**Long Term Planning Leck CE School - Juniors Cycle A (2022-2023)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English****Year 3 4** | **Autumn 1 non-fiction:**Information Texts (Saxons) | **Autumn 2 Fiction:**Stories from other cultures (South America)Fairy tales from other cultures**Poetry**:Christmas: writing calligrams, performance poetry | **Spring 1 Fiction:**Viking Sagas - Norse Mythology (including drama)Playscripts | **Spring 2 non-fiction:**Non-chronological Reports (Vikings then South America)**Poetry** The Environment / Protecting the Rainforests | **Summer 1 non-fiction:**Letters and persuasive texts linked to the RainforestArgument and debate | **Summer 2 Fiction:**Stories with animalsAuthor Study**Poetry** Classic / Traditional Poetry |
| **English** **Year 5 6** | **Autumn 1 Fiction:** Legends - ‘King Arthur and the round table’ Beowulf (retold by Rob Lloyd Jones) | **Autumn 2 non-fiction:**Information Texts – The Saxons**Poetry**:Christmas: writing calligrams, performance poetry | **Spring 1 Fiction:** Viking Sagas – Norse Mythology (including drama)Playscripts (including Shakespeare) | **Spring 2 Non-fiction:**Non-chronological reports – Vikings, The rainforest, animals of the rainforest**Poems on a theme** – The Environment / Protecting the RainforestsSonnets | **Summer 1 Fiction:** Adventure stories narrative – The Explorer (Katherine Rundell) Author Study (Katherine Rundell)  | **Summer 2 Non-fiction:**Debate / Discussion and Argument (linked to the environment)**POETRY PERFORMANCE**Classic / Traditional PoetryGuided Reading - Kensuke’s kingdom |
| **Maths Year 3 and 4** | Place ValueAddition and Subtraction | Multiplication and Division | Multiplication and DivisionMeasure: Length and Perimeter | FractionsDecimals | Measure: Mass and CapacityMoneyShape: Symmetry, PositionTime | StatisticsProperties of Shape |
| **Maths Year 5 and 6** | Place ValueAddition and SubtractionMeasure: converting unitsPerimeter | Multiplication and DivisionProperties of number AreaStatistics | Fractions StatisticsVolumeRatio and Proportion (Year 6 booster) | Fractions and DecimalsAnglesAlgebra (Year 6 booster) | Decimals and PercentagesPosition and directionProperties of shape | DecimalsThemed projects and consolidation |
| **Science****Year 3 4** | Animals incl. Humans (Y3)Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food-they get nutrition form what they eat.Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. | States of matter (Y4)Compare and group materials together, according to whether they are solids, liquids or gases.Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  | Light (Y3)Recognise that they need light in order to see things and that dark is the absence of light.Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.Find patterns in the way that the size of shadows change.  | Rocks (Y3)Compare and group together different types of rocks on the basis of their appearance and simple physical properties.Recognise that soils are made from rocks and organic matter.Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | Living things and their habitat (Y4)Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. | Living things and their habitat (Y4)Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. |
| **Science****Year 5 6** | Animals incl. Humans (Y5)Describe the changes as humans develop to old age. | Earth & Space (Y5)Describe the movement of Earth, and other planets, relative to the sun in the solar system.Describe the movement of the moon relative to the earth.Describe the sun, earth, moon as approximately spherical bodies.Use the idea of the earth's rotation to explain day and night and apparent movement of the sun across the sky. | Light (Y6)Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.Recognise that light appears to travel in straight lines.Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  | Properties & changes of materials (Y5)Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Living things and their habitat (Y5)Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. | Living things and their habitat (Y5)Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. |
| **History** | Britain’s settlement by Anglo-Saxons and ScotsYear 3 & 4I can use some words such as century and decadeI know that the past can be divided into different time chunks like the Romans or TudorsI can examine artefacts, and am able to look at pictures and writing to tell me about people from the pastI can ask and answer questions about the significance of events and changes caused. I can select from a variety of sources of information to find the answers I needI can describe what I know clearly in writing, drawing, role-play and speaking I use words such as invasion, settlement, and Anglo=Saxon periodYear 5 & 6I can sequence historical periods.I can recall facts about aspects of both British and World HistoryI can describe specific features of past societies and periodsI know how to identify changes within and across different periods.I can make some links between past societies and periodsI can describe main events, peoples and changesI can describe the impact of events on Britain I can accurately describe and make links between people, events and changesI can give reasons for and results of these changesI can ask and find the answers to questions about changes and significance of events on Britain.I can choose appropriate sources to answer