



## Formal 1: Long Term Plan 2023-2024

	English & Communication <b>(Drama links)</b>	Maths & Problem Solving <i>(Please use this a guide for coverage- teachers know the needs/abilities of their pupils best so please adapt and revisit areas as needed)</i>	Our World <b>DofE Science Statutory Requirements</b>	Creative Thinking	Computing & Online Safety	Healthy Lifestyles	Identity & Wellbeing <b>PSHE – Jigsaw</b> <i>(Weekly reflection sessions to cover RE &amp; Citizenship twice a week in class linked to assembly themes. See assembly document)</i>	My Independence
<b>Transitions:</b> Identity & Wellbeing and P4C focus for the first 2 weeks of Autumn Term.								
1	<b>Topic: Zoom to the Moon! - DT (Exists on Cornerstones)</b>		<b>Key Texts:</b> The Way Back Home – Oliver Jeffers Aliens Love Underpants – Claire Freedman			Look Up - Nathan Byron Meet the Planets - Caryl Hart Look Inside Space - Rob Lloyd Jones		
	<p><i>Drama should be taught throughout the year as part of the English curriculum- this should be at the discretion of the teacher as to how skills (in red) and drama techniques e.g. freeze frames, role play, hot seating etc. are implemented across the year based on what the key texts lend themselves to.</i></p> <p><b>Drama-</b>                      Recite a simple speech or poem to a familiar peer or adult.</p>	<p><b>Operations:</b>  <b>Focus: Place value- reading, writing and representing numbers.</b>                      Following an introduction through concrete experiences demonstrate knowledge of place value to 100; developing the ability to read, write, partition and represent numbers through pictorial diagrams and abstract numbers.</p> <p><b>Functional Maths:</b>                      Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using</p>	<p><b>Science:</b>                      Properties of everyday materials, working scientifically</p> <p><b>distinguish between an object and the material from which it is made</b></p> <p><b>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</b></p> <p><b>describe the simple physical properties of a variety of everyday materials</b></p>	<p><b>Art and DT:</b>                      Plan, design, make and evaluate moving models of the Solar System. Justify choices of specific materials and tools.</p> <p><b>Music:</b>                      Listen to, copy and improvise sounds and rhythms in a larger group using instruments, objects and their voice.</p>	<p><b>NC link:</b>                      Use technology safely, respectfully and responsibly and be able to recognise acceptable/ unacceptable behaviour.</p> <p><b>Key skills:</b>                      Understand more than one way to report inappropriate content and behaviour.                      Understand acceptable and unacceptable online behaviour.                      Explain the negative implications of failing to</p>	<p><b>PE:</b>                      Fitness for space; Measuring and improving fitness, awareness of safety.</p> <p><b>Get set 4 PE fitness year3/4 will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility</b></p>	<p><b>PSHE – Being me in my world</b>                      Being part of a class team                      Being a school citizen                      Rights, responsibilities and democracy                      Rewards and consequences                      Group decision making                      Having a voice</p>	<p><b>Independence:</b>                      Broadens understanding of self-confidence, self-motivation and self-organisation.</p> <p><b>Identifying emotions and body cues within self.</b></p> <p><b>Personal Needs:</b>                      Broadens knowledge of more complex personal hygiene and domestic routines.</p>

