**Frodsham CE Primary School Long Term Plan 2025/26 Year 3**

**Love each other as God loves us.**

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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| Christian Values | Love | | Respect | Kindness | | Community | Faith | | Resilience |
| Spiritual development | |  |  | | --- | --- | | Me-  EYFS I can be creative  I can be curious  KS1 I can be honest  I can be still  I can be thankful  I know I am unique  LKS2 I can love myself  I know it is okay to make mistakes | Others-  EYFS I can celebrate others achievements  I can be fair  I can be kind  KS1 I can forgive others  I can be generous  I can show respect  I can work as part of a team  I know how to make things right when I have hurt others  LKS2 I am thankful for what others do for me  I can consider the views of others  I can empathise | | World:-  EYFS I can be thankful for the gift of creation  I can find wonder in all things  KS1 I can see beauty in the world  I understand what is unfair  LKS2 I can be a good steward  I can demonstrate stewardship  I can talk about the rights of the child | God:-  EYFS I know I am loved by God for who I am  I know I am one of God’s children  KS1 I can celebrate with God  I can talk to God in prayer  LKS2 I can ask God for forgiveness  I can ask God for support | | | | | | | | | |
| **RE**  (Cheshire west and Chester Diocese)  A visit will be made to a Jewish Synagogue. | Christianity:  Letters of Creation (Year A)  Love (Year B)  Which rules should we follow?  (36, 45, 49 / QF 3.5)  I can understand how the Bible can help a Christian with their way of life?  (34, 36, 37)  I can explain my point of view about God?  I can explore why people have faith?  (32)  I can articulate why Jesus described as ‘light of the world’?  (bring in saviour, Emmanuel, messiah and touch on Trinity)  (32, 33, 34 / QF 4.2) | | | What does a Hindu believes about God?  How is Diwali celebrated?  How do Hindus worship?  (38, 39, 40, 41, 42 / CWAC Yr3.Su1 /  CWAC Yr4.Su1) | | Is the cross a symbol of sadness or joy?  (33, 34, 35, 36 / QF 3.4 / UC2a.5)  Why is the cross important for Christians?  What do I think about Jesus?  How is Jesus portrayed in art from around the world?  (32, 33, 34) | **Judaism**  How and where do Jews worship?  What is the importance of the Covenant for Jews?  I can reflect on why and how Jews worship.  I can explain the importance of the Covenant for Jews.  I can explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief.  I can evaluate why Pesach is important to Jews as an act of commemoration. | | How do humanists understand the world in which they live?  How should I live?  (52, 53, 54, 55 /  CWAC materials / Understanding Humanism Unit 3, 4, 7)  How do Humanists arrive at their views about the world?  (52, 53, 54, 55)  Year A - Free Choice Enquiry:  What is the Baha’i Faith?  Year B - Free Choice Enquiry:  What does it mean to belong? Linked to ‘No Outsiders’ |
| **English** (Pathways) | Children can…  **Spoken language:**  Listen and respond  Build vocabulary  Articulate and justify answers  Participate in discussions, presentations, performances, role play, improvisations  and debates  **Reading comprehension:**  Read for a range of purposes  Use dictionaries to check the meaning of words  Explain meaning of words in context  Draw inferences (characters feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Retrieve and record information from non-fiction  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  In narratives, create settings, characters and plot  Use headings and sub-headings to aid presentation  Group related ideas into paragraphs  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  **Writing outcome:**  Write the story from the point of view of the boy  **Greater depth writing outcome:**  Write from the point of view of Om or one of her family members  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use a range of co-ordinating and subordinating conjunctions  Create characters, settings and plot in narrative  **Mastery keys:**  Form nouns with a range of prefixes  Use present and past tenses correctly and consistently including progressive and present perfect forms  Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)  Build a varied and rich vocabulary  **Feature keys:**  Write a sequence of events to follow the structure of the model story  Write an opening paragraph and further paragraphs for each stage  Create dialogue between characters that shows their relationship with each other  Use 3rd or 1st person consistently  Use tenses appropriately  Add historical detail to characters, setting and events  **Key vocabulary:**  actual busy calendar centre century certain circle describe eight forward fruit group history interest perhaps women suppose wander stumble relief strike chip trim wriggle flicker furious pierce skinning smoke stew flint spear spearhead grindstone leather ornament archaeologist | | Children can…  **Spoken language:**  Ask relevant questions  Build vocabulary  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations  and debates  Consider and evaluate different viewpoints  **Reading comprehension:**  Use dictionaries to check the meaning of words  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Recognise