



YEAR 3 LONG TERM PLAN 2020-21

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<i>See English Long Term Plan</i>					
MATHEMATICS	<i>See Maths Long Term Plan</i>					
SCIENCE	<p><u>LOST LEARNING</u></p> <p><u>ANIMALS, INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> Y2 objective: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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 AIH 1(A,B,C) identify that humans and some other animals have skeletons and muscles for support, protection and movement. AIH 1(A,B) <p><u>PLANTS</u></p> <ul style="list-style-type: none"> Identify and describe the different parts of a flowering plants: roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants. (GG15) <p><u>PLANTS</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers P1 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant P2 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal P4 		<p><u>ANIMALS, INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 <p><u>ROCKS</u></p> <ul style="list-style-type: none"> Compare and group together different types 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. <p><u>LIGHT</u></p> <ul style="list-style-type: none"> Find patterns in the way that the size of shadows changes. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Notice that light is reflected from surfaces <p><u>FORCES AND MAGNETS</u></p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Observe how magnets attract or repel each other (particularly poles and strength) <p>A24 : Health, food, water and environment A27: Adequate standard of living</p> <p>GG 14: Life below water GG 15 : Life on Land</p>		<p><u>PLANTS</u></p> <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>ROCKS</u></p> <ul style="list-style-type: none"> Recognise that soils are made from rocks and organic matter. <p><u>LIGHT</u></p> <ul style="list-style-type: none"> 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 <p><u>FORCES AND MAGNETS</u></p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles <p>GG 15 : Life on Land</p>	

	<p>A24 : Health, food, water and environment A27: Adequate standard of living</p> <p>GG 3: Good Health and Wellbeing GG13 : Climate change GG 14: Life below water GG 15 : Life on Land</p>					
<p>RE</p> <p>Equality and Diversity: Race/ Gender Reassignment/ Sex/ Sexual Orientation/ Religion or Belief/ Disability.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions</p>	<p>CALLED BY GOD</p> <ul style="list-style-type: none"> Give children an opportunity to consider what it means to be called by God and the responses people have made to that call. <p>HARVEST Unpack the meaning and purpose of the Harvest Festival celebration.</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 2 – No Hunger GG 6 – Clean Water</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>	<p>CHRISTMAS GOD WITH US</p> <ul style="list-style-type: none"> Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now. <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 16 – Peace</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>	<p>JESUS THE MAN WHO CHANGED LIVES Enable children to gain insight into the impact Jesus had/has on people’s lives.</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 1 – No Poverty GG 10 – Reduced inequalities</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>	<p>EASTER SADNESS AND JOY Explore the Easter Story by focusing upon the feelings evoked by the different events throughout Holy Week</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 3 – Good health and Well-being GG 16 – Peace</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>	<p>RULES FOR LIVING Give pupils an opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 10 – Reduced inequalities</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>	<p>MULTI FAITH. To learn about Islam and the 5 Pillars of Islam.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions</p> <p>Equality and Diversity: Race/ Religion or Belief.</p> <p>GG 4 – Quality Education</p> <p>A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion.</p>
<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I value myself and know how to make someone else feel welcome and valued 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand that everybody’s family is different and important to them I appreciate my family/the people who care for me I understand that differences and conflicts 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals 	<p>Healthy Me</p> <ul style="list-style-type: none"> I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge I know that the amount of calories, fat and 	<p>Relationships</p> <ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females (GG5) I can describe how taking some responsibility in my 	<p>Changing Me</p> <ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby

	<ul style="list-style-type: none"> • I can face new challenges positively, make responsible choices and ask for help when I need it • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I understand why rules are needed and how they relate to rights and responsibilities • I know how to make others feel valued • I understand that my actions affect myself and others and I care about other people's feelings • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I understand my actions affect others and try to see things from their points of view <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>Equality and Diversity: Race/ Gender Reassignment/ Sex/ Sexual Orientation/ Religion or Belief/ Disability.</p> <p>GG 5: Gender Equality GG 10: Reduced inequalities</p>	<p>sometimes happen among family members</p> <ul style="list-style-type: none"> • I know how to calm myself down • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I can tell you about a time when my words affected someone's feelings and what the consequences were • I can give and receive compliments <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>Equality and Diversity: Race/ Gender Reassignment/ Sex/ Sexual Orientation/ Religion or Belief/ Disability.</p> <p>GG 5: Gender Equality GG 10: Reduced inequalities</p>	<ul style="list-style-type: none"> • I can identify a dream/ambition that is important to me • I can imagine how I will feel when I achieve my dream/ambition • I enjoy facing new learning challenges and working out the best ways for me to achieve them • I can break down a goal into a number of steps and know how others could help me to achieve it • I am motivated and enthusiastic about achieving our new challenge • I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can recognise obstacles which might hinder my achievement and can take steps to overcome them <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>A29: Goals of Education</p>	<p>sugar I put into my body will affect my health</p> <ul style="list-style-type: none"> • I know what it feels like to make a healthy choice • I can tell you my knowledge and attitude towards drugs • I can identify how I feel towards drugs • I can identify when something feels safe or unsafe • I can take responsibility for keeping myself and others safe • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can express how being anxious or scared feels <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG 3: Good Health and Wellbeing</p>	<p>family makes me feel (Article 12)</p> <ul style="list-style-type: none"> • I can identify and put into practice some of the skills of friendship eg.. taking turns, being a good listener (FBV Mutual Respect) • I know how to negotiate in conflict situations to try to find a win-win solution • I know and can use some strategies for keeping myself safe online • I know who to ask for help if I am worried or concerned about anything online • I can explain how some of the actions and work of people around the world help and influence my life • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different • I know how to express my appreciation to my friends and family • I enjoy being part of a family and friendship groups <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG 5: Gender Equality A2: No discrimination</p>	<ul style="list-style-type: none"> • I can express how I feel when I see babies or baby animals • I understand how babies grow and develop in the mother's uterus • I understand what a baby needs to live and grow • I can express how I might feel if I had a new baby in my family • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I recognise how I feel about these changes happening to me and know how to cope with those feelings • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary • I recognise how I feel about these changes happening to me and know how to cope with these feelings • identify what I am looking forward to when I move to my next class <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p>
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	A2: No discrimination				A13: Sharing thoughts freely. A14: Freedom of Thought, Belief and Religion. A16: Protection of Privacy A19: Protection from violence	GG 5: Gender Equality
COMPUTING	<u>Coding</u> <ul style="list-style-type: none"> To review coding vocabulary that relates to Object, Action, Output, Control and Event. To use 2Chart to represent a sequential program design. To use the design to write the code for the program To design and write a program that simulates a physical system. To look at the grid that underlies the design and relate this to X and Y properties. To introduce selection in their programming by using the if command. To combine a timer in a program with selection. To understand what a variable is in programming. To use a variable to create a timer 	<u>Online Safety</u> <ul style="list-style-type: none"> To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. For children to consider if that they read on websites is true? To look at some 'spoof' websites. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions 	<u>Spreadsheets</u> <ul style="list-style-type: none"> To create pie charts and bar graphs To use the 'more than', 'less than' and 'equals' tools. To introduce the Advanced Mode of 2Calculate and use co-ordinates. 	<u>Typing</u> <ul style="list-style-type: none"> To introduce typing terminology. Understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom and top rows. To practice the keys typed with the left hand. To practice the keys typed with the right hand. 	<u>Email</u> <ul style="list-style-type: none"> To think about different methods of communication. To open and respond to an email. To write an email to someone using an address book. To learn how to use email safely. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario. A16: Protection of privacy A17: Access to information A19: Protection from violence	<u>Branching Databases</u> <ul style="list-style-type: none"> To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the children's choice.