Cycle 1

<p>Change tone and volume to meet the need of an audience.</p> <p>Improvise and interact in character in a simple adult led scenario role play with familiar peers.</p> <p>Character descriptions Story writing SPaG Phonics Sentence structure – weekly through weekend writing task. Handwriting</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STAR ASSESSMENTS</li> </ul> <p>Communication including speaking and listening tasks: Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</p>	<p>division and multiplication to find fractions.</p> <p>Shape, space and measure: Focus: Position and direction Develop spatial-awareness associated with recording and identifying shape and space. Develop use of mathematical language to describe position, understand movement and give directions building on previous stages.</p>	<p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Geography: Become familiar with globe e.g. Satellite Images, use atlas to name and locate key features eg Continents and Countries</p> <p>History: Significant people, astronauts; increase understanding of change that has happened across the world.</p>	<p>Sing songs, rhymes and chants with a sense of melody and shape along with others. (sing and sign)</p>	<p>keep passwords safe and secure. Demonstrate the importance of having a secure password.</p> <p>Hardware/ software: Laptops, IPads, unplugged activities, NOS.</p>	<p>Food Tech: Understand the need for a healthy balanced diet and basic food hygiene and storage e.g. Food fit for an astronaut? Key skills weighing in grams / kgs</p> <p>Mental Health: Recognise the link between sleep and tiredness</p>	<p>What motivates behaviour</p> <p>RE &amp; Citizenship: Setting goals and playing a part in the community</p>	<p>Personal Safety: Broadens knowledge of keeping safe in the wider environment with increasing independence.</p> <p>Looking at how we can keep safe in our community where can you go.</p>
--	---	--	--	--	--	--	---

Cycle 1

<p>Reading: To broaden knowledge of the process of reading and the retrieval of more specific information in a wide range of texts, with growing independence. Teach one phoneme a week with opportunities to consolidate this over the week when they are not reading with an adult. Use resources such as roll and read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension. Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. Spelling tests linked to levels and use early morning task each week to assess this where appropriate. Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate</p>							
---	--	--	--	--	--	--	--

Cycle 1

	sentence structure and co-ordinating conjunctions for LA children.							
2	<b>Topic: Changing Childhood- History</b>	<p>Key Texts:            *Wilfrid Gordon McDonald Partridge – Mem Fox      Ways Into History – Toys            *Old Bear – Jane Hissey      Grandad’s Island</p>						
	<p>Poems; Diaries; Letters SPaG Phonics Sentence structure – weekly through weekend writing task. Handwriting Communication including speaking and listening tasks: Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience. <b>This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</b></p> <p>Reading: To broaden knowledge of the process of reading and the retrieval of more specific information in a wide range of texts, with growing independence.</p>	<p>Operations: <b>Focus: Place value and addition/subtraction.</b> Following an introduction through concrete experiences and practice using diagrams and pictures, calculations in addition/subtraction become formalised and abstract to 100 embedded through problem solving.</p> <p>Functional Maths: Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using division and multiplication to find fractions.</p> <p>Shape, space and measure: Focus: <b>Shape</b> Broaden understanding of shape in 2D and 3D contexts; identify and compare properties and sort these. Recognise and create patterns with objects and shapes.</p>	<p>Science: The human body <b>Describe how humans need the skeleton and muscles for support, protection and movement.</b></p> <p><b>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b></p> <p>History: Victorian Schools. Increasing sequencing chronological skills and developing the detail identified when considering the changes made over time. Using artefacts to describe the past. Beginning to recognise similarities and differences.</p>	<p>Art and DT: <b>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.</b> Use a range of techniques (as above) and materials to make a creative end product, making informed choices.</p> <p>Music- Listen to and respond a range of recorded music and songs and share their opinions.  Sing songs, rhymes and chants with a sense of melody and shape along with others. (sing and sign)</p>	<p>NC link: Use a range applications for appropriate purposes and presenting information.</p> <p>Key skills: Collect and present data and information using presentation software. <b>Consider what software is most appropriate for a given task.</b></p> <p>Hardware/ software: Laptops, IPads, Microsoft Word, Microsoft Publisher, Microsoft PowerPoint, NOS.</p>	<p>PE: Participate in playground games, beginning to create their own games.</p> <p><b>Get set 4 PE fundamentals yr 3/4 skills of balancing, running, jumping, hopping and skipping. develop their ability to change direction opportunity to explore how the body moves at different speeds</b></p> <p>Food Tech: Find out where food comes from e.g. Food over time, Victorian meals &amp; Modern snacks.</p> <p>Use a range of food preparation skills e.g. mixing, scooping, spreading. <b>weighing, measuring, grating, slicing,</b></p>	<p><b>PSHE: Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others</p> <p>RE &amp; Citizenship: Develop respect for their own cultures &amp; beliefs &amp; those of others through. Explore the connections between us.</p>	<p>Independence: Broadens understanding of self-confidence, self-motivation and self-organisation.</p> <p>Personal Needs: Broadens knowledge of more complex personal hygiene and domestic routines. <b>A possible focus Basic first aid and response</b></p> <p>Personal Safety: Broadens knowledge of keeping safe in the community and local area with increasing independence.  <b>Careers Start to think about jobs in our area</b></p>

