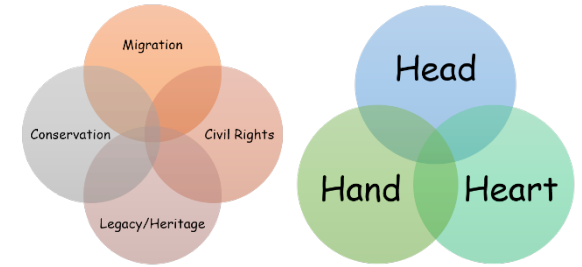




Riversdale Primary School

Medium Term Planning



Year Group	Glitter Class
Term	Spring 2

Learning Overview	
English	<p>This term, pupils will explore a variety of engaging and high-quality texts, including <i>I Wanna Iguana</i> by Karen Kaufman Orloff and David Catrow, as well as <i>Rosie's Walk</i> by Pat Hutchins. These carefully selected fiction and non-fiction work provide meaningful opportunities to develop speaking, listening, reading, and writing skills.</p> <p>Through structured and supportive activities, pupils will explore characters and their actions, sequence key events, solve problems within stories, and express their ideas with increasing confidence. Learning will be enriched through storytelling, hands-on experiences, and visual supports to promote accessibility, understanding, and active participation.</p>
Mathematics	<p>Pupils will further consolidate and expand their mathematical understanding through the Math No Problem scheme of work. Lessons will build on prior knowledge and aim to strengthen confidence in applying key concepts in practical, meaningful contexts.</p>
Science.	<p>This term, the focus will be on Sound, with an emphasis on practical exploration. Children will take part in a range of engaging sound experiments designed to deepen their understanding through hands-on investigation and sensory experiences.</p> <p>Lessons will be clearly structured and supported with visual prompts, enabling pupils to identify, compare, and create different sounds while reinforcing key vocabulary. This practical approach encourages curiosity and early scientific enquiry, while further developing communication, listening, and attention skills. Pupils will also be supported to practice turn-taking and collaborative learning within a calm and secure environment.</p>
Geography	<p>The central theme for this term is Extreme Earth: Deserts. Pupils will learn what a desert is, how to locate them on a map, recognize that deserts can be hot or cold, and understand how living things adapt to survive in these environments. Lessons will use visual aids, hands-on activities, and sensory experiences to help pupils observe, predict, and discuss about deserts, supporting understanding, communication, and engagement.</p>
History	<p>Pupils will learn about significant historical figures in British history, focusing on kings and queens. Lessons will help pupils sequence events, understand cause and effect, and explore the past through visual aids, hands-on activities, and sensory experiences. This approach supports engagement, communication, and participation, allowing pupils to experience history in an accessible and meaningful way.</p>
Religious Education (RE)	<p>This term, pupils will continue to develop their understanding of different religions and beliefs through stories, discussions, and creative activities. The focus will be on Sikhism.</p>
Design and Technology (DT)	<p>This term, pupils will further take their learning about Mechanisms, exploring the topic through hands-on, sensory-based activities that encourage investigation and discovery. Lessons are carefully structured</p>

and supported with visual aids, helping pupils predict how mechanisms function, observe results, and reinforce key vocabulary. This approach nurtures curiosity, early scientific thinking, communication, and attention skills, while offering opportunities for turn-taking and collaborative learning in a calm, safe environment.

Computing

Learning will focus on Animation -Stop Motion. Pupils will be introduced to the basic principles of stop motion animation and explore how movement can be created through a sequence of still images. Through practical, step-by-step activities, they will plan simple ideas, create characters or scenes, and capture images to produce short, animated clips.

Physical Education (PE)

Pupils will participate in a range of physical activities and swimming lessons to develop coordination, strength, and overall fitness.

Music

This term, pupils will engage in music through singing and instrumental activities, building listening and performance skills.

Art

Pupils will continue to develop their artistic techniques and creativity through a range of media.

Personal Development

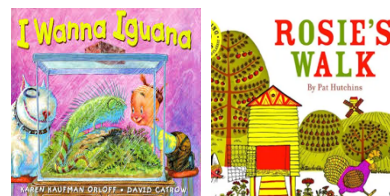
Through the *My Happy Mind* program, pupils will build strategies for understanding and managing emotions, promoting resilience, self-awareness, and positive mental health.

