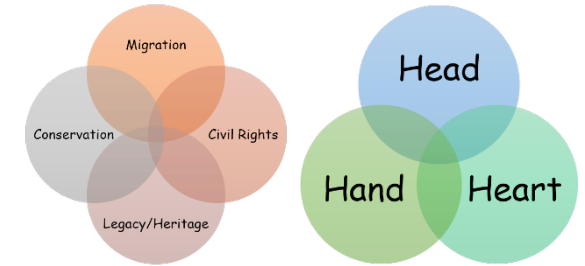


Riversdale Primary School

Medium Term Planning



Year Group	Year 4
Term	Autumn 1

Learning Overview
<p>This half term, pupils in Year 4 will begin a depth-study of the Ancient Egyptian civilisation. They will explore what it means to be a civilisation, compared to an empire (such as The Romans which they studied in Year 3) and the significant facts that contributed to its growth. The pupils will discuss how ancient Egyptian society was structured and begin to understand the significance of different pharaohs. In geography, the pupils will take a deeper look at maps, again building on their learning from Year 3. They will create a sketch map of the human and physical features of the local area, as well as discuss the importance of a map key. In science, the pupils will explore the concept of nutrition and how animals get the nutrition they need. They will look at food chains, before delving into the fascinating digestive system.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> First week themed book Ma'at's Feather 	

Significant People Past & Present	
<ul style="list-style-type: none"> Khufu (History) Ramses II (History) Tutankhamun (History) Cleopatra (History) 	<ul style="list-style-type: none"> Jesus (RE) Muhammad (PBUH) (RE) Martin Luther King Jr (RE)

Linked UNCRC Articles
<ul style="list-style-type: none"> Article 3: Best interests of the child Article 24: Health and health services Article 27: Adequate standard of living

