history topic.</p> <p>Survey of local buildings and shops in North Finchley.</p> <p>Investigate the human and physical features of the surrounding environment – create sketch maps and plans.</p> <p>Use locational language to describe the location of</p>		<p>settlements and land use.</p> <p>Describe the geographical similarities and differences between <u>UK</u> regions.</p> <p>Explain own views about locations and give reasons using key geographical vocabulary.</p> <p>Know types of settlement and land use in Liverpool and the Highlands.</p> <p>Describe a place in terms of how economically developed it is, including distribution of natural resources.</p>
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				points on a map of the school/local area.		
Music	<p>Walk Walk Walk</p> <p>Learn the song Walk walk walk, looking at music score, to understand notation, rhythm and pitch. Learn to play the xylophone Learn to read and play the notes C, D, E & F Play a variety of tunes, reading music Understand note durations – crotchets, minims, semibreves and rests Improvise using notes C & D</p> <p>Show how to find and internalise the pulse more confidently.</p> <p>Describe how pulse, rhythm and pitch is used in songs.</p> <p>Start to recognise and read notation – crotchet, quaver, semi-quaver, minim notes and rests.</p>	<p>Three Little Birds</p> <p>Continue to learn to play the xylophone Learn to read and play songs with the notes C, D, E & F Understand note durations – crotchets, minims, semibreves and rests Improvise using notes C & D Learn the song Three Little Birds by Bob Marley Copy and create rhythms, find pulse, understand pitch Listen to and appraise different reggae songs - tempo, structure</p> <p>Know good singing posture, to help with voice projection</p> <p>Sing together and in time with the group. Follow a leaders instructions e.g. to get louder, softer.</p> <p>Sing in unison becoming aware of pitch.</p>	<p>Djembe</p> <p>Learn to play the Djembe (African drum) with specialist BEAT teacher Copying different rhythms on the djembe Following signals from a leader Copying rhythms, finding pulse</p> <p>Create rhythmic patterns</p> <p>To listen with attention and begin to recall sounds.</p> <p>Follow a leaders instructions e.g. to get louder, softer.</p> <p>Play an instrument in a group with more knowledge and confidence.</p>	<p>Djembe</p> <p>Continuing to learn to play the Djembe (African drum) with specialist BEAT teacher Learning to play different rhythms Following signals from a leader Copying and creating rhythms in time, keeping the pulse and playing different parts</p> <p>Play an instrument in a group with more knowledge and confidence.</p> <p>Be aware of others performing different parts while performing.</p> <p>Play instruments musically, creating and choosing sounds for special effect.</p>	<p>Rhythm and Layers</p> <p>Learn about rhythm and song texture (layers of sound) using different songs Create own patterns using percussion instruments and create layers of sounds Work in small groups to create own instrumental piece, to be recorded.</p> <p>Vocabulary: pulse, beat, rhythm, rhyme, lyrics, pitch, tempo, structure, percussion, compose, perform, audience</p> <p>Understanding of how musical elements are used to create an effect, including dynamics.</p> <p>Understand that composition is creating musical ideas that can be recorded using written notation.</p> <p>Perform improvised rhythms and melodies with an</p>	<p>Bringing Us Together, Disco</p> <p>- Learn to sing the song with expression. Listen to a range of Disco songs; discuss instruments, rhythm, tempo and song structure. Find pulse, copy pitch and clapping rhythms and make up their own rhythms. Copy notes on the xylophone accurately and in time. Vocabulary: Keyboard, drums, bass, xylophone, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Start to use musical language when describing how music makes them feel</p> <p>Develop ensemble singing and the confidence to sing alone.</p>

	<p>Start to use notation to play xylophone</p> <p>Start to play and move between musical sections using notation</p> <p>Better recognise a link between shape and pitch using graphic or alternative notations.</p>	<p>Start to understand how to interpret a song.</p> <p>Perform simple rhythmic parts with a small range of notes</p> <p>Create simple rhythmical patterns using a small range of notes.</p>			<p>understanding of the group.</p> <p>Listen to each other's work and discuss constructively what they hear.</p> <p>Play instruments musically, creating and choosing sounds for special effect.</p>	<p>Create rhythmic patterns with voices and instruments.</p> <p>Demonstrate understanding of dynamics, pitch and tempo.</p>