	<ul style="list-style-type: none"> To create a program with an object that repeats actions indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer. To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. To understand the importance of saving periodically as part of the code development process. <p>GG9: Industry, innovation and infrastructure</p>	<p>symbols on digital media and devices.</p> <ul style="list-style-type: none"> To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. <p>FBV: Rule of Law/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Good Health and Well-Being.</p> <p>A8/ 16: Protection and Preservation of Identity/ Right to Privacy. A17: Access to information A19: Protection from violence</p> <p>E&D: Religion or Belief</p>				
<p>COMPUTING (CONTINUED)</p>	<p><u>Simulations</u></p> <ul style="list-style-type: none"> To consider what simulations are. To explore a simulation <p>To analyse and evaluate a simulation</p>	<p><u>Graphing</u></p> <ul style="list-style-type: none"> To enter data into a graph and answer questions. <p>To solve an investigation and present the results in graphic form.</p>				
<p>LUNAR: HISTORY</p>			<p>How has the physical geography of water shaped the human geography around it?</p>	<p>How has the Geography of Great Britain shaped our History in terms of settlements and invaders?</p>		

		<p>To locate Liverpool and its identifying human and physical characteristics, including the River Mersey.</p> <p>To learn about Liverpool's land-use patterns and understand how the city has changed over time.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts and to develop their understanding of the connections between local, regional, national and international history.</p> <p>To learn about how the River Mersey has supported Liverpool has developed from its beginning to present day.</p>	<p>Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.</p> <p>Gain historical perspective.</p> <p>Understand how people's lives have shaped Britain.</p> <p>Understand historical concepts such as continuity and change, and cause and consequence.</p> <p>Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.</p> <p>Understand how Britain has been influenced by the wider world.</p> <p>Learn about the success of the Viking invasion.</p> <p>To understand the connections between the local, regional, and national history of Britain during the Viking era.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Learn about the success of the Viking invasion.</p> <p>Ask historically valid questions and use them to make connections, analyse trends and create their own structured accounts, including written narratives.</p> <p>To understand the connections between cultural, religious and social history in Great Britain and how these have been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, and cause and consequence in the Anglo-Saxon and Viking era</p>
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<p>LUNAR: GEOGRAPHY</p>	<p>What makes the UK a great place to live?</p> <p>Name and locate (counties) and cities of UK geographic regions and their identifying human/ physical features</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>To name and locate key topographical features of the UK including rivers</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK's rivers and seas</p> <p>To name and locate key topographical features of the UK including hills, mountains and rivers</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK's hills and mountains</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p>How has the physical geography of water shaped the human geography around it?</p> <p><i>Describe and understand key aspects of physical geography, including rivers.</i></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including digital technologies.</p> <p>Setting up simple practical enquiries, reporting on findings, including oral and written explanations, and using results to draw simple conclusions.</p> <p>Describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>To develop contextual knowledge of the location of globally significant places.</p>	<p>How has the Geography of Great Britain shaped our History in terms of settlements and invaders?</p> <p>Describe and understand key aspects of human geography, including types of land use.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>Equality and Diversity: Race/ Religion or Belief</p>