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	<p>Year 3:</p> <ul style="list-style-type: none"> Explain the format and structure of a diary entry, including the concept of an opening paragraph to set the scene, followed by paragraphs shaped around specific key events. Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. Recognise the need for brief inclusions of thoughts and feelings in relation to events described. Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person. Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. Identify that commas are used between adjectives in a longer expanded noun phrase. Know that adverbial phrases are used to add more detail. Recognise how possessive apostrophes are used for plural nouns. Know that a non-chronological report must have a simple yet engaging title to draw the reader's attention. 	<p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> Recognise the purpose of a diary entry. Identify that diary entries must include a clear introduction which summarises the purpose of writing. Know that paragraphs are organised chronologically around key events. Understand the need for links between sentences help to navigate the reader from one idea to the next. These may be conjunctions or adverbials (fronted or otherwise). Recall that commas are places after fronted adverbials to separate the additional information from the main clause/idea. Recognise that diary entries detail include descriptions of thoughts and feelings in relation to a situation. Explain the meaning of emotive language and provide examples of these in context. Know that diary entries end with a simple conclusion, often relating to future events. <p><u>NON-CHRONOLOGICAL REPORT:</u></p> <ul style="list-style-type: none"> Recognise the importance of an engaging title to draw the reader's attention. 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform:</p> <ul style="list-style-type: none"> Recount through diary entry based on an event from Ma'at's Feather. Non-chronological report about different Ancient Egyptian pharaohs and their contribution to the civilisation. (History Link) <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> 1st Person Narrative inspired by the text Ma'at's Feather. <p>Handwriting:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters in some of their writing. Increase the legibility, consistency and quality of their handwriting. <p>Composition:</p> <ul style="list-style-type: none"> Draft and write in narratives, creating settings, characters and plot with a clear consideration for the audience and purpose Draft and write non-narrative material, using simple organisational devices. Edit own work considering accuracy and engagement, making appropriate and justified changes based on current learning. 	<ul style="list-style-type: none"> Work collaboratively, listening to one another and sharing ideas. Enjoying writing and listening to stories. Building confidence in reading and writing. Reflect on own writing and set targets for improvement, with support. Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> • Understand that a clear introduction is needed to explain what the report is about. • Recognise that a conclusion summarises the key points. • Know that information should be organised into paragraphs, with each paragraph shaped around a key topic sentence. • Recognise that subheadings help to organise the content clearly. • Identify that additional or interesting facts can be signposted using phrases like Did you know...? • Understand that a simple glossary can be used to define technical language. • Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs. • Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as. • Understand that adverbial phrases can add more detail to sentences. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that nouns can be formed using a range of prefixes. • Understand that adjectives should be chosen carefully to match the context. • Identify that conjunctions can express time and cause. • Know that present perfect verbs can be used where appropriate. • Recognise that tense should be consistent throughout the report. • Understand that possessive apostrophes must be used correctly for plural nouns. 	<ul style="list-style-type: none"> • Identify that engaging titles can be developed using of alliteration or question. • Know that a clear introduction and conclusion using specific and technical language appropriate for the topic is required. • Explain how to make links between sentences help to navigate the reader from one idea to the next. • Understand that paragraphs are organised correctly into key ideas. • Know that information is presented in past tense and third person. • Identify that sub-headings are used to organise information. • Recognise that additional/interesting facts are signposted such as through “Did you know?” boxes. • Discuss the importance of a glossary to define technical language. • Know how to vary sentence structures through adverbials, fronted or otherwise. • Know that commas are used after fronted adverbials. • Know that adverbs can show how often. • Identify how apostrophes are used to mark singular or plural possession. • Explain that pronouns can be used to replace proper nouns and avoid repetition. <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Know that the opening and resolution should be linked to create a satisfying and cohesive story. • Recognise that paragraphs should be organised correctly to build up to the key event, ensuring a clear progression of the plot. 		
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	<ul style="list-style-type: none"> • Know that commas should be used to separate adjectives in a longer expanded noun phrase. • Identify that adverbs can express time and cause. • Understand that prepositions help to add specificity to descriptions. • Know that time and place should be referenced to guide the reader. • Understand that narratives must be organised into paragraphs. • Recognise that cohesion is strengthened by referring to characters using nouns and pronouns. • Know that simple sentences can be expanded with extra description using expanded noun phrases. • Recognise that complex sentences can be formed using conjunctions such as because, which, where. • Identify that tense must be consistent, typically past tense for narration and present tense in dialogue. • Understand that realistic and conversational dialogue should be used. • Know that specific verbs should be used to describe action. • Recognise that adjectives should be chosen carefully for the intended impact. • Understand that a range of adverbials should be used to add detail. • Know that time conjunctions and adverbials help to guide the reader. • Recognise that a range of adverbs should be used, not just those ending in "-ly". • Identify that prepositions make descriptions more specific. • Know that nouns can be formed using a range of prefixes. 	<ul style="list-style-type: none"> • Understand that links between sentences help guide the reader smoothly from one idea to the next. • Identify that appropriate choices of pronouns and nouns within and across sentences aid cohesion and avoid repetition. • Know that expanded noun phrases add detail and clarity by modifying adjectives, nouns, and prepositional phrases. • Understand that adverbial phrases define when, where, or how something happens. • Recognise that variation in sentence structures, including fronted adverbials, makes writing more engaging. • Know that a range of conjunctions and adverbials should be used to link ideas effectively. • Understand that adverbs add subtlety of meaning or show how often something happens. • Recognise that tense should be correct and consistent, with past and present tense used appropriately. • Identify that verbs may refer to continuous action where necessary. • Recognise that fronted adverbials require a comma after them. • Identify that accurate pronoun use helps to avoid repetition of nouns. • Know that apostrophes should be used to mark singular and plural possession. • Understand that inverted commas must be used correctly to indicate direct speech. • Know that a comma should be used after a reporting clause when it precedes speech. 		
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	<ul style="list-style-type: none"> Recognise that nouns and pronouns should be used to avoid repetition. Understand that present perfect forms of verbs should be used where appropriate. Identify that conjunctions can be used to express time and cause. Know that possessive apostrophes should be used correctly for plural nouns. Recognise that inverted commas must be used correctly to punctuate direct speech. Understand that commas should be used between adjectives in a longer expanded noun phrase. 			
	<p>Year 3:</p> <ul style="list-style-type: none"> Connect prior knowledge with context. Locate and discuss words and pre-taught vocabulary to find out what the text is about. Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. Read a range of texts with increasing accuracy and fluency. Develop views about what is read with support. Develop positive attitudes to reading and understanding of what is read. Read aloud using punctuation to aid expression and intonation. Self-correction, including re-reading and reading ahead. Re-reading sentences for clarity. Skim to gain an overview of a text, e.g. topic, purpose. Identify different purposes of texts, e.g. to inform, instruct, explain. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> Beowulf <p>Non-Fiction:</p> <ul style="list-style-type: none"> The Travel Book <p>Poetry:</p> <ul style="list-style-type: none"> Werewolf Club Rules <p>Comprehension:</p> <ul style="list-style-type: none"> Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. Read a wide range of books that are structured in different ways and read for a range of purposes. Confidently participate in discussion about both books that are read to them and those they read independently. Identify themes and conventions in an increasing range of books. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> Read texts, including those with few visual clues, increased independence and concentration. Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. With increased independence develop views about what is read. Develop positive attitudes to reading and understanding of what is read. Read aloud using punctuation to aid expression and intonation. Self-correction, including re-reading and reading ahead. Skim to gain an overview of a text, e.g. topic, purpose. Skim to gain the gist of a text or the main idea in a chapter. Read short information texts independently with concentration. Identify how texts differ in purpose, structure and layout. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Pupils will respect diverse ideas, characters, and cultures when reading a wide range of texts, and will listen respectfully to the viewpoints of others during class discussions. Pupils will confidently express their individual opinions and interpretations of texts, and explore the unique motives, feelings, and behaviours of characters with increasing depth. Pupils will value the purpose of different types of texts – whether to entertain, inform, explain, or persuade – and show appreciation for the richness of language, structure, and meaning. Pupils will take responsibility for their reading by using advanced reading strategies (like skimming, scanning, re-reading, and using dictionaries), and by developing personal reading goals.