Art	<p>Know what coiling is and pinching is. Know that objects have more than one side and are 3D</p> <p>Know how to use equipment</p> <p>Key Vocabulary: Attach, Stick, Design, Cut, Mould, Join, Pinch, Roll, Shape, Malleable, Mod Roc, Papier Mache</p> <p>Be able to use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Be able to secure</p>	<p>Know and explain different printing techniques.</p> <p>Key Vocabulary: Print Paint Ink Press Rubbings Pattern Texture Lines Tones Stencil</p>	<p>Know what an optical illusion is.</p> <p>Key Vocabulary: Cut tear fold bend attach crumple texture mosaic join attach overlapping layering montage</p> <p>Learn how to transpose ideas from a painting to collage.</p> <p>Investigate using thick and thin strips out of paper to see what patterns they can create.</p> <p>Develop an understanding of positive and negative imagery. (positive is when the image takes up the space on the paper,</p>	<p>Know what Proportional means.</p> <p>To know what perspective is and know that things are bigger up close and smaller far away.</p> <p>Know what light and dark colours are.</p> <p>Key Vocabulary: Line tone texture shade shape dark light texture pattern observation sketch expression</p> <p>Draw buildings that are proportional</p> <p>Know and identify what perspective is (land and sky, foreground items bigger, background items smaller).</p> <p>Draw close observations concentrating on their shapes and sizes</p> <p>Draw and use light and dark colours</p>	<p>Know the names for a range of different textiles.</p> <p>Know what decoration is.</p> <p>Know what batik is.</p> <p>Key Vocabulary: Dyeing weaving threading</p> <p>Joining sewing stitches running stitch cross stitch straight stitch overlap layers.</p> <p>To be able to show an awareness and name a range of different fabrics.</p> <p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Be able to apply decoration using</p>	<p>Know and explain different printing techniques.</p> <p>Key Vocabulary: Print Paint Ink Press Rubbings Pattern Texture Lines Tones Stencil</p> <p>Print simple pictures using different printing techniques.</p> <p>Explore both mono printing and relief printing.</p> <p>Demonstrate 3 colour printing.</p> <p>Combining prints taken from different/natural objects (feathers) to produce an end piece.</p>

	<p>work to continue at a later date. Be able to join two parts successfully. To construct a simple base for extending and modelling other shapes. Be able to produce more intricate surface patterns/ textures and use them when appropriate. Produce larger objects using pinch/ slab/ coil techniques. To continue to explore carving as a form of 3D art. . Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India</p>		<p>negative image is when the image is formed by the space around it being filled) Be able to investigate optical illusions and their use of positive and negative spaces. Attempt their own simple optical illusion (look at the candlestick / people face one for a simple idea)</p> <p>Possible artists: Derek Gores</p>	<p>Demonstrate and experience in different grades of pencil and other implements to draw different forms and shapes. Develop intricate patterns/ marks with a variety of media.</p> <p>Possible artists: Picasso, Hopper, Surrealism etc.</p>	<p>beads, buttons, feathers etc. Continue to gain experience in applying colour with printing. Explore using resist paste and batik.</p> <p>Possible artists: Vivian Westwood and fabrics from other countries</p>	<p>Possible artists: Morris Labelling</p>
<p>D&T</p>					<p><u>Healthy & Varied Diet:</u> Know which tools to use for chopping, peeling, grating Know the some basic texture. Know what our senses are Know what fresh and produced</p>	<p>Know what a design brief is. Know how to carry out at least one stitch. Know what a seam allowance is. Know what an evaluation is. Key Vocabulary: Fastening, seam, compartment, zip, finishing technique,</p>

