

## Long Term Plan January 2023



### Year 3

	Autumn	Spring	Summer
<b>The Ramsden Ruminator</b>	<b>What did the Romans leave behind? (Roman Empire and its Impact on Britain)</b>	<b>Wish You Were <i>Here</i>? (Europe/Rivers)</b>	<b>Can you write like an Egyptian? (Study of the Ancient Egyptian Civilisation)</b>
<b>Class Texts</b>	<b>Roman Rescue – History Hackers (E-Bk)</b> <b>Empire’s End, A Roman Story (Leila Rasheed)</b> <b>Myths and Legends: Romulus &amp; Remus</b> <b>Fiery Folk Tales: Origin of Fire/Rainbow Bird</b> <b>Non-fiction texts about the Romans and Historical accounts of Boudicca’s Rebellion</b>	<b>Sabryna and the River Spirit (E-Bk)</b> <b>Journey (Aaron Becker)</b> <b>The Tin Forest (Helen Ward)</b> <b>Coming Home (Michael Morpurgo)</b> <b>The Song For Everyone (Lucy Morris)</b> <b>Non-fiction texts about European Landmarks/ Rivers</b>	<b>Leila and the City of the Cat Goddess (E-Bk)</b> <b>Egyptian Cinderella (Shirley Climo)</b> <b>Stories from Ancient Egypt (Joyce Tyldsley)</b> <b>Avoid Being Tutankhamun (David Stewart)</b> <b>Egyptian Myths and Legends (incl. Osiris)</b> <b>Non-fiction texts about Egypt/Archaeology/Howard Carter</b>
<b>English: Reading Foci</b>	<p><b><u>Comparing, contrasting and commenting</u></b>                      To recognise, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including <b>Myths and Legends (Romulus &amp; Remus)</b>;                      To use appropriate terminology when discussing texts (plot, character, setting).  <b><u>Words in context and authorial choice</u></b>                      To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.                      To discuss authors’ choice of words and phrases for effect.  <b><u>Prediction and inference</u></b>                      To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and</p>	<p><b><u>Comparing, contrasting and commenting</u></b>                      To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                      To use appropriate terminology when discussing texts (plot, character, setting).  <b><u>Words in context and authorial choice</u></b>                      To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.                      To discuss authors’ choice of words and phrases for effect.  <b><u>Prediction and inference</u></b>                      To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p>	<p><b><u>Comparing, contrasting and commenting</u></b>                      To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                      To use appropriate terminology when discussing texts (plot, character, setting).  <b><u>Words in context and authorial choice</u></b>                      To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.                      To discuss authors’ choice of words and phrases for effect.  <b><u>Prediction and inference</u></b>                      To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p>

	<p>motives. To justify predictions using evidence from the text.</p> <p><b>Poetry and performance (National Poetry Day)</b> To begin to use appropriate intonation and volume when reading aloud. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p><b>Non-Fiction</b> To retrieve and record information from non-fiction texts.</p>	<p>To justify predictions using evidence from the text.</p> <p><b>Poetry and performance</b> To begin to use appropriate intonation and volume when reading aloud. To prepare and perform poems (<b>River Poems</b>)</p> <p><b>Non-Fiction</b> To retrieve and record information from non-fiction texts.</p>	<p>To justify predictions using evidence from the text.</p> <p><b>Poetry and performance</b> To begin to use appropriate intonation and volume when reading aloud. To prepare and perform poems and play scripts (<b>Jimmy and the Pharaoh</b>) that show some awareness of the audience when reading aloud.</p> <p><b>Non-Fiction</b> To retrieve and record information from non-fiction texts.</p>
<p><b>English: Writing Foci</b></p>	<p><b>Non-chronological report: Great Barrier Reef, Australia (class country); Letter writing about climate change (Great Big Green Week); Poetry Study (National Poetry Day): Cinquain &amp; Classic Poems (including Acrostic) Harvest, Aboriginal Rainbow Bird, Apache Origin of Fire; Recounts; Myths &amp; Legends (Romulus &amp; Remus); Persuasive Writing: Advert/Letter to recruit people into the Roman Army; Advert to sell a Roman Villa; Wanted Poster for Boudicca; Scientific Writing: Rocks and ice experiment</b></p> <p><b>Planning, writing and editing</b> To begin to use ideas from their own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they</p>	<p><b>Persuasive Writing: Holiday Brochures; Postcards from European Cities (including address); Wish You Were Here: Read, Write, Perform; Instruction, Explanation Texts and Fact Files; Scientific Writing (States of Matter Experiments)</b></p> <p><b>Planning, writing and editing</b> To begin to use ideas from their own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To proofread their own and others' work to</p>	<p><b>Newspaper Reports of Tutankhamun's Discovery; Narratives (using 'Ancient Adventures' Writing Competition as stimulus); Scientific Writing (Electricity/Sound Experiments)</b></p> <p><b>Planning, writing and editing</b> To begin to use ideas from their own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to create settings, characters and plot in narratives. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>