	<ul style="list-style-type: none"> • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. 	<ul style="list-style-type: none"> • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabulary, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity. 	<ul style="list-style-type: none"> • Pupils will reflect on main ideas across paragraphs, consider how language affects meaning, and use evidence to justify their inferences and interpretations of character behaviour and plot. • Pupils will perform poetry and plays aloud, using expression, intonation, and action to share meaning, and will actively contribute to group reading discussions and book talk. • Pupils will participate in democratic reading discussions, take turns to contribute ideas, and respect the interpretations and perspectives of their peers, even when different from their own. • Pupils will aspire to read with greater fluency, independence, and understanding of more complex texts, aiming to engage with challenging vocabulary and unfamiliar genres (e.g. myths, legends). • Pupils will nurture a love of reading by exploring a wide range of books, including those without visual support, and engaging with language that sparks interest and imagination. • Pupils will empathise with characters by inferring feelings, thoughts, and motives from actions, and by justifying their understanding with evidence from across the text.
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	<ul style="list-style-type: none"> • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. 	<i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i>		
Mathematics:	<p>Year 3:</p> <p>Number & Place Value:</p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). • Compare and order numbers up to 1,000. • Identify, represent, and estimate numbers using different representations. • Read and write numbers up to 1,000 in numerals and in words. • Solve number problems and practical problems involving these ideas. <p>Addition & Subtraction:</p>	<ul style="list-style-type: none"> • Retrieve the multiplication tables for 6, 7, 9. • Express strategies for counting in these steps, for example, adding 9 = (+10, -1). • Identify the value of digits in a four-digit number. • Explain the meaning of more and less. • Explain how place value can change when adding or subtracting given amounts, e.g., 1000 more. • Define ascending and descending. • Identify the meaning of back/backwards and reverse order. 	<p>Number & Place Value:</p> <ul style="list-style-type: none"> • Count in multiples of 6, 7, 9, 25 and 1,000. • Find 1,000 more or less than a given number. • Count backwards through 0 to include negative numbers. • Recognise the place value of each digit in a four-digit number. • Order and compare numbers beyond 1,000. • Identify, represent, and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1,000. • Solve number and practical problems that involve all of the 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s. • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> • Explain what a negative number is and how this can be represented on a number line. • Identify the meaning of the inequality symbols > and <. • Know that numbers can be represented in various ways, such as numerals, words, expanded form (e.g., 4,000 + 500 + 60 + 3), and even using manipulatives. • Explain the meaning of rounding. • Express ways in which rounding can be applied in real world contexts. • Explain the rules for rounding based on the digit in the specified place value column. • Know that number have been represented in different ways in the past and in different cultures. • Know how Roman Numerals are used to represent specific numbers. • Know that over time, the numeral system changed to include the concept of 0 and place value. • Explain how column methods of addition and subtraction should be laid out. • Identify the meaning of renaming. • Explain the term inverse and how this can be used to check calculations. 	<p>above and with increasingly large positive numbers.</p> <ul style="list-style-type: none"> • Read Roman numerals to 100 (I to C). <p>Addition & Subtraction:</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	
Science:	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body. • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. <p>Year 2:</p> <ul style="list-style-type: none"> • 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. 	<p>Animals including Humans:</p> <ul style="list-style-type: none"> • A food chain shows how living things get the nutrients that they need. • It makes the links between different producers, predators and prey clear. • Food chains vary in length and some consumers will eat more than one thing. • Removing any link in a food chain can disrupt the balance of nature. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Identify the type of enquiry to answer a question. • Answer questions posed by the teacher. <p>Enquiry:</p>	<p>Values: Value, Reflect, Individuality, Respect, Entrust</p> <ul style="list-style-type: none"> • Value the importance of each participant in the ecosystem and their contribution to the balance of nature. • Reflect on how animals and plants rely on each other for survival and energy transfer. • Reflect on how changes in one link can have ripple effects throughout the entire chain.

