

# New Town Primary School

## LKS2 Curriculum Plan Year B



Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Maths Y3</b>	Number and place value Addition and subtraction	Number-multiplication and division	Number-multiplication and division Money Statistics	Measurement-length and perimeter Number- fractions	Number- fractions Time	Geometry- shape Measurement- Mass and capacity
<b>Maths Y4</b>	Number and place value Addition and subtraction	Number-multiplication and division Measurement-length and perimeter	Measurement-area Fractions	Number-fractions Number- decimals	Number- decimals Money Time	Statistics Geometry- shape Geometry- position and direction
<b>English Y3 Writing</b>	Text one: TWS Stone Age Boy by Satoshi Kitamura <b>Narrative –</b> Outcome: Write a new story of a Stone Age boy/girl, who finds themselves in the Neol  Text two: Autumn Is Here <b>Poetry</b> Outcome: write their own Autumn poem or create a poem for another season	Text one: TWS Wolves in the Walls by Neil Gaiman <b>Narrative suspense</b> Outcome: Rewrite the narrative to have new characters.  Text two: TWS Skeletons and Muscles by Ben Hoare <b>Non-Fiction</b> Outcome: Write own Non-Chronological report based on chosen animal	Text one: TWS Flood by Alvaro F. Villa <b>Narrative – Tragedy</b> Outcome: Big idea replicated to new plot: Consider a flood in a new setting e.g. the school or the community centre.  Text two: Malala’s Magic Pencil – <b>Non Fiction - Biography</b> Outcome: Choose an inspirational figure to write a biography on	Text one: The Secret of Black Rock by Joe Todd -Stanton <b>Narrative – adventure</b> Outcome: Big idea replicated to new plot: Write a story about how teamwork saves the day. Someone needs help in the forest. What inanimate objects help them?  Text two: My Strong Mind by Niels Van Hove <b>Non-Fiction – Instructions – Being Healthy</b> Outcome: write their own instructions giving step-by-step guidance	Text one: The True Story of Three Little Pigs by Jon Scieszka <b>Narrative – Traditional tale with a twist</b> Outcome: Change Little Red Riding Hood’s wolf to be misunderstood.  Text two: Street Beneath My Feet by Charlotte Guillain and Yuval Zommer <b>Non – Fiction – Explanation</b> Outcome: Explanation of another natural phenomenon	Text one: Star in the Jar by Sam Hay <b>Narrative</b> Outcome: Big idea replicated to new plot: Write a story about a young girl who finds a cloud that is lost.  Text two: Earthquakes by Robin Jacobs <b>Non – Fiction – Non – chronological</b> Outcome: create a non-chronological report on their chosen disaster

				on how to deal with problems		
<b>English Y3 Reading</b>	<p><b><u>Class reader:</u></b> The Nothing To See Here Hotel - Steven Butler and Steven Lenton</p> <p><b><u>Books to teach reading:</u></b> Stone Age Boys by  The Secrets of Stonehenge - Mick Manning &amp; Brita Granström  Gut-wrenching Gravity and Other Fatal Forces (Disgusting and Dreadful Science) - Anna Claybourne –</p>	<p><b><u>Class reader:</u></b> Stig of the Dump – Clive King</p> <p><b><u>Books to teach reading:</u></b>  The Emperor’s New Clothes - Hans Christian Anderson  The Wolves in The Walls - Neil Gaiman  Sam Wu is not afraid of Zombies – Katie and Kevin Tsang</p>	<p><b><u>Class reader:</u></b> The Nothing To See Here Hotel - Steven Butler and Steven Lenton</p> <p><b><u>Books to teach reading:</u></b>  Malala’s magic pencil – Malala Yousafzai  Peter Pan - J M Barrie  The Big Book of Blooms- Yuval Zomer  The Nothing To See Here Hotel - Steven Butler and Steven Lenton  A seed is sleepy - Dianna Hutts Aston</p>	<p><b><u>Class reader:</u></b> The Nothing To See Here Hotel - Steven Butler and Steven Lenton</p> <p><b><u>Books to teach reading:</u></b>  Winnie-the-Pooh - A.A. Milne  Walking With My Iguana - Brian Moses  Ottoline and the Yellow Cat - Chris Riddell  Interview with a shark – Andy Seed  Anisha Accidental Detective - Serena Patel</p>	<p><b><u>Class reader:</u></b> The Legend of Podkin One Ear – Kiran Larwood</p> <p><b><u>Books to teach reading:</u></b>  The Pebble in my Pocket: A History of Our Earth - Meredith Hooper &amp; Chris Coady  Great women: Mary Anning - Kate Pankhurst  How the Camel got his Hump - Rudyard Kipling  Planet Omar - Zanib Mian</p>	<p><b><u>Class reader:</u></b> The Legend of Podkin One Ear – Kiran Larwood</p> <p><b><u>Books to teach reading:</u></b>  The True Story of the Three Little Pigs – Jon Scieszka and Lane Smith  The Legend of Podkin One Ear - Kieran Larwood  Lila and the Secret of Rain - David Conway &amp; Jude Daly  My Shadow - Robert Louis Stevenson</p>