Note:

Teaching and learning will be carefully planned, adapted, and supported to meet the unique needs, strengths, and learning styles of all pupils. A range of strategies and resources will be used to ensure accessibility, engagement, and inclusion, creating a supportive environment where every child can participate fully and make meaningful progress.

Quality Stimulus Text(s)

- I Wanna Iguana
- Rosie's Walk



Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 10: Contact with Parents Across Countries

- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion

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>Skills being built upon:</p> <ul style="list-style-type: none"> • Writing simple sentences with capital letters and full stops. • Oral storytelling and sequencing events. • Using basic adjectives and verbs. • Understanding beginning, middle, and end. <p>Knowledge being consolidated:</p> <ul style="list-style-type: none"> • What a story is. • That stories have characters, settings, and events. • Familiar story structures (problem - resolution). 	<p><u>Write Stuff – Adapted</u></p> <p><u>NARRATIVE:</u></p> <p>Know:</p> <ul style="list-style-type: none"> • That narratives are written in the order that events happen (chronologically). • Recognise that adverbs of time help show the sequence of events. • Know that sentences must include a subject and a verb. • Know that subordinating conjunctions help to link ideas. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Recognise that adjectives add description to make writing more interesting. • Know that adverbs describe how something happens. <p><u>PERSUASIVE LETTER:</u></p> <p>Know:</p> <ul style="list-style-type: none"> • What a persuasive letter is • That persuasion means trying to change someone’s mind • Who the writer is and who the reader is • That persuasive letters have a purpose (to ask, to convince) • Simple features of a persuasive letter: • A greeting (Dear...) • Clear opinion (what I think) • Reasons (why I think this) 	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • Understand that 3rd person means writing about someone else: <i>He, she, they, the boy, the girl</i> • Tell a story in the correct order: <i>Beginning, Middle, End</i> • Create a simple character: <ul style="list-style-type: none"> - <i>Who they are</i> - <i>What they do</i> • Describe actions using clear verbs <i>ran, looked, shouted, laughed</i> • Add simple details to make the story interesting: <ul style="list-style-type: none"> - <i>What happened</i> - <i>Where it happened</i> • Use of adjectives. • Use sentence starters to support writing: <i>One day..., Suddenly..., After that...</i> • Say sentences out loud before writing them. • Write short, clear sentences with support. <p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade:</p> <ul style="list-style-type: none"> • Say their opinion clearly using sentence starters: <i>I think..., I believe...</i> • Give simple reasons: <i>This is because...</i> • Use persuasive words: <i>Please, should, important, fair, best.</i> • Write in short, clear sentences. • Sequence ideas: <ul style="list-style-type: none"> - Opinion first - Reasons next - Polite ending last • Practice: <ul style="list-style-type: none"> - Saying ideas out loud before writing 	<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. • Confidence to share their own opinions • Understanding that others may think differently. • Respectful communication (being polite, not demanding). • Empathy – thinking about: <ul style="list-style-type: none"> - How the reader might feel - Why the reader might agree or disagree • Pride in their ideas and effort • Resilience – it’s okay if someone says no

