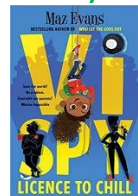



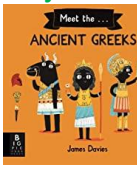
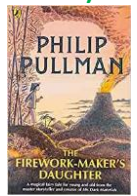
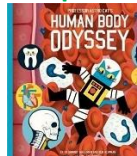

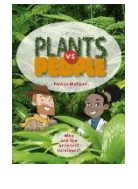



# Class 3, Years 3 & 4, Long Term and Medium Term Curriculum Map 2025-2026

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
Subject/Study	<b>Ancient Civilisations</b> A study of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared		<b>Ancient Egypt</b> A depth study of Ancient Egypt		<b>Ancient Greece</b> The achievements of the Ancient Greeks and their influence on the western world	
Maths	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>-Compare and order numbers to 1,000 Count in multiples of 4 ,8, 50 and 100.</li> <li>-Find 10, 100 or 1000 more or less than a given number.</li> <li>-Round to the nearest 10, 100 and 1,000.</li> <li>-Read Roman numerals to 100.</li> <li>-Negative numbers.</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>-Add and subtract numbers with up to 3 or 4 digits mentally and using formal written methods.</li> <li>-Estimate answers to calculations and solve number problems</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-Recall and use multiplication and division facts up to 12x12.</li> <li>-Multiply by 0, 1, 10 and 100</li> </ul> <p><b>Measurement: Area</b></p> <ul style="list-style-type: none"> <li>-What is area?</li> <li>-Counting squares</li> <li>-Comparing area</li> </ul>		<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-Factor pairs.</li> <li>-Progress to formal written methods for multiplication and division.</li> <li>-Solve number problems.</li> </ul> <p><b>Measurement: Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>-Equivalent lengths using mm, cm and m.</li> <li>-Perimeter on a grid.</li> <li>-Perimeter of rectangles.</li> <li>-Perimeter of rectilinear shapes.</li> </ul> <p><b>Number: Fractions A</b></p> <ul style="list-style-type: none"> <li>-Unit and non-unit fractions.</li> <li>-Equivalent fractions.</li> <li>-Count in fractions.</li> <li>-Converting mixed to improper.</li> <li>-Fraction families.</li> </ul> <p><b>Measurement: Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>-Measure and compare mass and capacity.</li> <li>-Add and subtract mass and capacity.</li> </ul> <p><b>Number: Fractions B</b></p> <ul style="list-style-type: none"> <li>-Add fractions and mixed numbers.</li> <li>-Subtract fractions.</li> <li>-Including from whole amounts.</li> <li>-Unit and non-unit fractions of amounts.</li> </ul> <p>Reasoning</p>		<p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>-Months and years.</li> <li>-Hours in a day.</li> <li>-Telling time to 5 minutes and nearest minute.</li> <li>-12 and 24-hour clock.</li> <li>-Finding and comparing durations.</li> <li>-Analogue and digital times.</li> </ul> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>-Write, compare and order decimals.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>-Pounds and pence.</li> <li>-Convert money.</li> <li>-Add and subtract money.</li> <li>-Give change.</li> <li>-Ordering and estimating money.</li> </ul> <p><b>Measurement: Shape</b></p> <ul style="list-style-type: none"> <li>-Comparing angles.</li> <li>-Triangles, quadrilaterals and polygons.</li> <li>-Symmetry.</li> <li>-2D shapes.</li> </ul> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>-Plot coordinates.</li> <li>-Draw 2D shapes.</li> <li>-Translations.</li> <li>-Statistics.</li> <li>-Pictograms.</li> <li>-Bar charts.</li> <li>-Tables.</li> <li>-Interpret charts.</li> <li>-Line graphs.</li> </ul>	
English	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Vi Spy – License to Chill – Maz Evans</b></p> 	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Highland Falcon Thief – M.G. Leonard</b></p> 	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>Varjak Paw – S.F. Said</b></p> 	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Firework Maker's Daughter – Philip Pullman</b></p> 	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Wild Robot -Peter Brown</b></p> 	<p><b>Key Texts: (fiction and non-fiction)</b></p>  <p><b>The Boy Who Drew Dragons – Andy Shepherd</b></p> 