questions about specific people.I can select, organise the information about what I have learned to produce structured writing, using dates and terms such as century, decade, BC/AD |  | Vikings and struggle for the kingdom of England to the time of Edward the confessorYear 3/4 I know that the past can be divided into different time chunks like the Romans or TudorsI can give a few reasons for, and the results of some main events and storiesI can examine artefacts, and am able to look at pictures and writing to tell me about people from the pastI can ask and answer questions about the significance of events and changes caused. I can describe what I know clearly in writingI use words such as monarch, settlement, and Tudor times Year 5/6I know how to identify changes within and across different periods.I can make some links between past societies and periodsI can describe main events, peoples and changesI can describe the impact of events on Britain I can give reasons for and results of these changesI can ask and find the answers to questions about changes and significance of events on Britain.I can choose appropriate sources to answer questions about specific people.I can produce structured writing, using dates and terms such as century, decade, BC/ADI can organise the information about what I have learned |  | Mayan civilizationLearn about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900Year 3 / 4 I know that the past can be divided into different time chunks like the Romans or TudorsI can give a few reasons for, and the results of some main events and storiesI can examine artefacts, and am able to look at pictures and writing to tell me about people from the pastI can ask and answer questions about the significance of events and changes caused. I can select from a variety of sources of information to find the answers I needI can describe what I know clearly in writing, drawing, role-play and speaking I use words such as monarch, settlement, and Tudor timesYear 5 / 6I can recall facts about aspects of both British and World HistoryI can describe specific features of past societies and periodsI can identify contrasts and trends over timeI can accurately describe and make links between people, events and changesI can combine sources and information to form my opinionI can identify and evaluate different sources of information and select the most useful for a particular taskI can select and organise information to produce clearly structured work, making accurate use of dates and terms |  |
| **Geography** |  | The geography of South America locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricornunderstand geographical similarities and differences through the study of human and physical geography of a region within South America and compare to our previous study of Europedescribe and understand key aspects of Physical and Human geography.Year 3 / 4To show a developing understanding of places. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical and human features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To begin to use appropriate vocabulary to communicate their findings.To identify N. America, S. America and Oceania on globe. To identify physical and made features. To identify/name oceans and seas.To recognise where many settlements are located and where notYear 5 / 6To know and understand aspects of geography in the UK and the wider world. To begin to recognise how places fit within a wider geographical context To recognise and describe the physical and human features of places. To begin to understand how physical and human features can change the features of places and how these changes affect the lives of people living there. To have an increasing depth of knowledge and understanding of aspects of geography of the UK and wider worldTo be able to use this to describe physical and human characteristics of places within a wider locational and contextual framework. To demonstrate an understating of geographical diversity by describing how physical and human processes can lead to similarities and differences. To be able to use a range of geographical knowledge and understanding to help them investigate places and environments. To be able to communicate their findings using appropriate vocabulary.To compare political and physical maps and discuss features. To identify continents on the globe. To identify physical and made features. To identify/name oceans/seas/rivers and lakes.To introduce height on maps/contours. |  | South American study - incl the Amazon Rainforest (focus on physical features and its impact on life - 2 half terms)locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions (The Rainforest), key physical and human characteristicsRecap - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circlesunderstand geographical similarities and differences through the study of human and physical geography of region within South Americadescribe and understand key aspects of Physical geography use maps, atlases, globes and digital/computer mapping to locate and describe features studiedYear 3 / 4To show a developing understanding of places. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To begin to use appropriate vocabulary to communicate their findings.Year 5 / 6 To draw on knowledge to ask suitable geographical questions. To be able to use a range of geographical knowledge and understanding to help them investigate places and environments. To use primary and secondary sources of evidence in their investigations.To be able to draw upon their knowledge and understanding to suggest relevant geographical questions.To be able to communicate their findings using appropriate vocabulary.To present their findings both graphically and in writing.To compare physical maps and discuss features. To use data to support a knowledge of countries and continents. |  | South American study - incl the Amazon Rainforest (focus on map skills and the environment - 2 half terms)Locate the world’s countries, using maps to focus on a region South America (The Rainforest) concentrating on the environmental regions, key physical and human characteristics, countries, and major citiesRecap - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles, , the Prime/Greenwich Meridian and time zones (including day and night)understand geographical similarities and differences through the study of human and physical geography of region within South Americadescribe and understand key aspects of Physical geography use maps, atlases, globes and digital/computer mapping to locateYear 3 / 4 To be aware that different places may have similarities and differences that influence the lives of people.To recognise that people seek to improve and sustain environments.To be able to describe the physical and human features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To become aware of gradation of colour. E.g. to denote height of land. To introduce more detailed atlas maps and symbols. To use grid references and link to atlas index. To use the globe to explain day and night, mention time zones.To identify N. America, S. America and Oceania on globe. To identify physical and made features. To move towards 4 figure then 6 figure references To look at a map and raise questions. To recognise where many settlements are located and where not. Year 5 / 6To begin to recognise how places fit within a wider geographical context To begin to understand how physical and human features can change the features of places and how these changes affect the lives of people living there. To recognise and describe simple geographical patterns. To understand that people can both improve and damage the environment.To have an increasing depth of knowledge and understanding of aspects of geography of the wider world.To describe and begin to explain geographical patterns. To understand some of the ways that human activities can cause environmental change.To be able to select information from sources of evidence and begin to identify bias. To be able to use a range of geographical knowledge and understanding to help them investigate places and environments. To be able to draw upon their knowledge and understanding to suggest relevant geographical questions.To be able to communicate their findings using appropriate vocabulary.To present their findings both graphically and in writing.To use and increasing number of colours in ‘colour shading key’. To use grid references in addition to latitude and longitude for locating info. To use a globe to explain day and night, investigate time zones. To introduce height on maps/contours. To move towards 6 figure references. |
| **D&T** | Construction – Anglo Saxon VillageYear 3 & 4Create shell or frame structures, strengthen frames with diagonal struts Make structures more stable by giving them a wide base Prototype frame and shell structures Measure and mark square selection, strip and dowel accordingly to 1cm Use glue gun with close supervision (one to one)Year 5 & 6Use bradawl to mark hole positionsUse hand drill to drill tight and loose fit holesCut strip wood, dowel, square section wood accurately to 1mmJoin materials using appropriate methodsBuild frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanismsUse glue gun with close supervision |  |  | Sheet Materials – Viking LongshipsYEAR 3 & 4Cut slots Cut internal shapes Use lolly sticks/card to make levers and linkages Use linkages to make movement larger or more varied. Create nets YEAR 5 & 6Cut slotsCut accurately and safely to a marked lineJoin and combing materials with temporary, fixed or moving joiningsUse craft knife, cutting mat and safety ruler under one to one supervision if appropriateChoose an appropriate sheet material for the purpose |  | Textiles – animals of the rainforest / MayaYEAR 3 & 4Understand seam allowance Join fabrics using running stitch, over sewing, back stitch Explore fastenings and recreate some e.g. sew on buttons and make loops Prototype a product using J cloths Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) Create a simple pattern Understand the need for patterns YEAR 5 & 6Create 3D products using pattern pieces and seam allowanceUnderstand pattern layoutDecorate textiles appropriately often before joining componentsPin and tack fabric pieces togetherJoin fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision)Combine fabrics to create more useful propertiesMake quality products |
