		ſ		r Class Topic IRS and t				D		
Topic Pre- history	Literacy Pre- history	Science Rocks & Fossils Animals & humans, teeth	Maths	Computing Research	French All about me	PSHE Wellbeing	RE Religious symbols	PE Athletics Cricket & Rounders	ART / DT Colour, effects & texture	Music Voices & Percussion
 Create a practical timeline to show 230 million years ago Lego. Leaves, bricks To understand how long ago the dirosaurs lived. 	To plan and write in organised chunks of writing. Reading comp from a picture - finish the story Write about a made up dinosaur or dinosaur land SPAG: To say every sentence aloud before I write it, adding interesting words and using different types of sentences	LO: 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 Research different food groups and how they keep us healthy, and design meals based on what they find out	Geametry: Angles & turns Year3: LO: recognise angles as a property of shape or a description of a turn LO: identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Year 4: LO: identify acute and obtuse angles and compare and arder angles up to two right angles by size	LO: To understand computer networks how they can provide multiple services, such as the world wide web; and the opportunities they offer for communicatio n and collaboration Use Tapestry to share tasks and activities Research: How long ago did the dinosaurs live on Earth?	(French home challenges) My Body LO: Read carefully and show understandi ng in the cantext of naming body parts. LO: To read, listen and respond to vocabulary. LO: To demonstrate my understandi ng with actions.	Think positive LO - to understand that it is important to look after our mental health - ways to do this What makes us happy?	LO: What are symbols of hope today? Symbols we use to support us. Rainbows for hope To describe feelings and experiences of a range of issues	LO: develop flexibility, strength, technique, control and balance Home Learning - JOE WICKS OTI MABUSSE Cosmic Yoga Walks Trampoline Garden play	LO - To work on own project in 2 or 3 dimensions Make a dinosaur land or create your own dinosaur	Pitch LO: play and perform using their vaices with increasing accuracy, fluency, control and expression Throughout time, people have always used their voices to make sounds. *Play a pitch game *Listen to a band play high/low BBC Bitesize- Year 4- 23rd April

2	Use	Instruction	How are	Addition &	LO: To use		All about	Rainbows	LO:	LO - To	Pitch &
2	use evidence to	s: how to	fossils	subtraction		My Body	ne ne	of hope		experiment with	
	build up a	nake a	formed?	summent	search	LO: Read	1102	loj nope	develop	different	melody
	picture of	salt dough	Describe in	V 2	technologies		LO: What	LO: Tø	flexibility,	effects,	
	the past	fossil	simple terms	Year 3:	effectively	carefully and show	rev skills	describe	strength,	including	LO: play
	What	Jussi	how fossils	LO: add	and be	understandi	have I tried	feelings	technique,	blocking in	and
	evidence	Explanatio	are formed	and	discerning		or learnt	and	control	colour,	perform
	do we	ns: How	when things	subtract rumbers	in	ng in the	during home	experiences	ard	textures and	using
	have of	are fossils	that have		evaluating	context of	learning?	of a range	balance	patterens.	their
	dinosaurs?	formed?	lived are	with up to	digital	raming	······································	of issues		Silhouette of a	voices
	(Fossils)	J	trapped	three digits, using	content	body parts.			JOE WICKS	dinosaur on	with
	AMK -	Story	within rock	formal		many princes.		Discussion	OTI	the colour	
	story	writing	(NC)	written	<u>н.</u> п	LO: To		of what	MABUSSE	rainbow/sunset	increasing
	dinosaur	opportuniti		methods of	Use the	read, listen		the	Walks	background	accuracy,
	fossil	es		columnar	internet to	and respond		rainbows	Trampoline		fluency,
	video			addition	research:	to		in the	Garden play		control
	https://www.yo	SPAG -Tø		and	How are	vocabulary.		community	1 3		and
	utube.com/wat	use a		subtraction	fossils	J		mean		7	expression
	<u>ch?v=-</u>	dictionary			formed?	LO: Tø					
	<u>qe89q8YYF0</u>	to check the meaning of		Year 4:	5	demonstrate				To work on	× DI
		an		LO: add	What	my				own project in	*Play a
		unfamiliar		and	evidence do	understandi				2 or 3	pitch
		5		subtract	we have	rg with				dimensions	game
				rumbers		actions.				-Creating own	*Sing a
				with up to	about					fossils	song
				4 digits	dinosaurs?					JUSSANS	5
				using the							BBC
				formal							Bitesize-
				written							<u>Year 4-</u>
				methods of							
				columnar							<u>23rd</u>
				addition							April
				ard							
				subtraction							
				where							
				appropriate							