different forms of poetry  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  Build a varied and rich vocabulary  Assess the effectiveness of own and others’ writing  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  **Writing outcome:**  Write a fantasy story based on a fable  Greater depth writing outcome:  Write from a different point of view  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use subordination (when, if, that, because) and co- ordination (or, and, but)  Use present and past tenses consistently and correctly  Use noun phrases and prepositions to add detail  Group related ideas into paragraphs  **Mastery keys:**  Use conjunctions and adverbs to express, time, place and cause  Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot  Use inverted commas to punctuate direct speech  **Feature keys:**  Use small details to describe characters  Establish the setting in the first line  Include a setting to create atmosphere  Use imagery for description  Use 1st or 3rd person  consistently  Use tenses appropriately  Sequence story and use  paragraphs  **Key vocabulary:**  answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman mutter crisp gaze distant pale tinkle criss-cross tracks fetch thaw shoot lake valley ravine waterfalls snowdrift icicle frost chimes reed | Children can…  **Spoken language:**  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations  and debates  Select and use appropriate registers for effective communication  **Reading comprehension:**  Read for a range of purposes  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non- fiction  Participate in discussion about books  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  Propose changes to grammar and vocabulary to improve consistency  Assess the effectiveness of own and others’ writing (Mastery key)  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  **Writing outcome:**  Write an informative article about whales persuading for the protection of the blue whale  **Greater depth writing outcome:**  Include a fact file about other endangered sea creatures  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use inverted commas to punctuate direct speech  Use conjunctions and prepositions to express time, place and cause  Use adverbs to express time  Group related ideas into  Paragraphs  **Mastery keys:**  Use adverbs to express time, place and cause  Build an increasing range of sentence structures  Use headings and sub- headings to aid presentation  Assess the effectiveness of own and others’ writing  **Feature keys:**  Use persuasive language e.g. alliteration, repetition  Write in logical order  Use 2nd person or 3rd person to talk directly to the reader  Select organisational  features e.g. opening statement, sub-headings, closing statement.  **Key vocabulary:**  actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight protected creature surface bristly gulp slithers nudges feast shallows stranded mammal blowhole baleen krill shrimp shoal sieve blubber Equator dawn chorus | | Children can…  **Spoken language:**  Ask relevant questions  Build vocabulary  Articulate and justify answers  Participate in discussions, presentations, performances, role play, improvisations and debates  Consider and evaluate different viewpoints  **Reading comprehension:**  Use dictionaries to check the meanings of words  Prepare poems to read aloud and perform  Recognise different forms of poetry  Check texts make sense  Ask questions to improve understanding of a text  Draw inferences (characters feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussions about books  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  In narratives, create settings, characters and plot  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  **Writing outcome:**  Write a letter from the boy to his grandfather telling him about the events he has missed  **Greater depth writing outcome:**  Write a letter from Grandad in response to one of his grandson’s letters  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use subordination (when, if, that, because) and co- ordination (or, and, but)  Use present and past tenses consistently and correctly  Use progressive forms of verbs  Use expanded noun phrases  Write sentences with  different forms: statement, command, question, exclamation  **Mastery keys:**  Group related ideas into paragraphs  Build a varied and rich vocabulary  Use prepositions to express time, place and cause  Introduce inverted commas to punctuate direct speech (one session)  **Feature keys:**  Write in the first person  Use apostrophe in contractions  Provide detail through use of  prepositions to express time,  place and cause  Use a variety of sentence  forms including statements  and questions  Write in consistent past and  present tense including  progressive forms  Use some future tense verbs  Use layout and structure of a  letter  Ensure chronological order  to explain sequence of events  **Key vocabulary:**  smudge nuzzle burst fade brim haul wrench gather heave buffet churn dissolve gale boulder harbour horizon quay moult somersault corkscrew  accident(ally) appear breath breathe caught disappear early experience extreme heard natural often ordinary recent strength through | Children