Cycle 1

<p>Teach one phoneme a week with opportunities to consolidate this over the week when they are not reading with an adult. Use resources such as roll and read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension. Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. Spelling tests linked to levels and use early morning task each week to assess this where appropriate. Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate sentence structure and coordinating conjunctions for LA children.</p> <p>Drama: Create, rehearse and evaluate a performance e.g. Planning an assembly</p>					<p>spreading and using the grill</p> <p>Mental Health: Access a toolbox to support own mental health. Begin to understand positive and negative factors that can impact their mental health.</p>		
---	--	--	--	--	--	--	--

<p>3</p>	<p><b>Topic: Wriggle or Fly? - Science</b></p>	<p><b>Key Texts:</b>                  *James &amp; the Giant Peach - Roald Dahl                  *Superworm – Julia Donaldson                  *Project Bugs – Camilla de la Bedoyere</p>		<p>*Mad About Minibeasts – Giles Anderson                  *Aaaaaaargh Spider – Lydia Monk                  * Diary of a fly – Doreen Cronin &amp; Harry Bliss                  *Bonkers about Beetles – Owen Davey (NF)</p>			
<p>Leaflets or non chronological reports;  <b>SPaG</b>  <b>Phonics</b>                  Sentence structure – weekly through weekend writing task.  <b>Handwriting</b></p> <p>Communication <b>including speaking and listening tasks</b>: Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience.                  This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc.                  Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</p> <p>Reading:                  To broaden knowledge of the process of reading and the retrieval of more specific information in a wide range of texts, with growing independence.                  Teach one phoneme a week with opportunities to</p>	<p><b>Operations:</b>  <b>Focus: Addition and Subtraction.</b>                  Building on concrete experiences using diagrams and pictures, calculations in addition/subtraction to solve one step problems; developing understanding of missing number problems and inverse operations. Begin to mentally calculate simple addition and subtraction problems.</p> <p><b>Functional Maths:</b>                  Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using division and multiplication to find fractions.</p> <p><b>Shape, space and measure:</b>  <b>Focus: Measure</b>                  Securing understanding of measures in a formal way and use every day apparatus to measure. Develop knowledge of associated language and use appropriate standard units.</p>	<p><b>Science:</b>                  Habitats; Animals, including humans; Comparing different habitats that mammals live, reptiles live etc</p> <p><b>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</b></p> <p><b>identify and name a variety of plants and animals in their habitats, including microhabitats</b></p> <p><b>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</b></p> <p>Working scientifically</p> <p><b>observing closely, using simple equipment</b></p>	<p><b>Art and DT:</b>                  Use drawing ,painting and sculpture to record ideas, experiences and imagination making creative decisions as work progresses.                  e.g. Observational drawing; Model making  <b>Add tone to a drawing by using linear and cross-hatching.</b></p> <p><b>Music:</b>                  Play tuned and un-tuned percussion instruments.                  Sing songs, rhymes and chants with a sense of melody and shape along with others.                  (sing and sign)</p>	<p><b>NC link:</b>                  Design, write and debug programmes that accomplish specific goals.</p> <p><b>Key skills:</b>                  Turn real life situations into an algorithm by deconstructing it into manageable parts. Identify an error within their programme and fix it. Demonstrate an ability to design and code a programme that follows a simple sequence.</p> <p><b>Hardware/ software:</b>                  Laptops, unplugged activities, Purple Mash – 2Code (chimp/ gibbon/ free code)</p>	<p><b>PE:</b>                  Link a range of skills and techniques and apply them to different activities e.g. dance</p> <p><b>Get set 4 pe Dance year 3 develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. Building confidence</b></p> <p><b>Food Tech:</b>                  Explore reasons why some people eat or avoid certain foods e.g. vegetable based diets. Use a range of skills. <b>Including peeling, slicing different textures of foods, grating different textures, simmering.</b></p> <p><b>Mental Health:</b>                  Recognise danger and how/when to seek help.</p>	<p><b>PSHE:</b>  <b>Dreams and Goals</b>                  Hopes and dreams                  Overcoming disappointment</p> <p><b>RE:</b>                  Develop awareness of their own needs, views and feelings and a sensitivity towards those of others; respect towards their own culture and beliefs and those of others.</p>	<p><b>Independence:</b>                  Broadens understanding of self-confidence, self-motivation and self-organisation.</p> <p><b>Developing awareness of team work into an enterprise (project)</b></p> <p><b>Personal Needs:</b>                  Broadens knowledge of more complex personal hygiene and domestic routines.</p> <p><b>Personal Safety:</b>                  Broadens knowledge of keeping safe in the community and local area with increasing independence.</p>