3	Choose	Colour	LO: identify	Decimals	LO: To use	Items in the	All about	LO: What	LO: develop	Lo – To work	LO: develop
	relevant	vocabular	that humans	(including	search	home	me	are	flexibility,	on own project	an
	materials	y to	and some	money)	technologies	Scavenger		symbols	strength,	in 2 or 3	understandi
	to present	describe	other animals	Link to add	effectively	hunt	LO:	of hope in	technique,	dimensions	ng of the
	a picture		have	& subtract	and be	(home	What are	Christianit	control and	Bake a	history of
	of the	Fact files	skeletans and	last week.	discerning in	challenges)	my skills	يد?	balance	dinosaur cake	music.
	past	on	muscles for		evaluating	5	and talents?	5		– construct	
		dinosaurs	support,	Year 3:	digital	LO: Read		The use of	Home	different	In pre-
	Describe a		protection	add and	content	Carefully	(What rew	symbols	Learning –	shapes	historic
	variety of	Non	and	subtract		And show	skills have	of hope in	JOE WICKS		times,
	dinosaurs	chronologi	movement	amounts of	Use the	Understandi	I tried or	religion	OTI	Pasta dinosaur	people used
	– make a	cal reports		money to	internet to	ng	learnt	-	MABUSSE	bones	their voices
	dinosaur		Find out	give	research:	of words,	during home	AA	Cosmic		and made
	from	Presentatio	about	charge,	Dinosaur	phrases and	learning?)	604	Yoga		simple
	bones.	ns –	Human bones	using both	bores ard	simple		E.k	Walks	annin e	instruments
		video,	Dinosaur	£ and p in	types and	writing		2)	Trampoline	Share Marker Street	from
		posters etc	bones	practical	dinosaurs				Garden play		bones,
				contexts				1		120 640	animal
		https://www.yo	- anno -					Link to the			skins,
		<u>utube.com/wat</u> ch?v=rU4JlOKpa		Year 4:				Easter			sticks etc.
		<u>XU</u>	a. She wall and	LO:				story and			Car you
			A Summary	estimate,				the story			make a
		SPAG -Tø		compare				of Noah's ark and			simple
		spell		and				the dove			instrument?
		words		calculate				bringing			
		which		money in				back a			
		have had		pounds and				new leaf.			
		prefixes I		pence				sterr sery.			
		have been		LO: Salve							
		taught		simple							
		added to		money problems							
		them.		involving							
				decimals to							
				two decimal							
				places.							
				pinnes.							
				Pupils continue to							
				become fluent in							
				recognising the value of coins, by							
				adding and							
				subtracting amounts, including							
L				amounts, including		1	1				

4 Ask a variety . question To ident dinosau and understa categorii Theropol Stegosau s Sauropo Ornotho. ds Ankylos rus Certaopl rs Pachycepha aurs	s perform poetry about dinosaurs nd Size Appearance How the move, sound, what they eat - use the informatio u from the factfile sia To plan and write	what they eat Compare and contrast the diets of different dinosaurs and decide ways of grouping them	mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Measures (including decimals) Y3: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capa city (l/ml). Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). Y4: estimate, compare and calculate	LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information Create and share information about a particular dinosaur (share it via Tapestry)	Items in the home scavenger hunt (Home challenges) LO: broaden their vocabulary and develap their ability to understand new words that are introduced into familiar written material, including through using a dictionary	All about me LO: To consider new skills and talents? What new skills have I tried or learnt during home learning? Eg - cooking, creativity Fitness How does new learning make us feel?	LO: To describe ways people show that religion is important to them The use of symbols in Christianit Y (The fish as a secret sign) Crucifix Dove Tongue of fire Can children spot any symbols on daily walks - perhaps stain glass windows	LO: develop flexibility, strength, technique, cantral and balance Home Learning – JOE WICKS OTI MABUSSE Cosmic Yoga Walks Trampoline Garden play	LO: Mix a variety of colours and knaw which primary colours make secandary colours. Paper plate dinosaurs Colour wheel Colour wheel Art Lady video- colour wheel	LO: listen with attention to detail to identify the pulse in music Listen to the pulse in music. Use your home-made instrument to play the pulse? Oak National Academy lesson- pulse
---	---	---	---	---	--	--	---	---	--	---