	<p><b>We Are the Ancient Egyptians: Meet the People Behind the History – David Long</b></p> <p><b>Fiction:</b> Hot/cold task- Narrative with focus on characterisation Genre – defeating the monster toolkit – characterisation sentence work – simple sentences, expanded noun phrases</p> <p><b>Non-Fiction:</b> hot/cold task- non-chronological report on a mythical creature genre – non-chronological report sentence work – present perfect tense</p> <p><b>Poetry:</b> The Door, Miroslav Holub</p>	<p><b>It's Her Story: Marie Curie – Kaara Kallen</b></p> <p><b>Fiction:</b> Hot/cold task- Narrative with a focus on endings Genre – wishing tale toolkit – endings sentence work – fronted adverbials <b>Model text:</b> Egyptian Cinderella</p> <p><b>Non-Fiction:</b> hot/cold task- how do shadow puppets work? How fireworks are made. genre – explanation sentence work – paragraphs</p> <p><b>Poetry:</b> Clerihew</p>	<p><b>Meet the Ancient Greeks – James Davies</b></p> <p><b>Fiction:</b> Hot/cold task-narrative with a focus on openings Genre – finding tale toolkit – openings sentence work – adverbs to start (fronted adverbials, ing words)</p> <p><b>Model text:</b> Ben and the stolen diamond</p> <p><b>Non-Fiction:</b> hot/cold task- persuasive poster for visiting Egypt genre – persuasion sentence work – conjunctions</p> <p><b>Poetry:</b> Limericks</p>	<p><b>Professor Astro Cat's Human Body Odyssey: 3 – Dominic Walliman</b></p> <p><b>Fiction:</b> Hot/cold task- narrative with a focus on setting description Genre – warning tale toolkit – settings sentence work – sentences of 3 to describe <b>Model text:</b> The Canal</p> <p><b>Non-Fiction:</b> hot/cold task- How to make a wizard's spell/how to make a shaduf genre – instructions sentence work – Imperative verbs</p> <p><b>Poetry:</b> Creating Images using The Magic Box by Kit Wright</p>	<p><b>Reading Planet KS2 – Plants Vs People – Hawys Morgan</b></p> <p><b>Fiction:</b> Hot/cold task- narrative with a focus on suspense Genre – suspense tale toolkit – suspense sentence work - vary long and short sentences <b>Model text:</b> The Manor House</p> <p><b>Non-Fiction:</b> hot/cold task- persuasive letter for/against chopping rainforests down genre – persuasion sentence work – repetition to persuade</p> <p><b>Poetry:</b> Tetractys</p>	<p><b>Rainforests: Habitats and Biomes – Mike Clark</b></p> <p><b>Fiction:</b> Hot/cold task- narrative with a focus on dialogue Genre – quest/adventure tale toolkit – dialogue sentence work – speech marks <b>Model text:</b> Adventure at Sandy Cove</p> <p><b>Non-Fiction:</b> hot/cold task- write a letter from the rainforest genre – recount through letter writing sentence work – formal and informal language</p> <p><b>Poetry:</b> Performance</p>
<p><b>History</b></p>	<p><b><u>A study of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared</u></b></p> <p>When and where was the Ancient Sumer civilisation? What did they achieve? When and where was the Indus Valley civilisation? What did they achieve? When and where was the Shang Dynasty civilisation? What did they achieve? When and where was the Ancient Egyptian civilisation? What did they achieve?</p>		<p><b><u>A depth study of Ancient Egypt.</u></b></p> <p>When and where was the Ancient Egyptian Civilisation? Achievements: How and what did the Ancient Egyptians write? Achievements: How did the Ancient Egyptians use the River Nile? Gods: what did the Ancient Egyptians believe in? Evidence: what do we know about Tutankhamun?</p>		<p><b><u>Ancient Greece, its achievements and their influence on the western world.</u></b></p> <p>Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? City-states: what was the difference between Athens and Sparta? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>	
<p><b>Geography</b></p>	<p><b><u>Who lives in Antarctica?</u></b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>-Describe what lines of latitude and longitude are, giving an example.</li> <li>-Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>-Define what climate zones are.</li> <li>-Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>-Describe Antarctica's location in the far south of the globe.</li> <li>-State that tourism and research are the two main reasons people visit Antarctica.</li> <li>-Describe equipment researchers might use and clothes they wear.</li> <li>-List some of the research carried out in Antarctica.</li> <li>-State the outcome of Shackleton's expedition.</li> <li>-Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>-Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>-Confidently use the zoom function on a digital map.</li> <li>-Begin to recall the eight points of a compass, following at</li> </ul>		<p><b><u>What are rivers and how are they used?</u></b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify water stores and processes in the water cycle.</li> <li>-Describe the three courses of a river.</li> <li>-Name the physical features of a river.</li> <li>-Name some major rivers and their location.</li> <li>-Describe different ways a river is used.</li> <li>-List some of the problems around rivers.</li> <li>-Describe human and physical features around a river.</li> <li>-Identify the location of a river on an OS map.</li> <li>-Make a judgement on the environmental quality in a river environment.</li> <li>-Make suggestions on how a river environment could be improved.