	<p>are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p><b><u>Structure and organisation</u></b></p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports, instructional texts and letters.</p> <p>To begin to organise their writing into paragraphs around a theme, with headings and subheadings to aid presentation.</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>To use the full range of punctuation from previous year groups including full stops, capital letters, exclamation marks and question marks.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Word classes: noun, adjective, verb, adverb</p> <p><b><u>Sentence Construction and Tense</u></b></p> <p>To choose the correct tense when writing and be consistent: past/present.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>check for errors (with increasing accuracy) and to make improvements.</p> <p><b><u>Structure and organisation</u></b></p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports, instructional texts and letters/postcards.</p> <p>To begin to organise their writing into paragraphs around a theme, with headings and subheadings to aid presentation.</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>To use the full range of punctuation including full stops, capital letters, exclamation and question marks.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Word classes: noun, adjective</p> <p><b><u>Sentence Construction and Tense</u></b></p> <p>To choose the correct tense when writing and be consistent: past/present.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p><b><u>Structure and organisation</u></b></p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports and instructional texts</p> <p>To begin to organise their writing into paragraphs around a theme, with headings and subheadings to aid presentation.</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>To use the full range of punctuation including full stops, capital letters, exclamation marks and question marks with consistency, within their writing.</p> <p>To begin to understand inverted commas to punctuate direct speech.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Word classes: noun, adjective, verb, adverb.</p> <p><b><u>Sentence Construction and Tense</u></b></p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
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	<p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b><u>Use of terminology</u></b> To recognise and use the terms root word, preposition, conjunction, root word, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter.</p> <p><b><u>Handwriting</u></b> To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p><b><u>Spelling</u></b> Target grp. (Tasmania): Application of Phonics; To spell words with the / ex/ sound spelt 'ei', 'eigh', 'ey' or 'aigh' (e.g. vein, weigh, eight, neighbour, they, obey, straight); To spell words with /e: / sound spelt with ear (e.g. earth); To spell some more complex homophones and near-homophones including here/hear, break/brake and mail/male; To create adverbs using the suffix -ly (root word ends in 'y' with more than one syllable); To create adverbs using the suffix -ly (root word ends in 'le'); To create adverbs using the suffix -ly (root</p>	<p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b><u>Use of terminology</u></b> To recognise and use the terms root word, preposition, conjunction, root word, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter.</p> <p><b><u>Handwriting</u></b> To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p><b><u>Spelling</u></b> Target grp. (Tasmania): Application of Phonics; To spell words with short /i/ sound spelt with 'y' (e.g. myth); To add suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant e.g. 'gardening'); To add suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant e.g. 'forgotten', 'beginning'); To add the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back'); To spell words with a /sh/ sound spelt with 'ch' (e.g, 'chef') and a /k/ sound (e.g. 'echo', 'scheme');</p>	<p><b><u>Use of terminology</u></b> To recognise and use the terms root word, preposition, conjunction, root word, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter, direct speech, inverted commas (or 'speech marks')</p> <p><b><u>Handwriting</u></b> To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p> <p><b><u>Spelling</u></b> Target grp. (Tasmania): Application of Phonics; To spell words ending in -ary (e.g. 'February'); To spell words with a short /u/ sound spelt with 'o' (e.g. 'month', 'brother'); To spell words with a short /u/ sound spelt with 'ou' (e.g. 'young', 'touch'. 'trouble'); To understand word families based on common words, showing how words are related in form and meaning; To add suffix -al (e.g. 'natural'); To spell words ending with the /zher/ sound spelt with 'sure' (e.g.' measure', 'treasure'); To spell words ending with the /cher/ sound spelt with 'ture' (e.g. 'creature', 'picture'); To revise silent letters (e.g. 'island', 'answer');</p>
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	<p>word ends in 'ic' or 'al');          To create adverbs using the suffix -ly (exceptions to the rules);          To apply their growing knowledge of root words and prefixes, including dis-, mis- to create negative meanings;          To use the first two or three letters of a word to check its spelling in a dictionary;          To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Statutory Spellings: a - c</b>          accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue.</p>	<p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. 'tongue' and 'mosque');          To use the first two or three letters of a word to check its spelling in a dictionary;          To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Statutory Spellings: d - f</b>          decide, describe, different, difference, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme; famous, favourite, February, forwards, fruit.</p>	<p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Statutory Spellings: g - l</b>          grammar, group, guard, guide, hear, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library.</p>