	<p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>Equality and Diversity: Race/ Religion or Belief</p>			
ART & DESIGN	TBC			
DESIGN & TECHNOLOGY	<p>Enterprise Project: Textile product – puppet for toy</p> <p>I generate ideas and recognise that my designs have to meet a range of different needs. I make realistic plans to achieve my aims. I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>I know that my product needs to be attractive to others I can share how I would like to make my product.</p> <p>I can use equipment and tools accurately and safely. I shape my product carefully, using techniques and tools.</p> <p>I have used a number of different materials and can join them in different ways. I use the most appropriate materials suitable for the design brief.</p> <p>My product has a good finish so that a user will find it both useful and attractive. I select the appropriate textile(s) for my product. I know that the texture and other properties of materials affect my choice. I join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product.</p> <p>I identify where my evaluations have led to improvements in my products. My designs improve as I go along. I come up with solutions to problems as they happen</p> <p>GG 12: Responsible Consumption and Production</p>	<p>DT Project: Zoo enclosure</p> <p>I generate ideas and recognise that my designs have to meet a range of different needs. I make realistic plans to achieve my aims. I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>clarify my ideas using labelled sketches and models to communicate the details of my designs.</p> <p>I can use equipment and tools accurately and safely. I shape my product carefully, using techniques and tools.</p> <p>I use scoring, and folding to shape materials accurately. I use sharp scissors accurately to cut.</p> <p>I have used a number of different materials and can join them in different ways. I use the most appropriate materials suitable for the design brief.</p> <p>I identify where my evaluations have led to improvements in my products. My designs improve as I go along. I come up with solutions to problems as they happen</p> <p>I describe the qualities of my material and say why it will be the most suitable choice. I join materials to make products using both permanent and temporary fastenings. I combine materials to add strength or visual appeal. My joins are strong and stable, giving extra strength to my products. Some joins are flexible to allow for dismantling or folding.</p> <p>GG 12: Responsible Consumption and Production</p>	<p>Cooking & Nutrition Unit A healthy soup</p> <p>See Science Curriculum objectives I grow my own seasonal products to use in my cooking. I can grow ingredients that I will use in my cooking.</p> <p>GG 12: Responsible Consumption and Production GG 15: Life on land</p> <p>A24: Health, water, food, environment A27: Food, clothing, a safe home</p>	

<p style="text-align: center;">PE (GG3)</p> <p style="text-align: center;">(ARTICLE 28, 29, 31)</p>	<p><u>INDOOR: GYMNSATICS</u></p> <ul style="list-style-type: none"> Developing actions, skills, movements and sequences including shapes, jumping, rolling, travelling and balancing. <p><u>OUTDOOR: HOCKEY</u> To develop open stick dribbling. To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble).</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p><u>INDOOR: FITNESS</u></p> <ul style="list-style-type: none"> To develop an awareness of what the body is capable of, test and record baseline fitness scores, develop sprinting technique, develop speed and strength. <p><u>OUTDOOR: HOCKEY</u> To develop dribbling to beat a defender. To develop moving into space after passing the ball. To be able to use an open stick tackle. To apply defending and attacking principles and skills in a hockey tournament.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p><u>INDOOR: DANCE</u></p> <ul style="list-style-type: none"> Develop actions and phrases of movement, linking them to a theme using expression and choreography. <p><u>OUTDOOR: NETBALL</u> To develop ball handling skills. To practise throwing and catching. To develop passing and moving. To be able to play within the footwork rule. To develop passing and moving towards a goal.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p><u>INDOOR: DANCE</u></p> <ul style="list-style-type: none"> Develop actions and phrases of movement, linking them to a theme using expression and choreography. <p><u>OUTDOOR: NETBALL</u> To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. To learn the positions of 5-a-side netball and where each is allowed to go.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p><u>INDOOR: YOGA/SWIMMING</u></p> <ul style="list-style-type: none"> To develop flexibility in the sun salutation flow, develop flexibility through yoga, develop strength when holding yoga poses and work collaboratively with a partner to create a paired yoga flow. <p><u>OUTDOOR: ATHLETICS</u> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop fluency and rhythm when running over obstacles. To develop jumping technique in a range of approaches and take off positions. To develop jumping for height and safety on landing</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p><u>INDOOR: YOGA/SWIMMING</u></p> <ul style="list-style-type: none"> Children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. <p><u>OUTDOOR: ROUNDERS</u> To develop throwing and catching skills. To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To play to the rules when batting as a team. To apply skills and rules learnt to play rounders.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>
<p style="text-align: center;">MUSIC</p>	<p>Let your spirit fly</p> <p>Intent of unit: During this unit the children will be learning about RnB and other musical styles.</p> <p>Listen only and learn the new signed version.</p>	<p>Glockenspiel stage 1</p> <p>Intent of unit: During this unit the children will be exploring and developing playing skills using the glockenspiel.</p>	<p>Pathway Steps 1-3</p> <p>Holding the Recorder and Making a Sound Left Hand Up Top The Note B Music Theory: Easy B The Pulse Breathing and Playing B</p>	<p>Pathway Steps 4-5</p> <p>Improving playing B Music Theory: Strictly B Listening and playing by ear Playing A Music Theory: A Rhythm Listening and Playing by Ear</p>	<p>Pathway Steps 6 - 7</p> <p style="text-align: center;">Duet</p> <p>Parts of the Recorder Singing and Playing Playing the Notes A and B Improvising and Playing</p>	<p>Pathway Step 8 – 9</p> <p>Improving Playing the Notes A and B Music Theory: A and B Singing, Improvising and Playing Four Beat Notes Mardi Gras Minims Pitch</p> <p style="text-align: center;">Pathway step 10</p>