	<p>Year 3:</p> <ul style="list-style-type: none"> 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. Consider their prior knowledge when asking questions. Independently use a range of question stems. Where appropriate, they answer these questions. Answer questions posed by the teacher. Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. With support, decide how to record and present evidence. Answer own and others' questions based on information gained from secondary sources. With support, check answers are consistent with evidence. Communicate findings to an audience both orally and in writing, using appropriate scientific language. 	<ul style="list-style-type: none"> Humans have three types of teeth: Incisors which cut and bite off pieces of food. Canines which tear food apart. Molars which crush and grind food. The teeth and tongue work together to chop up food before mixing it with saliva. Chewed up food is swallowed and travels down the oesophagus into the stomach. In the stomach, swallowed food is mixed with acid to break the food down more. In the small intestine, nutrients pass through into the blood. In the large intestine the water from leftover food is absorbed. Leftover food enters the rectum which holds undigested food as faeces. <p><i>Vocabulary:</i> <i>nutrient, producers, consumers, predator, prey, herbivore, carnivore, omnivore, digestion, saliva, faeces</i></p>	<ul style="list-style-type: none"> Follow a plan to carry out: observations and tests to classify. Follow a plan to carry out: observations over time. <p>Observe:</p> <ul style="list-style-type: none"> Make systematic and careful observations. <p>Record/Present:</p> <ul style="list-style-type: none"> With support, decide how to record and present evidence. Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. 	<ul style="list-style-type: none"> Recognise the individual roles of different types of teeth in the mouth. Reflect on how animals' teeth are adapted to their diets and environments. Respect the importance of our teeth as part of our bodies. Recognise that we are entrusted to take good care of our teeth by those responsible for us and our health. Respect the complexity of the digestive system and its essential role in maintaining our health. Reflect on the coordinated efforts of various digestive organs to process food. Respect the complexity of the digestive system and its essential role in maintaining our health. Reflect on the coordinated efforts of various digestive organs to process food.
Art:	<p>Year 3:</p> <ul style="list-style-type: none"> Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. Use a sketch book to express feelings about a piece of art. Make notes in a sketch book about techniques used by artists studied. Explain how a piece of art makes them feel with increasing clarity. Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. 	<p>Drawing – Introduction to Drawing 4:</p> <ul style="list-style-type: none"> 3D drawing represents objects with height, width, and depth to make them appear lifelike. Drawing cuboids and pyramids can be done accurately, using two-point perspective. Two-point perspective uses two vanishing points on the horizon line for a more dynamic effect. We can use different shading techniques to add shadows and highlights. Shadows and highlights are important for creating the illusion of three dimensions. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through annotation. Use a sketchbook to make notes on how they would adapt and improve their work. <p>Responding to Art:</p> <ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. 	<p>Values: Reflect, Value, Respect, Individuality, Share</p> <ul style="list-style-type: none"> Reflect on skills previously learnt and how we can improve upon them. Value the use of learning how to draw objects in 3D to achieve a more realistic drawing. Respect the nuances of light and shadow to represent realistic forms. Highlight the value of patience and attention to detail in shading. Value the use of different compositions to create an aesthetically pleasing drawing.

	<ul style="list-style-type: none"> • Begin to draw objects with accuracy. • Experiment with different grades of pencil to create different lines and marks. • Experiment with ways in which surface detail can be added to drawings through texture and pattern. • Discuss the importance of shadow, light and dark. • Explore smooth shading and blending with different media to achieve a range of light and dark tones. • Begin to explore how artists draw foregrounds and backgrounds for perspective. 	<ul style="list-style-type: none"> • Darker areas represent shadows, while lighter areas represent highlights. • We can use a horizon line to create a background, middle ground and a foreground adding depth to our drawing. <p><i>Vocabulary:</i> <i>tone, shading, shadow, highlight, horizon, line, vanishing point, perspective, three-dimensional, landscape, composition</i></p>	<ul style="list-style-type: none"> • Reflect and explain the successes and challenges in a piece of art they have created. • Identify changes they might make or how their work could be developed further. <p>Drawing:</p> <ul style="list-style-type: none"> • Draw for a sustained period of time. • Explore drawing more complex shapes and forms, e.g. cylinders, cones, pyramids and spheres. • Begin to show that objects have a third dimension, e.g. through two-point perspective. • Experiment with more complex compositions including middle ground, horizon line, focal points and movement. • Use different grades of pencils and other drawing implements to achieve variation in tone. • Experiment with different shading techniques including hatching and cross hatching, stippling, scribbling and circling. • Create accurate drawings from observation, including photographs. 	<ul style="list-style-type: none"> • Use their creativity to show their individuality but also showcase the skills they have learnt and enjoyed using. • Share their challenges and improvements they want to make in their drawing.
Computing: First Week of Autumn	<p>Year 3:</p> <ul style="list-style-type: none"> • To know that not everything on the internet is true: people share facts, beliefs, and opinions online. • To understand that the internet can affect your moods and feelings. • To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. • To know what social media is and that age restrictions apply. • Recognise how social media platforms are used to interact. 	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> • To understand why some results come before others when searching. • To understand that information found by searching the internet is not all grounded in fact. • To understand some of the methods used to encourage people to buy things online. • To understand that technology can be designed to act like or impersonate living things. • To understand that technology can be a distraction and identify 	<p>Online Safety:</p> <ul style="list-style-type: none"> • Make judgements about the accuracy of online searches. • Identify forms of advertising online. • Reflect on the positives and negatives of time online. • Identify respectful and disrespectful online behaviour. • Recognise information on the internet that may not be true or correct and that some sources are more trustworthy than others. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Using respectful language and behaviour in digital communications. • Explore the value of personal information and the potential consequences of sharing it recklessly. • Evaluate the reliability and credibility of online sources. • Ensure trustworthiness online, including how to identify trustworthy websites and individuals.