<p><b>English: Spoken Language</b></p>	<p>Listen and respond appropriately to questions and viewpoints, adding to what was said and beginning to develop ideas with others.          Ask a range of people in different situations appropriate questions, e.g. peers, visitors, on school trips.          Make use of vocabulary learnt through discussions/presentations etc.          Begin to justify their answers and opinions with simple reasons for their views or choices.          Sequence their descriptions, explanations, narratives logically, using a range of complete sentences that show links between ideas, thoughts or feelings.          Listen to others responsively in collaborative conversations, staying on topic by building on the initial concept and engaging others with a growing range of gestures and changing intonation to help make their point clear.          Use a growing vocabulary to imagine and explore ideas, thoughts and feelings about familiar and some unfamiliar situations and use simple speculative language to share their opinion on what they think might happen.          Speak with clear diction, varying volume for different audiences, making more specific vocabulary choices within a range of more complex sentences.          Present information or ideas to an audience and perform from memory, adapting their expression and tone and take on and sustain a simple role using suitable language and gestures.          Adapt their style and tone to suit different audiences, varying the amount of detail and vocabulary choice to meet the listener's needs.          Listen, respond and begin to develop ideas with others, identifying why they agree or disagree and steps to move forward.          Begin to choose the correct language and structure appropriate for a growing range of tasks/audience.</p>		

	<p>These skills will be applied through:  1:1 and group reading, whole class reading, comprehension sessions, identifying key vocabulary, VIPERS, 'Read Alouds', 'Think Alouds', teacher modelling intonation and expression, children using different voices for speech, predicting events in a story, discussing book choices and inferring meaning in fiction and non-fiction texts; Rehearsing and reciting poetry and prayers by heart, 'choral speaking', e.g. Harvest, Christmas Services at Church and public speaking in Assemblies, National Poetry Day, National Storytelling Week (oral story telling using journey sticks); Riddles of Roman Gods and Goddesses; Boudicca's Battle Cry; Performing playscripts; Role plays and discussions for PSHCE, e.g. Enzo's Egg; Read Write Perform: <i>Wish You Were Here?</i>; Rehearsing and performing in woodland amphitheatre; Discussing and explaining in all lessons, including Science, 'Rocket Words'; Rehearsing and composing sentences: writing composition &amp; weekly spellings, dictation sentences; Reading work aloud, conferencing, teacher-peer-whole class; Standard English in SPAG explicitly taught, e.g. was/were; Participating in discussions with visitors and on school trips.</p>		
<p><b>Maths</b></p>	<p><b><u>Place value</u></b></p> <ul style="list-style-type: none"> <li>• Represent numbers to 100</li> <li>• Partition numbers to 100</li> <li>• Number line to 100</li> <li>• Hundreds</li> <li>• Represent numbers to 1,000</li> <li>• Partition numbers to 1,000</li> <li>• Flexible partitioning of numbers to 1,000</li> <li>• Hundreds, tens and ones</li> <li>• Find 1, 10 or 100 more or less</li> <li>• Number line to 1,000</li> <li>• Estimate on a number line to 1,000</li> <li>• Compare numbers to 1,000</li> <li>• Order numbers to 1,000</li> <li>• Count in 50s</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Apply number bonds within 10</li> <li>• Add and subtract 1s</li> <li>• Add and subtract 10s</li> <li>• Add and subtract 100s</li> <li>• Spot the pattern</li> <li>• Add 1s across a 10</li> <li>• Add 10s across a 100</li> <li>• Subtract 1s across a 10</li> </ul>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiples of 10</li> <li>• Related calculations</li> <li>• Reasoning about multiplication</li> <li>• Multiply a 2-digit number by a 1-digit number – no exchange</li> <li>• Multiply a 2-digit number by a 1-digit number – with exchange</li> <li>• Link multiplication and division</li> <li>• Divide a 2-digit number by a 1-digit number – no exchange</li> <li>• Divide a 2-digit number by a 1-digit number – flexible partitioning</li> <li>• Divide a 2-digit number by a 1-digit number – with remainders</li> <li>• Scaling</li> <li>• How many ways?</li> </ul> <p><b><u>Length and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Measure in metres and centimetres</li> <li>• Measure in millimetres</li> <li>• Measure in centimetres and millimetres</li> <li>• Metres, centimetres and millimetres</li> <li>• Equivalent lengths (metres and centimetres)</li> <li>• Equivalent lengths (centimetres and</li> </ul>	<p><b><u>Number- Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions.</li> <li>• Compare fractions.</li> <li>• Order fractions.</li> <li>• Add fractions.</li> <li>• Subtract fractions.</li> </ul> <p><b><u>Measurement- time</u></b></p> <ul style="list-style-type: none"> <li>• Months and years.</li> <li>• Hours in a day.</li> <li>• Telling the time to 5 minutes.</li> <li>• Telling the time to the minute.</li> <li>• AM and PM.</li> <li>• 24 hour clock.</li> <li>• Finding the duration.</li> <li>• Comparing the duration.</li> <li>• Start and end times.</li> <li>• Measuring time in seconds.</li> </ul> <p><b><u>Geometry: Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>• Turns and angles.</li> <li>• Right angles in shapes.</li> <li>• Compare angles.</li> <li>• Draw accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>• Subtract 10s across a 100</li> <li>• Make connections</li> <li>• Add two numbers (no exchange)</li> <li>• Subtract two numbers (no exchange)</li> <li>• Add two numbers (across a 10)</li> <li>• Add two numbers (across a 100)</li> <li>• Subtract two numbers (across a 10)</li> <li>• Subtract two numbers (across a 100)</li> <li>• Add 2-digit and 3-digit numbers</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Estimate answers</li> <li>• Inverse operations</li> <li>• Make decisions</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiplication – equal groups</li> <li>• Use arrays</li> <li>• Multiples of 2</li> <li>• Multiples of 5 and 10</li> <li>• Sharing and grouping</li> <li>• Multiply by 3</li> <li>• Divide by 3</li> <li>• The 3 times-table</li> <li>• Multiply by 4</li> <li>• Divide by 4</li> <li>• The 4 times-table</li> <li>• Multiply by 8</li> <li>• Divide by 8</li> <li>• The 8 times-table</li> <li>• The 2, 4 and 8 times-tables</li> </ul>	<p>millimetres)</p> <ul style="list-style-type: none"> <li>• Compare lengths</li> <li>• Add lengths</li> <li>• What is perimeter?