|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A picture containing drawing  Description automatically generated **Year 3/4A**  **Long Term Plan** | **Autumn 1**  **(Geography)** | **Autumn 2**  **(History)** | **Spring 1**  **(Science)** | **Spring 2**  **( Creative)** | **Summer 1**  **(Environmental study)** | **Summer 2**  **(History)** |
|  | **Route 66** | **Stone Age Rocks!**  **(Stone Age)** | **Scrapheap Challenge or Robots** | **Urban Pioneers** | **Survival of the fittest** | **Ruthless Romans**  Roman Empire - KS2 History - BBC Bitesize |
| **Memorable Experience** |  | **WOW Day – Stone Age Activities off timetable.** | **School Visitors - Workshop** | **Graffiti WOW Day** | **Wise Owl Bird of Prey Rescue – visit to school?** | **Leeds Royal Armouries** |
| **English Y3** | **Libba (Y3)**  **Writing Outcomes**  **Y3**  -Personal Writing  --Poetry  -Information Writing -Writing in Role:  -Diary or Letter  -Advertisement  -Poetry or Lyrics | **UG (Y3)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Iron Man (Y3)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **The Green Ship (Y3)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Fly Eagle Fly**  **(Y3)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Escape from Pompeii**  **Writing Outcomes**  -  **VIPERS linked texts:** |
| **English**  **Y4** | **The Miraculous Journey of Edward Tulane (Y4)**  **Y4**  -Poetry  - Story maps  -Instructions  -Writing in role  -Character descriptions -Narrative descriptions -Diary entry  -Autobiography  **VIPERS linked texts:**  Route 66 Micro-vipers on Americas | **The Pebble in my Pocket (Y4)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Tin Forest (Y4)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Krindlekrax (Y4)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Wolf’s Footprints (Y4)**  **Writing Outcomes**  -  **VIPERS linked texts:** | **Across The Roman Wall (Y4)**  **Writing Outcomes**  -  **VIPERS linked texts:** |
| **Maths**  **Maths Hub** | Y3  Place value  Addition and subtraction  Y4  Place value  Addition and subtraction | Y3  Addition and subtraction  Multiplication and division  Y4  Measurement – area  Multiplication and division | Y3  Multiplication and division  Length and perimeter  Y4  Multiplication and division  Length and perimeter | Y3  Fractions  Mass and capacity  Y4  Fractions  Decimals | Y3  Fractions  Money  Time  Y4  Decimals  Money  Time | Y3  Time cont..  Shape  Statistics  Y4  Shape  Statistics  Position and direction |
| **Science**  **New 2022 National curriculum Developing Experts.** | DE-Living things & Habitats Nature and the environment. (Yr4)  I can recognise that living things can be grouped in a variety of ways.  I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  I can recognise that environments can change and that this can sometimes pose dangers to living things. | DE-Rocks (Yr3)  I can explore the formation and properties of igneous rocks.  I can explore the formation and properties of sedimentary and metamorphic rocks.  I can explore weathering and the suitability of rocks for different purposes.  I can explore how water contributes to the weathering of rocks.  I can understand how fossils are formed.  I can explore different types of soil. | DE-Forces and Magnets (Yr3) Update for new curriculum.  I can explore contact and non-contact forces.  I can compare how things move on different surfaces.  I can explore different types of magnets  I can explore the properties of magnets and everyday objects that are magnetic.  I can understand that magnetic forces can act at a distance.  I can explore the everyday uses of magnets. | DE- Light (Yr3)  Update for new curriculum.  I can identify the difference between light sources and non-light sources  I can explore the light that comes from the sun and how to stay safe  I can explore materials which are reflective  I can discover how shadows are formed.  I can investigate how shadows change throughout the day.  I can investigate how you can change the size of a shadow. | DE- Animals & inc Humans what makes us. (Yr3)  I can explore the 5 key food groups.  I can learn about the nutrition in the foods that we eat.  I can learn about the different types of skeletons.  I can learn about the human skeleton.  I can learn about animals and their skeletons.  I can explore the role muscles. | DE- Sound (Yr4)  I can identify how sounds are made.  I can explore how vibrations from sounds travel through a medium to the ear.  I can explore sound insulation.  I can explore volume.  I can explore pitch. |
| **Art & Design** |  | **Art focus –Drawing**  Cave Drawings  **Key artist**  Images from Lascaux Cave  **Key artwork**  An image from the Lascaux cave paintings  **Sketchbook**  Record observations (Yr3) |  | **Art focus –Sculptures**  Paper Sculptures- a play area  **Key artist**  Robert Sweeny  **Key artwork**  Richard Sweeny,03M (Shell), watercolour paper 2010  **Sketchbook**  Record observations (Yr3 |  | **Art focus – Painting**  Shade and tints to create a mosaic  **Key artist**  Sea Creature Mosaic in Ruins of Pompeii  **Key artwork**  Pompeii, Sea Creature Mosaic  **Sketchbook**  Record observations (Yr4) |
| **Computing**  **Rising Stars** | **We are programmers**  **(3.1)**  Pupils create their own animation in Scratch.  **In this unit, pupils will learn to:**  **● plan and create an algorithm for an animated scene in the form of a storyboard**  **● write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound**  **● review their animation programs and correct mistakes.**  **Computing PoS focus:**  **Computer Science – Coding** | **We are bug fixers**  **(3.2)**  Pupils learn to recognise some common types of programming error, and practise solving problems through logical thinking.  **In this unit, pupils will learn to:**  **● develop a number of strategies for finding errors in programs**  **● 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.**  **Computing PoS focus:**  **Computer Science – Computational Thinking** | **We are presenters**  **(3.3)**  Pupils create an informative presentation for their peers about a topic or subtopic from another curriculum area. They source images online to illustrate their presentation and film it against a green screen background.  **In this unit, pupils will learn to:**  **● develop their web-based research skills**  **● structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area**  **● record a piece to camera**  **● edit a movie using static images and green screen footage**  **● give constructive, critical feedback on recorded presentations.**  **Computing PoS focus:**  **Information Technology – Media** | **We are co-authors**  **(3.5)**  Pupils collaborate to create a ‘mini Wikipedia’.  **In this unit, pupils will learn to:**  **● understand the conventions for collaborative online work, particularly in wikis**  **● be aware of their responsibilities when editing other people’s work**  **● become familiar with Wikipedia, including potential problems associated with its use**  **● practise their research skills**  **● write for a target audience using a wiki tool**  **● develop collaboration skills**  **● develop proofreading skills.**  **Computing PoS focus:**  **Information Technology – Media** | **We are musicians**  **(4.3)**  Pupils explore GarageBand and create their own composition and performance.  **In this unit, pupils will learn to:**  **● create a repeating percussion rhythm**  **● play music using virtual instruments**  **● compose or edit tunes using the piano roll (pitch and duration) tool**  **● perform electronic music using pre-recorded loops, and create their own loops**  **● create a multi-track composition or performance using multiple instruments**  **● give feedback to others on their compositions and performances.**  **Computing PoS focus:**  **Information Technology – Media** | **We are opinion pollsters**  **(3.6)**  Pupils create their own online opinion poll, seek responses and then analyse the results, creating charts showing data and a brief illustrated report.  **In this unit, pupils will learn to:**  **● understand some elements of survey design**  **● understand some ethical and legal aspects of online data collection**  **● use the Internet to facilitate data collection**  **● gain skills in using charts to analyse data**  **● gain skills in interpreting results.**  **Computing PoS focus:**  **Information Technology – Data** |
| **Design & Technology** | DT focus- Textiles 2D shapes to 3D products: Make a purse for the road journey decorated with buttons, beads and sequence in the style of the stars and stripes of the American flag (Yr3)  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*select from and use a wider range of materials and components  \*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | DT focus – Structures Shell Structure: Use 2 D shapes to make a 3D Gift box including Stiffening and strengthening techniques(Yr3)  \* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  \*apply their understanding of how to strengthen, stiffen and reinforce more complex structures  \*investigate and analyse a range of existing products  \* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | DT focus- food and nutrition: A healthy and varied diet. Prepare a healthy snack- e.g. granola bar, bread. Invite parents to try the food prepared (Yr3)  \*understand and apply the principles of a healthy and varied diet |  |
| **Geography** | To extend their knowledge and understanding to include North and South America.  To locate North and South America on a map, concentrating on their environmental regions, key physical and human characteristics, and major cities. | To describe and understand key aspects of different types of settlements and land use. |  | I can use maps and atlases to locate countries and describe features. |  | I understand geographical similarities and differences through the study of human and physical geography. |
| **History** |  | Changes in Britain from the Stone Age to the Iron Age:  Stone Age  I can identify when the Stone Age period started and ended and can sequence key events.  I can find out about the types of tools used and how they changed throughout the Stone Age.  I can find out what people ate in the Stone Age and how they gathered food.  I can look at different homes from the Palaeolithic, Mesolithic and Neolithic times.  I can understand what was found at Skara Brae and why it is important.  I can identify how life changed for people during the Stone Age. | Changes in Britain from the Stone Age to the Iron Age:  The Bronze Age and the Iron Age  I can use a range of sources to find out about life in the Bronze Age.  I can find out about houses in the Bronze and Iron ages.  I can find out what life was like in an Iron Age hillfort.  I can identify how life changed for people in Britain from the Stone Age to the Iron Age. |  |  | The Romans  I can place some historical periods in a chronological framework.  I can ask and answer questions about the past.  I can use a range of sources to find out about the Romans.  I can explain the different ways  in which the past is represented.  I can understand that sources can contradict each other.  I can describe significant historical events from Roman Britain. |
| **Music**  **Collins Scheme** | Year 3 gp 1 – Ukulele  Year 3 gp 2- Food and Drink/Human Body  I can explore simple accompaniments using beat and rhythm patterns  I can use a score and combine sounds to create different musical textures  I can explore different types of accompaniment  I understand call and  response structure  I can perform word rhythms  I can sing in two parts  I understand and perform binary form.  Year 4 – Around the world/ Singing Spanish  I can explore the pentatonic scale  I can play leaps  I can read graphic notation  I can describe music using musical and non-musical terms  I can compose and notate pentatonic melodies  I can combine tuned percussion, untuned percussion and singing  I can sing in groups  I can develop descriptive song accompaniments  singing in two parts with accompaniment  I can perform repeating rhythms  I can combine tuned percussion, untuned percussion and singing | Year 3 gp 1 – Ukulele  Year 3 gp 2- In the past/ Ancient Worlds  I can understand pitch  I can learn to read simple pitch notation  I can read simple rhythm  notation  I can learn a Tudor dance  I can explore tuned and  untuned percussion.  I can explore musical  phrases, melodic imitation  and rounds  I can perform a round in  three parts  I can arrange an accompaniment with  attention to balance and  musical effect  Year 4- Building/Time  I can combine four body percussion ostinati as a song accompaniment  I describe what a layered structure in a rhythmic ostinato piece is.  I can create rhythmic ostinati  I can accompany a melody with a drone  I can read a clock score to play a piece combining drone and melodic ostinati  I can identify the metre of a new song  I can play and sing repeated patterns (ostinati) from notation  I can describe syncopation and using off-beat rhythms in improvisation  I can combine independent parts in more than one metre  I can identify how a well-known story has been told in music | Year 3 gp 1 – Ukulele  Year 3 gp 2-Communication/Sounds  I can represent sounds with  symbols  I can use my voice creatively and expressively  I can create and perform  from a symbol score  I can understand musical  conversation structure  I can describe how sounds  are produced and how  instruments are classified  I can say what a chordophones is.  Year 4 -Environment/ Recycling  I can explore how different timbres can be descriptive to accompany a song  I can explore the descriptive music of two major composers  I can compose an introduction for a song  I can make instruments  I can perform verse and chorus structure  I can interpret notation  I can use ABA structure  I can chant in three parts  I can perform rondo form | Year 3 gp 2- Ukulele  Year 3 gp 1 – Communication/Sounds  I can represent sounds with  symbols  I can use my voice creatively and expressively  I can create and perform  from a symbol score  I can understand musical  conversation structure  I can describe how sounds  are produced and how  instruments are classified  I can say what a chordophones is.  Year 4- Sounds/Poetry  I can classify instruments  I can learn some simple beatboxing sounds  I can describe what an aerophone is  I can explore the combined expressive effects of different instrument groups  I can look at music notation with reference to metre and accent  I can build an extended performance piece from a poem  I can use canon and ostinati as accompaniments  I can pay attention to notation, accent, diminuendo and balance  I can use beatbox techniques to imitate the sound of a drum kit  I can perform a rap with a vocal beatbox accompaniment  I can balance voices in a performance | Year 3 gp 2- Ukulele  Year 3 gp 1 – Human Body/ Food and Drink  I can explore simple accompaniments using beat and rhythm patterns  I can use a score and combine sounds to create different musical textures  I can explore different types of accompaniment  I understand call and  response structure  I can perform word rhythms  I can sing in two parts  I understand and perform binary form.  Year 4- Food and Drink/Communication  I can combine expressive use of the voice with physical movement  I can respond to sound with visual signals  I can perform sequences of sounds matched to visual sequences  I can compose and play sequences of word rhythms  I can learn rhythmic and melodic accompaniments  I can copy rhythms and a short melody  I can play ostinati and layer them in a performance  I can sing music to communicate a meaning  I can compose a rap | Year 3 gp 2- Ukulele  Year 3 gp 1 – In the past/Ancient Worlds  I can understand pitch  I can learn to read simple pitch notation  I can read simple rhythm  notation  I can learn a Tudor dance  I can explore tuned and  untuned percussion.  I can explore musical  phrases, melodic imitation  and rounds  I can perform a round in  three parts  I can arrange an accompaniment with  attention to balance and  musical effect  Year 4 – Ancient worlds/ In the past  I can learn a verse and chorus song  I understand that melodies have phrases  I can explore layers and layering  I can compare and contrast structure  I can identify key features of minimalist structure  I can play a Renaissance dance from notations  I can compose a fanfare  I can learn a dance and play music used for celebrations  I am learning a 1960s pop song |
| **PE**  **Spiral**  **(Year 3 curriculum)** | Fitness circuit: I can perform 5 sit ups with a basketball in my hands.  Slam ball: I can identify good and bad technique in others.  End zone games: I can understand the different techniques of dribbling a basketball.  Dodgeball: I can demonstrate a block, a dodge, and a catch and understand their roles in dodge ball.  Ball games: I can accurately throw a ball to a partner’s hands, aiming between their shoulders and their waist.  Throwing and catching: I can identify the elements of good team work and why they are important.  Rugby: I can demonstrate a sidestep technique off both sides whilst carrying a rugby ball. | Hockey: I can maintain a two handed grip on my hockey stick.  Football: I can kick a static ball through a gate that is 5m away and is 5cm wide (with both feet).  Tennis: I can perform a controlled volley (forehand and backhand)  Basketball: I can perform the technique of a chest pass, a lob pass and a bounce pass over 5m.  Netball: I can catch a ball whilst moving.  Dodgeball: I can hit a range of static targets with a bean bag.  Game day: I can perform a wide range of skills in competitive game situations. | Bench ball: I can adjust my body position to catch a netball whilst travelling.  Gymnastics: I can hold a strong body position for 1 minute with two feet together and arms wide apart.  Gymnastics: I can co-operate with team means.  Dance: I can quickly process information and mirror a partner’s slow actions.  Dance: I can award points in a small dance competition.  Dodgeball: I can accurately throw a dodge ball at a static target from 3m (with either hand) | Small sided cricket: I can understand the role each player has in cricket (batter, bowler, fielder, wicketkeeper)  Rounders: I can throw a ball 10 yards (with both arms)  Rounders: I can perform 4x 10m shuttles in under 10 seconds.  Small sided cricket: I can repeatedly and successfully perform upward facing basket catches.  Tennis: I can strike a bouncing ball with a racket on my forehand and backhand (both sides)  Game day: I can perform a wide range of skills in competitive game situations. | End zone games: I can dribble a hockey ball around a cone 5m away and back, keeping the ball under control.  Throwing and catching: I can use the correct technique to catch a bean bag at a variety of heights.  Running: I can build up my readiness and complete a sprint start on ‘ready, steady, go’ command.  Jumping: I can perform a running jump, take off from one foot and land on two feet, using arms and legs to gain momentum.  Jumping: I can understand the roles arms and legs play in good sprint/jumping technique.  Throwing and catching: I can demonstrate a good javelin technique from a standing position. | Game day: primary skills test lesson.  Rugby: I can perform a 5m shuttle run.  Fitness circuit: I can identify my own sporting strengths and weaknesses.  Cricket: I can hit a ball off a tee with a cricket bat.  End zone games: I can catch a basketball passed to me at a variety of heights.  Outdoor and adventurous: I can work with a small team to follow a simple map.  Outdoor and adventurous: I can listen and follow instructions. |
| **PSHCE**  **Jigsaw** | Being me in my World  Year 3  I recognise my worth and can identify positive things about myself and my achievements  I can face new challenges positively, make responsible choices and ask for help when I need it  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect myself and others and I care about others feelings  I can make responsible choices and take action  I understand my action affect others and try to see things from their point of view  Year 4  I know my attitudes and actions make a difference to the class team  I understand who is in my school community and the role they play and how I fit in  I understand how democracy works through the school council  I understand that my actions affect myself and others; I care about the other people’s feeling s and try to empathise with them  I understand how groups come together to make decisions  I understand how democracy and having a voice benefits the school community | Celebrating Differences  Year 3  I understand that everybody’s family is different and important to them  I understand that differences and conflicts sometimes happen among family members  I know it means to be a witness to bullying  I know that witnesses can make the situation better or worse by what they do  I recognise that some words are used in hurtful ways  I can give and receive compliments and know how this feels  Year 4  I understand that sometimes we make assumptions based on what people look like  I understand what influences me to make assumptions based on how people look  I know that bullying is sometimes hard to spot and what to do if I think it is going on  I know some ways to problem solve a situation with others  I can identify what is special about me and the ways I am unique  I can tell you why it is good to accept people for who they are | Dreams & Goals  Year 3  I can tell you about someone who has faced difficult challenges and achieved success  I can identify a dream/ambition this is important to me  I can break down a goal into a number of steps and know how others could help me  I know that motivation and enthusiasm are strengths which will help me achieve a challenge  I can recognise obstacles and manage my feelings of frustration  I can evaluate my own learning process and identify how it can be better next time  Year 4  I can tell you about some of my hopes and dreams  I understand how disappointment feels  I know some ways to cope with disappointment and how to support others  I know what it means to be resilient and have a positive attitude  I know how to work out the steps to achieve a goal and can do this successfully as part of a group  I can identify the contributions made by myself and others to achieve | Healthy Me  Year 3  I understand how exercise affects my body and know why my heart and lungs are such important organs  I can tell you my knowledge and attitude towards drugs  I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I understand that, like medicines, some household substances can be harmful if not used correctly  I understand how complex my body is and how important it is to take care of it  Year 4  I can recognise how different friendships groups are formed, how I fit into them and the friends I value the most  I can recognise the changing dynamics between people in different groups, see who takes on which role, eg. Leader, follower, and understand the roles I take on in different situations  I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  I can recognise when people are putting me under pressure and can explain ways to resist this when I want  I know myself well enough to have a clear picture of what I believe is right and wrong | Relationships  Year 3  I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females  I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener  I know and can use some strategies for keeping myself safe  I can explain how some of the actions and work of people around the world help and influence my life  I understand how my needs and rights are shared by children around the world and can identify how our lives my by different  I know how to express my appreciation to my family and friends.  Year 4  I can identify the web of relationships that I am part of, starting from those closed to me and including those more distant  I can identify someone I love and can express why they are special to me  I can tell you about someone I know that I know longer see  I can explain different points of view on an animal rights issue  I understand how people feel when they love a special pet  I know how to show love and appreciation to the people and animals who are special to me | Changes  Year 3  I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby  I understand how babies grow and develop in the mother’s uterus  I understand what a baby needs to live and grow  I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies  I can identify how boys’ and girls’ bodies change on the outside during this growing up process  I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up  I can start to recognise stereotypical ideas I might have about parenting and family roles  I can identify what I am looking forward to when I am in Y4  Year 4  I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby  I can describe how a girl’s body changes in order for her to be able to have babies when she is an adults, and that menstruation (having periods) is a natural part of this  I know how the circle of change works and can apply it to changes I want to make in my life  I can identify changes that have been and may continue to be outside of my control and that I learn to accept  I can identify what I am looking |
| **RE** | **How do Jews remember Abraham and Moses?**  I know that a covenant is a special promise between God and people and that God made a covenant with Noah.  I recognise Abraham as an important figure in Judaism and can retell stories about him.  I understand the significance of Moses as a key figure in Judaism and can discuss stories of God’s faithfulness to his people.  I can discuss the story of the exodus from Egypt and understand ways Jewish people recall the faithfulness of God through the celebration of Pesach.  I understand how Shabbat shows the importance of the creation story in the life of Jewish people.  I know the synagogue is an important place of worship and I understand the place of the rabbi in guiding and supporting the Jewish community.  I can suggest reasons why the Torah is a sacred text to most Jewish people. | **How do people express spirituality?**  I understand the meaning of ‘spiritual’ and can explain the meaning and of some symbols.  I can describe how some faiths use pictures to represent beliefs but other faiths think this is wrong.  I can explore how faiths use words and calligraphy to represent beliefs. I understand that Muslims only create patterns rather than a human form of Allah.  I can discover more about how people use words to express faith and spirituality.  I can explain different ideas and respond through art and poetry.  I can consider how and why some faiths use music as an expression of beliefs.  I can explore how music and lyrics express values and beliefs.  I can consider how and why some faiths use dance as an expression of beliefs.  I can explore how dance can express emotions, values and beliefs. | **What do Christians believe about a good life?**  I understand why the Bible is such an important book for Christians and I know that Jesus told stories to spread the word of God.  I can discuss Christian rules and understand what Christianity has to say about ‘right’ and ‘wrong’, values and commitment.  I can study Christian teaching on obedience.  I can explore the concept of keeping promises.  I can identify and describe one of Jesus’ miracles and I can explore the aspect of sharing in my own life.  I know and understand the meaning of one of Jesus’ parables and can explain the reasons why Christians try to see all people as neighbours.  I understand that stories often contain inner meanings and messages. I know that Jesus taught that people should forgive one another as an example of loving others. | **What do Christians believe about a good life?**  I can explain how Jesus’ friendship changed Zacchaeus. I can explore my own thoughts and feelings about friendships in and out of school.  I understand that Christians believe that Jesus cared for and healed people. I can consider the qualities of being kind and caring.  I can learn that elements from within religion could be applied to situations I experience in my own life.  I can discuss how to apply a moral principle to a ‘real-life’ situation. | **What do creation stories tell us about our world?**  I can discuss the Jewish creation story and I can suggest ideas about looking after the world.  I can discuss the Islam creation story and describe similarities and differences between creation stories.  I can discuss the Sikh creation story and describe similarities and differences between creation stories.  I can express ideas about the rest day and understand the importance of the rest day within different faiths.  I understand that stories have different meanings to different people. I can compare different viewpoints.  I can understand the relevance of creation stories for believers and non-believers. I know that faiths teach that the world should be cherished. | **Who can inspire us?**  I can explain the qualities of a leader. I know that Christians consider Jesus to be their leader.  I understand why the Prophet Muhammad is a role model and an inspiration for Muslims.  Understand why Moses is a role model and an inspiration for Jews.  I can name people who inspire me and explain why. I can carry out research in to the life of a modern-day leader.  I understand why some modern-day leaders are seen as role models and an inspiration for different groups of people.  I understand the qualities a leader may possess. I can compare my own experiences of role models and influences, with those of others. |
| **MFL**  **Project B** | Greetings and feelings Asking and answering personal information questions  Numbers to 10  Number games  Colours  Classroom objects | Days, months, colours Listening and responding to target language  Practising sounds Shops in town  Finding out where a place is Respond to simple question | Exploration of nouns (singular /plural and gender) Animal nouns  Colours as adjectives Family members  Asking likes and dislikes questions and answers | Counting  Colours  Personal information questions and answers Body part nouns  Using colours adjectives Speaking and writing simple descriptive sentences | Polite request  Listening and responding Following and performing a dialogue  Fruits and flavours  Ice creams  Following, joining in and performing a story | Nouns  Following, joining in and performing a story  Speaking and writing simple descriptive sentences  Counting  Colours  Personal information questions and answers  Body part nouns  Jungle animal noun |