					<p>Make a pie (link to Oliver Twist/Victorians)</p> <p>Key Vocabulary: Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested Know how to chop a wider range of foods using different techniques i.e. claw grip, bridge grip. Know how to use sensory information to evaluate a variety of ingredients Know how to combine foods using different utensils i.e. whisk, spatula Know safety procedures when handling and preparing foods Begin to understand about a range of fresh and processed foods for their product Know that foods are grown, reared or caught</p>	<p>function, prototype, back stitch, felted, woven, knitted Understand how to strengthen, stiffen and reinforce existing fabrics Securely join two pieces of fabric together using a range of stitches Identify designers that use patterns Show what a seam allowances i Follow relevant health and safety protocols Know how different fabrics are constructed (i.e. woven materials, spun materials, knitted materials) Explain why designers evaluate their designs</p>
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<p>PE Games</p>	<p>Handball</p> <p>Know how to grip the handball.</p> <p>Know to pass after taking one-step.</p> <p>Know how to receive a pass using two hands.</p> <p>Know what a basic game set up (e.g. two goals)</p>	<p>Hockey</p> <p>Grip the hockey stick.</p> <p>Dribble the ball.</p> <p>Short-range passing.</p> <p>Receiving a pass.</p> <p>Combine receive and pass or dribble. Understand the health and safety</p>	<p>Tag Rugby</p> <p>Know TAG rules: stop running, tackler hands back and shouts tag. Play TAG bulldog.</p> <p>Know End Ball Rules: Moving the ball throughout a team (initially without running with the ball then with TAG rules).</p>	<p>Cricket</p> <p>Know how to use a correct bat grip (batting).</p> <p>Know how to hit from the floor with a straight bat (target zone games).</p> <p>Fielding –stopping their ball with hands and using underarm throws back to bowler.</p>	<p>Athletics</p> <p>Know how to run in sprint races and relays.</p> <p>Develop standing long jump to include a run then jump.</p> <p>Know how to use a shot putt technique.</p> <p>Develop a javelin, discus and hammer throw specifics.</p> <p>Understand how to record throws.</p>	<p>Tennis</p> <p>Know how to return a bouncing ball within a certain area.</p> <p>Know to move towards the ball within a certain area.</p> <p>Introduce correct fore hand technique.</p> <p>Complete rallies with some accuracy.</p>
<p>Gymnastics</p>		<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Use basic compositional ideas to improve sequence work—unison.</p> <p>Identify similarities and differences in sequences.</p>		<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Use basic compositional ideas to improve sequence work—unison.</p> <p>Identify similarities and differences in sequences.</p>		<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Use basic compositional ideas to improve sequence work—unison.</p> <p>Identify similarities and differences in sequences.</p>

		<p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves in to floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p>		<p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves in to floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p>		<p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves in to floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p>
Dance	<p>Compose individual and partner movement phrases with clear beginning, middle and end.</p> <p>Perform movements in isolation with increasing clarity and confidence.</p> <p>Understand the use of facial expressions.</p> <p>Understand the purpose of practice before a performance.</p>		<p>Compose individual and partner movement phrases with clear beginning, middle and end.</p> <p>Perform movements in isolation with increasing clarity and confidence.</p> <p>Understand the use of facial expressions.</p> <p>Understand the purpose of practice before a performance.</p>		<p>Compose individual and partner movement phrases with clear beginning, middle and end.</p> <p>Perform movements in isolation with increasing clarity and confidence.</p> <p>Understand the use of facial expressions.</p> <p>Understand the purpose of practice before a performance.</p>	
RE	<p>SIKHISM:</p> <p>To understand that religion plays an important role in day to day life in</p>	<p>PLACES OF WORSHIP</p> <p>Study a place of worship in detail, with a focus on the special nature of religious buildings.</p>	<p>CHRISTIANITY</p> <p>Develop knowledge of the religious leaders of the world.</p>	<p>ISLAM</p> <p>Understand what it means for an individual to belong to a faith.</p>	<p>HINDUISM AND BUDDHISM</p> <p>Understand the different ways that religious groups worship.</p>	<p>JOURNEY: LIFE AND DEATH</p>