</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Understand the denominators of unit fractions</li> <li>• Compare and order unit fractions</li> <li>• Understand the numerators of non-unit fractions</li> <li>• Understand the whole</li> <li>• Compare and order non-unit fractions</li> <li>• Fractions and scales</li> <li>• Fractions on a number line</li> <li>• Count in fractions on a number line</li> <li>• Equivalent fractions on a number line</li> <li>• Equivalent fractions as bar models</li> </ul> <p><b><u>Mass and Capacity</u></b></p> <ul style="list-style-type: none"> <li>• Use scales</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms and grams</li> <li>• Equivalent masses (kilograms and grams)</li> <li>• Compare mass</li> <li>• Add and subtract mass</li> <li>• Measure capacity and volume in millilitres</li> <li>• Measure capacity and volume in litres and millilitres</li> <li>• Equivalent capacities and volumes (litres and millilitres)</li> <li>• Compare capacity and volume</li> <li>• Add and subtract capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Horizontal and vertical.</li> <li>• Parallel and perpendicular.</li> <li>• Recognise and describe 2D shapes.</li> <li>• Recognise and describe 3D shapes.</li> <li>• Make 3D shapes.</li> </ul> <p><b><u>Measurement: Mass and Capacity</u></b></p> <ul style="list-style-type: none"> <li>• Measure mass.</li> <li>• Compare mass.</li> <li>• Add and subtract mass.</li> <li>• Measure capacity.</li> <li>• Compare capacity</li> <li>• Add and subtract capacity</li> </ul>
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<p><b>Science</b></p>	<p><b><u>Rocks and soils</u></b></p> <p><b>(K)</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p><b>(K)</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b>(K)</b> Recognise that soils are made from rocks and organic matter.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Setting up simple practical enquiries, comparative and fair tests.</p> <p><b><u>Animals including humans</u></b></p> <p><b>(K)</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><b>(K)</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>(WS)</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p><b>(WS)</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p><b>(WS)</b> Setting up simple practical</p>	<p><b><u>Magnets and Forces</u></b></p> <p><b>(K)</b> Compare how things move on different surfaces.</p> <p><b>(K)</b> Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p><b>(K)</b> Describe magnets as having two poles</p> <p><b>(K)</b> Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>(K)</b> Observe how magnets attract or repel each other and attract some materials and not others.</p> <p><b>(K)</b> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p><b>(WS)</b> Setting up simple practical enquiries, comparative and fair tests.</p> <p><b>(WS)</b> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p><b><u>Plants</u></b></p> <p><b>(K)</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p><b>(K)</b> Investigate the way in which water is transported within plants.</p> <p><b>(K)</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>(WS)</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p><b>(WS)</b> Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>(K)</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p><b>(WS)</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p><b>(WS)</b> Recording findings using simple</p>
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	<p>enquiries, comparative and fair tests.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>(WS)</b> Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>(WS)</b> Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>(WS)</b> Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>(WS)</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p><b><u>Light and Shadows</u></b></p> <p><b>(K)</b> Recognise that they need light in order to see things and that dark is the absence of light.</p> <p><b>(K)</b> Notice that light is reflected from surfaces.</p> <p><b>(K)</b> Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p><b>(K)</b> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p><b>(K)</b> Find patterns in the way that the size of shadows change.</p> <p><b>(WS)</b> Setting up simple practical enquiries, comparative and fair tests.</p> <p><b>(WS)</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p><b>(WS)</b> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>	<p>scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>(WS)</b> Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p><b>(WS)</b> Setting up simple practical enquiries, comparative and fair tests.</p> <p><b>(WS)</b> Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>(WS)</b> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
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		<p>conclusions.</p> <p><b>(WS)</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><b>(WS)</b> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	