</li> </ul> <p><b>*Fieldwork opportunities – West Cumbria Rivers Trust visit*</b></p>		<p><b><u>Are all settlements the same?</u></b></p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>-Locate some cities in the UK.</li> <li>-Describe the difference between villages, towns and cities.</li> <li>-Identify features on an OS map using the legend.</li> <li>-Describe the different types of land use.</li> <li>-Follow a route on an OS map.</li> <li>-Discuss reasons for the location of human and physical features.</li> <li>-Locate some geographical regions in the UK.</li> <li>-Identify and begin to offer explanations about changes to features in the local area.</li> <li>-Describe the location of New Delhi.</li> <li>-Identify some human and physical features in New Delhi.</li> <li>-State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul> <p><b>*Fieldwork opportunities – local environment</b></p>	

	<p>least four of them.</p> <ul style="list-style-type: none"> <li>-Recognise and describe features on their school grounds from an aerial map.</li> <li>-Draw a map of the route they take on an expedition.</li> <li>-State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul> <p><i>*Fieldwork opportunities – school grounds.</i></p>					
<b>Science</b>	<p><b>Energy:</b> <b>Light and shadows</b></p> <ul style="list-style-type: none"> <li>-Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.</li> <li>-Describe ways to protect eyes from harm.</li> <li>-Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.</li> <li>-Describe how shadows form and identify patterns between groups of materials and the shadows produced.</li> <li>-Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow.</li> <li>-Describe the pattern of changing shadows throughout the day.</li> <li>-Describe how the light source's distance affects the shadow's size/</li> <li>-Explain why a particular material is appropriate for making a shadow puppet and use knowledge of shadows to animate it.</li> </ul>	<p><b>Animals, including humans:</b> <b>Movement and nutrition</b></p> <ul style="list-style-type: none"> <li>-Recall the three key functions of the skeleton (movement, support and protection).</li> <li>-Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.</li> <li>-Identify and name the skull, spine, ribs and pelvis on a diagram.</li> <li>-Recall that muscles cause movements in the body, some of which are controlled by choice and they cause movement by shortening and pulling on a bone.</li> <li>-Recall that animals, including humans, need to eat food to survive.</li> <li>-Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.</li> <li>-List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.</li> <li>-Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.</li> </ul> <p><b>Significant individual/ Scientist Study:</b> <b>Chris Packham</b></p>	<p><b>Materials:</b> <b>Rocks and soil</b></p> <ul style="list-style-type: none"> <li>-Define the term rock.</li> <li>-Describe the appearance of different rocks, identifying both crystals and grains.</li> <li>-Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).</li> <li>-List the different factors that break down rocks.</li> <li>-Describe fossil formation and identify fossils in rocks.</li> <li>-Describe the work of a palaeontologist.</li> <li>-Name, describe and compare some different categories of soil.</li> <li>-List some of the benefits of earthworms to the soil.</li> <li>-Identify and describe the comparative size and weight of the layers in a sedimentation jar.</li> </ul> <p><b>Significant individual/Scientist Study:</b> <b>Mary Anning</b></p>	<p><b>Animals, including humans:</b> <b>Digestion and food</b></p> <ul style="list-style-type: none"> <li>-Label key organs found in the digestive system and describe each of their functions.</li> <li>-Describe the functions of the four different types of adult human teeth using key vocabulary.</li> <li>-Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.</li> <li>-Produce a food chain that begins with a plant and has arrows that move up the food chain.</li> <li>-Define a producer, predator and prey and identify examples in food chains.</li> <li>-Describe digestion, teeth and diets when talking about the observed poo clues.</li> </ul> <p>Write a letter that uses a range of scientific vocabulary from the unit.</p>	<p><b>Energy:</b> <b>Electricity and circuits</b></p> <ul style="list-style-type: none"> <li>-Recall a range of electrical appliances, classify them as mains or battery-powered and explain why.</li> <li>-Explain how to test if a circuit works and identify when simple electric circuits will work.</li> <li>-Identify symbols for open and closed switches and give examples of how switches are useful.</li> <li>-Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.