		(T									
		(e.g. I		different							
		walked, I		measures							
		have									
		walked).		LO: Solve							
				simple							
				measure							
				problems							
				involving							
				decimals to							
				two decimal							
				places.							
				X/ D 1							
				Y4: Pupils							
				build on their							
				understanding							
				of place value and							
				decimal							
				notation to							
				record metric							
				measures,							
				including							
				money.							
5	Use books	To write	LO: recognise	Statistics	LO: To select,	French café	Think	LO: Tø	LO: To use	LO: Experiment	LO: use and
Ŭ	or the	Newspaper	that	Year 3	use and	role play	positive	consider	running,	with different	understand
				LO: interpret	combine a	(home	positive		throwing and		staff and
	internet for	report	environments	and present				how	catching in	effects and	other musical
	research		car charge	data using	variety of	challenges)	LO: To	symbols	isolation and	textures	notations
			and that this	bar charts,	software		discuss	help	in		
	Τø	News	car	pictograms	(including	LO: engage	thoughts	Christians.	combination	Art Lady	Let's learn
	consider	broadcast	sometimes	and tables	internet	in	and feelings			<u>video-textures</u>	more about
	why	– write a	pose dangers	LO: solve	services) and	conversatio		The use of	Athletics:	or Rory	rhythm (crotchets
	dinosaurs	script and	to living	one-step and	a range of	ns; ask and	Create a	symbols in	Practise	McCann	and
	became	perform	things. (NC)	two-step	digital	answer	post	Christianit	techniques	tutorial	quavers).
	extinct.	1.5		questions	devices to	questions;	isolation	ч. Ч	for javelin	See below	aprilities (2).
	https://www.yo	Drama –	Why did the	[for example,	design and	express	list. What	.9	and ball		Beatboxing
	utube.com/wat	act out	dinosaurs	'How many	-		things do I			Texture	y
	ch?v=6UacTA9o			more?' and	create content	opinions	5	(The fish as	throwing		Oak National
	<u>yGA</u>	scenarios	become	How many	that	and respond	want to do?			challenge	Academy-
			extinct?	fewer?'] using	accomplish	to those of	What have I	a secret sign)	Cricket:		beatbaxing
	Relate to	SPAG - Tø		information	giver goals,	others; seek	.missed?	sugit/	Practise	Other ideas –	
	why	use		presented in scaled bar	including	clarification		M/hu minhl	bowling,	stone painting	
	species	conjunctions		charts and	collecting,	ard help		Why might	throwing		
	become	in writing		pictograms	and	10		people	and		
				and tables.	presenting	LO: speak		wear the	catching		
	endangered			and the southeres.	1 5	in			. Sunda un ug		