	<p>Barnet and in the world. (Sikhism)</p> <p>To know that religious beliefs are expressed using a variety of forms and symbols.</p> <p>To understand the links between faith and the key aspects of the places of worship.</p> <p>To know the variety of activities that happen in places of worship.</p>	<p>Name parts and artefacts of a religious building.</p> <p>Describe what some believers say or do as they pray and how that relates to their beliefs.</p> <p>Describe the use of music in places of worship and how that relates to their beliefs.</p> <p>Explain the use of objects in places of worship and how that relates to their beliefs.</p> <p>Compare how two religions use their places of worship to express their beliefs.</p> <p>Visit one local place of worship.</p>	<p>Understand the position in the local community of religious leaders and other members of the community.</p> <p>Identify women and men from a variety of cultures and times who are regarded as inspirational by people today.</p> <p>Reflect on sources of inspiration in their own and others' lives.</p> <p>Make links between historical religious figures and contemporary inspirational people.</p> <p>Compare two historical religious leaders, focusing on background, role and approach.</p> <p>Recall key events in the leaders' lives and understand why their example is still followed by believers today.</p>	<p>Understand how religious identity is developed through dress and personal symbols.</p> <p>Understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.</p> <p>Identify beliefs about God.</p> <p>Use religious words to describe some of the different ways in which people show their faith.</p> <p>Study examples from two or more religions and look at what it means to belong to a faith.</p> <p>Describe and compare the dress and personal symbols of at least two religions and consider their significance to the individual.</p> <p>Listen to a visitor from a local faith group about what it means to belong to a particular faith, looking at daily routines and patterns.</p> <p>Describe the daily routine of a believer of a chosen faith.</p>	<p>Identify the symbols and artefacts used in worship.</p> <p>Know some of the differences within and between religions in their approach to worship and its significance.</p> <p>Describe and compare the varieties of worship in two religious traditions (at home and elsewhere). Identify symbols and any artefacts that may be used.</p> <p>Identify the impact of beliefs and practices on people's lives.</p> <p>Describe family traditions in the home in at least two religions.</p> <p>Recall and talk about some rules for living in religious traditions.</p> <p>Recall and name some of the ways religions mark</p>	
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			Discuss the challenges of commitment both in their own lives and in the lives of religious leaders.		milestones of commitment.	
RSHE	<p>Respecting others and ourselves</p> <p>To recognise and model respectful behaviour in different situations</p> <p>-To recognise the importance of self-respect and the right to be treated respectfully by others</p> <p>-To identify the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>Giraffes Can't Dance Giles Andreae</p>	<p>Families and friendships</p> <p>To recognise how to be a good friend</p> <p>- To identify strategies for positive play with friends</p> <p>- To understand what causes arguments between friends and how to positively resolve them</p> <p>-To recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>How to be a friend Laurie Krasny Brown</p>	<p>Safe relationships</p> <p>- Identify what privacy and personal boundaries are, including online</p> <p>-Identify basic strategies to help keep themselves safe online</p> <p>- Recognise what is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>-Recognise the similarities and differences to face-to-face and online bullying</p> <p>-Understand the effects and consequences of bullying for</p>	<p>Belonging to a community (link to topic and the Northside community)</p> <p>Understand the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>- Recognise that with every right there is also a responsibility</p> <p>- Identify basic examples of human rights including the rights of children- Autism</p> <p>For Every Child Unicef</p> <p>Media literacy and digital resilience</p> <p>- Identify how the internet can be used