can…  **Spoken language:**  Listen and respond  Build vocabulary  Give well-structured descriptions, explanations and narratives  Maintain attention and participate actively in collaborative conversations  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listener(s)  Select and use appropriate registers for effective communication  **Reading comprehension:**  Read for a range of purposes  Use dictionaries to check the meaning of words  Explain meaning of words in context  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non-fiction  **Writing composition:**  Plan writing by discussing the structure, vocabulary and grammar of similar writing  Discuss and record ideas  Group related ideas into paragraphs  Assess the effectiveness of own and others’ writing  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  **Writing outcome:**  Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris  **Greater depth writing outcome:**  Write the guide as above including a section of a researched Paris landmark  Gateway keys:  Full stops, capital letters, exclamation marks, question marks, commas and apostrophes  Fronted adverbials with commas  Some use of grouping related ideas in paragraphs  **Mastery keys:**  Build an increasing range of sentence structures  In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation  Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)  **Feature keys:**  Use persuasive language e.g. alliteration, repetition.  Write in logical order  Use 2nd person or 3rd person to talk directly to the reader  Select organisational features e.g. opening statement, sub-headings.  Key vocabulary:  address business complete difficult exercise famous height library material occasion medicine opposite medicine opposite particular popular possession pressure promise purpose reign astonishing epic see-sawed sip cobblestones glimpse salon soiree rustle balmy pivot acacia Pasha felucca awning amulet taffeta vineyard mistral mosaic | | Children can…  **Spoken language:**  Build vocabulary  Articulate and justify answers  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations and  debates  Consider and evaluate different viewpoints  **Reading comprehension:**  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussion about books  **Writing composition:**  Plan writing by discussing the structure, vocabulary and grammar of similar writing  Compose and rehearse sentences orally  Build a varied and rich vocabulary  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear  **Writing outcome:**  Write an adventure story based on Journey using the language of Berlie Doherty  **Greater depth writing outcome:**  Include a new setting route to lead from one place to another  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Group related ideas into paragraphs  Build an increasing range of sentence structures  Use adverbs to express time, place and cause  **Mastery keys:**  Use the present perfect form of verbs in contrast to the past tense  Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)  Group related ideas into paragraphs  Use a or an according to whether the next word begins with a noun or a consonant  **Feature keys:**  Use small details to describe characters  Include a setting to create atmosphere  Sequence of events to follow the structure of the model story  Write an opening paragraph and further paragraphs for each stage  Create dialogue between characters that shows their relationship with each other  Use 3rd person consistently  Use tenses appropriately  **Key vocabulary:**  bicycle decide eighth experiment guard island regular straight mention minute naughty position possess probably occasionally quarter isolated excluded billowing elegant magnificent crouch fidget sneer hunch atmosphere dialogue citadel aqueduct archway canal lock pennant spire dome |
| **SPAG.**  **Spelling Punctuation and Grammar.**  (Supported by pathways to spell) | Common misconception words, Y3/4 word list, -ing and -ed endings, suffixes -ment, -ness, -ful, -less and -ly. We will support spelling through a cross curricular approach emphasising spelling rules at every opportunity and children will be practising applying words in sentences | | Continuing to work on common misconception words and the Y3/Y4 word list. Adding -y, -es, -ey. The sounds -ei, -eigh, or -ey. Homophones and near homophones. | Continuing to work on common misconception words and the Y3/Y4 word list. Prefix un-, dis- mis-. in-, re-, sub-, inter-, super-. The s sound spelt c before e, i and y. Use the forms a or an according to whether the next word begins with a consonant or a vowel. | | Continuing to work on common misconception words and the Y3/Y4 word list. Contradictions to spelling patterns/ rules (high frequency words), words ending in -tion, homophones and near homophones. | Continuing to work on common misconception words and the Y3/Y4 word list. Words ending with -sure, -sion and -ture. n sound spelt kn at the beginning of words, r sound spelt wr at the beginning of words. | | Continuing to work on common misconception words and the Y3/Y4 word list. Word families based on common words, contradictions. adding -ing, -ed, -er, -est, ment, -ness, -ful, less and -ly. |