| **Art** |  | Drawing - still life, portraitsYEAR 3 & 4Use sketchbooks to collect and record visual information from different sourcesDraw for a sustained period of time at an appropriate levelMake marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks, forms and shapes.Begin to show an awareness of objects having a third dimension.Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple wayCreate textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. YEAR 5 & 6Work from a variety of sources including observation, photographs and digital images.Work in a sustained and independent way to create a detailed drawing.Develop close observation skills using a variety of view finders.Use a sketchbook to collect and develop ideasIdentify artists who have worked in a similar way to their own work.Use dry media to make different marks, lines, patterns and shapes within a drawing.Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.Use different techniques for different purposes i.e. shading, hatching within their own work. | Drawing and collage - Viking LongshipsYEAR 3 & 4Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.Plan, design and make models from observation or imagination Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures  YEAR 5 & 6Use a sketchbook to collect and develop ideasUse dry media to make different marks, lines, patterns and shapes within a drawing.Use different techniques for different purposes i.e. shading, hatching within their own work.Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas |  | Textiles and PrintingTextiles:YEAR 3 & 4Use a variety of techniques, e.g. printing, dyeing and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist YEAR 5 & 6Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniquesExperiment with a range of media to overlap and layer creating interesting colours and textures and effectsPrinting:Year 3 / 4Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlaysYear 5 / 6 Create printing blocks by simplifying an initial sketch book idea Use relief or impressed methodCreate prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints  |  |
| **RE** | How and why do Christians read the Bible?Know that the Bible is the Old Testament (Jewish Tanak) and the New Testament (writings of Jesus’ apostles).Understand the different genres of writing in the Bible and be able to identify them.Ask questions about the BibleDiscover answers to questions about the Bible using a variety of sourcesUnderstand theological vocabulary about big concepts in the Bible Understand the big themes of fall, kingdom, salvation in the big story of the Bible.Understand the journey of the Bible from beginning to endKnow that the reformation was a turning point in the spread of the BibleReflect on variety of translations and adaptionsConsider the passion and dedication of translators and those who have taken the Bible to the world. | Christmas around the worldDevelop understanding of Christmas beyond their experiences in Britain.Understand that Christianity is a world faith.Know how Christians in Britain celebrate ChristmasDiscover how Christmas celebrated around the world in a variety of countries from different continentsUnderstand how the celebrations reveal Christian beliefsConsider why the celebrations of Christmas are different around the world | Significant women in the Old Testament (including Purim)Understand the role of women in the Bible and God’s big story.Know how their faith affected their actions throughout their livesConsider the impact of their beliefs in their life storiesReflect upon the actions of these women and consider what we can learn from their stories.Consider in which values and beliefs are the actions of the women rootedTo explore the story and festival of Purim.To discuss choices, values and behaviour. | Easter as a victoryUnderstand why Christians believe that Easter is a celebration of victoryExplain how they think Christ’s death and resurrection are a victoryExplain what Jesus did to save human beingsUnderstand what Christian believe Jesus victorious over and whyExplain how this related to God’s big storyConsider how Jesus’ victory affect us today | Loss, death and hopeReflect on and discuss feelings about loss and death Understand the importance of Christian hope and how this relates to death and lossConsider the feelings of Bible characters who experienced lossDevelop an understanding of Christian hope and the promise of eternal life with God.Consider what death means Understand the Christian belief of heavenConsider own ideas of happens when we die  | Christian faith through artExplore a large variety of Christian art work including art from other cultures.Reflect on the belief that art work can be an expression of worship and prayerExplain our own response to Christian works of artConsider what the artist was trying to portrayDiscuss own opinions of Christain art using religious vocabularyDescribe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian conceptShow an awareness of how a piece of artwork can be used to provide answers to ultimate questions |
| **Computing****Year 3 4** | Teach computing Stem programme  Computing systems and networks  Explain how digital devices functionIdentify input and output devicesRecognise how digital devices can change the way we workExplain how a computer network can be used to share informationExplore how digital devices can be connectedRecognise the physical components of a network | Creating Media / Animation  Explain that animation is a sequence of drawings or photographsRelate animated movement with a sequence of imagesPlan an animationIdentify the need to work consistently and carefullyReview and improve an animationEvaluate the impact of adding other media to an animation | Creating Media – Desktop publishing   | Branching databases  | Programming - Sequence in Music    | Programming - Events and Actions   |
| **Computing****Year 5 6** | Computing systems and networks: sharing informationExplain that computers can be connected together to form systems.Recognise the role of computer systems in our lives.Use the web to search for and answer questions.Describe how search engines select results.Explain how search results are ranked.Recognise why the order of results is important, and to whom. | Creating media: vector drawingIdentify that drawing tools can be used to produce different outcomes.Create a vector drawing by combining shapes.Use tools to achieve a desired effect.Recognise that vector drawings consist of layers.Group objects to make them easier to work with.Apply what I have learned about vector drawings.  | Creating media: video editingExplain what makes a video effective.Use a digital device to record video.Capture video using a range of techniques.Create a storyboard.Identify that video can be improved through reshooting and editing.Consider the impact of their choices made when making and sharing videos. | Data & Information: flat-file databasesUse a form to record information.Compare paper and computer-based databases.Outline how you can answer questions by grouping and then sort data.Explain that tools can be used to select specific data.Explain that computer programs can be used to compare data visually.Use a real-world database to answer questions. | Programming A: selection in physical computingControl a simple circuit.Write a program that includes count-controlled loops.Explain that a loop can stop when a condition is met.Explain that a loop can be used to repeatedly check whether a condition has been met.Design a physical project that includes selection.Create a program that controls a physical computing project.  | Programming B: selection in quizzesExplain how selection is used in computer programs.Relate that a conditional statement connects a condition to an outcome.Explain how selection directs the flow of a program.Design a program that uses selection.Create a program that uses selection.Evaluate my program.  |
| **PSHE** | Health and wellbeing:All about meMental health week. I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to loss and changeI can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.I can explain the importance of balancing time online with other activities for physical and mental wellbeing.I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self worth.I can suggest ways to manage setbacks and unhelpful thinking.I can recognise signs that I or someone else may need help with their physical health or mental well being.I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.  | Health and wellbeing:Safety and Risk/ first aid Disability, Anti-bullying weekI can assess how safe or unsafe different choices for health and well being are, explain the purposes of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere. I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed. | Living in the wider world:Financial EducationI can explain how people us the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.I can recognise how financial decisions can impact people’s emotions, including choices related to gambling.I can identify strengths, skills and achievements, how these might help me to choose a job, and use these to set goalsI can describe some of the pathways into a range of jobs, and recognise that people’s jobs can change over their lifetime.I can recognise factors that might limit people’s career choices, including stereotypes related to different jobs, and be ambitious for my future. | Living in the wider world: Being a global citizenI can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.I can express and discuss my views on topical issues, and listen respectfully to others.I can explain our shared responsibilities and ways we can care for the environment, and how everyday choices impact on the environment.I can explain the benefits of having diversity in our community and ways to promote inclusion in our school community.I can explain what stereotypes, prejudice and discrimination mean, why we need to show respect and how we can positively challenge discrimination. | Relationships: Making ChoicesI can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex. I can describe ways to prepare for and manage transitions positively between important stages in school or life.I can explain how families are different and identify features of positive family life.I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful. I can recognise when a secret should not be kept, but told to a trusted adult.I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.I can explain when, where and how to get help or support if worried about relationships of any sort. | Relationships:RSEI can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.I can explain how babies are conceived and born as part of the human lifecycle.I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.I can explain the difference between appropriate and in appropriate touch, including appropriate boundaries with people e do or don’t know, and who to tell if concerned about any contact.I can recognise when it is right to break a confidence or share a secret, and who to tell. |