		<ul style="list-style-type: none"> • A polite ending (From..., Yours sincerely) 	<ul style="list-style-type: none"> - Using word banks, visuals, or sentence frames. - Editing with support (capital letters, full stops). <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. • Practice joining letters. • Practice writing on the line. • Increase the legibility of their handwriting. 	
Phonics	<ul style="list-style-type: none"> • Revision of Phase 2 and 3 sounds • Revision of Phase 2 blending 	<p>Little Wandle Letters and Sounds revised SEND Scheme</p> <p>Phase 3 grapheme and blending Spelling as per Phonics Scheme of work</p>		
Reading	<ul style="list-style-type: none"> • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Re-reading sentences for clarity. • Talk about book preferences. • Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading 	<p>Ready, Steady Read Together Scheme</p> <p>Fiction: The Wild Robot Non-Fiction: The Usborne Beginner’s Cookbook Poetry: Hot Like Fire and Other Poems</p> <p>Comprehension: Adapted</p> <ul style="list-style-type: none"> • Listen to and talk about lots of books: stories, poems, plays, non-fiction, and reference books. • Learn many stories, including fairy tales, and retell them in your own words. • Read different kinds of books for different purposes. • Join discussions about books you read and books that are read to you. • Notice simple themes and common features in stories. • Find and record information from non-fiction books. • See how language, structure, and layout help meaning. • Prepare and read short poems or play scripts aloud, using voice, expression, and actions. 	<p>Reading skills:</p> <ul style="list-style-type: none"> • Connect what you already know with what you read. • Look for and talk about new words you have learned to understand the text. • Use phonics, word meanings, and text clues to understand words and sentences. • Read different texts more accurately and fluently. • Share your ideas about what you read, with support. • Enjoy reading and try to understand what you read. • Read aloud using punctuation to help with expression and voice. • Check your reading: re-read, read ahead, or correct mistakes. • Re-read sentences to make sense of them. • Skim a text to get an idea of the topic or purpose. • Notice the purpose of a text: to inform, explain, or give instructions. 	<ul style="list-style-type: none"> • Listen Respectfully: We listen carefully when others read or talk about books. We respect different characters, cultures, and ideas. • Share Opinions: We can say what we think about a book. We explain why we like or dislike it. We notice how characters feel, think, and act. • Value Reading: We enjoy lots of different books. Some books give information, some make us laugh, and some teach us new things. • Take Ownership: We choose books we like and can read. We use strategies like looking again at words, checking our understanding, and fixing mistakes. • Reflect: We think about the story, characters’ actions, and what we have learned. We explain our ideas using parts of the book. • Share and Present: We share our thoughts in groups. We read poems and plays out loud. We can present information or stories to the class. • Take Turns and Respect Views: We wait for our turn to speak. We

		<ul style="list-style-type: none"> • Predict what might happen using clues from the story. • Check that what you read makes sense and explain the meaning of some words. • Understand characters' feelings, thoughts, and motives from what they do, and explain using evidence. • Ask questions to help understand the text better. • Identify main ideas from several paragraphs and summarise them. • Notice interesting words and phrases that make reading enjoyable. 	<ul style="list-style-type: none"> • Read short information texts by yourself with focus. • Notice how texts are organised, e.g., lists or numbered points 	<p>listen to other people's ideas. We make fair choices together.</p> <ul style="list-style-type: none"> • Aspire to Improve: We try to read more fluently and understand more. We learn new words and read more challenging books. • Love Reading: We enjoy stories, poems, and information books. We talk about books we like with excitement.
<p>Mathematics:</p>	<ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • Recognise the place value of each digit in a two-digit number (10s,1s). • Compare and order numbers from 0 up to 100. • Use <, > and = signs. • Read and write numbers to at least 100 in numerals and in words. • Use place value and number facts to solve problems. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. • Solve problems with addition and subtraction: applying their 	<p>MNP Scheme (Adapted)</p> <p>Initial starting point: Y3</p> <p>NOTE: pupils in higher age groups will be challenged to explore work in the relevant Year Group</p> <ul style="list-style-type: none"> • Know the sequence of numbers from 0 to 1000 and associated patterns. • Understand the concept of place value (100s, 10s and 1s) linking digit with value. • Understand the meaning of partitioning and how to use this to identify value of digits within any given number. 	<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. • Addition & Subtraction: • Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit 	<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.