	<ul style="list-style-type: none"> Distinguish between facts, beliefs, and opinions which are shared online. Identify reliable information when searching online. Stay safe on social media. Consider the impact technology can have on mood. 	<p>when someone might need to limit the amount of time spent using technology.</p> <ul style="list-style-type: none"> To understand what behaviours are appropriate in order to stay safe and be respectful online. <p><i>Vocabulary:</i> <i>accuracy, ad, advantage, advertisement, belief, bot, computer, disadvantage, distraction, fact, hashtag, implications, in-app purchases, influencer, opinion, program, recommendation, reliable, risk, screen time, search results, snippets, sponsored, trustworthy, unit resources</i></p>		<ul style="list-style-type: none"> Address the risks and benefits of sharing personal information with others on the internet. Reflect on online activities and interactions to identify risks. Critically analysing online content before sharing or believing it. Be responsible when sharing content online, including images, videos, and personal information. Know the consequences of oversharing and how to set appropriate boundaries. Aspire to be positive digital citizens who contribute positively to online communities. Promote online empathy and kindness, in our actions.
Computing: Remainder of Autumn 1	Year 3 <ul style="list-style-type: none"> Learning about the purpose of routers. Understanding the role of the key components of a network. Understanding that websites & videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Identifying the key components within a network, including whether they are wired or wireless. Recognising links between networks and the internet. Learning how data is transferred. Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Using decomposition to explain the parts of a laptop computer. 	<p>Kapow Computing Scheme:</p> <p>Collaborative Learning - Google (Lessons 1, 3, 4 & 5 Only):</p> <ul style="list-style-type: none"> To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentation slides. <p><i>Vocabulary:</i> <i>animations, average, bar chart, collaboration, comment, contribution, data, edited, email account, format, freeze, icon, images, insert, link, multiple choice, numerical data, pie chart, presentations, resolved, reviewing comments, share, slides, software, spreadsheets, suggestions, survey, teamwork, themes, transitions</i></p>	<ul style="list-style-type: none"> Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. Understanding that software can be used collaboratively online to work as a team. Recognising what appropriate behaviour is when collaborating with others online. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Emphasise the importance of respectful communication when collaborating online. Acknowledge and appreciate the ideas and contributions of peers. Discuss the significance of respecting others' work and opinions when providing comments and suggestions on collaborative documents. Express unique ideas and perspectives while working collaboratively online. Highlight the value of diversity in a collaborative environment, where individuals bring different strengths and skills to the team. Discuss the importance of valuing each team member's input and recognising the strengths they bring to the collaborative process. Discuss how entrusting each team member with specific tasks fosters

	<ul style="list-style-type: none"> Explaining the purpose of an algorithm. 			<p>a sense of accountability and teamwork.</p> <ul style="list-style-type: none"> Encourage students to reflect on their own contributions and the collaborative process regularly. Discuss the democratic nature of collaboration, where each team member has a voice, and their opinions are considered. Encourage students to aspire to achieve common goals within their collaborative projects. Discuss how setting high standards for themselves and their team can lead to successful outcomes.
DT:	<p>Year 2:</p> <ul style="list-style-type: none"> Know that freestanding structures stand on their own foundation or base without attachment to anything else. Begin to understand the concept of centre of gravity and how this impacts a structure's stability. Test different methods of enabling structures to remain stable. Make structures more stable by giving them a wide base. Know that the weight of the structure needs to be evenly spread on the base to make it secure. <p>Year 3:</p> <ul style="list-style-type: none"> Evaluating Existing Products: <ul style="list-style-type: none"> how well products have been designed, whether products can be recycled or reused, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, 	<p>CONTEXT:</p> <p><i>"Hi, my name is Kane, and I am a ceramics designer. I am making some mugs based on popular children's books, and I need boxes to package them in. The box design needs to be related to the mug inside and it needs to be protective, so that the mug does not get damaged. Can you help me design and make something?"</i></p> <p>Protective Product Packaging Shell (Lessons 1 – 3):</p> <ul style="list-style-type: none"> A shell structure is a hollow structure made from a thin outer layer. Shell structures are often used for protection. Shell structures include, product packaging, igloos and the O2 Arena. A net is a flat, 2D shape that can be folded to make a 3D object. To make a 3D shell structure, we need to cut out and fold a net. Scoring the folds on a net helps create clean edges when making 3D shapes. Stronger shell structures are better at protecting what is inside. Strengthening methods include: 	<p>Structures:</p> <ul style="list-style-type: none"> Recognise that shell structures are hollow structures made from a thin outer layer. Identify that shell structures are often used for protection. Continue to use appropriate vocabulary for tools, materials and their properties. Create simple 3D shell structures using 2D nets. Investigate ways of strengthening a shell structure. Strengthen a shell structure through laminating, corrugating or ribbing. <p>Evaluating:</p> <ul style="list-style-type: none"> Existing Products: <ul style="list-style-type: none"> how well products have been designed, whether products can be recycled or reused, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, 	<p>Values: Reflect, Value, Aspire, Share, Empathy</p> <ul style="list-style-type: none"> Think carefully about what a shell structure is and why it's important. By reflecting on examples like helmets or packaging, pupils understand how these structures protect us. Appreciate the significance of shell structures in our daily lives and the protection they offer. Aim high by learning to create complex 3D shapes from flat pieces of paper and take pride in creativity and effort. Work together, sharing ideas and helping each other to make 3D shapes. Think about how important it is to make things strong to protect others, like how a strong helmet keeps us safe.