| **French****Year 3 4** | Simple Greetings Hobbies Personal pronouns I, you, it, they.Perform simple communicative tasks using single words, phrases and short sentences.Imitate pronunciation and intonation so that others can understand.Respond to written language from a range of sources.Respond to written language from a range of sources.Read some familiar words and phrases aloud and pronounce them accuratelyWrite simple words and phrases using a model.Recognise and use high frequency verbsNouns. Gender. Singular and plural forms | Colours  Christmas in France Follow a short familiar text listening and reading at the same time.Make links between some phonemes, rhymes and spellings, and read aloud familiar words.’Respond to written language from a range of sources.Appreciate stories, songs and poems in the languageRespond to written language from a range of sources.Read some familiar words and phrases aloud and pronounce them accurately | Days of the week, Months of the year  Numbers Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm.Respond to written language from a range of sources.Read some familiar words and phrases aloud and pronounce them accuratelySimple adverbs of time (time phrases including O’clock). | Weather Respond to written language from a range of sources..Recognise some familiar words in written form. Read and understand a range of familiar written phrases.Respond to written language from a range of sources.Read some familiar words and phrases aloud and pronounce them accuratelyDevelop an awareness of sound spelling link to be able to write with increasing accuracy | School life UK and France  Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics.Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. Read some familiar words and phrases aloud and pronounce them accurately. Begin to use a dictionary to look words up and find meaning. Use cognates and familiar language to help deduce meaning. | Food  and ordering  Speak with increasing confidence. Memorise language and present ideas and information e.g. a short presentation about self / role play Respond to written language from a range of sources.Read some familiar words and phrases aloud and pronounce them accuratelyWrite some phrases from memory. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memoryQuestion words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements.Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences. |
| **French** **Year 5 6** | Simple Greetings Hobbies  Listening and Speaking focus Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding.All above and: Personal pronouns. I, you, he, she, it, we, they.Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verb | Colours Christmas Listening and Reading focus Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. | Numbers / DOTW MOTY grammar and writing focus    Use a range of adverbs to make messages more interesting.Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple ways. Begin to use adjectival agreements with accuracy . Use of prepositions. À + definite article. De + definite article.  | Weather Reading focus Listen for gist. Understand longer and more complex phrases / sentences.Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Apply phonic knowledge of the foreign language in order to decode text.Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. | School life UK and France Writing focus **Y6 presentation to include SLRW elements**.  Pick out main details from a story, poem, song, conversation or passagePrepare a short presentation on a familiar topic. Write phrases from memory and adapt these to make new sentences. Express ideas clearly. To write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. | Food  Clothes  Speaking focus **Y6 to prepare a presentation to include SLRW elements.**  Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation.Speak with increasing spontaneity.Use repair strategies to keep a conversation goingUnderstand and express simple opinions. Initiate and sustain conversations and tell stories.Speak in sentences using familiar vocabulary, phrases and basic language structures. |
| **Music** | Charanga Scheme: 3Three Little Birds - ReggaeListen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memoryKnow how time and place can influence the way music is created, performed and heardExplore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabularyDevelop an understanding of the history of musicYear 3 / 4Determine upwards and downwards direction in listening, performing and moving.Recognise and imitate melody patterns in echoesPerform simple melody patterns.Identify the differences between fast and slow temposYear 5 / 6Perform rhythmic patterns and ostinati *(repeated melody lines)*Identify a silence in a rhythmic pattern with a gesture.Identify the differences between fast and slow temposRecognise the instruments heard in a piece of music. | Charanga Scheme: 4Stop! (Link to Anti-bullying)listen with attention to detail and recall sounds appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions develop an understanding of the history of music.Sing songs, speak chants and rhymes in unison Play tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances listen with attention to detail and recall sounds with increasing aural memoryExperience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within predefined musical structures to communicate different styles, moods and effectsImprovise and develop rhythmic and melodic material in preparation for performanceYear 3 / 4 Perform simple melody patterns.Respond to changes in the tempo of the pulseUse instruments to keep a steady beat whilst accompanying other partsIdentify the tempo of music as fast, moderate, slow, getting faster or getting slower.Differentiate between the contrasting sections of a songYear 5 / 6Identify and imitate the main melody in a piece of music.Indicate the pulse whilst singing, and including during moments of silence.Respond to changes in the tempo of the pulse.Use instruments to keep a steady beat whilst accompanying other partsDescribe the effect of tempo on the mood of music, and use variations of tempo to impact the mood in composition.Identify the tempo of music as fast, moderate, slow, getting faster or getting slowerIdentify and describe the tone of instruments | Charanga Scheme: 3Glockenspiel Stage 1play and perform in solo and ensemble contextsUse voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposesPlay tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience Improvise and develop rhythmic and melodic material when performing.Explore, choose, combine and organise musical ideas within musical structures.Improve their own and others' work in relation to its intended effect.Year 3 / 4Show the overall contour of melodies as moving upwards, downwards or staying the same.Perform simple melody patternsUse instruments to keep a steady beat.Year 5 / 6Identify short phrases and long phrases.Identify the prominent melody patterns in a piece of musicImprovise a melodic pattern.Improvise a melodyRecognise a metre Recognise crescendo and diminuendo | Exploring & developing playing skills Charanga Scheme: 5Dancing in the streetplay and perform in solo and ensemble contextsand compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memorydevelop an understanding of the history of musicSing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.Play tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience Improvise and develop rhythmic and melodic material when performing.Improve their own and others' work in relation to its intended effect.Use and understand staff and other musical notations.Year 3 / 4Play tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience Improvise and develop rhythmic and melodic material when performing.Improve their own and others' work in relation to its intended effect.Use instruments to keep a steady beat.Year 5 / 6Improvise a melodic pattern.Improvise a melodyRecognise a metre *(the way beats are grouped)* of 3 or 4.Recognise a change in metre.Identify the temp of music as fast, moderate, slow, getting faster or getting slower.Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band.Recognise the instruments heard in a piece of music. | Charanga Scheme: 6You’ve got a friendplay and perform in solo and ensemble contextsimprovise and compose music use musical notationsappreciate and understand recorded music from different traditions develop an understanding of the history of music.Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitchPlay tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience.Listen with attention to a range of high quality live and recorded music;Know how time and place can influence the way music is created, performed and heard Develop an understanding of the history of music in a variety of contextsYear 3 / 4Identify the basic contour of melodies as they move upwards, downwards and stay the same.Perform simple melody patternsIdentify and imitate the main melody in a piece of musicRecognise strong beats indicating metremood of musicIdentify the melodic line in a textureRecognise the difference between unison and harmonyYear 5 / 6*Improvise and compose melodic patterns to compliment an accompaniment.*Identify and imitate the main melody in a piece of music.Recognise differences in dynamic levels and describe their effect on the mood of musicUse dynamic variation to affect the mood in compositionDescribe the effect of tempo on the mood of musicIdentify and describe the tone of instrumentsIdentify the melodic line in a textureRecognise the difference between unison and harmony | Charanga Scheme: 3Reflect, Rewind & Replay – Classical - The history of music, consolidate learning, the language of musicappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music.Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.Develop an understanding of the history of music in a variety of contexts.Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitch.Play tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience.Year 3 / 4Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitch.Play tuned and untuned instruments with control and rhythmic accuracy.Practise, rehearse and present performances with an awareness of the audience.Compare instrumental tone colour.Identify the melodic line in a texture.Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*Differentiate between the contrasting sections of a song.Recognise the difference between the verse and refrain of a song.Year 5 / 6Identify and describe the tone of instruments.Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures.Identify the melodic line in a texture.Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*Differentiate between the contrasting sections of a song. |
| **PE** | Morecambe football Invasion gameSwimmingTower Wood day visit | Morecambe footballSwimming | DanceSwimmingClimbing - local crag | DanceSwimming | Team sports, Hitting & Striking gamesAthleticsTower Wood day visit | Team sports, Hitting & Striking gamesAthletics |