	<p>increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers. Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> Understand addition and be able to add 4, 8 and 50 to any given number. Explain that equals (=) means that quantities are the same, whilst add (+) means putting quantities/values together and subtract (-) means to remove a quantity/value from a given amount. Explain the concept of 1s, 10s, and 100s knowing that ten 1s is equivalent to 10 and ten 10s is equivalent to 100. Identify the meaning of renaming. Identify the meaning of exchanging. Explain the meaning of inverse and how this can be used to check working out. 	<p>number and 10s, a three-digit number and 100s.</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	
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<p>Science:</p>	<ul style="list-style-type: none"> • Pupils can explain that some devices need electricity to work (e.g., torches, buzzers, lights). • Pupils can describe basic electrical components (battery, bulb, wire, switch) and their roles in a circuit. • Pupils can explain how a complete circuit makes a device work and what happens when the circuit is broken. • Pupils can explain the role of a switch in turning a device on and off. • Pupils can identify materials that conduct or insulate electricity and explain why this matter in a circuit. • Pupils can describe cause-and-effect relationships in circuits (e.g., “When I close the switch, the bulb/buzzer works”). • Pupils can explain how to use electrical equipment safely (e.g., connecting wires, inserting batteries). • Pupils can describe their observations clearly when exploring circuits and electricity. 	<ul style="list-style-type: none"> • Understand what sound is and how it is produced. • Recognize different sources of sound in the classroom and at home. • Identify materials that produce sounds when they vibrate and materials that do not. • Understand that sound travels through solids, liquids, and gases. • Explore making sounds using simple instruments or everyday objects (e.g., drums, bells, strings). • Recognize differences in sounds: louder/softer, higher/lower pitch. • Identify and follow safety rules when exploring or making sounds (e.g., not hitting objects too hard, using listening equipment safely). 	<ul style="list-style-type: none"> • Explore how sounds are made using instruments and everyday objects. • Identify which materials or objects produce sounds when they vibrate and which do not. • Make predictions about how sounds will change (e.g., louder, softer, higher, lower). • Observe and record what happens when making or changing sounds. • Draw simple diagrams to show how sounds are produced or how vibrations travel. • Check and explain why some objects make sounds and others do not. • Ask questions to investigate sounds and understand how they behave. • Explore patterns in sound, such as pitch and volume, and record findings systematically. • Use equipment safely when exploring sound (e.g., instruments, tuning forks, headphones). 	<ul style="list-style-type: none"> • Develop curiosity by exploring how sounds are made and how they behave. • Show responsibility by following safety rules when making or investigating sounds. • Develop perseverance when experiments with sounds do not work as expected. • Share ideas and listen respectfully to classmates during sound investigations. • Work together and take turns when using instruments or sound-making equipment. • Reflect on learning by explaining what they discovered about sounds and vibrations. • Appreciate the importance and impact of sound in everyday life.
<p>Art:</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:</p> <ul style="list-style-type: none"> • Pencils have different grades, from H to B. • Hard pencils (H) make light, fine lines and are used for lighter shading. • Soft pencils (B) make dark, bold lines and are used for darker shading. • Sauvat uses charcoal in his drawings to show the shadow. • Charcoal is a very dark, soft medium and easily smudges. • Chalk can be used to show the light areas / highlights on the object drawn. 		<p>Values: Value, Aspire, Reflect, Individuality, Share</p> <ul style="list-style-type: none"> • Pupils should be supported to value the work of Jean Louis Sauvat and his dedication to his craft. • Pupils will reflect on previously learnt skills and how they might have improved or could build upon them this term. • Support pupils to value the use of different media to achieve different textures and effects. • Show individuality in their observational skills and choice of perspective and style.