</li> <li>-Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.</li> <li>-Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.</li> <li>-Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them.</li> <li>-Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</li> </ul> <p><b>Significant individual/Scientist Study:</b> <b>Thomas Edison</b></p>	<p><b>Making connections:</b> <b>How does food affect muscle fatigue?</b></p> <ul style="list-style-type: none"> <li>-Recall key knowledge from previous units.</li> <li>-Apply knowledge in new contexts.</li> </ul>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>-Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings.</li> <li>-Record information in the correct columns.</li> </ul>	<ul style="list-style-type: none"> <li>-Use information about skeletons to group animals.</li> <li>-Record measurements of different bones and use the data to sort them into size order.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a magnifying glass correctly to observe the appearance of a rock in detail.</li> <li>-Use results to choose the appropriate rock type for a specific use, suggest a better</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate a strength or weakness of the digestive system model.</li> <li>-Describe an example of evidence that can be used to study teeth.</li> <li>-Evaluate a method by considering its limitations.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw a results table and record a range of appliances under the correct headings 'mains' or 'batteries.'</li> <li>-Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram.</li> </ul>	<ul style="list-style-type: none"> <li>-Carry out a full scientific enquiry.</li> </ul>

	<ul style="list-style-type: none"> <li>-Identify if a question is testable, explain why and plan ways to answer a testable question.</li> <li>-Select which variables will be changed, measured and controlled in the experiment.</li> <li>-Describe patterns in data and quote values as evidence of patterns in data.</li> <li>-Identify odd results that do not fit in the pattern.</li> <li>-Use patterns to make predictions for missing data.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm.</li> <li>-Find relevant data on food packaging and make numerical comparisons.</li> <li>-Summarise key information using secondary sources.</li> <li>-Describe some changes to scientific knowledge and jobs that require this information.</li> </ul>	<ul style="list-style-type: none"> <li>choice of rock for a specific use and predict how a rock will be affected by the weather.</li> <li>-Research and present information on fossil formation using a single source.</li> <li>-Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.</li> <li>-Draw and label the bars on a bar chart.</li> <li>-Accurately draw and label the bars on a bar chart.</li> <li>-Accurately draw and label the layers of sediment in a sedimentation jar.</li> </ul>	<ul style="list-style-type: none"> <li>-Recall that scientific research needs repeated results before being used in society.</li> <li>-Identify trends in predators and prey.</li> <li>-Draw a results table that has space for observations about different poo samples.</li> </ul>	<ul style="list-style-type: none"> <li>-Write a method for the investigation that considers appropriate equipment, orders clearly written steps and considers safety.</li> <li>-Pose questions relating to bulbs in an electrical circuit.</li> <li>-Explain why a selected question is testable.</li> <li>-Suggest that new inventions will change safety advice.</li> </ul>	
<b>Computing</b>	<p><b>Digital Literacy</b> <u>Online Safety</u></p> <ul style="list-style-type: none"> <li>-Know what makes a safe password.</li> <li>-Learn methods for keeping passwords safe.</li> <li>-Understand how the Internet can be used in effective communication.</li> </ul> <p><b>Computer Science</b> <u>Hardware Investigators</u></p> <ul style="list-style-type: none"> <li>-understand the different parts that make up a computer.</li> <li>-recall the different parts that make up a computer.</li> </ul>	<p><b>Computer Science</b> <u>Coding (Programming)</u></p> <ul style="list-style-type: none"> <li>-Understand selection in computer programming.</li> <li>-Understand what a variable is in programming.</li> <li>-Use a number variable.</li> <li>-Create a playable game</li> </ul>	<p><b>Information Technology</b> <u>Spreadsheets</u></p> <ul style="list-style-type: none"> <li>-Use the symbols more than, less than and equal to, to compare values.</li> <li>-Collect data and produce a variety of graphs.</li> <li>-Recognise and understand cell references.</li> </ul> <p><u>Touch Typing</u></p> <ul style="list-style-type: none"> <li>-Understand and use typing terminology.</li> <li>-Learn how to use the home, top and bottom row keys.