<p><b>English Y4 Writing</b></p>	<p>Text one: TWS The Lost Thing by Shaun Tan <b>Narrative – Fantasy</b> Outcome: Big idea replicated to new plot: Write another story about a city with 'a dead heart'</p> <p>Text two: TWS Skara Brae by Dawn Finch-Non – Fiction Outcome: – <b>Holiday Brochure</b></p>	<p>Text one: TWS Feast by Disney – <b>Narrative</b> Outcome: Big idea replicated to new plot: A new pet in a new home that helps their owner.</p> <p>Text two: TWS Digestion Explanation based on Gut Garden – A Journey into the Wonderful World of your Microbiome – <b>Non – Fiction – Explanation</b> Outcome: write an explanation on how food chains work</p>	<p>Text one: TWS The Great Chocoplot by Chris Callaghan <b>Narrative – Mystery</b> Outcome: Big idea replicated to a new plot. Write a mystery story</p> <p>Text two: The River by Valerie Bloom – <b>Poetry</b> Outcome: write a poem about their local river describing the different parts of the river as it flows from the source to its mouth.</p>	<p>Text one: TWS Secrets of a Sun King by Emma Carroll – <b>Non- Fiction – Diary</b> Outcome: continue the diary of Maya describing the final events: the battle in the north</p> <p>Text two: TWS The Plague <b>Play script</b> Outcome: Write about the plague's effects in different houses or from the point of view of other characters</p>	<p>Text one: TWS The Whale by Ethan and Vita Murrow <b>Narrative – Mystery</b> Outcome: Big idea replicated to new plot: Write an adventure story that includes the discovery of a creature</p> <p>Text two: TWS An alternative to plastic straw – Stroodles <b>Non – Fiction – Persuasive advert – (Earth Day)</b> Outcome: write persuasive adverts for other sustainable products</p>	<p>Text one: TWS Aladdin and the Enchanted Lamp by Phillip Pullman <b>Narrative – Traditional Tale</b> Outcome: Big idea replicated to new plot: Write a story set in modern times about a child who discovers a magical object that grants wishes.</p> <p>Text two: TWS Should we feed animals at National Parks? By Chris Turnham <b>Non – Fiction – Balanced argument (Africa)</b> Outcome: Own argument eg Should we support the work of zoos?</p>
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<p><b>English Y4 Reading</b></p>	<p><b><u>Class reader:</u></b> Secrets of a Sun King – Emma Carroll</p> <p><b><u>Books to teach reading:</u></b></p> <p>The First Drawing - Mordicai Gerstein</p> <p>A World of Discovery - Richard Platt</p> <p>Pippi Longstocking - Astrid Lindgren</p> <p>Skara Brae - Dawn Finch</p>	<p><b><u>Class reader:</u></b> Defenders: Pitch Invasion – Tom Palmer</p> <p><b><u>Books to teach reading:</u></b></p> <p>Defenders: Pitch Invasion - Tom Palmer</p> <p>The Lion, The Witch and The Wardrobe - CS Lewis</p> <p>The Witches - Roald Dahl</p> <p>Mr Mistoffelees - TS Elliot</p>	<p><b><u>Class reader:</u></b> The Great Chocoplot – Chris Callaghan</p> <p><b><u>Books to teach reading:</u></b></p> <p>Fireworkmaker’s Daughter - Phillip Pullman</p> <p>The Great Chocoplot - Chris Callaghan</p> <p>Heidi - Johanna Spyri</p>	<p><b><u>Class reader:</u></b> The Great Chocoplot – Chris Callaghan</p> <p><b><u>Books to teach reading:</u></b></p> <p>The Demon Headmaster - Gillian Cross</p> <p>The Story of Tutankhamun: - Patricia Cleveland-Peck</p> <p>The Heart Scarab - Saviour Pirotta</p> <p>A river - Marc Martin</p>	<p><b><u>Class reader:</u></b> The Akimbo Adventures – Alexander McCall Smith</p> <p><b><u>Books to teach reading:</u></b></p> <p>Alice’s Adventures In Wonderland - Lewis Carroll</p> <p>The girl who stole an elephant - Nizrana Farook</p> <p>The Midnight Fox - Betsy Byars</p> <p>The Akimbo Adventures - Alexander McCall Smith</p>	<p><b><u>Class reader:</u></b> The Akimbo Adventures – Alexander McCall Smith</p> <p><b><u>Books to teach reading:</u></b></p> <p>Harry Potter and the Philosopher’s Stone - J K Rowling</p> <p>Varjak Paw – S F Said</p> <p>When the Mountains Roared – Jess Butterworth</p> <p>The Rhythm of the Rain - Grahame Baker-Smith</p>
<p><b>Drama Y3 &amp; Y4</b></p>	<p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</i></p> <p><i>Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</i></p> <p><i>In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</i></p> <p><i>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and</i></p>					

*poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

Drama is taught within English lessons across the year. Children receive regular opportunities in English Reading sessions as well as on experience days linking to our writing to role play and practice other drama techniques. Children are given opportunities to rehearse poems and songs and present these to an audience.

Curriculum Theme	<u>Humans Rule</u>	<u>Grand Designs</u>	<u>Rural and Urban Africa</u>
A memorable experience	A trip to the cinema	River dipping in the Pang	Link with a Kenyan school
An innovative challenge	Find out what early humans ate other than meat- make a meal	Make a model raft out of natural materials and sail it on the canal	Make an African roundhouse
A book to read	Stone Age Boy by Satoshi Kitamura	Wind in the Willows	Read a story from 'African Tales'
Something to investigate	Where are there some iron age forts in England?	How do rivers start, flow and end?	Find out 10 unusual facts about Africa
Parental engagement	Carols by Candlelight	A family guided walk by the river	Visit a local library and research African animals
<b>Geography</b> <i>National Curriculum Objectives</i> Curriculum stimuli	<i>No Geography this term</i>	<i>Pupils should be taught to -describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle What are the similarities and differences between the [river Thames and the river Nile]? How do the rivers affect the lives of the people who live there? How has the river helped to form other geographical features of the area?</i>	<i>Pupils should be taught: how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Where is Africa? Which crops would you find growing in Africa What industries are there in Africa? What is it like living in a village in Africa? What is it like living in a town in Africa? Who have been the major influences in Africa?</i>

<p><b>History</b> National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</i> How did people survive in prehistoric Britain? What advances/ discoveries made their lives easier?</p>	<p><i>Pupils should be taught about Ancient Egypt; their lives and influences across the world</i> What was life like for the Ancient Egyptians? How can we find out about mummification? What made them Egyptians so powerful? What can you find out about the Egyptian Gods?</p>	<p><i>No History this term</i></p>
<p><b>Art</b> National Curriculum Objectives- to run throughout</p>	<p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p>		
<p><b>Art</b> National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught about-about great artists, architects and designers in history.</i></p> <p><b>Focus:</b> Painting and Mixed Media Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. Children to create a collaborative class piece of prehistoric inspired art.</p>	<p><i>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</i> <i>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><b>Focus:</b> Craft and Design Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. Children to create their own zines to share learning about the Ancient Egyptians and their art.</p>	<p><i>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas</i> <i>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><b>Focus:</b> Drawing Pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. They explore the way different artists approach drawing as an exploratory tool and as an end in itself.</p>
<p><b>DT</b> National Curriculum Objectives- to run throughout</p>	<p><b>Design</b> <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><b>Make</b> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>		

	<p><b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.</p>		
<p><b>DT</b> National Curriculum Objectives Curriculum suggestions</p>	<p><u><a href="#">Focus: Simple circuits and switches</a></u>  <u><a href="#">Electrical systems</a></u>  <u><a href="#">Product- Create a useful circuit (linked to Science topic)</a></u></p>	<p><u><a href="#">Focus: Pneumatics -Mechanical systems</a></u>  <u><a href="#">Product- Foot pump to inflate (supporting build process)</a></u></p>	<p><u><a href="#">Focus: Structures - Shell Structures</a></u>  <u><a href="#">Product- Gift Boxes (Linked to topic)</a></u></p>
<p><b>Science</b> National Curriculum Objectives- to run throughout</p>	<p><i>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></p> <ul style="list-style-type: none"> <li>-asking relevant questions and using different types of scientific enquiries to answer them</li> <li>-setting up simple practical enquiries, comparative and fair tests</li> <li>-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>-recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>-identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>-using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
<p><b>Y3 Science</b> National Curriculum Objectives Curriculum stimuli</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>