<p><b>Learning Outside The Classroom</b></p>	<p>Investigate rocks and soils;  Collect natural materials for Roman Numerals Clock (twigs/sticks); Sukkah (leaves/branches); Leaf Lanterns;  Collect ideas and inspiration for Poetry, reading poems and performing plays in the Amphitheatre;  Paint shields and perform Roman shield formations;  Living History Trip to Roman Fort at Murton Park in York; Bassetlaw Museum.</p>	<p>Conduct Science experiments outside;  Gather ideas and inspiration in the woods for creative writing: 'Tin Forest' setting descriptions, 'Coming Home' adverbs work and 'Song For Everyone' (link to Birdwatch Week in Feb.)</p>	<p>Create timeline of Egyptian (and Roman) periods;  Investigate 'nature's orchestra' by listening to the sounds around them in outdoor soundscapes, imitating what they have heard and compose their own music inspired by the sounds of nature, in the 'garden of sound';  Explore sounds that can be created using natural and man-made objects, including recycled junk;  Perform in an outdoor music festival in the amphitheatre: 'The Wild Side';  Egyptian narratives: Gather ideas and inspiration in the woods for creative writing;  Egyptian treasure hunt: follow the clues to find Cleopatra.</p>

<p><b>History</b></p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world;</p> <p>Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation;</p> <p><b><u>Roman Empire and its Impact on Britain:</u></b></p> <p>Julius Caesar’s attempted invasion in 55-54 BC; (Place events from period studied on timeline and understand more complex terms - BC/AD and BCE/ACE); The Roman Empire by AD 42 and the power of its army; Successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudicca, offering a reasonable explanation for events; Roman Gods, Goddesses and beliefs; ‘Romanisation’ of Britain and the impact of technology, culture and beliefs, including early Christianity;</p> <p>Use evidence to reconstruct life in the period studied e.g. <b>Living History Trip to Roman Fort at Murton Park in York;</b></p> <p>Choose relevant material to present a picture of one aspect of life in time past e.g. writing - <b>Diary of a Roman Soldier</b>, inspired by trip; Communicate their knowledge and understanding by performing - <b>Shield Formations in Assembly.</b></p>		<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;</p> <p>Gain and deploy a historically-grounded understanding of abstract terms such as empire and civilisation;</p> <p><b><u>Ancient Egyptians:</u></b></p> <p>Study the achievements of one of the earliest civilisations, including an overview of where and when the Ancient Egyptian civilisation appeared; Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history by comparing the timeline of the <b>Egyptians and the Romans;</b></p> <p>Use terms related to the period and begin to date events; Identify key features and events of time studied, looking for links and effects;</p> <p>Recall, select and organise historical information;</p> <p>Look at the evidence available and begin to evaluate the usefulness of different sources;</p> <p>Use textbooks, library and internet for research;</p> <p>Use evidence to build up a picture of a past event e.g. <b>Discovery of Tutankhamun’s tomb by Howard Carter.</b></p>
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<p><b>Geography</b></p>	<p><u>Italy</u> (Rome: capital city); Map the Roman Empire.</p>	<p><b>Europe</b>  <b>Locational knowledge:</b> Locate the world's countries, using maps to focus on <b>Europe</b>, concentrating on key physical and human characteristics and capital/major cities.  <b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of <b>England and Sicily</b> - Analyse evidence and draw conclusions e.g. make comparisons between locations (photos/pictures/maps)  <b>Geographical skills and fieldwork:</b> Use maps, atlases and globes to locate countries in <b>Europe</b> and describe features studied;  Use the eight points of a compass, grid references, symbols and keys to build knowledge of the United Kingdom and the wider continent of <b>Europe</b>.</p> <p><b>Rivers</b>  <b>Locational knowledge:</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features (including <b>rivers</b>).  <b>Human and physical geography:</b> Describe and understand key aspects of physical geography, including <b>rivers and the water cycle</b>; and human geography, including the distribution of natural resources, for example water.</p>	<p><b>Egypt (River Nile)</b>  <b>Why was/is the River Nile so important to the Egyptians?</b>  Study the flooding of the Nile and Aswan Dam; Describe and understand key aspects of deserts and their location in the world.  <b>Human geography:</b> Describe and understand types of settlements and land use, irrigation crops and harvest.  <b>Geographical skills and fieldwork:</b> Use maps, atlases and globes to locate countries (<b>Egypt</b>) and describe features studied;  Use the 8 points of a compass, grid references, symbols and keys to build knowledge of the UK and the wider world e.g. <b>Egypt</b>;  Use letter/number co-ordinates to locate features on a map confidently: <b>Egyptian treasure hunt</b>;  Ask and respond to questions and offer their own ideas.</p>
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<p><b>Art and Design</b></p>	<p><b>Roman Mosaics:</b> Examine the style, designs, colours and materials of Roman mosaics, using them as inspiration to create own mosaics, e.g. Calendar for the next year;  <b>Celtic Stone Art:</b> Improve their mastery of art and design techniques with a range of materials;  <b>Clay Modelling:</b> Design and Sculpt Janus, the Roman God of New Beginnings and Roman pots out of clay and then paint with increasing creativity, choosing paints and implements appropriately;  Show increasing independence and creativity with the painting process;  Plan, design, make and adapt models;  <b>Roman Villas and Roman Shields:</b>  Work on their own and collaboratively with others, on projects with 2 and 3 dimensions and on different scales by making <b>Roman Villas</b> individually and assembling them together around a courtyard;  Show understanding of shape, space and form</p>	<p><b>European Artists:</b> (Da Vinci, Monet, Van Gogh)  Learn about great artists, architects and designers in history, exploring the legacy of Roman art and architecture;  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures;  Create sketchbooks to record observations and use them to review and revisit ideas;  <b>Island of Sicily Scene with Pastels:</b> Explore relationships between line and tone, pattern and shape, line and texture; Monet's Bridge  <b>Painting/ Drawing, Painting of Aqueduct:</b>  Alter and refine drawings, describing the changes using art vocabulary;  Plan and create different effects and textures with paint including water colours, using more specific colour language – hint, tone, shade, hue; show increasing independence and creativity with the painting process.