</li> <li>-Practise typing with the left and right hand.</li> </ul>	<p><b>Information Technology</b> <u>Animation</u></p> <ul style="list-style-type: none"> <li>-Relate animated movement with a sequence of images.</li> <li>-Plan an animation.</li> <li>-Review and improve an animation.</li> </ul>	<p><b>Information Technology</b> <u>Presentations</u></p> <ul style="list-style-type: none"> <li>-add slides to presentations.</li> <li>-Add media to presentations.</li> <li>-Format text appropriately.</li> <li>-Use the skills learnt to design and create an engaging presentation.</li> </ul>	<p><b>Computer Science</b> <u>Programming</u> <u>Events and Actions</u></p> <ul style="list-style-type: none"> <li>-Explain how a sprite moves in an existing project.</li> <li>-Create a program to move a sprite in four directions.</li> <li>-Identify and fix bugs in a program.</li> </ul>
	<p><b>Eaware:</b> Digital footprints, phishing, cyberbullying, time online, passwords.</p>					
<b>French</b>	<p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> </ul>	<p><b>All about me</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>	<p><b>Family and friends</b></p> <ul style="list-style-type: none"> <li>Present ideas and information orally to a range of audiences.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; conjugate high-frequency verbs.</li> </ul>	<p><b>Our School</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences.</li> <li>Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are</li> </ul>	<p><b>Food glorious food</b></p> <ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Understand key features and patterns of basic grammar.</li> <li>Describe people, places, things and actions orally and in writing.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine noun;</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>introduced into familiar written material.</p>		<p>Present ideas and information orally to a range of audiences.</p>
<p><b>Art &amp; Design</b></p>	<p style="text-align: center;"><b><u>Drawing:</u></b></p> <p><b><u>Developing drawing skills</u></b>          -Use observation skills to describe specific shapes, textures or patterns in objects.          -Shade with a reasonable degree of accuracy and skill following the four shading rules.          -Use mark making to show texture and details.          -Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.          -Apply shading skills to show areas of light and dark (tone).          -Apply line, shape and tone with digital tools.          -Save and present digital artwork.          -Use materials to create a design inspired by The Sun.</p> <p><b><u>Artists / Significant people:</u></b> Yellena James, Katie Daisy, Edgar Degas, Dianne Sutherland, Sara Boccacini Meadows.</p>	<p style="text-align: center;"><b><u>Craft and design:</u></b></p> <p><b><u>Ancient Egyptian scrolls</u></b>          -Recognise and discuss the importance of Ancient Egyptian art.          -Consider the suitability of a surface for drawing.          -Record colours, patterns and shapes through observational drawing.          -Choose and use tools and materials confidently.          -Begin to experiment with drawing techniques.          -Create a selection of sketches that show idea exploration.          -Produce a final design with a clear purpose.          -Follow instructions with minimal support.          -Discuss and evaluate the process and outcome of their work.          -Produce a complete painted or drawn piece from a design idea.          -Use colours and materials appropriately, showing an understanding of effective composition.          -Have a clear idea of the subject of their zine, including a range of images and information.</p>	<p style="text-align: center;"><b><u>Sculpture and 3D:</u></b></p> <p><b><u>Abstract shape and space</u></b>          -Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.          -Make a structure that holds its 3D shape.          -Explain in simple terms the difference between 2D and 3D art.          -Combine shapes together to make an interesting free-standing sculpture.          -Try out more than one way to create joins between shapes.          -Identify familiar 2D shapes in photographs.          -Identify shapes in the negative space between objects.          -Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.          -Plan an abstract sculpture based on play equipment.          -Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).          -Choose appropriate methods for joining elements in their sculptures.          -Show that they have thought about how to improve their sculptures and made choices about what to add.          -Work cooperatively in pairs to add detail to their artwork.</p> <p><b><u>Artists / Significant people:</u></b> Anthony Caro</p>			