| **Reading** | This year we will be developing our love of reading, comprehension and fluency through the literacy company pathways to read programme. Each day children will work as a whole class developing their comprehension skills. The children will also have a guided reading book, this will be read aloud with an adult once per week in a small group, where the children will be able to share ideas, make predictions and develop their fluency. | | | | | | | | |
| **Maths**  (First4Maths) | Throughout the year, the children will progress through the following blocks:  1. Number and Place Value  2. Addition and Subtraction  3. Multiplication and Division  4. Money  5. Fractions and Decimals  6. Geometry  7. Statistics  8. Measures: Time  9. Measures: Length, Perimeter, Mass and Capacity  See our [*Curriculum Progression for Maths*](https://www.frodshamce.cheshire.sch.uk/serve_file/29372731) for more detail about the sequence of learning. | | | | | | | | |
| **Science** | Plants  Inquiry question: How does a garden grow?  Line of scientific inquiry: Research, identifying and classifying, observation over time.  identify and describe the functions of different parts of plants; roots, stem, leaves and flowers  Explore the requirements of plants for life and growth and how they vary from plant to plant  Investigate the ways in which water is transported within plants  Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal)  Key figure: Charles Darwin | | Forces and magnets  Line of scientific inquiry: Research, identifying and classifying, pattern seeking.  Compare how things move on different surfaces  Notice that some forces need contact between two objects, but magnetic forces can act at a distance  Observe how magnets attract or repel each other and attract some materials and not others  Key figure: Micheal Faraday. | Animals including humans  Line of scientific inquiry: Research, identifying and classifying.  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  Identify that humans and some animals have skeletons  Key figure: Gerty T Cori. | | Rocks, fossils and soils  Line of scientific inquiry: Fair testing, pattern seeking, identifying and classifying, research.  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter  Key figure: Mary Anning. | Light and shadow  Line of scientific inquiry: Fair testing, pattern seeking, observation over time.  Recognise that they need light in order to see things and that dark is the absence of light  Notice that light is reflected from surfaces  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Recognise that shadows are formed when the light from a light source is blocked by a solid object  Find patterns in the way that the sizes of shadows change  Key figure: Thomas Edison. | | SRE  We will be following the Christopher Winter project scheme in SRE and pupils will be able to:  Know and respect the body differences between ourselves and others  Name male and female body parts using agreed words  Understand that each person’s body belongs to them  Understand personal space and unwanted touch  Understand that all families are different and have different family members  Identify who to go to for help and support |
| **History** | **Stone age to Iron age**  **What was new in the stone age, and how did it change in the Iron age?**  Key skills: Using historical skills previously established children will continue to develop an understanding of the long arc of time and the changes across the world in different regions.  Supported by our English text we will be investigating the way society changed between the Stone age and the Iron age, how roles in society were different and the development of agriculture. | | | Link to historical impacts through geography; **How has our area changed in recent years** (1900- present), what social and economic changes have been influenced by or have influenced changing geographical features, e.g., the growth of Stanlow oil had a wide impact on the area not only in the need for new roads and housing areas but also the way this has altered how Frodsham and the surrounding areas will be remembered. | | | **Ancient civilisations with a focus on Egyptians**  **How much did the ancient Egyptians achieve?**  Key skills: Historical enquiry. Children become confident and secure using primary and secondary sources to learn about and investigate Ancient Egypt.  The unit will allow children to explore how societies have changed since the ancient civilisations with a comparison of the Shang dynasty and the Ancient Egyptians. Throughout the unit we will be investigating using high quality primary and secondary sources to gain an understanding of how the Egyptians lived. | | |
| **Geography** | Link to map skills, revisiting continents and countries.  Revisit hot/ cold, globe knowledge and equator.  Cross curricular links to Rivers/ Oceans and continents. | | | Geography focus term:  How has Frodsham changed and have other towns changed with it?  Key skills: Geographical inquiry and focusing on developing map skills to monitor how physical and human geography has changed over the past 200 years.  Children will be using digital maps including tithe maps and digimaps to investigate how human geography becomes influenced by physical features and what this may look like in different towns. A comparative study between Frodsham and Liverpool to look at the way by which stanlow has impacted the local area and the importance of the docks in liverpool. | | | Link to map skills and geographical features of the UK. Why did they settle where they did - looking at the differences in these areas.  Links to light and changing time zones. Shadow in summer. | | |
| **DT**  (Projects on a page) | **Mechanical Systems**  Focus – lever and linkages.  Product - greetings card with a level/ link.  **Technical knowledge and understanding**  Understand and use lever and linkage mechanisms.  Know and use technical vocabulary relevant to the project. Distinguish between fixed and loose pivots.    **Designing**  Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.  Use annotated sketches and prototypes to develop, model and communicate ideas.    **Making**  Order the main stages of making.  Select from and use appropriate tools with some accuracy to cut and join materials and components such as shape and join paper and card.  Select from and use finishing techniques suitable for the product they are creating.    **Evaluating**  Investigate and analyse books, videos and products with lever and linkage mechanisms.  Evaluate their own products and ideas against criteria and user needs, as they design and make. | | | **Cooking and nutrition**  Focus – Healthy & varied diet  Product - making healthy sandwiches.  **Technical knowledge and understanding**  Know how to use appropriate equipment and utensils to prepare and combine food.  Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  Know and use relevant technical and sensory vocabulary appropriately.    **Designing**  Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.    **Making**  Plan the main stages of a recipe, listing ingredients, utensils and equipment.  Select and use appropriate utensils and equipment to prepare and combine ingredients.  Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.    **Evaluating**  Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. | | | **Shell Structures**  Focus – Shell structures  (including computer-aided design)  Product – smoothie cartons.  **Technical knowledge and understanding**  Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.  Develop and use knowledge of how to construct strong, stiff shell structures.  Know and use technical vocabulary relevant to the project.    **Designing**  Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product.  Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas.    **Making**  Plan the order of the main stages of making.  Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.  Explain their choice of materials according to functional properties and aesthetic qualities.  Use computer-generated finishing techniques suitable for the product they are creating.    **Evaluating**  Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.  Test and evaluate their own products against design criteria and the intended user and purpose. | | |
| **Art**  (Kapow) | **Painting and mixed media; prehistoric painting.**  Linking to our history unit children will recognise the process in creating prehistoric art, understanding how to scale small sketches and use charcoal to recreate the style of cave paintings. Children will have the opportunity to Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. | | | **Drawing; growing artists.**  Children will develop skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator. | | | **Craft and design; Ancient Egyptian scrolls.**  Linked to our history unit children will explore art using various materials and textures, using oil crayons and chalk, mixed fabrics and materials to develop understanding and skill in mixed art methods. | | |
| **French**  (Primary Languages Network) | Greetings  Saying how we feel/ emotions  Introduction to colours  Numbers to 10. | | Bonfire night  Review of colours  Days of the week/  Month  Christmas | Animals  La/Le  I like…  Favourite animal  Plural nouns | | Carnival in France  Numbers to 20  Saying how old you are  Review days, months, colours.  Easter in France | Fruit and vegetables  Asking for something  Breakfast food.  Un/Une/Des. | | Review of numbers to 20  Asking and answering questions (name, age, etc)  Where I live  Food for a picnic. |
| **Music**  (Kapow) | Ballads  To know that a ballad tells a story through song.  To know that lyrics are the words of a song.  To know that in a ballad, a ‘stanza’ is a verse. | | | Pentatonic melodies and composition  To know that the word ‘crescendo’ means a sound getting gradually louder.  To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.  To understand that a pentatonic melody uses only the five notes C D E G A. | | | Instrumental lessons: South Africa  Correctly label all staff notation features.  Share their ideas about South African music.  Play different percussion parts to the song Put on your gumboots! accurately and in time.  Play the rhythmic pattern and sing the tune accurately and in time.  Create and perform an eight beat rhythm pattern. | | |