	/ extinct				information	sentences.		badge of			
	today			Year 4:	··· J·····	using		a fish			
	<i>intering</i>			LO: interpret	Create and	familiar		100 9100 0			
				and present	share	vocabulary,					
				discrete and	information	phrases and					
				continuous	about a	basic					
				data using							
				appropriate graphical	particular	language					
				methods,	dinosaur	structures					
				including bar							
				charts and							
				time graphs.							
				LO: solve							
				.camparisan,							
				sum and							
				difference							
				problems.							
				using information							
				presented in							
				bar charts,							
				pictograms,							
				tables and							
				other graphs.							
						л н. 16 т					
					N	lay Half Term					
-	Prehistory		Animals & Humans			My Family			Athletics		
	·								Striking &		
									Fielding		
	To use a		LO: Identify	Decimals	LO: To use	My family	Think	LO: Tø	LO: develop	LO: Experiment	LO:
1	range of	Descriptive	that animals,	(including	search		positive	recognise	technique,	with effects	Identify
	sources to	writing	including	money)	technologies	LO: broaden	1	different	control and	and textures	and recall
	find out	-5	humans, reed	Link to add	effectively	their	LO: Tø	viewpoints	balance	Work with a	rhythmic
	about a	Story	the right	& subtract	and be	vocabulary	understand			range of	patterns
	time period	writing	types and	last week.	discerning in	and develop	that it is	Do all	Athletics:	scales	
		To plan	amount of		evaluating	their ability	important to	religions	Practise	(brushes and	Link to the
	Prehistoric	and write	nutrition, and	Year 3:	digital	to	look after	use the	track and	size)	stone age.
	world	a story	that they	add and	content	understand	our mental	same	field events	Rory McCann	Own
		with a	cannot make	subtract		rew words	health –	symbols	5	art tutorial for	instruments
	To find	vivid	their own	amounts of	Use the	that are	ways to do	for peace,	Cricket:	the dragon/	using
	out how	setting.	food; they	money to	internet to	introduced	this	love and	Focus skill:	dinosaur	natural
	people	5	get nutrition	give	research:	into familiar	What makes	hope?	batting	eye	materials
	lived in	SPAG -Tø	from what	charge,	Use a range	written	us happy?		techniques	5	

	the	use	they eat	using both	of sources to	material,				10 m 10 m 10	Play
	Store age	conjunctio	Compare and	£ and p in	find out	including					crotchets
	churce huge	ns,	contrast the	practical	about a	through					and minims
		adverbs,	diets of	contexts	period	using a				2 2 20 20 20	
		including	different		Store age	dictionary					
		fronted	animals and	Year 4:	<u>-</u> <u>-</u>	-					
		adverbials	decide ways	LO:		Learn new					
		, and	of grouping	estimate,		vocab:					
		preposition	them	compare		My mother					
		s.	according to	and		My father					
			what they	calculate		My sister					
			eat.	money in		My brother					
				pounds and		My					
			LO: construct	pence		grandma					
			and interpret	LO: Solve		My grandpa					
			a variety of	simple		My family					
			food chains,	money							
			identifying	problems							
			producers,	involving							
			predators	decimals to							
			and prey	two decimal							
				places.							
			Focus on	1							
			animals (not	Pupils continue to become fluent in							
			dinosaurs)	recognising the value							
				of coins, by adding and subtracting							
				amounts, including mixed units, and							
				giving change using							
				manageable amounts. They							
				record £ and p							
				separately. The decimal recording of							
				money is introduced							
				formally in year 4.							
2	Observe	To plan	LO: Identify	Decimals	LO: To select,	LO: describe	Think	LO: Tø	LO: develop	LO: Experiment	LO: use
	small	and write	that animals,		use and	people,	positive	explore	technique,	with effects	and
	details in	descriptivel	including	У4:	combine a	places,	1	other	control and	and textures	understand
	pictures	y from	humans, reed	LO:	variety of	things and	LO: To	symbols	balance		staff and
		images	the right	Campare	software	actions	understand	in religion		Create a model	other
	T.o .select	J	types and	numbers	(including	orally* and	that it is		Athletics:	dinosaur eye	musical
	and record	Clues from	amount of	with the	internet	in writing	important to	Link back	Practise	from clay or	notations
	relevant	the past –	nutrition, and	same	services) and	Practise new	look after	to work	track and	paper Mache	Plau cimple
	information					Fractise new				· · · ·	Play simple

-	using	that they	number of	s range of	family	our mental	on Islam	field events		patterns
Prehistoric	charts to	cannot make	decimal	digital	vocabulary	health –	Prayer mat		Consider	using
world	collect	their own	places up to	devices to	orally and	ways to do	Compass	Cricket:	texture and	untured
	informatio	food; they	two decimal	design and	through	this	No shoes	Focus skill:	skin	percussion
To find	n -	get nutrition	places.	create content	written	What makes	Call to	bowling	and beau	instruments
out how	similarities	from what		that	activities	us happy?	prayer	techniques		(crotchets,
people	and	they eat	LO: Round	accomplish					and Bro	minims,
lived in	differences	Compare and	decimals	given goals,		Explain the				semibreves)
the	to modern	contrast the	with one	including		feelings that			0	in 4/4
Store age	life	diets of	decimal	collecting,		happen			Store age	time.
	SPAG - To	people in the	place to the	and		when we			Jewellery – clay	
	organise my	stone age to	nearest	presenting		are happy.			Cube, sphere,	
	writing to make themed	our diet	whole	information					cylinder and	
	chunks or	today.	number.						tooth shape	
	paragraphs.			Powerpoint					beads to thread	
			LO:	presentations					a law	
			Recognise	linked to					18 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
			and write	stone age						
			decimal						1010	
			equivalents							
			to %, % and							
			¥.							
			Year 3							
			LO:							
			Compare							
			and order							
			whole							
			rumbers up							
			0001 صغ							
			LO: add							
			and							
			subtract							
			amounts of							
			money to							
			give							
			charge,							
			using both							
			£ and p in							
			practical							
			contexts							

3	Look at evidence Evaluate usefulness of different sources To use text books and historical knowledge Prehistoric world To find out how people lived in the Branze age	Description s of cave painting To use adjectives and adverbs to describe The diary of a bronze age person SPAG - to write in l st person	LO: Identify the different types of teeth in humans and their simple functians Comparing the teeth of carnivores and herbivores and suggesting reasons for differences;	Measures Year 3: LO: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); valume/capaci ty (l/ml). Year 4: LO: Canvert between different units of measure [for example, kilometre to metre;] LO: estimate, campare and calculate different measures, including money in pounds and pence	LO: To use search technologies effectively and be discerning in evaluating digital content Use the internet to research: Internet research on a new period- Bronze age	LO: write phrases fram memory, and adapt these to create new sentences, to express ideas clearly LO: describe people, places, things and actians orally* and in writing Apply new vocab in writing to create a family tree	LO: To discuss changes people may experience in their lives and how they might make them feel Maving house Maving schools Moving class	LO: To explore other symbols in religion Link back to work on Islam Prayer mat Compass No shoes Call to prayer	LO: compare their performances with previous ones and demonstrate improvement to achieve their personal best. Athletics: Track events- recording personal bests Cricket: Improving skills in bowling, batting & catching	LO: work an own and collaboratively on 2D and 3D and different scales LO: Join clay Canstruct a simple clay base Add colour to the clay	LO: Identify repeated patterns used in a variety of music (Ostinato) Consider jobs and hobbies of bronze age people - how can the children link the sounds and patterns to this
4	Recall, select and organise historical informatio r		Identify the different types of teeth in humans and their simple functions Investigation: Finding out what damages teeth and how to look after them.	Statistics Year 3 LO: interpret and present data using bar charts, pictagrams and tables LO: salve ane-step and two-step questions [far example, 'How many mare?' and 'How many fewer?'] using	LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish	Revision of Colours LO: Develop accurate pronunciation and intonation in the context of naming colours. LO: To listen to and copy pronunciation of colour	LO: To talk about things that make them happy and help them to stay calm Speech bubbles, though bubbles and thought jar	LO: To explare other symbols in religion Puja tray in Hindusim (aid to prayer)	LO: To enjay communicati ng, callaboratin g and campeting with each other. Athletics: Relay techniques & then apply to	LO: Mix a variety of colours – make secondary colours using primary colours LO: Use a developed coloured vocabulary Cave Painting	LO: Identify repeated patterns used in a variety of music (Ostinato) Add further ideas linked to Bronze age life

				information	giver goals,	words			house races		
				presented in	including	accurately					
				scaled bar	collecting,				Cricket:		
				charts and	and	Recognise				KIT SUGA	
				pictograms		masculine			Apply skills	A AND A ANT	
				and tables.	presenting	and feminine			developed		
					information	forms for			so far in		
				Year 4:	•	colours			mini-games.		
				LO: interpret	Powerpoint				J		
				and present							
				discrete and	presentations						
				continuous	linked to a						
				data using	Bronze age						
				appropriate							
				graphical							
				methods,							
				including bar							
				charts and							
				time graphs.							
				LO: solve							
				comparison,							
				sum and							
				difference							
				problems							
				using							
				information							
				presented in							
				bar charts,							
				pictograms,							
				tables and							
				other graphs.							
5 Look	k at	To write	LO: To	Time	LO: To use	Clothes	LO - To	LO: To	LO: Tø	LO: select from	LO:
evide		instructions	describe the	Y3: LO: tell	search		identify	explore	develop	and use a	perform in
To		AT COLORIZATION COL		and write the	technologies	LO: listen	uncomfortab				
		explanation	simple	time from an		attentively to	~	other	technique,	wider range of	solo and
			functions of	analogue	effectively	spaken	le emotions	symbols	control and	tools and	ensemble
usef		text - how	the basic	clock,	and be	larguage ard	and what	in religion	balance	equipment to	.contexts,
of		to make	parts of the	including	discerning in	show	car cause			perform	using their
	erent	shoes	digestive	using Roman	evaluating	understanding	them.	Puja tray	Athletics:	practical tasks	voices with
sour			system in	rumerals	digital	by joining in		in	Practise	[for example,	increasing
Use.		SPAG - To	humans	from I to		and	Haw dags it	Hindusim	track and		-
	iexi	use		XII, and 12-	content	responding	How does it			cutting,	accuracy,
	ks and	imperative	Pupils should	hour and 24-			feel to feel	(aid to	field events	shaping,	fluency,
	orical	verbs to	be introduced	hour clocks	Use the		anxious	prayer)	for	joining and	control and
know	1 1	create	to the main	¤ estimate	internet to	What's in	Worry		competitions	finishing],	expression
		commands	body parts	and read time	research:	Your	Scared			accurately	C
Preh	istoric		associated with	with	Research and	Wardrobe?			Rounders:	J	Songs for

world		the digestive	increasing	presentations	Broaden their	What does	Focus skill:	LO: select from	leavers
		system, for	accuracy to	linked to the	vocabulary in	it look like?	batting	and use a	
To find	SPAG - Tø	example:	the nearest	Iron age	the context of		techniques	wider range of	
out how	use time	mouth, tongue,	minute; record	and	clothing.	What can	'	materials and	
people	conjunctions	teeth,	ard compare	Science	To ask and	we do to		components,	
lived in	to show	oesophagus,	time in terms	Juerue	arswer what	make		including	
	chronologic	stomach, and	of seconds,		is 'there'.				
the	al order	small and	minutes and		To recognise	ourselves		construction	
Iron age		large intestine,	hours; use		masculine	feel better?		materials,	
		and explore	vocabulary such as		and feminine			textiles and	
		questions that help them to	o'clock,		clothing rouns.			ingredients,	
Recall,		understand	a.m./p.m.,		TUUTIS.			according to	
select and		their special	morning,					their functional	
organise		functions	afternoon,					properties and	
historical		grad boates b2	roon and					aesthetic	
informatio			midnight					qualities.	
n			¤ know the					•	
70			number of					Sewing –	
			seconds in a					prehistoric	
			minute and					shoes	
			the number of						
			days in each						
			month, year						
			and leap year						
			¤ compare						
			durations of						
			events [for						
			example to					TUR PROV	
			calculate the						
			time taken by						
			particular						
			events or						
			tasks].						
			Y4: Time						
			Convert						
			between						
			different units						
			of measure						
			[for example,						
			hour to						
			.minute]						
			Read, write						
			and convert						
			time between						
			analogue and						
			digital 12-						

 Look at evidence Evaluate usefulness of different sources Use text books and historical knowledge Prehistoric world To find aut how peaple lived in the Iron age Recall, select and 	To summarise and evaluate the prehistory of Britain SPAG - I can proofread my own work for spelling and punctuation errors and make the necessary changes	LO: To describe the simple functions of the basic parts of the digestive system in humans Pupils might work scientifically by: They might draw and discuss their ideas about the digestive system and compare them with models or images.	and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Geometry: Year 3 LO: To identify horizental and vertical lines and pairs of perpendicula r and parallel lines. LO: draw 2-D shapes and make 3-D shapes using madelling materials;	LO: To select, use and combine a variety of software (including internet services) and a range of digital devices to design and create content that accomplish given goals, including collecting, and presenting information Research and presentations	Clothes LO: describe people, places, things and actians arally* and in writing Orally/in writing, describe clothes with a colour, matching the feminine or masculine version of the colour to the gender of the noun.	End of year review. What am I proud of? What are my targets? To consider my achievements To understand the feeling of being proud	LO: To explore other symbols in religion Look at a range of symbols including the Khanda	SPORTS DAY LO: To enjoy communicati ng, collaboratin g and competing with each other. Athletics: Practise skills & apply them in competitions	LO: evaluate their ideas and products against their own design criteria and consider the views of others to improve their wark Completing projects time and evaluations of DT work	LO: perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Songs for leavers
select and organise historical informatio n			Year 4: LO: To compare and classify geometric	presentations linked to the Iron age						

				shapes, including quadrilatera ls and triangles, based an their properties and sizes							
7	LO: To evaluate	LO: To evaluate	LO: To evaluate	LO: To evaluate	LO: To select, use and	LO: To revise this	LO: To evaluate	LO: To evaluate	LO: To enjoy cammunicatin	LO: evaluate their ideas and	LO: perform in
	what have	what have	what have I	what have	combine a	term's	what have	what have	s, collaborating	products	solo and
	I learnt	I learnt	learnt	I learnt	variety of	vocabulary	I learnt	I learnt	ard	against their	ensemble
		Go back to		A	software			Davisian	competing	own design	contexts,
		the 'What I'd		Assessments and	(including internet		End of year review.	Revision	with each	criteria and consider the	using their voices with
		like to find		evaluations	services) and		What am I	of things were have	other.	views of	increasing
		out.' Choose		Eviana in the	a range of		proud of?	looked at	Athletics:	others to	accuracy,
		favourite piece to edit			digital		What are	and	Mini-races	improve their	fluency,
		and improve			devices to		my targets?	impact on	& events in	work	control and
					present			us.	houses		expression
					information					Completing	
					Dessert				Rounders:	projects time	Songs for
					Present information				Apply skills developed	and	leavers
					to peers				so far in	evaluations of	
					the preside				mini-games.	DT work	

French Learning Objectives

LO: listen attentively to spoken language and show understanding by joining in and responding

LO: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

LO: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

LO: speak in sentences, using familiar vocabulary, phrases and basic language structures

LO: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

LO: present ideas and information orally to a range of audiences*

LO: read carefully and show understanding of words, phrases and simple writing

LO: appreciate stories, songs, poems and rhymes in the language

LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

LO: write phrases from memory, and adapt these to create new sentences, to express ideas clearly LO: describe people, places, things and actions orally* and in writing

Music

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.

Pupils should be taught to:

- LO: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- LO: improvise and compose music for a range of purposes using the inter-related dimensions of music
- LO: listen with attention to detail and recall sounds with increasing aural memory
- LO: use and understand staff and other musical notations
- LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- LO: develop an understanding of the history of music.

Key stage 2 - PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- *They should enjoy communicating, collaborating and competing with each other.
- *They should develop an understanding of how to improve in different physical activities and sports
- * learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ^p use running, jumping, throwing and catching in isolation and in combination
- ^p play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- " develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ^p perform dances using a range of movement patterns
- ^p take part in outdoor and adventurous activity challenges both individually and within a team
- ¤ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key stage 2 - Computing

Pupils should be taught to:

- LO: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- LO: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- LO: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- LO: To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- LO: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- LO: To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- LO: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Further ART ideas