<b>Design &amp; Technology</b>	<p align="center"><u>Textiles</u></p> <p><b>Cushions</b></p> <ul style="list-style-type: none"> <li>- Use a running-stitch to join two pieces of fabric together.</li> <li>- Design and cut the template for a cushion.</li> <li>- Use running-stitch and appliqué to decorate a cushion face.</li> <li>- Pupils will design, make, test and evaluate their product against set design criteria.</li> </ul>		<p align="center"><u>Mechanisms</u></p> <p><b>Slingshot car</b></p> <ul style="list-style-type: none"> <li>- Research a variety of existing products.</li> <li>- Design a shape that reduces air resistance.</li> <li>- Draw a net to create a structure from.</li> <li>- Choose shapes that increase or decrease speed as a result of air resistance.</li> <li>- Personalise designs.</li> <li>- Measure, mark, cut and assemble with increasing accuracy.</li> <li>- Make a model based on a chosen design.</li> <li>- Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> <li>- Pupils will design, make, test and evaluate their product against set design criteria.</li> </ul>		<p align="center"><u>Cooking &amp; Nutrition</u></p> <p><b>A healthy Lunch</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop and apply their knowledge and understanding of food groups and healthy eating with reference to the Eatwell guide.</li> <li>- Pupils will learn and practice food preparation and cooking skills.</li> <li>- Pupils will understand what is meant by seasonality and where some food comes from.</li> <li>- Pupils will design, make, test and evaluate their product against set design criteria.</li> </ul>	
<b>Music</b>	<p align="center"><u>Musical structures</u></p> <p>Listening. Finding and keeping a steady beat. Copy-back. Improvisation. Singing. Playing instruments. Reading notation.</p>	<p align="center"><u>Exploring feelings when you play</u></p> <p>Listening. Responding. Musical styles. Historical context. Different musicians. Connecting.</p>	<p align="center"><u>Compose with your friends</u></p> <p>Composing. Notation</p> <p>Peripatetic music teacher – whole class instrument tuition.</p>	<p align="center"><u>Feelings through music</u></p> <p>Listening. Responding. Musical styles. Historical context. Different musicians. Connecting.</p> <p>Peripatetic music teacher – whole class instrument tuition.</p>	<p align="center"><u>Expression and improvisation</u></p> <p>Improvising. Listening.</p>	<p align="center"><u>The show must go on!</u></p> <p>Performing. Listening. Playing. Singing. Improvising. Composing. Notation.</p>
<b>RE</b>	<p align="center"><b>Sanatana Dharma</b></p> <p><i>Does visiting the Ganges make a person a better Sanatani?</i> The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.</p>	<p align="center"><b>Christianity</b></p> <p><i>Has Christmas lost its true meaning?</i> The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).</p>	<p align="center"><b>Christianity</b></p> <p><i>Could Jesus heal people? Did he perform miracles or was there some other explanation?</i> Jesus's Miracles including the healing of the person with leprosy, the healing of the wise man and the healing of the paralysed man.</p>	<p align="center"><b>Christianity</b></p> <p><i>What is 'good' about Good Friday?</i> The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.</p>	<p align="center"><b>Sanatana Dharma</b></p> <p><i>What do some deities tell Sanatanis about God?</i> Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow.</p>	<p align="center"><b>Sanatana Dharma</b></p> <p><i>What is the best way for Sanatani to lead a good life?</i> How the Sanatanis beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.</p>
<b>PSHE</b>	<p align="center"><u>Me and My relationships</u></p> <p>As a rule. My special pet. Tangram team challenge. Looking after our special people. How can we solve this problem? Dan's dare. Thanks. Friends are special.</p>	<p align="center"><u>Valuing difference</u></p> <p>Family and friends. My community. Respect and challenge. Our friends and neighbours. Let's celebrate our differences. Zeb.</p>	<p align="center"><u>Keeping Safe</u></p> <p>Safe or unsafe? Danger or risk? The Risk Robot. Alcohol and cigarettes: the facts. Super Searcher. None of your business! Raisin challenge (1) Help or harm?</p>	<p align="center"><u>Rights and Responsibilities</u></p> <p>Our helpful volunteers. Helping each other to stay safe. Recount task. Harold's environment project. Can Harold afford it? Earning money.</p>	<p align="center"><u>Being My Best</u></p> <p>Derek cooks dinner! (healthy eating) Poorly Harold. For or against? I am fantastic! Getting on with your nerves! Body team work. Top talents.</p>	<p align="center"><u>Growing and Changing</u></p> <p>Relationship Tree. Body space. Secret or surprise? My changing body. Basic first aid.</p>

<b>PE</b>	<p><b>Tag Rugby</b></p> <p>Pupils will develop, throwing, catching and running with the ball. Develop an understanding of how to defend using tagging rules. Begin to use the 'forward pass' and 'offside' rules. Develop movement skills to dodge a defender. Track an opponent and begin to defend as a team. Apply the rules and skills they have learned and play in a mini tag rugby tournament.</p>	<p><b>Dance</b></p> <p>Pupils will learn to create dance moves in the theme of carnival. Develop a carnival dance using formations, canon and unison. Develop a dance phrase and perform as part of a class performance. Pupils will learn to understand how dynamics, space and relationships can be used to represent the stated of matter. Use actions, dynamics, space and relationships to represent a state of matter.</p>	<p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations</p>	<p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations</p>	<p><b>Golf</b></p> <p>Pupils will explore hitting technique and aiming towards a target. Explore shot accuracy. Explore the technique for putting. Explore the technique for chipping. Explore the techniques used for a short game. Explore the technique used for a long game.</p>	<p><b>Cricket</b></p> <p>Pupils will develop overarm and underarm throwing and apply these to a striking and fielding game. Develop bowling technique and learn the rules of skill within this game. Develop batting technique and understand where to hit the ball. Develop fielding techniques and apply them to game situations. Play different roles in a game and begin to think tactically about each role. Apply skills and knowledge to compete in a tournament.</p>
	<p><b>Gymnastics</b></p> <p>Pupils will learn to develop individual and partner balances. Develop control in performing and landing rotation jumps. Develop the straight, barrel, forward and straddle roll. Link actions that flow using the rolls they have learned. Develop strength in inverted movements. Create a great partner sequence to include the skills they have learned and apparatus.</p>	<p><b>Gymnastics</b></p> <p>Pupils will learn to develop individual and partner balances. Develop control in performing and landing rotation jumps. Develop the straight, barrel, forward and straddle roll. Link actions that flow using the rolls they have learned. Develop strength in inverted movements. Create a great partner sequence to include the skills they have learned and apparatus.</p>	<p><b>Handball</b></p> <p>Pupils will begin to throw and catch while on the move. Move towards goal or away from a defender. Move towards goal to create shooting opportunities. Use defending skills to delay an opponent and gain possession. Use a change of direction and speed to lose a defender and move into space. Apply skills and knowledge to compete in game situations.</p>	<p><b>Netball</b></p> <p>Pupils will develop passing and moving and play within the footwork rules. Use a variety of passes to move towards a goal. Develop movement skills to lose a defender. Defend an opponent and try to win the ball. Develop the shooting action. Apply skills and knowledge to play games using netball rules.</p>	<p><b>Drumba</b></p> <p>Pupils will learn about strength, power, resilience, determination, self-reflection/ assessment and the importance of everyone's contribution and supporting others. They will perform complex Rudiments, display sustained physical activity, and begin to describe a wide range of musical and physical practices, developing essential skills across physical, social, cognitive, and personal domains for now and their future lives.</p>	<p><b>OAA</b></p> <p>Pupils will develop co-operation and teamwork skills. Develop trust and teamwork. Involve all team members to work towards a shared goal. Develop trust whilst listening to others and following instructions. Identify objects, draw and follow a simple map. Draw a route using directions, orientate a map and navigate around a grid.</p>

CYCLE A	Possible visits:	Possible visitors/Experience Days:
Autumn 1		Art & Design - Print making workshop with Esther Blake.
Autumn 2	Vue Cinema	United Utilities water workshop.
Spring 1	Tullie House Egyptian workshop.	Design & Technology / PSHE Workshop – Construction and structures / Living in the wider world – being me in my world & hopes and dreams / relationships and teamwork.
Spring 2	West Cumbria Rivers Trust	
Summer 1	Stockwood – Science link – animals including humans/living things and their habitats.	
Summer 2		Design & Technology / PSHE / Science / Maths - workshop delivered by Phunky Foods.

\*Current planned visits / visitors, they are subject to change due to availability and cost