	<ul style="list-style-type: none"> - how well products achieve their purposes, - how well products meet user needs and wants. 	<ul style="list-style-type: none"> - laminating, - corrugating, and - ribbing. <p><i>Vocabulary:</i> cuboid, face, edge, net, prism, scoring, vertex, laminating, corrugating, ribbing</p>	<ul style="list-style-type: none"> - how well products achieve their purposes, - how well products meet user needs and wants. 	
Geography:	<p>Year 1/2:</p> <ul style="list-style-type: none"> • Devise simple picture maps. • Devise a simple map and use and construct basic symbols in a key. • Take digital photographs of geographical features in the locality. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. • Begin to use eight points of a compass. <p>Year 3:</p> <ul style="list-style-type: none"> • Know and understand aspects of physical geography including: mountains, lakes and rivers. • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). • Observe and record human and physical features in the local area. • Carry out research, such as a survey, to discover features of a location. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>A Closer Look at Maps (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • A map shows important physical and human features of an area. • Maps use scale and positioning to ensure they can be used. • Features are marked using specific colours or symbols. • Different colours for different land uses can provide more detail. <p><i>Vocabulary:</i> key, scale, orientation, direction</p>	<p>Fieldwork:</p> <ul style="list-style-type: none"> • Observe and record human and physical features in the local area. • Carry out research, such as a survey, to discover features of a location. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p>Mapwork:</p> <ul style="list-style-type: none"> • Create a sketch map of the local area. • Use map symbols. • Accurately plot North, East, South, West on a map. • Label the same features on an aerial photograph as on a map. • Use eight points of a compass, symbols, and keys to communicate knowledge of the UK and the wider world. 	<p>Value: Individuality, Reflect, Value</p> <ul style="list-style-type: none"> • Observe and recognise the unique features of their local area, embracing the individuality of the places around them. • Pupils will be able to reflect on the local area and how land is used when creating their sketch map. • Pupils will develop an understanding of how keys provide the information required to unlock geographical information and therefore their importance when working with maps.
History:	<p>Year 3:</p> <ul style="list-style-type: none"> • The British Neolithic Era started around 4,100 BCE. • The British Bronze Age started around 2,700 BCE. 	<p>Great Builders: The Ancient Egyptians (Lessons 1 – 3):</p> <ul style="list-style-type: none"> • The Ancient Egyptian civilization existed at the same time as the 	<p>Chronology:</p> <ul style="list-style-type: none"> • Understand that some historical events/periods occurred concurrently in different locations. 	<p>Value: Respect, Individuality, Value, Reflect</p> <ul style="list-style-type: none"> • Sharing an appreciation of the similarities and differences

	<ul style="list-style-type: none"> An empire is a kingdom that rules over many lands and people. Empires grow by taking over land, people and their resources. Understand that some historical events/periods occurred concurrently in different locations. Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. Recognise the difference between primary and secondary sources. Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. Identify some key features of past societies and periods. Recognise some similarities and differences between daily lives of people in the past and today. Describe more than one consequence linked to a single cause. Identify some significant features of the past, including ideas and beliefs. 	<p>British Neolithic era, Bronze Age and Iron Age.</p> <ul style="list-style-type: none"> Ancient Egypt was located in North-eastern Africa, along the banks of the River Nile. The civilization of Ancient Egypt existed from around 3100 BCE to 30 BCE. The Nile was a source of freshwater, and the surrounding land was fertile for farming. The Nile was a natural transportation and trade route. The society had a hierarchical structure. Pharaohs were believed to be divine rulers with a direct connection to the gods. <p><i>Vocabulary:</i> civilization, agriculture, transportation, hierarchy, society, pharaoh</p>	<ul style="list-style-type: none"> Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> Recognise the difference between primary and secondary sources. Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> Identify some key features of past societies and periods. Recognise some similarities and differences between daily lives of people in the past and today. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> Describe more than one consequence linked to a single cause. <p>Historical Significance:</p> <ul style="list-style-type: none"> Identify some significant features of the past, including ideas and beliefs. 	<p>between cultures studied and our own.</p> <ul style="list-style-type: none"> Showing gratitude for the resources provided by the environment to help us sustain life. Developing an understanding that in history, and in some cases today, not all people were treated with kindness and respect.
Music:	<p>Year 3:</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. 	<p>Kapow Music Scheme:</p> <p>Instrumental Lessons: Unit 3 – South America</p> <ul style="list-style-type: none"> To know the history and key features of salsa music. To understand how to play pitches and rhythms from staff notation without prompts. 	<ul style="list-style-type: none"> Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Respect different musical traditions, genres, and cultures. Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making.