| **PE**  (Complete PE) | **Communication and tactics**  The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team with focus on  collaboration and communication.  Pupils will learn why they need to work as a team to create simple tactics.  The focus of the learning is to look at what makes an effective team leader.  Pupils will develop the qualities required to lead a team effectively and solve problems.  **Tag Rugby**  The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball.  The focus of the learning is to introduce tagging.  Pupils will understand the purpose of tagging, when, where and why this is applied during a game.  The focus of the learning is to look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.  The focus of the learning is to develop passing and moving forwards to score a try. | | **Dance – Witches and wizards**  The focus of the learning is to respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance.  The focus of the learning is for pupils to extend their characters' ideas and explore the theme of witches and wizards in more depth.  Pupils will be able to use their creative skills to create short sequences of movements representing spell creation.  Pupils will be able to link their movements together, in character, ensuring they flow and are interconnecting.  Using characterisation, expression and creativity pupils will be able to finish the story through sequencing their movements.  **Football**  The focus of the learning is to introduce dribbling and passing in order to keep control and possession of the ball.  Concentrate on attackers when they are dribbling and passing focus on ball control and changing direction when dribbling.  Pupils will develop an understanding of how to dribble and pass the ball keeping possession to beat an opponent and create space in order to win. | **Gymnastics – Symmetry and asymmetry**  The focus of the learning is to apply the concept of ‘excellent gymnastics’, the class will focus on exploring movements and balances in a symmetrical and asymmetrical way.  The focus of the learning is to re-create pupils symmetrical and asymmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.  Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.  **Dodgeball**  The focus of the learning is to develop pupils’ understanding and application of when, where and why we need to dodge during a game.  The focus of learning is to introduce pupils to throwing techniques used in dodgeball.  Pupils will understand how, where and why we need to aim and throw with accuracy during a game.  Pupils will apply their understanding of throwing with accuracy into game situations where targets are moving.  The focus of the learning is to introduce catching and when this applied into a dodgeball game.  Pupils will understand why it is important to catch the ball during a game of dodgeball.  The focus of the learning is to develop pupils’ understanding and application of when, where and why we need to change direction at speed during a game.  Pupils will understand the consequences if they are hit during the game and how this will impact on their team. | | **Netball**  The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.  Concentrate on the attacking players, keeping possession.  Pupils will develop an understanding of how to win the ball back (defending and attacking), at a later stage, but questions to provoke thinking are appropriate.  The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.  The focus of the learning is to ensure pupils understand not just how we shoot but also where we shoot in terms of court position and why?  Pupils should be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.  **Mindfulness**  The focus of the learning is to consider how we feel in our minds and in our bodies, when we experience various emotions.  Pupils will learn a variety of relaxation techniques to help combat feelings of anxiousness. Pupils will gain an awareness of how to apply these techniques in day-to-day life.  The focus of the learning is to consider how we feel in our minds and bodies when we are busy and energetic, and in contrast when we are calm and still.  Pupils will learn various relaxation techniques to help them feel calm and content in their everyday lives.  The focus of the learning is for pupils to learn how to hold and perform various meditative balances.  Pupils will understanding the benefit of executing these balances correctly, to enable their minds and bodies to feel more relaxed.  Pupils will work with a partner to improve their posture, balance and deep breathing technique. | **Cricket**  The focus of the learning is to introduce the concept of batting and fielding.  The focus of the learning is to introduce throwing overarm and underarm.  Pupils will develop an understanding of how, when and why to throw a ball overarm and underarm with power and distance.  The focus of the learning is to introduce catching.  The focus of the learning is to introduce striking the ball with intent away from fielders to score runs (points).  Pupils will learn why they need to strike the ball with intent to score runs.  Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.  **Tennis**  The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.  The focus of the learning is to introduce rackets.  Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.  The focus of learning is to introduce the forehand shot.  Pupils will understand when and where to play the forehand shot in a mini game. | | **Rounders**  The focus of learning is to introduce the concept of batting and fielding.  Pupils will develop an understanding of the purpose of each team.  The focus of learning is to introduce throwing overarm.  Pupils will develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders.  Pupils will recap throwing underarm and overarm developing their understanding of when, where and why they use this skill during a game of rounders.  The focus of the learning is to introduce ways of stopping the ball.  Pupils will learn when, where and to they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible.  **Athletics**  The focus of the learning is to explore how we can use our bodies to make us run as fast as possible.  Pupils will learn the correct technique used for sprinting.  The focus of learning is to develop an understanding of how and why we need to accelerate at the start of a race.  Pupils will be introduced to a curved track and will start to understand simple changeover tactics.  The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.  The focus of the learning is to explore how we can use our bodies to jump as far as possible. |
| **PSHE**  (Kapow) | **Relationships**  Families and friendships  What makes a family; features of family life.  Safe relationships  Personal boundaries; safely responding to others; the impact of hurtful behaviour.  Respecting ourselves and others  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. | | | **Living in the Wider World**  Belonging to a community  The value of rules and laws; rights, freedoms and responsibilities.  Media literacy and digital resilience  How the internet is used; assessing information online.  Money and work  Different jobs and skills; job stereotypes; setting personal goals | | | **Health and Well-being**  Physical health and mental wellbeing  Health choices and habits; what affects feelings; expressing feelings.  Growing and changing  Personal strengths and achievements; managing and reframing setbacks.  Keeping safe  Risks and hazards; safety in the local environment and unfamiliar places. | | |
| **No outsiders texts** | **Nen and the lonely fisherman**  **Ian Eagleton and James Mayhew** | **We’re all wonders**  **R.J Palacio** | | **Beegu**  **Alexis Deacon** | **The truth about old people**  **Elina Ellis** | | **The hueys in the new jumper**  **Oliver Jeffers** | **Planet Omar**  **Zanib Mian** | |
| **Amazing people** | Harriet Tubman  1832-1913 civil rights activist | Alan Turing  1912-1954  Scientist and code breaker | | Emmeline Pankhurtst  1858-1928  Suffragette | Funmilayo Ransome-Kuti  1900-1978  Politcial advocate for womens rights in Nigeria | | Sojourner Truth  1979-1883  Women’s rights activist | Abebe Bikila  1932-1973  First ever man to win two olympic marathons | |
| **Computing**  (Switched On) | Programming in animation. | | Finding and correcting bugs in programmes. | Videoing performances. | | Making and sharing a short screencast presentation. | Communicating safely on the internet. | | Collecting and analysing data. |
| **Outdoor learning** | Forest school: Identify where the forest boundaries are and why we use them. Remain within the forest boundaries and extended boundaries. Retell and adhere to Forest School safety procedures.  Create a shelter using tarps. Work successfully as a group to create a shelter using previous shelter skills. Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose.  Erect a tarpaulin shelter.  Through our history we will be looking at the ancient Egyptians and thinking about how we could build a replica of the pyramids? How did the Ancient Egyptians do this?  In science we will be running practical experiments and investigations on the school grounds, discovering how gardens grow and what factors aid plant growth the most. | | | Forest school: In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children’s ability to use tools will develop at different ages.  This is to include but not limited to:  Bow Saw  Whittling knives  Folding saw  Secateurs  Loppers  More sophisticated use of knots for attaching to structures and trees. Lashing and frapping frames and dual structures.  Example - Cow hitch.  Case studies of our local area, what is different and what is unique?  Exploring the community through Geographical features.  Animals including humans and rocks: | | | Forest school: Use fire strikers to light a fairy fire independently and keep it going. We will discuss safety and ensure we understand fire safety and the fire triangle. Cook food on a fire with support such as; Toffee apple slices, pasta and soup. Demonstrate understanding of the concept of a basic map. Navigate way around a simple orienteering course. Complete a simple ‘star’ orienteering activity in pairs or small groups. Take part in outdoor challenges on own and in groups. Make things out of woods in the forest environment and look at how to safely climb trees.  In science we will be exploring light and shadow outside.  Through our history unit we will be looking more closely at how people lived in the stone age and even re-creating our own roundhouse in forest school. | | |
| **Enrichment** | Beeston Castle | | | Princess Road Synagogue, Liverpool. | | | Princess Road Synagogue, Liverpool. | | |