</p>	<p><b>Egyptian Art:</b> Examine the style of Egyptian Art, their use of colour and available materials;  <b>Silhouette Art – Egyptian Pyramid;</b>  <b>Painting:</b> Choose paints and implements appropriately;  Make and match colours with increasing accuracy;  <b>Joseph's Technicolour Dreamcoat:</b> Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements;  Research, create and refine a print using a variety of techniques;  Question and make thoughtful observations about starting points and select ideas and processes to use in their work; Compare ideas, methods and approaches in their work and say what they think and feel about them;  Adapt their work according to their views and describe how they might develop it further.</p>
<p><b>DT</b></p>	<p><b>Make Roman Villas, Shields, Roman Numerals Clock;</b>  <b>Roman catapults (ballistas);</b>  <b>Sukkah (Sukkot) ; Leaf Lanterns (Festivals of Light); Christingles:</b>  Develop their own design criteria and use these to inform their ideas;  Make design decisions, taking account of the availability of resources;  Share and clarify ideas through discussion;  Select tools, equipment and materials suitable for the task;  Explain their choices according to functional</p>	<p><b>Bridge Building:</b>  Understand how key events and individuals have helped shape the world e.g. <b>Brunel (and Inventors associated with Electricity: Edison);</b>  Use sketches, drawings and diagrams to develop and communicate their ideas;  Generate realistic ideas, focusing on the needs of the user;  Share and clarify ideas through discussion;  Apply understanding of how to strengthen, stiffen and reinforce more</p>	<p><b>Design and make a variety of models, structures and Egyptian items including:</b>  <b>Egyptian jewellery; salt dough amulets; papyrus paper craft and hieroglyphs;</b>  <b>pyramids and sarcophagus; shaduf; ancient burial masks; canopic jars;</b>  Examine the technology that the Ancient Egyptians used to build pyramids without wheels and pulleys;  Gather information about the needs and wants of particular individuals and</p>

	<p>properties and aesthetic qualities;          Measure, mark out, cut and shape materials and components with some accuracy;          Assemble, join and combine materials and components with some accuracy;          Apply a range of finishing techniques, using different materials and textures;          Use a wide range of materials and components, including construction materials, textiles and food ingredients;          Follow procedures for safety and hygiene.</p>	<p>complex structures;          Consider the views of others, including intended users, to improve their work;          Describe the purpose of their products;          Explain how particular parts of their product work;          Identify the strengths and areas for development in their ideas and products;          Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;          Use a wide range of materials and components, including mechanical components, electrical components and food ingredients;  <b>European food tasting;</b>  <b>Melting and Freezing (Science);</b>  <b>Prepare unleavened bread for Easter Service (RE)</b></p>	<p>groups;          Indicate the design features of their products that will appeal to intended users;          Explain their choice of tools and equipment in relation to the skills and techniques they will be using;          Select materials and components suitable for the task;          Order the main stages of making;          Work confidently within a range of contexts;          Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p><b>Computing</b></p>	<p><b><u>Computing systems and networks – Connecting computers</u></b></p> <p>To explain how digital devices function.</p> <p>To identify input and output devices.</p> <p>To recognise how digital devices can change the way we work.</p> <p>To explain how a computer network can be used to share information.</p> <p>To explore how digital devices can be connected.</p> <p>To recognise the physical components of a network.</p>	<p><b><u>Programming A – Sequence in music</u></b></p> <p>To explore a new programming environment.</p> <p>To identify that commands have an outcome.</p> <p>To explain that a program has a start.</p> <p>To recognise that a sequence of commands can have an order.</p> <p>To change the appearance of my project.</p> <p>To create a project from a task description.</p> <p><b><u>Data and information – Branching databases</u></b></p> <p>To create questions with yes/no answers.</p> <p>To identify the object attributes needed to collect relevant data.</p> <p>To create a branching database.</p> <p>To explain why it is helpful for a database to be well structured.</p>	<p><b><u>Creating media – Desktop publishing</u></b></p> <p>To recognise how text and images convey information.</p> <p>To recognise that text and layout can be edited.</p> <p>To choose appropriate page settings.</p> <p>To add content to a desktop publishing publication.</p> <p>To consider how different layouts can suit different purposes.</p> <p>To consider the benefits of desktop publishing.</p> <p><b><u>Programming B – Events and actions</u></b></p> <p>To explain how a sprite moves in an existing project.</p> <p>To create a program to move a sprite in four directions.</p>

	<p><b><u>Creating Media – Animation</u></b>  To explain that animation is a sequence of drawings or photographs.  To relate animated movement with a sequence of images.  To plan an animation.  To identify the need to work consistently and carefully.  To review and improve an animation.  To evaluate the impact of adding other media to an animation.</p>	<p>To identify objects using a branching database.  To compare the information shown in a pictogram with a branching database.</p>	<p>To adapt a program to a new context.  To develop my program by adding features.  To identify and fix bugs in a program.  To design and create a maze-based challenge.</p>
<p><b>MFL (BSL/French)</b></p>	<p><b><u>BSL</u></b>  Fingerspelling  Numbers 1-10  Numbers 11 – 100  Colours  Directional verbs  Facial expression  Questions  Places  Jobs</p> <p><b><u>French</u></b>  <b><u>Unit 1 – Cultural unit – Where is France?</u></b>  Where is France?  What major cities are there in France?  What is Paris like?  <b><u>Unit 2 – Numbers and Alphabet</u></b>  Numbers to 30  The alphabet  Correct pronunciation  <b><u>Unit 3 – All About Me</u></b>  Various ways of greeting each other  Introducing yourself and asking questions</p>	<p><b><u>Unit 4 – My Home?</u></b>  Rooms in the home  Basic adjectives to describe the home and the rooms  Describing where they live  <b><u>Unit 5 – Colours</u></b>  Basic colours and colours of the rainbow  Correct pronunciation of each colour  Links – are any colours the same or different in English?  <b><u>Unit 6 – Animals</u></b>  Family pets  Likes and dislikes  Introducing your pet  <b><u>Unit 7 – Food</u></b>  Simple foods  Foods found on a simple café menu  Create their own menu  Visit the butchers and bakers  <b><u>Unit 8 – Calendar</u></b>  Days of the week  Months of the year  Correct pronunciation</p>	<p><b><u>Unit 10 – Shopping</u></b>  Currency  Asking how much something is  <b><u>Unit 11 – Holidays and Celebrations</u></b>  Singing Happy Birthday  Talking about their own birthday  Learning words to do with festivals and events  Learning vocabulary about holidays  <b><u>Unit 12 – My Town</u></b>  Words to describe their town  Words to describe shops and features of their town  Transport – including transport vocabulary  <b><u>Unit 13 – Weather</u></b>  What’s the weather today?  What’s the weather this week?  What’s the weather this year?  Using maps to talk about weather in different places  <b><u>Unit 14 – Sports</u></b>  Simple sports  Simple phrases to describe what sports they play  <b><u>Unit 15 – School</u></b>  Introduction to school days in France</p>

		<b>Unit 9 – Clothing</b> Basic items of clothing School uniform Introduce body parts – main limbs	Lessons Likes and dislikes of lessons Different jobs The classroom
<b>Music</b>	<p>Explore and perform different types of accompaniment, creating an accompaniment to a known song,  <b>'Just Like A Roman' (Sing Up)</b> using ostinato patterns;          Using <b>BBC Schools Radio: Romans</b>, sing unison songs with the range of an octave e.g. <b>Boudicca, Roman Gods and Goddesses</b>, expressively with awareness and control of the expressive elements: timbre, tempo, texture, dynamics;          Sing <b>Into the Arena, Make a Mosaic, The Strata of Society</b> and create different vocal effects;          Understand how mouth shapes can affect voice sounds;          Perform with awareness of different parts, singing rounds and partner songs;          Practise, rehearse and present performances with an awareness of the audience in the <b>Harvest and Christmas (Christingle) Church Services. (Link to RE)</b>;          Explore and respond thoughtfully to examples of Christian music such as <b>Christmas Carols and Songs</b>, considering the meanings of words in musical worship.          Appreciate and understand a range of music drawn from different traditions and from great composers and musicians by listening to <b>Gustav Holst's Planet Suite (Link with Roman Gods)</b>, exploring orchestral instruments and sections of the orchestra.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory;          Recognise that repeated patterns are often used in music e.g. <b>Beethoven's Fifth Symphony</b>;          Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians, especially from <b>Europe</b>, using <b>BBC Ten Pieces e.g. Mozart, Bach, Strauss</b>;          Listen to <b>Strauss: Blue Danube (link to Rivers Topic)</b> using the music as stimulus for composing 4 beat word rhythms and selecting instruments to describe visual images;          Play 4 parts together, with awareness of what others are playing, keeping to a steady beat and identifying static and moving parts;          Analyse and comment on how sounds are used to create different moods, creating music that describes contrasting moods and emotions;          Explore developing knowledge of musical components by composing music to create a specific mood;          Recognise how music can reflect different intentions;          Describe, analyse and compare different kinds of music using a musical vocabulary;          Discuss and compare some <b>European National Anthems</b>          e.g. G.B., Italy, France, Germany, Spain, Netherlands.</p>	<p>Explore a range of different musical instruments from around the world including <b>Ancient Egypt</b>;          Make and play own instruments (e.g. <b>Egyptian Sistrum</b>) and use them to accompany songs: <b>'Tutankhamun' (Sing Up)</b> and <b>BBC Schools Radio: Ancient Egypt e.g. River Nile; Build That Pyramid; Amulets and Hieroglyphs; Ancient Gods and Goddesses</b>.          Sing expressively with awareness and control of the expressive elements: timbre, tempo, texture, dynamics;          Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.           Practise, rehearse and present performances with an awareness of the audience in the <b>Class Assembly</b>.</p>

<p><b>PE</b></p>	<p><b><u>Multi Skills</u></b> Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness.</p> <p><b><u>Cross Country</u></b> Pupils will learn the correct ways to run for a long-distance event such as cross country, focusing on breathing and maintaining a level of pace for a long run.</p> <p><b><u>Football</u></b> Pupils will be able to explain the rules of the game; Pupils will be drilled in their dribbling, passing and shooting before being put into small sided games following FA guidelines to put the skills into practice; Pupils who excel will choose the most appropriate tactics to use in a game and also work alone or as part of a team to regain possession of the ball.</p>	<p><b><u>Multi Skills</u></b> Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness.</p> <p><b><u>Tag rugby</u></b> Pupils will learn to develop their handling, tackling, attacking and defending skills through drills; Pupils will then extend this into small sided games; Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p><b><u>Netball</u></b> Pupils will be drilled in different passing and shooting techniques; They will then look to bring these into free role game scenarios; Pupils who excel will be introduced into netball positions, learning how to move the ball swiftly to cause a problem for the opposition in games.</p>	<p><b><u>Competitive Games</u></b> Apply the basic principles of attack and defence; Control their body in accordance with the strategy of the given game.</p> <p><b><u>Kwik Cricket</u></b> Pupils will learn how to bat, bowl and field through various drills following ECB guidelines as well as the basic rules for scoring; They will then look at implementing this into different cricket games such as French Cricket and Caterpillar Cricket.</p> <p><b><u>Rounders</u></b> Pupils will be learn the basic rules of the game and will be coached in batting and fielding skills; Pupils will then be introduced into playing games of Rounders with games such as 10 Base Rounders (to develop their fielding skills) and Home Run Rounders (to develop their running in between bases.)</p>
	<p><b><u>Swimming and Water Safety:</u></b> until February. Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively; Perform safe self-rescue in different water-based situations.</p>		
<p><b>RE</b></p>	<p><b><u>Beliefs and Questions</u></b> To learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. To know about contemporary practices in relation to these four festivities. To know about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</p>	<p><b><u>Worship and Sacred Places</u></b> To learn about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. To know 4 key terms in relation to each building. To identify similarities between the places of worship.</p>	<p><b><u>Inspirational People from the Past</u></b> To know at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). To explore examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</p>

	<p><b><u>Religion, family and community: Prayer</u></b>          To learn about the practice, meaning and importance of the 5 daily Islamic prayers.          To know about the meaning and use of the Lord's Prayer in Christianity and about prayer at a mosque or a church.          To learn about beliefs about Allah / God and prayer in the different religions.</p>	<p>To connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p>	<p>To explore examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</p>
<p><b>PHSE/ Citizenship/ RSE</b></p>	<p><b><u>Relationships – Be Yourself</u></b>          To be able to talk about what makes me special.          To name some of the different feelings I have and describe how they feel.          To explain what makes me happy.          To be able to explain the things that make me unhappy or cross and have ideas about what to do when experiencing those feelings.          To be able to describe how change and loss make me feel.          To be able to share what I think and feel with confidence.</p> <p><b><u>Health and Wellbeing – Think Positive</u></b>          To understand that having a positive attitude is good for our mental health.          To recognise and manage positive and negative thoughts effectively.          To understand that some changes can be difficult but there are things we can do to cope.          To be able to use mindfulness techniques to keep calm.          To be able to identify uncomfortable emotions and manage them effectively.          To be able to apply a positive attitude towards learning and take on new challenges.</p>	<p><b><u>Living in the Wider World – Aiming High</u></b>          To identify achievements and suggest how my actions can help me to achieve.          To identify personal goals and suggest actions that I can take to achieve them.          To explain how a positive learning attitude can help me to learn new things.          To identify the skills and attributes needed to do certain jobs.          To understand that we should all have equal opportunities to follow our career ambitions.          To discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p> <p><b><u>Relationships – VIPs</u></b>          To explain the importance of respecting my VIPs.          To explain how to make and keep fabulous friends.          To identify my own support network.          To demonstrate strategies for resolving conflicts.          To identify what bullying is.          To know what to do if someone is being bullied.</p>	<p><b><u>Health and Wellbeing – It's My Body</u></b>          To know I can choose what happens to my body and that I can get help with any concerns.          To know how to keep my body healthy.          To know why it is important to get enough sleep.          To understand the importance of hygiene and what to do if I feel unwell.          To know how to take medicine safely and keep safe around drugs.          To know how to make better choices and choose healthy habits.</p> <p><b><u>Living in the Wider World – Money Matters</u></b>          To explain what skills are needed for a range of jobs and why people go to work.          To explain the different ways people pay for things.          To discuss financial risk and borrowing and explain some consequences of this.          To explain choices we have about spending money.          To explain how adverts try to influence our spending and why they do this.          To explain ways I can keep track of what I spend and why it is important to do this. <b>(Link: Branching Out)</b></p>