	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others' work. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> To be able to play tuned percussion with the correct technique. <p><i>Vocabulary:</i> <i>Latin music, salsa, rumba, cha-cha-cha, reggaeton, samba, tango, percussion, clave, shakers, bongos, castanets, guiros</i></p>	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> Explore different instruments and musical roles. Value the contributions of various musicians and composers to the world of music. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Engage in reflective practices after performances, analysing what went well and areas for improvement. Reflect on the historical and cultural contexts of different musical pieces. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
PE:	<p>Year 3:</p> <ul style="list-style-type: none"> Sending & Receiving: Explain the different types of passing Awareness of Space: Identify how to utilise the space effectively. Tactics: Explain the meaning of being able to 'read the game'. 	<ul style="list-style-type: none"> Movement into space: Explain how to utilise the space effectively. Team Games: Identify how to work tactically as a team and the importance of this. Understand the rules associated with Netball and/or Football. 	<ul style="list-style-type: none"> Be aware of space and use it to support team-mates and cause problems for the opposition. Use rules fairly to keep games going. Keep possession with success when using equipment that is not used for throwing and catching skills. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions.

			<ul style="list-style-type: none"> Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. Choose and use a range of simple tactics for defending their own court. Create their own net games. Say when a player has moved to help others. Apply this knowledge to their own play. 	<ul style="list-style-type: none"> Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 3:</p> <ul style="list-style-type: none"> Describe a few things that a believer might learn from a religious story. Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. Compare some of the things that influence them with those that influence others. Ask important questions about life and compare their ideas with those of other people. Ask questions about the meaning of life and about identity. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Ask questions about moral decisions, and suggest some 	<p>Who are our role models?</p> <ul style="list-style-type: none"> Jesus taught people how to live kind, loving, and forgiving lives. The Parable of the Good Samaritan teaches people to help others, even if they are different. A Catholic priest is called 'Father' to show he cares for the people like a parent. The word 'pastor' means shepherd. Pastors care for their people like shepherds care for sheep. Muslims want to follow Muhammad's example because he was kind, honest, and fair. An imam teaches, leads prayers, and helps the Muslim community. Religious leaders help others, show kindness, and give advice. People can learn from religious leaders because their actions are good examples. <p>Significant People</p> <p>Jesus:</p> <ul style="list-style-type: none"> Central figure in Christianity. He taught people about God using parables. <p>Muhammad (PBUH):</p> <ul style="list-style-type: none"> Considered the final prophet of Islam. Allah sent the angel Jibril to reveal the Qur'an to him. 	<p>Learning about Religion & Beliefs:</p> <ul style="list-style-type: none"> Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. <p>Learning from Religion & Beliefs:</p> <ul style="list-style-type: none"> Compare some of the things that influence them with those that influence others. Ask important questions about life and compare their ideas with those of other people. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	<p>Values: Individuality, Love, Entrust, Aspire, Respect, Reflect</p> <ul style="list-style-type: none"> Pupils will recognise that different people are inspired by different role models and will respect each other's choices. Pupils will explore how Jesus taught people to love everyone, even their enemies, and will reflect on how showing love and kindness can make the world a better place. Pupils will learn that Christian communities trust their leaders to guide them in faith and life and will think about what it means to be a trustworthy and caring person. Pupils will learn how Muslims aspire to follow Muhammad's example of honesty, kindness, and strength during hard times, and will reflect on who they try to be like in their own lives. Pupils will understand the role of the imam in Muslim communities and show respect for different religious traditions, leaders, and practices. Pupils will reflect on the qualities of religious leaders and consider how they can learn from their actions, words, and examples in