Cycle 1

<p>consolidate this over the week when they are not reading with an adult. Use resources such as roll and read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension. Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. Spelling tests linked to levels and use early morning task each week to assess this where appropriate. Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate sentence structure and coordinating conjunctions for LA children.</p>		<p><b>identifying and classifying</b></p> <p>Geography: Key features of physical and human geography; and use of directions or compass points e.g. Minibeast hunt</p> <p>History: Personal heritage investigation. Increasing the depth of understanding of personal and family changes. Individuals and time out of pupil's own experience.</p>					
--	--	--	--	--	--	--	--

4	<p><b>Topic: Dinosaur Planet- Geography</b></p>	<p><b>Key Texts:</b>                  *Galaxy Zack – The Prehistoric Planet                  *Boy – James Mayhew                  *Sea Monsters, a prehistoric adventure – Mose Richards</p>		<p>*Prehistoric Mammals – Level 3 National Geographic kids                  *Prehistoric Pets – Dean Lomax and Mike Love                  *Dinosaur Atlas – Lonely planet</p>				
	<p>Nonchronological reports;                  Narrative;                  Descriptive writing  <b>SPaG</b>  <b>Phonics</b>                  Sentence structure – weekly through weekend writing task.                  Handwriting</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STAR ASSESSMENTS</li> </ul> <p>Communication including speaking and listening:                  Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</p> <p>Reading:                  To broaden knowledge of the process of reading and the retrieval of more specific information in a</p>	<p><b>Operations:</b>  <b>Focus: Multiplication and Division</b>                  Following an introduction through concrete experiences and practice using diagrams and pictures, calculations in Multiplication and Division.                  Solve and represent simple one step multiplication and division problems including doubles and halves.</p> <p>Functional Maths:                  Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using division and multiplication to find fractions.</p> <p><b>Focus: Measure</b>                  Securing understanding of measures in a formal way and use every day apparatus to measure. Develop knowledge of associated language and use appropriate standard units.</p>	<p>Science: Plants                  Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die.                  Describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>using their observations and ideas</p>	<p>Art and DT:                  Broaden understanding of how things work and how they can be improved e.g. Large and small scale modelling. Measure materials to use in a model or structure.                  Describe similarities and differences between artwork on a common theme.</p> <p>Music: Recognise an increasing range of musical genres or traditions and use musical terminology to describe the features of these.</p> <p>Sing songs, rhymes and chants with a sense of melody and shape along with others. (sing and sign)</p>	<p>NC link:                  Understand search technologies effectively and appreciate how results are selected and ranked.</p> <p>Key skills:                  Carry out searches to retrieve digital content. Understand how search engines work including ranking results and ads. Understand not everything online is real and begin to spot fake websites.</p> <p>Hardware/ software:                  Laptops, IPads, safe search engines, unplugged activities, NOS.</p>	<p>PE:                  Understand the need for cooperation and team games, including others and using simple tactics.</p> <p>Get set 4 PE Hockey year 3/4 learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. encouraged to think about how to use skills, strategies and tactics to outwit the opposition</p> <p>Food Tech:                  Understand ways to select, prepare and store food for a healthy diet.</p>	<p><b>PSHE: Healthy Me</b>                  Healthier friendships                  Group dynamics</p> <p>RE &amp; Citizenship:                  Explore and develop understanding of a range of religions and beliefs through concrete experiences e.g. faith, culture, family, customs and traditions around the world</p>	<p>Independence:                  Broadens understanding of self-confidence, self-motivation and self-organisation.</p> <p>Link to our world where they live what's in my area.</p> <p>Personal Needs:                  Broadens knowledge of more complex personal hygiene and domestic routines.</p> <p>Personal Safety:                  Broadens knowledge of keeping safe in the community and local area with increasing independence.</p> <p>Basic road safety rules and guidelines</p>



Cycle 1

	<p>wide range of texts, with growing independence.  <b>Teach one phoneme a week with opportunities to consolidate this over the week when they are not reading with an adult. Use resources such as roll and read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension.</b>  <b>Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</b></p> <p>Writing:          To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence.  <b>Spelling tests linked to levels and use early morning task each week to assess this where appropriate.</b>  <b>Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate sentence structure and co-ordinating conjunctions for LA children.</b></p>		<p><b>to suggest answers to questions</b></p> <p>Geography:          Locating continents and oceans. Comparing climates , human and physical features.</p> <p>History: Sequencing objects people and events beyond own experience; Significant individuals – Mary Anning</p>					
5	<p><b>Topic: Wonderful Weather- Science</b></p>	<p>Key Texts:          *Lila and the Secret of Rain – David Conway</p>		<p>*Chicken Licken – Vera Southgate</p>				

Cycle 1

<p>Recounts; Poetry; Lists and instructions; <b>SPaG</b> <b>Phonics</b> <b>Sentence structure – weekly through weekend writing task.</b> <b>Handwriting</b></p> <p>Communication <b>including speaking and listening:</b> Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience. <b>This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</b></p> <p>Reading: To broaden knowledge of the process of reading and the retrieval of more specific information in a wide range of texts, with growing independence. <b>Teach one phoneme a week with opportunities to consolidate this over the week when they are not reading with an adult. Use</b></p>	<p>Operations: <b>Focus: Multiplication and Division.</b> Build on concrete experiences using diagrams and pictures, calculations in multiplication/division to solve one step problems; recall and use multiplication/division facts for times tables within the pupil’s ability and begin to solve every day real life problems using their knowledge.</p> <p>Functional Maths: Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using division and multiplication to find fractions.</p> <p>Shape, space and measure: <b>Focus: Time</b> Develop understanding of measure (time) in everyday life; reads and writes time including drawing hands on a clock face to represent time. Shows awareness of time, consolidate measuring and recording time including the language associated with this.</p>	<p>Science: Seasonal changes Science Challenge: Build a weather station <b>SRE Science (Statutory)</b> <b>Refer to the end of the document.</b></p> <p><b>observe changes across the four seasons</b></p> <p><b>observe and describe weather associated with the seasons and how day length varies.</b></p> <p>Geography: Seasonal and daily weather patterns; location of hot and cold places in UK &amp; world</p> <p>History: Significant scientists and discoveries relating to weather– Sir Francis Beaufort, Michael Fish. Deepening understanding of changes that have occurred outside own experience. Develop using 5 ws to investigate the past. Significant scientists and discoveries relating to weather– Sir Francis Beaufort, Michael Fish.</p>	<p>Art and DT: Increase knowledge of artists, craft makers and designers, making comparison. <b>Work in the style of a significant artist, architect, culture or designer. Think of an idea and plan what to do next.</b></p> <p>Music: Participate in group music making; recognise an increasing number of musical instruments by sound e.g. Weather sound effects .  Sing songs, rhymes and chants with a sense of melody and shape along with others. (sing and sign)</p>	<p>NC link: Collect, analyse, evaluate and present data and information.</p> <p>Key skills: Collect and present data and information using branching databases (2Question). Analyse and evaluate data using appropriate software (2Graph).</p> <p>Hardware/ software: Laptops, Purple Mash – 2Question, 2Graph.</p>	<p>Describe how their bodies feel during different activities. Know a range of ways to be healthy and active e.g. Summer walks &amp; summer sports</p> <p><b>Get set 4 PE Athletics year 3 will develop basic running, jumping and throwing techniques. pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best</b></p> <p>Food tech: know where food comes from and ways to minimise waste e.g. Seasonal food, summer salads</p> <p>Mental Health: Recognise healthy and unhealthy habits.</p>	<p><b>PSHE: Relationships</b> Jealousy</p> <p>RE &amp; Citizenship: Explore &amp; discover a range of religions &amp; beliefs through concrete experiences such as engaging with people &amp; communities of faith, visits, artefacts, stories, etc.</p>	<p>Independence: Broadens understanding of self-confidence, self-motivation and self-organisation.</p> <p>Personal Needs: Broadens knowledge of more complex personal hygiene and domestic routines.</p> <p>Personal Safety: Broadens knowledge of keeping safe in the community and local area with increasing independence.</p>
---	--	--	---	---	---	--	---

Cycle 1

	<p>resources such as roll and read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension. Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. Spelling tests linked to levels and use early morning task each week to assess this where appropriate. Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate sentence structure and co-ordinating conjunctions for LA children.</p>							
6	<p><b>Topic: Messy Mixtures - Art</b></p> <p>Key Texts: *Porridge Pot – Rosie Dickins *The Day the Crayons Quit – Drew Daywalt *The Pencil – Allan Ahlberg</p>							
	<p>Letter writing Narratives; SPaG Phonics</p>	<p>Operations: Focus: Consolidation of skills Build on and develop concrete experiences, practice using diagrams and pictures,</p>	<p>Science: States of matter; chemical reactions; Everyday materials; Working scientifically</p>	<p>Art: Develop art and design techniques with focus on colour, pattern,</p>	<p>NC link: Use sequence, selections and repetition when coding.</p>	<p>PE: Recognising how their work is different from or similar to that of</p>	<p><b>PSHE:</b> <b>Changing Me</b> Being unique. RE &amp; Citizenship:</p>	<p>Independence: Broadens understanding of self-confidence,</p>

Cycle 1

<p>Sentence structure – weekly through weekend writing task. Handwriting</p> <ul style="list-style-type: none"> <li>• PHONICS ASSESSMENTS</li> <li>• RISING STAR ASSESSMENTS</li> </ul> <p>Communication including speaking and listening: Broaden knowledge of reciprocal interactions in a range of settings with a wider audience. Begin to adapt communication approaches to meet the needs of the audience. This can be done through games such as Simon says, Chinese whispers, I went to the shop and I bought etc. Use Newsround as stimulus for recalling information that they have learnt and nurture breakfast to encourage positive interactions.</p> <p>Reading: To broaden knowledge of the process of reading and the retrieval of more specific information in a wide range of texts, with growing independence. Teach one phoneme a week with opportunities to consolidate this over the week when they are not reading with an adult. Use resources such as roll and</p>	<p>calculations in all 4 operations become formalised and abstract to 100. Embedded through problem solving. Calculation Policy- Stages 2-3.</p> <p>Functional Maths: Using maths in everyday life to solve problems, collect data and carry out enquiries/ investigations. Understanding coinage and adding/subtracting money. Using division and multiplication to find fractions.</p> <p>Shape, space and measure: Focus: Consolidation of skills Broaden understanding of shape in 2d and 3d contexts. Develop spatial-awareness associated with recording and identifying shape and space. Securing understanding of measures in a formal way and use every day apparatus to measure. Develop knowledge of associated language.</p>	<p>Geography: Begin to understand how the local area, wider world and environment are shaped by people and our impact</p>	<p>texture, line, shape, form and space. Make a two colour print. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Choose materials or methods and say why they have been used.</p> <p>Music- Play and sing pieces of music with controlled fluency and accuracy.</p> <p>Sing songs, rhymes and chants with a sense of melody and shape along with others. (sing and sign)</p>	<p>Key skills: Experiment with timers to achieve repetition effects. Use the repeat command confidently. Begin to understand the difference between using a timer command and a repeat command.</p> <p>Hardware/ software: Laptops, Scratch, Purple Mash – Logo, 2Code (chimp/ gibbon/ free code).</p>	<p>others and use this to improve their performance in dance or gymnastics</p> <p>Get set 4 PE OAA YEAR 3 develop problem solving skills through a range of challenges. learn to orientate a map, identify key symbols and follow routes.</p> <p>Food tasting; Origins of food; Healthy meals; Following recipes; Designing an outdoor kitchen focusing key skills on measuring using different masses. Planning with a minimum budget.</p> <p>Mental Health: Recognise danger in the community and how to take steps to avoid this.</p>	<p>Use imagination and curiosity to develop a sense of appreciation and wonder at the world through exploration of the outdoors, art and music</p>	<p>self-motivation and self-organisation</p> <p>Focus on travelling in our local community using a variety of transport modes.</p> <p>Personal Needs: Broadens knowledge of more complex personal hygiene and domestic routines.</p> <p>Personal Safety: Broadens knowledge of keeping safe in the community and local area with increasing independence.</p> <p>Water safety around rivers ponds, reservoirs</p>
---	--	---	--	--	--	--	---

Cycle 1

<p>read mats to aid this development. For children not accessing phonics use See and Learn or for confident readers focus on comprehension. Interventions for fluency to be a focus for confident readers to ensure this aids their comprehension skills.</p> <p>Writing: To broaden knowledge of more complex spelling and grammar rules and include this when using different writing styles, for a range of audiences, with increasing independence. Spelling tests linked to levels and use early morning task each week to assess this where appropriate. Focus on adding detail to sentences using expanded noun phrases, statements, questions and exclamations for HA children and using accurate sentence structure and co-ordinating conjunctions for LA children.</p> <p>Drama: Engage in roleplay and begin to respond in character.</p>							
<p><b>Transitions:</b> Identity &amp; Wellbeing and P4C focus for the last 3 weeks of Summer Term</p>							

## Cycle 1

**RSHE needs to be covered on a termly basis and is an integral part of keeping our pupils safe at Southgate. If there is not a specific SRE topic that term, reflections and nurture breakfasts could be utilised for coverage.**

**Please refer to the RSHE curriculum tree and seek advice from the PSHE lead if you have any questions around curriculum content.**

Cycle 1

SRE Science (Statutory)

To be taught in the summer term.

The topic to be taught is to be at the teacher's discretion and should be developmentally appropriate for the class being taught.

**Year 1**

Name body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

**Year 2**

Animals have off-spring then grown into adults, e.g. egg to caterpillar, baby to child to teenager to adult.

**Years 3 & 4**

Naming internal and external body parts and function (not reproductive organs), e.g. muscles for support, protection and movement.

**Year 5**

Lifecycle changes in living things – plants and animals.

Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Timeline of human development, including puberty.

Gestation periods of animals and humans.

**Year 6**

Naming body parts and function, e.g. circulatory system.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**KS3**

Reproduction in humans – Structure and function of male and female reproductive system

Menstrual cycle (not including hormones)

Gametes

Fertilisation

Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

**KS4**

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Sex determination in humans. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.