	<ul style="list-style-type: none"> <li>- 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</li> <li>- describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><u>Forces and magnets</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- identify that humans have skeletons and muscles for support, protection and movement.</li> </ul> <p><u>Humans</u></p>	<ul style="list-style-type: none"> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><u>Plants</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- identify that some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><u>Animals</u></p>	<p><u>Rocks</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- find patterns in the way that the size of shadows change.</li> </ul> <p><u>Light</u></p>
<p><b>Y4 Science</b>  <i>National Curriculum Objectives</i>  Curriculum stimuli</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that living things can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><u>Living things and their habitats</u></p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- 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 (°C)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><u>States of matter</u></p> <p>Pupils should be taught to:</p>

	<p>- recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Electricity</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> </ul> <p><u>Humans</u></p>		<p><u>Animals</u></p>		<ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><u>Sound</u></p>	
<p><b>PE</b></p> <p>National Curriculum Objectives</p> <p>Curriculum stimuli</p>	<p><i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p><i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i></p> <p>The above will be learnt through:</p>	<p><i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p><i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i></p> <p>The above will be learnt through:</p> <p>Gymnastics and tag rugby</p>	<p><i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>-develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i></p> <p>The above will be learnt through:</p> <p>Hockey and dance</p>	<p><i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i></p> <p><i>-develop flexibility, strength, technique, control</i></p> <p>The above will be learnt through:</p> <p>Dance and athletics</p>	<p><i>Pupils should be taught to-use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>-develop flexibility, strength, technique, control</i></p> <p>The above will be learnt through:</p> <p>Netball and Yoga</p>	<p><i>Pupils should be taught to: -develop flexibility, strength, technique, control and -perform dances using a range of movement patterns</i></p> <p><i>-take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <p>The above will be learnt through:</p> <p>Rounders and fitness</p>

	Gymnastics and tennis					
<b>RE</b>	<i>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</i>					
<b>Religion to be studied</b>	<b>Hinduism</b>	<b>Christianity</b>		<b>Islam</b>		
For each religion teach each of these aspects- try to draw comparisons as you build on knowledge	<p><b><u>Coverage:</u></b> Recapping: Gods / religious books / festivals and celebrations as covered in KS1</p> <p><b><u>New Coverage:</u></b> <b><u>History of the religion</u></b> Where did the religion originate? Who founded the religion?</p> <p><b><u>Religious and Moral Stories</u></b> What is your favourite story and why? Can you name the religious stories from the religion?</p> <p><b><u>Rites of passage</u></b> Marriage etc</p> <p><b><u>What is a belief?</u></b> What are the main beliefs of the religion?</p> <p><b><u>Places of Worship and Pilgrimages</u></b> What is a place of worship? What is the special place of worship for the religion? What is a pilgrimage? Does the religion have a sacred place of pilgrimage? Where is it? What is the religious leader called?</p> <p><b><u>Daily life</u></b> culture / dress / food</p>					
<b>Computing</b>	Coding	Coding	E-safety	E-safety	Spreadsheets	Spreadsheets
<b>PSHME and British Values</b>	Thinking of others	Keeping fit, safe and healthy	Respect and tolerance	Morals, choices, rights and democracy	Living and growing	Moving on

<b>MFL</b> <i>National Curriculum Objectives</i>	<i>Pupils should be taught to:  listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures  ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i>					
<b>MFL</b>	Year 3: Im learning french Year 4: Vegetables	Year 3: Animals Year 4: Seasons	Year 3: Fruits Year 4: Transport	Year 3: Musical Instruments Year 4: Habitats/Family	Year 3: I can ... Year 4: Classroom	Year 3: Nursery Rhymes Year 4: My home
<b>Music</b> <i>National Curriculum Objectives- to run throughout</i>	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should also be taught to:  -play and perform in solo and ensemble contexts, using their voices and playing musical instrument with increasing accuracy, fluency, control and expression  -improvise and compose music for a range of purposes using the inter-related dimensions of music  -listen with attention to detail and recall sounds with increasing aural memory  -use and understand staff and other musical notations  -appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians  -develop and understanding of the history of music.</i>					
<b>Music</b>	The above will be learnt through Charanga Model music curriculum: Year 3: How does music bring us closer together?  Year 4: How does music bring us together?	The above will be learnt through Charanga Model music curriculum: Year 3: What stories does music tell us about the past?  Year 4: How does music connect us with our past?	The above will be learnt through Charanga Model music curriculum: Year 3: How does music make the world a better place?  Year 4: How does music improve our world?	The above will be learnt through Charanga Model music curriculum: Year 3: How does music help us get to know our community?  Year 4: How does music teach us about our community?	The above will be learnt through Charanga Model music curriculum: Year 3: How does music make a difference to us everyday?  Year 4: How does music shape our way of life?	The above will be learnt through Charanga Model music curriculum: Year 3: How does music connect us with our planet?  Year 4: How does music connect us with our environment?