	<p>solutions based on sources of wisdom.</p>	<p>Martin Luther King Jr:</p> <ul style="list-style-type: none"> • A Christian pastor. • Led a non-violent campaign for civil rights in the USA. <p><i>Vocabulary:</i> role model, leader, parable, teaching, pastor, father, imam, respect, forgiveness, responsibility</p>		<p>their own lives, regardless of belief.</p>
RSE:	<p>Year 3:</p> <ul style="list-style-type: none"> • How to focus their mind to help them train their brain. • About Team H-A-P and their roles in more detail. • How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. • Why our Amygdala behaves the way it does and how evolution has shaped how it works. • How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. • About Neurons and Neural Pathways and the role they play in learning. • How to look after their brains to help them to be at their best. • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. 	<p>My Happy... Scheme:</p> <p>My Happy Mind: Meet Your Brain Lessons 1 - 5 To Learn:</p> <ul style="list-style-type: none"> • How to train their minds to focus on whatever they want. • They will learn that this is Neuroplasticity, and they can do anything they put their mind to. • How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. • How the Amygdala reacts to real and perceived danger. • About what triggers their own Amygdala to fight, flight and freeze. • How they can train their brain to calm their Amygdala down. • About the brain's structure and how Neurons carry messages to create Neural Pathways. • How Neural Pathways help us to form habits. • More about how to look after their brains and what happens if they don't. • how our minds can feel like a snow globe, leaving us unable to see clearly. <p><i>Vocabulary:</i> brain, cells, hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural</p>	<p>My Happy Mind: Meet Your Brain</p> <ul style="list-style-type: none"> • Focus their attention deliberately and practise sustaining it over time. • Describe how they use the Amygdala, Hippocampus, and Prefrontal Cortex (Team H-A-P) in everyday situations. • Recognise personal triggers that activate their fight, flight, or freeze response. • Use strategies to calm their Amygdala during times of stress or perceived threat. • Reflect on their emotional responses and choose how to act. • Apply the concept of neuroplasticity by practising new habits or skills. • Take responsibility for caring for their brain through healthy habits (e.g. rest, hydration, limiting stress). • Use imagery (e.g. the snow globe metaphor) to explain and recognise when their mind is unsettled and needs calming. • Persevere with focus and calm strategies even when challenged. <p>My Happy Mind: Places</p> <ul style="list-style-type: none"> • Use vocabulary to name and express a range of feelings with increasing accuracy. • Recognise when feelings change or become more intense and respond appropriately. 	<p>My Happy Mind: Meet Your Brain</p> <p>Values: Reflect, Aspire, Entrust, Value, Empathy</p> <ul style="list-style-type: none"> • Pupils will reflect on their thoughts, responses, and what helps them stay calm and focused. • Pupils will aspire to improve their ability to focus and build healthy mental habits through neuroplasticity. • Pupils will place trust in their brain's ability to grow, change, and recover from challenges. • Pupils will value the importance of looking after their minds and making healthy choices. • Pupils will understand that others may also feel overwhelmed and respond with compassion. <p>My Happy Mind: Places</p> <p>Values: Love, Entrust</p> <ul style="list-style-type: none"> • Pupils will show care and kindness to themselves and others when experiencing strong or difficult emotions. • Pupils will trust that it is safe and important to talk to a trusted adult about their mental health and feelings.

	<ul style="list-style-type: none"> • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. 	<p><i>pathway, happy breathing, 'fight, flight, freeze', oxygen, real danger, perceived danger, trigger</i></p> <p>My Happy Mind Places: Lessons 1 – 2 To Recap:</p> <ul style="list-style-type: none"> • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. 	<ul style="list-style-type: none"> • Choose and apply strategies to help regulate strong or conflicting emotions. • Practise and engage in daily habits that support mental wellbeing (e.g. rest, movement, connection). • Talk about feelings with a trusted adult when they need help or support. • Recognise signs that they or someone else might need support with mental health. • Use problem-solving steps to manage emotional challenges or change. • Express feelings related to grief, loss, or transition in healthy and appropriate ways. 	
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		<ul style="list-style-type: none"> About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <p><i>Vocabulary:</i> <i>feelings, emotions, facial expressions, physical health, brain, strategies, happy place, middle place, busy place, trusted adult, support network, team H-A-P, hippocampus, amygdala, prefrontal cortex</i></p>		
Spanish:	<p>Year 3:</p> <ul style="list-style-type: none"> To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y. To know that some letters carry accents. To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon). To know that every Spanish noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or una. To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. To know that the ending of a noun can change when the noun is in the plural form. To know that most nouns in Spanish become plural by adding an 's' at the end, as in English. To know some common verbs in the present tense. To know that placing no before the verb makes it negative. 	<p>Kapow Spanish Scheme:</p> <p>Dates in Spanish:</p> <p>Phonics</p> <ul style="list-style-type: none"> Identifying sounds created by linking some of the key phonemes. <p>Grammar</p> <ul style="list-style-type: none"> To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one'. To know that numbers such as dieciséis in Spanish is a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. <p>Cultural Awareness:</p> <ul style="list-style-type: none"> To know some similarities and differences between birthday celebrations in the UK and Mexico. To know that some Spanish festivals happen throughout the year. 	<p>Language Comprehension</p> <ul style="list-style-type: none"> Beginning to notice common spelling patterns. Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to make predictions about meanings. <p>Language Production</p> <ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Using a variety of conversational phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. 	<ul style="list-style-type: none"> To feel confident to speak Spanish. Compare the lifestyles between England and Spain, appreciating individuality within this. Appreciate similarities and differences between languages and cultures. Respect pronunciation and the importance of accuracy in communicating in different languages. Reflect on own progress and aspire for highest quality possible.

	<ul style="list-style-type: none"> • To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning. • To know that we can use conjunctions such as y (and) and pero (but) to join clauses. • To begin to recognise some prepositions in Spanish. • Listening and responding to single words and short phrases. • Reading aloud some words from simple songs, stories and rhymes. • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Beginning to notice common spelling patterns. • Using short phrases to give information. • Recognising and repeating phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. 	<p><i>Vocabulary:</i> <i>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, ¿Cuándo?, cumpleaños</i></p>	<ul style="list-style-type: none"> • Introducing self to a partner with simple phrases. • Selecting and writing short words and phrases. 	
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	<ul style="list-style-type: none"> • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size. 			
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage