

 Year 3/4/B Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
	<b>Water Worlds</b> 	<b>I Want My Mummy (Egyptians)</b> 	<b>Me, Myself and I</b> 	<b>Smashing Saxons (Anglo Saxons)</b> 	<b>Beast Creator</b> 	<b>Potions</b> 
<b>Memorable Experience</b>	Water Cycle Wow Moments  Make your own rain activity Rain in a jar (AR,ND,TW,RB)	Bagshaw Museum trip- Egyptian  (ND)	Fox's Biscuits/ MrT's food workshops  (RB)	Saxon Workshop/visitor  (AR)	Batley Park Bug Hunt (TW)	Potions day in the first week.  Class to create potions display for topic. Create George's Marvellous Medicine. (Send letter out) (AR)
<b>Innovate/Challenge</b>	Become weather presenters and record out own programmes from our Science data.	Art show to display and present our 'Death masks' and Egyptian Hieroglyphics	Create a clay art model of inside the human mouth.	Saxon day – create helmets, design swords.  Battle day and Saxon feast to celebrate.	Create a year group guide of different species to display in our school library for future Carlinghow children.	Design & Create our own lava lamp. George's Marvellous Experiments) <a href="https://www.roalddahl.com/things-to-do-indoors/video-makealavalamp">https://www.roalddahl.com/things-to-do-indoors/video-makealavalamp</a>
<b>AR English Set Y4 curriculum</b>  <b>Spellingshed stage 4</b>	<b>Oliver and the Seawigs (PoR)</b>  Diary entry Instruction leaflets Fact files  VIPERS linked texts: Instruction leaflet Fact file Character description from The Wizard of Oz	<b>Marcy - Riddle of the Sphinx (PoR)</b>  Non chron report Shape poems Setting descriptions Narratives  VIPERS linked texts: Literacy shed video on Ancient Egypt 'Tyger Tyger' poem – written and video 'The Mummy' poem	<b>I was a Rat! (PoR)</b>  <ul style="list-style-type: none"> <li>Writing in role</li> <li>Diary writing</li> <li>Newspaper writing</li> <li>Persuasive writing</li> </ul> VIPERS linked texts: Roald Dahl's poem 'The Crocodile'	<b>Anglo Saxon Boy (Litshed+)</b> Letter Balanced argument Historical brochure Character description  VIPERS linked texts: News Shed – Literacy shed newspaper article The Battle (Narrative) Literacy Shed	<b>Wolves (PoR)</b>  Fliers, business cards, menus Alternative ending Poetry Non-chron report  VIPERS linked texts: News Shed – Literacy shed newspaper article The Wolf & The Heron (Narrative) Literacy Shed	<b>George's Marvellous Medicine (PoR)</b>  Instructions/Recipes Roleplay and play scripts Narrative writing  VIPERS linked texts: William Shakespeare's poem 'Double Double Toil & Trouble' Images from Roald Dahl's Matilda and George's Marvellous Medicine
<b>RB English Set Text Y3 curriculum</b>	<b>The Bluest of Blues (PoR)</b>  Letter Message Non-fiction writing Poetry Biography	<b>The Egyptian Cinderella (PoR)</b>  Setting description Character profiles Diary entries	<b>Danny Chung Does Not Do Maths (PoR)</b>  Free Writing Letter in Role Personal Narrative	<b>The King Who Threw Away His Throne (Litshed+)</b>  Diary Writing in role Balanced argument Book review	<b>Krindlekrax (PoR)</b>  Writing in role: letter writing, thought bubbles, diary entry, letter to an agony	<b>Quill Soup (PoR)</b>  Play script Writing in Role

<b>Spellingshed stage 3</b>		Narrative writing- write a new version with another god.	Short Story		aunt Magazine interview Non-chronological report Narrative recount	Persuasive Speech Narrative (Story ending) Play: Creation and Performance Narrative (Trickster Tales)
<b>TW/ND English Set Text Y2 curriculum</b>  <b>Spellingshed stage 2</b>	<b>Rythm of The Rain (PoR)</b>  Writing in role Poetry Explanatory (Informal)	<b>The Egyptian Cinderella (PoR)</b>  Setting description Character profiles Diary entries	<b>Grace and Family (PoR)</b>  Writing in role as Grace (diary entries and postcard) collaborative poem about the market Narrative storybook for Grace's siblings Information booklet / e-book about The Gambia	<b>The King Who Threw Away His Throne (Litshed+)</b>  Diary Writing in role Balanced argument Book review	<b>Gorilla (PoR)</b>  Letter writing Narrative recount Conversation between characters Illustrated sequel	<b>Pumpkin Soup (Litshed+)</b>  Narrative (Story ending) Retelling Advert Instructions
<b>Maths Maths Hub</b>	Year 3 Place value Addition and Subtraction  Year 4 Place value Addition and Subtraction	Year 3 Addition and Subtraction Multiplication and division  Year 4 Length and perimeter Multiplication and division	Year 3 Multiplication and division Measurement: Money Statistics  Year 4 Multiplication and division Area Fractions	Year 3 Length and Perimeter Fractions  Year 4 Fractions Decimals	Year 3 Fractions Time  Year 4 Decimals Money Time	Year 3 Properties of shape Mass and capacity  Year 4 Statistics Geometry: Properties of shape Geometry: Position and Direction
<b>Science</b>	<b>DE-States of Matter. (Yr4)</b>  I can compare and group the three states of matter  I can explore how particles behave in solids liquids and gases  I can investigate melting points.  I can explore freezing and boiling points  I can explore evaporation and condensation.  I can understand the water cycle.	<b>DE- Exploring the world of plants. (Yr3)</b>  I can compare the effect on different factors on plant growth  I can describe the functions of different parts of a flowering plant and how they are used in photosynthesis.  I can investigate the way in which water is transported within plants.  I can explore the part that flowers play in the life cycle of flowering plants.  I understand the pollination process and the ways in which seeds are dispersed.	<b>DE-Animals and Including. Humans Food and Digestion. (Yr4)</b>  I can identify the organs in the digestive system.  I can describe the functions of the main organs in the digestive system.  I can identify the types of human teeth and their  I can investigate the effects of different liquids on the teeth  I can understand food chains.  I can explore food webs.	<b>DE-Electricity. (Yr4)</b>  I can explore electrical appliances and electrical safety.  I can learn about electrical components in a series circuit.  I can investigate electrical circuits.  I can explore conductors and insulators.  I can learn about electrical switches.  I can investigate how electrical components can change within a circuit.	<b>DE- Classifying Living things &amp; Habitats (Yr4)</b>  I can explore the 5 key food groups.  I can learn about nutrition in the food 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 roll of muscles.	<b>DE- Scientific Enquiry. (Yr3)</b>  How can a solar oven be made more effective: posing questions and writing predictions.  How can a solar oven be made more effective: recording and presenting results.  Cleaning coins: writing a method and carrying out a practical test.  Cleaning coins: writing a conclusion.  Making a cake: fair testing, controls and variables. Making a cake scientific enquiry.

		I can compare the effect on the different factors on plant growth.				
<b>Art &amp; Design</b>		<p><b>Art focus – Printing</b> Using blocks and impression to print Egyptian Hieroglyphics on papyrus paper.</p> <p><b>Key artist:</b> Ancient Egyptians</p> <p><b>Key artwork:</b> Queen Nefertari from the Yorck Project (Yr3)</p> <p><b>Sketchbook:</b> Record observations (Yr3)</p> <p><b>Target Tracker Focus:</b> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Create printing blocks using relief or impressed techniques.</p> <p><b>NC Key Skills:</b> Make a printing block. Make a 2 colour print.</p>			<p><b>Art focus- Collage</b> Using a variety of media to explore texture and effect.</p> <p><b>Create a mini beast with correct proportions.</b></p> <p><b>Key artist:</b> Tracy McGuinness-Kelly</p> <p><b>Key artwork:</b> In my own world (Yr4)</p> <p><b>Sketchbook:</b> Record observations (Yr4).</p> <p><b>Target Tracker Focus:</b> Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p><b>NC Key Skills:</b> Use ceramic mosaic. Combine visual and tactile qualities.</p>	
<b>Computing Rising Stars</b>	<p><b>We are meteorologists (4.6)</b> Pupils will be taking on the role of meteorologists and weather presenters. We will bring together data measurement, analysis and presentation.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>understand different measurement techniques</li> </ul>	<p><b>We are artists (4.5)</b> Pupils will explore and create pieces of geometric art and use the Scratch computer program for drawing shapes.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>develop an appreciation of the links between geometry and art</li> </ul>	<p><b>We are who we are (3.4)</b> Pupils create a set of presentations for different audiences and discuss issues of online trust and privacy.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>create a number of structured presentations</li> </ul>	<p><b>We are bloggers (4.4)</b> Pupils create a media-rich blog, comment on blogs and respond to comments.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>become familiar with blogs as a medium and a genre of writing</li> <li>create a sequence of blog posts on a theme</li> </ul>	<p><b>We are software developers (4.1)</b> Pupils plan, create, develop and test their own educational game for a target audience.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>develop an educational computer game using selection and repetition</li> </ul>	<p><b>We are makers (4.2)</b> Pupils write and test their own micro:bit project, after analysing and modifying others.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>about the input – process – output model of computation</li> <li>about the inputs and outputs available on a BBC micro:bit</li> </ul>

	<p>for weather – both analogue and digital</p> <ul style="list-style-type: none"> <li>• use computer-based data logging to automate the recording of some weather data</li> <li>• use spreadsheets to create charts</li> <li>• analyse data, explore inconsistencies in data and make predictions</li> <li>• practise using presentation and video software.</li> </ul> <p>Computing PoS focus: Information Technology - Data</p>	<ul style="list-style-type: none"> <li>• become familiar with the tools and techniques of a vector graphics package</li> <li>• develop an understanding of turtle graphics</li> <li>• experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers</li> <li>• develop some awareness of computer-generated art.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<ul style="list-style-type: none"> <li>• create a narrated presentation</li> <li>• consider issues of trust and privacy when sharing information.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<ul style="list-style-type: none"> <li>• incorporate additional media</li> <li>• comment on the posts of others</li> <li>• develop a critical, reflective view of a range of media, including text.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<ul style="list-style-type: none"> <li>• understand and use variables</li> <li>• start to debug computer programs</li> <li>• recognise the importance of user interface design, including consideration of input and output.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<ul style="list-style-type: none"> <li>• to program using the MakeCode blockbased environment</li> <li>• to test and debug programs they write, using an on-screen simulator and the micro:bit</li> <li>• how to convert and transfer a program written on screen to the micro:bit.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>