	<p>Listen only and create your own actions that match the lyrics. Listen only and discuss what it would be like if there were no music in the world at all. Listen only and write a second verse for when you can sing together again.</p> <p>Music to listen to and appraise: Let your spirit fly-Joanna Mangona Colonel Bogey March-Kennet Alford Consider Yourself-from the musical Oliver Ain't no mountain high enough-Marvin Gaye You're the first, the last , my everything-</p>					<p>The Note G Music Theory: Seven Gs Theory Playing A and G Singing and Playing B, A and G</p>
<p>MODERN FOREIGN LANGUAGE</p>	<p>Getting to Know You By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Say hello and goodbye. • Introduce themselves. • Say how they are feeling. • Count to 10 • Say how old they are. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use different greetings for different situations. • Ask and answer questions for each topic area. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use vocabulary they have learned elsewhere to develop their sentences. • Recognise there is a difference between formal and informal language. 	<p>All About Me By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Give and respond to simple classroom instructions. • Name parts of the body. • Identify colours. • Names items of clothing. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions using the topic vocabulary. • Read and write simple words. • Say that un/une relate to masculine and feminine nouns. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use a dictionary to develop topic vocabulary further. 	<p>Family and Friends By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Identify and introduce some of their relations. • Name some common pets. • Recognise some rooms in their home. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Consider whether nouns are masculine or feminine. • Make new sentences by substituting other vocabulary appropriately. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Use masculine / feminine articles and possessive pronouns. <p>FBV: Tolerance of Different Cultures and Religions</p>	<p>Our School By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Listen and respond to topic vocabulary. • Demonstrate understanding with actions. • Write sentences converting le/la to un/une. • Answer questions using the topic vocabulary. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions using the topic vocabulary. • From memory, begin to know if nouns from the topic are masculine or feminine. <p>Some children will be able to:</p>	<p>Time By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Say and order the days of the week. • Say and order the months of the year. • Count on from 11-31. • Say their own birthday. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Recognise how some larger numbers are made by combining words for smaller numbers. • Say today's date. • Identify the correct language for 'yesterday' and 'tomorrow'. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about dates. 	<p>Food Glorious Food By the end of this unit... All children should be able to:</p> <ul style="list-style-type: none"> • Follow a story and join in the repeated parts. • Say what foods from a set they like/dislike. • Describe the colour or size of an object. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Predict a repeated phrase. • Make a range of simple statements by substituting vocabulary. • Modify a colour adjective. • Respond appropriately to a polite request. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Recognise the correct determiner depending on gender / number.

	<p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>	<p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>	<p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>	<ul style="list-style-type: none"> Use a dictionary to develop topic vocabulary further. Write a sentence with an adverbial phrase. <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>	<ul style="list-style-type: none"> Use simple past and present tenses. <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>	<ul style="list-style-type: none"> Select adjective based on gender / number of nouns. Order sentences <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p> <p>Equality and Diversity: Race/</p>
DRAMA	<p>Improvisation – taught through English work</p> <p>Role Play – taught through English work</p>		<p>Devising – Family Worship</p>		<p>Script Work – Church Service</p>	

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A???: UNICEF Article