positively</p>	<p>Money and work</p> <p>-Identify jobs/skills that people may have from different sectors</p> <p>- Recognise their interests, skills and achievements and how these might link to future jobs</p> <p>- Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>- Set goals that they would like to achieve this year</p> <p>Women in Science Rachel Ignatofsky</p> <p>Health and wellbeing: Keeping safe</p>	<p>Physical health and mental wellbeing</p> <p>Recognise that regular exercise has positive benefits for their mental and physical health</p> <p>- To identify what is meant by a healthy, balanced diet</p> <p>- Identify habits and that sometimes they can be maintained, changed or stopped</p> <p>- Recognise the different ways people express feelings e.g. words, actions, body language</p> <p>Growing and changing</p> <p>-Describe the main physical</p>

			<p>the people involved</p> <ul style="list-style-type: none"> -Identify what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>Troll Stinks Jean Willis and Tony Ross</p>	<p>and how to make safe, reliable choices from search results</p> <ul style="list-style-type: none"> - Evaluate whether a game or a website is appropriate for their age-group - Recognise whether images and information online can be altered or adapted and the reasons for why this happens - Identify how to report something seen or experienced online that concerns them 	<p>Recognise the importance of following safety rules from parents and other adults</p> <ul style="list-style-type: none"> - Predict, assess and manage risk in everyday situations - Understand fire safety at home including the need for smoke alarms - Recognise how to keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>differences between male and female bodies</p> <ul style="list-style-type: none"> -Recognise how our needs have changed since we were a baby. -Identify whom we can talk to about growing and changing. - Recognise how strengths and interests form part of a person's identity - Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues <p>How Are You Feeling Today? Molly Potter</p>
French	<p>Intercultural understanding – What countries speak French</p> <p>Greetings Greetings – eg. <i>bonjour, salut,</i></p>	<p>Intercultural understanding - France</p> <p>Colours <i>rouge, bleu, noir, blanc</i></p>	<p>How old are you? <i>J'ai sept ans, quel age as-tu ?</i></p> <p>Months of the year <i>janvier, fevrier, mars</i></p>	<p>Numbers 13-31</p> <p>When is your birthday? <i>Quelle est la date de ton anniversaire? Mon anniversaire est le...</i></p>	<p>Little Red Riding Hood read the story with picture cards Matching word cards Parts of the body Story maps</p>	<p>Pets <i>j'ai un chien, j'ai deux chats</i></p> <p>Brothers and sisters <i>j'ai un frere et une soeur, j'ai deux</i></p>

	<p>Monsieur, Madame, a bientôt, au revoir</p> <p>What's your name? – je m'appelle, il s'appelle</p> <p>How are you? ça va? ça va bien, ça va mal</p> <p>Countries that surround France, countries where people speak French,</p> <p>Recall and read aloud simple words, phrases and short sentences with some successful pronunciation.</p>	<p>Numbers 1-12 e.g. un, deux, trois</p> <p>Questionnaire / Assessment</p> <p>Cultural differences between France and UK</p> <p>Recognise and imitate basic phonic sounds – e.g.. en/an, e, oi and silent letters.</p> <p>Recall and read aloud simple words, phrases and short sentences with some successful pronunciation.</p>	<p>Numbers 13-31 treize, quatorze, quinze</p> <p>Understand basic words, phrases and short sentences</p>	<p>Days of the week - lundi, mardi</p> <p>Today's date Quelle est la date aujourd'hui ? C'est mardi 2 juin</p> <p>Use classroom prompts (displays / vocabulary books) as an aid to spelling.</p> <p>Recognise and read some familiar written words and short phrases e.g. songs, the date.</p>	<p>Assessment la foret, une maison, les parents Body Parts - les yeux, le nez, la tête</p> <p>Use the visual cues and context to understand the main points of a short text.</p> <p>Use a word list to locate specific words.</p>	<p>soeurs, je suis enfant unique</p> <p>End of year presentations</p> <p>Ask and answer simple pre-learned questions from memory.</p> <p>Experiment with writing some familiar words from memory.</p> <p>Recognise and use indefinite singular articles with masculine and feminine nouns.</p> <p>Recognise and use regular plural nouns.</p>
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