	<ul style="list-style-type: none"> • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work. • 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"> • Chalk is also soft and easily smudges. It is a good contrast to the charcoal. • Smooth shading and blending create depth and texture in drawings. • It can be used to draw an objects shadow, making the drawing more realistic. • Different tools, including fingers, can help to blend and smudge media. • Adding surface detail makes objects look more realistic. <p>Significant People Jean-Louis Sauvat:</p> <ul style="list-style-type: none"> • Is a French artist known for drawing and painting of animals. • Spends time observing them to make his art look real. • His art is colourful and lively, showing animals in motion and full of energy. <p><i>Vocabulary:</i> <i>shading, shadow, pattern, line, blending, smudging, surface detail, texture</i></p>		<ul style="list-style-type: none"> • Pupils share their work with others, giving and receiving feedback to appreciate and learn from each other's drawings.
<p>Computing:</p>	<ul style="list-style-type: none"> • Learning how to explore and tinker with hardware to find out how it works. • Learning how to operate a camera to take photos and videos. • Using decomposition to solve unplugged challenges. • Using logical reasoning to predict the behaviour of simple programs. • Developing the skills associated with sequencing in unplugged activities. • Following a basic set of instructions. • Assembling instructions into a simple algorithm. • Programming a floor robot to follow a planned route. 	<p>Kapow Scheme: Stop motion (Adapted)</p> <ul style="list-style-type: none"> • To understand that an animation is made up of a sequence of photographs. • To know that small changes in my frames will create a smoother looking animation. • To understand what software creates simple animations and some of its features e.g. onion skinning. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Animation background digital device • Drawing flipbook frames moving images object • Plan still images 	<p>Animations:</p> <ul style="list-style-type: none"> • Using greater control when taking photos with cameras, tablets or computers. • Using logical thinking to explore software, predicting, testing and explaining what it does 	<ul style="list-style-type: none"> • Patience – taking time to add small changes to each frame. • Resilience – trying again if the animation doesn't work first time. • Pride – feeling proud of effort and improvements made. • Respect – listening to others' ideas and using equipment carefully. • Teamwork – helping each other and sharing ideas kindly.

<p>DT</p>	<ul style="list-style-type: none"> • Pupils build on simple experiences of movement. • Understand that mechanisms make things move. • ☑ Reinforce simple words: slider, lever 	<p>Mechanisms: Wheels & Axles</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> • Wheels and axles help objects roll smoothly. • Levers can lift or push things with less effort. • Linkages connect parts so they move together. • Pivot points change the way a lever or linkage moves. • Simple combinations of mechanisms can make toys or objects move in different ways. 	<p>Mechanisms</p> <ul style="list-style-type: none"> • Identify wheels and axles in everyday objects, e.g., toy cars, trolleys, and explain how they make things move. • Use correct vocabulary to describe wheels and axles, e.g., wheel, axle, rotate, roll. • Draw simple products showing how the wheels and axles move, using arrows to show direction. <p>Evaluating</p> <p>Discuss existing products:</p> <ul style="list-style-type: none"> • what products are, • who products are for, • what products are for, • how products work, • how products are used, • where products might be used, • what materials products are made of. <p>Designing</p> <ul style="list-style-type: none"> • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas 	<p>Value: Respect, Individuality, Reflect, Share</p> <ul style="list-style-type: none"> • Encourage students to handle sliders and levers with care, respecting the materials and mechanisms. • Highlight the individual characteristics of sliders, noting how they can be uniquely designed and manipulated. • Encourage students to reflect on their own learning and design process, considering how they can apply what they've learned to their own ideas. • Foster a culture of sharing ideas and resources among students, promoting collaboration and teamwork as they discuss and plan their designs together.
<p>Geography</p>	<ul style="list-style-type: none"> • Using simple maps and globes • Locating places using basic directional language (near, far, hot, cold) • Sorting and grouping information (living/non-living, hot/cold) • Observing pictures and videos and talking about what is seen 	<p>Extreme Earth: Deserts</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • What a desert is (a place with very little rain) • That deserts can be hot or cold • Where some deserts are located (e.g. Sahara, Gobi, Antarctic Desert) 	<p>Pupils will develop skills to:</p> <ul style="list-style-type: none"> • Locate deserts on a globe or map with support • Use and understand key vocabulary: desert, hot, dry, sand, camel, cactus, adapt • Compare deserts with where they live (same/different) 	<ul style="list-style-type: none"> • Respect for different places, people, and ways of life • Empathy for people and animals living in challenging environments • Awareness that not everyone lives like we do • Curiosity and confidence to explore new places safely