<p><b>Design &amp; Technology</b></p>			<p><b>Food and nutrition</b> <b>B make a healthy pizza</b> Risk assessment oven, knives</p> <p>I know that having carbohydrates, fats, fibre, dairy, protein, fruit and vegetables is a balanced diet.</p> <p>I know that a wrap is a healthier pizza base option.</p> <p>I can choose and cut healthy ingredients for a pizza topping.</p> <p>I can weigh ingredients accurately.</p> <p>I know that there are different and healthier ingredients for a pizza.</p>	<p>Electrical circuits <b>B – simple circuit to light scientist’s laboratory</b> I know to light up an electrical circuit I need a power source, wires with clips and a bulb. I can draw and label an electrical circuit. I know that if another bulb is added to the circuit it will be dimmer.</p>		<p><b>Mechanisms</b> <b>B – make a portcullis using levers and simple linkages</b></p> <p>I know a lever is a stiff bar, which moves around a pivot.</p> <p>I know a pivot is a point, which allows a mechanism to move.</p> <p>I know a linkage is made by connecting rigid levers.</p> <p>I can draw a mechanism and label lever, linkage and pivot.</p> <p>I can use scissors, card, split pins to make levers and linkages.</p>

<p><b>Geography</b></p>	<p>To describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>			<p>To extend their knowledge and understanding beyond their local area to include the United Kingdom and Europe.</p> <p>To name and locate counties and cities of the United Kingdom.</p>	<p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p><b>History</b></p>		<p>What were the greatest achievements of the Ancient Egyptians?  I can find out where and when the ancient Egyptians lived.  I can understand what was important to people during ancient Egyptian times.  I can understand and explain the ancient Egyptian ritual of Mummification.  I can understand that different versions of past events may exist by learning about the discovery of the tomb of Tutankhamun.  I can compare and contrast Egyptian writing with my own.  I can understand the greatest achievements of Ancient Egypt.</p>		<p>Why did the Anglo-Saxons invade Britain and what did they change?  I can describe why, where and when the Scots and Anglo-Saxons invaded Britain.  I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.  I can describe a typical Anglo-Saxon village and explain what jobs the people did.  I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture.  I can explain the religious beliefs and practices of the Anglo-Saxons.  I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity.</p>		<p>Why did the Vikings invade Britain and what did they change?  I can explain when and where the Vikings came from and why they raided Britain.  I can compare the significance of Anglo-Saxon kings during the Viking period.  I can explain who King Ethelred II was and say when and why Danegeld was introduced.  I can identify and explain key aspects of Viking life.  I can explain how the legal system worked in Anglo- Saxon and Viking Britain.  I can explain how the last Anglo-Saxon kings shaped Britain.</p>
<p><b>Music Collins Scheme</b></p>	<p>Year 3 gp WD – Ukulele</p> <p>Year 3 gp 2- Food and Drink/Human Body</p> <p>• Understanding call and</p>	<p>Year 3 gp WD – Ukulele</p> <p>Year 3 gp 2- In the past/ Ancient Worlds</p>	<p>Year 3 gp AR – Ukulele</p> <p>Year 3 gp 2- Communication/Sounds</p>	<p>Year 3 gp AR- Ukulele</p> <p>Year 3 gp 1 – Communication/Sounds</p>	<p>Year 3 gp RB- Ukulele</p> <p>Year 3 gp 1 – Human Body/ Food and Drink</p>	<p>Year 3 gp RB- Ukulele</p> <p>Year 3 gp 1 – In the past/Ancient Worlds</p>

<p>response structure</p> <ul style="list-style-type: none"> <li>• Performing word rhythms</li> <li>• Exploring sounds</li> </ul> <p>Sing in two parts</p> <p>Understanding and performing binary form</p> <ul style="list-style-type: none"> <li>• Exploring simple accompaniments using beat and rhythm patterns</li> </ul> <p>Using a score and combining sounds to create different musical textures</p> <p>Exploring different types of accompaniment</p> <p>Year 4 -Environment/ Recycling</p> <p>I can make instruments</p> <p>I can perform verse and chorus structure</p> <p>I can interpret notation and improvise</p> <p>I can understand ABA Structure</p> <p>I can perform repeating rhythms</p> <p>I can chant in three parts</p> <p>I can perform rondo form</p> <p>I can explore how different timbres can be descriptive</p> <p>I can explore combinations of different timbres to accompany a song</p> <p>I am learning how to accompany a song with drone and ostinati on tuned percussion</p> <p>I can explore the descriptive music of two major composers</p> <p>I can compose an introduction for a song</p>	<p>I am learning to read, understand and use simple pitch notation</p> <p>I can read simple rhythm notation</p> <p>I am learning a Tudor dance</p> <p>I am exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati</p> <p>I can sing a song and accompany it with tuned percussion ostinati</p> <p>I can explore musical phrases, melodic imitation and rounds</p> <p>I can perform a round in three parts</p> <p>I can arrange an accompaniment with attention to balance and musical effect</p> <p>Year 4 – Ancient worlds/ In the past</p> <p>I am learning a verse and chorus song</p> <p>I understand that melodies have phrases</p> <p>I can explore layers and layering</p> <p>I can compare and contrast structure</p> <p>I understand layers in musical structure</p> <p>I can identify key features of minimalist structure</p> <p>I can combine sections of music in a layered structure</p> <p>I can rehearse and prepare for a performance</p> <p>I am learning to play a Renaissance dance from notations</p> <p>I can compose a fanfare</p> <p>I understand simple musical structures</p> <p>I am learning a dance and playing music used for celebrations</p> <p>I am learning a 1960s pop song</p>	<p>I can represent sounds with symbols</p> <p>I can use my voice creatively and expressively</p> <p>I can create and perform from a symbol score</p> <p>I am learning how sounds are produced and how instruments are classified</p> <p>I am learning about aerophones</p> <p>I understand musical conversation structure</p> <p>I am learning about idiophones</p> <p>I am developing an understanding of call and response</p> <p>I am learning about chordophones</p> <p>Year 4- Food and Drink/Communication</p> <p>I can copy rhythms and a short melody</p> <p>I can play ostinati and layer them in a performance</p> <p>I can compose a rap</p> <p>I can combine expressive use of the voice with physical movement</p> <p>I can respond to sound with visual signals</p> <p>I can perform sequences of sounds matched to visual sequences</p> <p>I can sing a call and response chant</p> <p>I can compose and play sequences of word rhythms</p> <p>I can understand and perform rondo structure</p> <p>I can learn a traditional West African call and response song</p> <p>I can learn rhythmic and melodic accompaniments for a song.</p>	<p>I can represent sounds with symbols</p> <p>I can use my voice creatively and expressively</p> <p>I can create and perform from a symbol score</p> <p>I am learning how sounds are produced and how instruments are classified</p> <p>I am learning about aerophones</p> <p>I understand musical conversation structure</p> <p>I am learning about idiophones</p> <p>I am developing an understanding of call and response</p> <p>I am learning about chordophones</p> <p>Year 4- Building/Time</p> <p>I am learning about verse and chorus song structure</p> <p>I can combine four body percussion ostinati as a song accompaniment</p> <p>I can understand texture</p> <p>I can learn about layered structure in a rhythmic ostinato piece</p> <p>I can accompany a melody with a drone</p> <p>I can describe the structure of a piece of orchestral music</p> <p>I can read a clock score to play a piece combining drone and melodic ostinati</p> <p>I can use rondo structure to build a performance</p> <p>I can identify the metre of a new song</p> <p>I can sing in three independent parts</p> <p>I can play and sing repeated patterns (ostinati) from notation</p> <p>I can understand syncopation and using off-beat rhythms in improvisation</p> <p>I can combine independent parts in more than one metre</p> <p>I can identify how a well-known story has been told in music</p>	<ul style="list-style-type: none"> <li>• Understanding call and response structure</li> <li>• Performing word rhythms</li> <li>• Exploring sounds</li> </ul> <p>Sing in two parts</p> <p>Understanding and performing binary form</p> <ul style="list-style-type: none"> <li>• Exploring simple accompaniments using beat and rhythm patterns</li> </ul> <p>Using a score and combining sounds to create different musical textures</p> <p>Exploring different types of accompaniment</p> <p>Year 4- Sounds/Poetry</p> <p>I am learning about classifying instruments by the way sounds are produced</p> <p>I am learning some simple beatboxing sounds</p> <p>I can sing a song and add beatboxing sounds</p> <p>I am learning about aerophones</p> <p>I am learning to sing partner songs</p> <p>I am learning about classifying instruments by the way sounds are produced</p> <p>I can explore the combined expressive effects of different instrument groups</p> <p>I can look at music notation with reference to metre and accent</p> <p>I am building an extended performance piece from a poem</p> <p>I can use canon and ostinati as accompaniments</p> <p>I can pay attention to notation, accent, diminuendo and balance</p> <p>I can use beatbox techniques to imitate the sound of a drum kit</p> <p>I can perform a rap with a vocal beatbox accompaniment</p>	<p>I am learning to read, understand and use simple pitch notation</p> <p>I can read simple rhythm notation</p> <p>I am learning a Tudor dance</p> <p>I am exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati</p> <p>I can sing a song and accompany it with tuned percussion ostinati</p> <p>I can explore musical phrases, melodic imitation and rounds</p> <p>I can perform a round in three parts</p> <p>I can arrange an accompaniment with attention to balance and musical effect</p> <p>Year 4 – Around the world/ Singing Spanish</p> <p>I can explore the pentatonic scale</p> <p>I can play leaps</p> <p>I can read graphic notation</p> <p>I can describe music using musical and non-musical terms</p> <p>I can compose and notating pentatonic melodies</p> <p>I can play a pentatonic song with leaps</p> <p>I can combine tuned percussion, untuned percussion and singing</p> <p>I can sing in groups</p> <p>I can create descriptive music</p> <p>I can sing in minor key</p> <p>I can develop descriptive song accompaniments</p> <p>I can sing in two parts</p> <p>I can perform repeating rhythms</p>
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				I can create music which tells a story	I can balance voices in a performance	
<b>PE Spiral</b>	<p>#1 Power – I can improve my understanding of how to improve my own physical strength.</p> <p>#2 Peer mentoring - I can improve my observation and communication skills.</p> <p>#3 Dribbling - I can improve my dribbling skills with a hockey stick.</p> <p>#4 Tactical variation - I can improve the way I approach game situations based on circumstances.</p> <p>#5 Passing - I can improve my understanding of the different passing techniques in sport.</p> <p>#6 Team work – I can improve my ability to work as a part of a team.</p> <p>#7 Agility – I can improve the speed at which I change positions.</p>	<p>#1 Understanding rules – I can improve my understanding of why rules exist in sport.</p> <p>#2 Shooting – I can improve the relationship between body position and accuracy.</p> <p>#3 Control – I can improve the understanding of what a drop shot is and the control needed to play one.</p> <p>#4 Passing – I can improve my timing and reading of game situations.</p> <p>#5 Anticipation – I can improve my ability to read fakes and focus on the ball.</p> <p>#6 Shooting – I can improve understanding of the relationship between accuracy, distance and power.</p> <p>#7 Assessment lesson.</p>	<p>#1 Physical processing – I can improve the speed of thought to benefit the game.</p> <p>#2 Strength – I can improve my strength and stamina to hold a position.</p> <p>#3 Team work – I can improve my ability to watch and communicate with others.</p> <p>#4 Physical processing – I can improve my ability to work with a partner to create a simple sequence of movements.</p> <p>#5 Evaluation – I can improve my ability to observe and learn from others.</p> <p>#6 Accuracy – I can improve accuracy and power when aiming at targets (both hands).</p> <p>#7 Tactical variation – I can improve my understanding of shot placement.</p>	<p>#1 Power – I can improve my throwing power by being explosive.</p> <p>#2 Speed – I can improve my running technique to increase my speed.</p> <p>#3 Fielding and catching – I can improve my catching skills for a variety of fielding.</p> <p>#4 Striking – I can improve my ability to adjust my position to complete a rally.</p> <p>#5 Assessment lesson.</p> <p>#6 Dribbling – I can improve my dribbling skills and uses fakes and disguises.</p>	<p>#1 Fielding and catching – I can improve my catching technique.</p> <p>#2 Anticipation – I can improve my ability to react to others.</p> <p>#3 Speed – I can improve the speed, agility and quickness of my feet.</p> <p>#4 Strength – I can improve my explosive speed.</p> <p>#5 Accuracy – I can improve my throwing technique with a shot put/</p>	<p>#1 Assessment lesson.</p> <p>#2 Agility – I can improve my reaction times to execute a run.</p> <p>#3 Evaluation – I can improve my ability to measure my score and obtain position in the group.</p> <p>#4 Striking – I can improve my ability to strike a moving ball with a bat.</p> <p>#5 Control – I can improve how I use my body to control the ball in hockey.</p> <p>#6 Peer mentoring – I can improve my understanding of how maps work.</p> <p>#7 Understand rules – I can improve my understanding of rules and how to explain them.</p>
<b>PSHCE Jigsaw</b>	<p>Being me in my World Year 3</p> <p>I recognise my worth and can identify positive things about myself and my achievements</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about others feelings</p> <p>I can make responsible choices and take action</p>	<p>Celebrating Differences Year 3</p> <p>I understand that everybody’s family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p>	<p>Dreams &amp; Goals Year 3</p> <p>I can tell you about someone who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition this is important to me</p> <p>I can break down a goal into a number of steps and know how others could help me</p> <p>I know that motivation and enthusiasm are strengths which will help me achieve a challenge</p> <p>I can recognise obstacles and manage my feelings of frustration</p>	<p>Healthy Me Year 3</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>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</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p>	<p>Relationships Year 3</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p>	<p>Changes Year 3</p> <p>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</p> <p>I understand how babies grow and develop in the mother’s uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys’ and girls’ bodies change on the outside during this growing up process</p>

	<p>I understand my action affect others and try to see things from their point of view</p> <p>Year 4</p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community and the role they play and how I fit in</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others; I care about the other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I can give and receive compliments and know how this feels</p> <p>Year 4</p> <p>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</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>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</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control and that I learn to accept</p> <p>I can identify what I am looking forward to when I am in Y5</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>Year 4</p> <p>I can tell you about some of my hopes and dreams</p> <p>I understand how disappointment feels</p> <p>I know some ways to cope with disappointment and how to support others</p> <p>I know what it means to be resilient and have a positive attitude</p> <p>I know how to work out the steps to achieve a goal and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to achieve</p>	<p>I understand how complex my body is and how important it is to take care of it</p> <p>Year 4</p> <p>I can recognise how different friendships groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. Leader, follower, and understand the roles I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives my by different</p> <p>I know how to express my appreciation to my family and friends.</p> <p>Year 4</p> <p>I can identify the web of relationships that I am part of, starting from those closed to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I know longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>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</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I am in Y4</p> <p>Year 4</p> <p>I understand that sometimes we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that bullying is sometimes hard to spot and what to do if I think it is going on</p> <p>I know some ways to problem solve a situation with others</p> <p>I can identify what is special about me and the ways I am unique</p> <p>I can tell you why it is good to accept people for who they are</p>
<b>RE</b>	How are important events remembered in ceremonies?	What faiths are shared in our country?	How do the five pillars guide Muslims?	How do the five pillars guide Muslims? Continued	Why are Gurus the heart of Sikh beliefs and practice?	Why are Gurus the heart of Sikh beliefs and practice? Continued
<b>French</b> <b>PLN</b>	<b>Getting To know You</b>  Practice greetings Practice feelings	<b>Calendars and Celebrations</b>  Bonfire Night and colours Counting and colours	<b>My Pets and Family</b>  Animal nouns and memory magic Animal Explorations	<b>Carnival, animals and aliens</b>  Carnival of animals Finding one more animals	<b>Fruit and Hungry Giant</b>  Fruit nouns Sounds fruit salads Invetigating nouns	<b>Gingerbread Men</b>  Where does the Gingerbread man live? Creating gingerbread men



	Askign and answering names Numbers to 10 Months and Days Classroom Objects	Days of the week Days and months Months of the year Starry Night- colours, numbers and xmas	Favourite animals Animal habitat and stories Mini-beast story Alien Family	Animal likes and dislikes Getting to know the alien family better Alien faces Designing an alien faces	Polite request Hungry giant story Polite requests board game	Are we ready? Picnic story and preparations Picnic time
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