	<ul style="list-style-type: none"> Recording learning using symbols, drawings, simple words, or caption Understanding that places are different around the world Basic ideas of weather and climate Knowing that people and animals adapt to where they live Using geography vocabulary in simple sentences 	<ul style="list-style-type: none"> What deserts look like (sand, rocks, little water, wide open spaces) Typical weather in a desert (very hot days, cold nights) Plants and animals that live in deserts How people live in desert environments That living things need to adapt to survive in deserts. 	<ul style="list-style-type: none"> Sort and match animals and plants to desert habitats Observe and describe desert images using simple language Use symbols, drawings, labels, or simple sentences to record learning Ask and answer simple geographical questions (What? Where? Why?) Take part in practical activities (sensory trays, role play, model making) 	<ul style="list-style-type: none"> Pride in their learning and resilience when tasks feel tricky Ability to work together, take turns, and share ideas A sense of care for the environment and living things
<p>History</p>	<ul style="list-style-type: none"> Recognising and naming people from the past (e.g., Kings, Queens, historical figures). Listening to and recalling simple stories from history (e.g., events like the Great Fire of London). Sequencing simple events in order (e.g., first, next, last). Looking closely at pictures and objects to find clues (basic observation skills). Asking and answering questions about familiar events (Who? What? Where?). Know who Guy Fawkes was and that he was part of a plan called the Gunpowder Plot. Know that the plot was to blow up the Houses of Parliament. Know that the event happened a long time ago, in 1605, and is remembered on 5th November (Bonfire Night). Be able to explain why the men wanted to hurt the King in simple terms. Know what happened after the plot failed and why people celebrate Bonfire Night today. Be able to sequence the events of the plot using pictures or simple words. 	<p>King Henry VIII – “The King with Six Wives”</p> <ul style="list-style-type: none"> Know who Henry VIII was and that he had six wives. Know the names or symbols of his wives. Know that he was King of England a long time ago (1509–1547). Understand why he married several times. Know one important fact about him, such as building castles or changing religion. <p>Queen Elizabeth I – “The Virgin Queen”</p> <ul style="list-style-type: none"> Know who Elizabeth I was and that she was a queen for a long time. Know that she ruled England for 45 years. Know that she is remembered as the Virgin Queen. Understand that she helped England become strong and famous. Know about some features of the Elizabethan period, such as dress and crowns. <p>King George III – “The Long-Reigning King”</p> <ul style="list-style-type: none"> Know who George III was and that he was king during important historical events. Know that he was king when the American colonies were involved in wars. Know that he ruled England for a long time (1760–1820). 	<ul style="list-style-type: none"> Sequence events in the lives of these monarchs. Match pictures or symbols to historical figures. Recall key facts verbally, visually, or through simple writing/drawing. Observe historical images and artefacts. Describe features of dress, crowns, and other historical objects. Create simple craft representations (crowns, costumes). Recognise chronological order and duration of reigns. Engage in discussion and ask/answer questions about historical figures and events. 	<ul style="list-style-type: none"> Appreciate the importance of learning from history and understanding past leaders. Develop curiosity and interest in people, events, and cultures from the past. Practice respect for different perspectives and historical contexts. Build confidence in sharing ideas and participating in discussions. Foster patience and turn-taking during group activities and collaborative tasks. Encourage empathy by imagining how people lived and felt during different historical periods.

	<ul style="list-style-type: none"> Recognise simple symbols related to the plot, like fire, bonfires, and masks. 	<ul style="list-style-type: none"> Understand why people might remember him today. Know simple facts about his life and reign. <p>Queen Victoria – “The Victorian Era”</p> <ul style="list-style-type: none"> Know who Queen Victoria was and that she was queen for a long time (1837–1901). Know that a historical period is named after her: the Victorian Era. Know about life during her time, including changes in houses, clothes, and transport. Understand how life was different in the Victorian period compared to today. Know why she is an important monarch in British history 		
<p>Music:</p>	<ul style="list-style-type: none"> Sound can be high or low (pitch). Music has a steady beat (like a heartbeat). We can make sound with our voice and instruments. Symbols or pictures can show sounds (basic visual representation). We listen to music and take turns (basic performance etiquette). Listen and respond to a sound (e.g., stop when the sound stops). Copy a simple rhythm (clap or tap along with an adult). Sing or hum a short tune or rhyme (with or without words). Hold and use a simple instrument safely (e.g., drum, shaker). Follow a simple visual cue from left to right (like pictures or arrows). 	<p>Kapow Music Scheme (Adapted)</p> <p>Singing:</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. 	<p>Listening and Evaluating:</p> <ul style="list-style-type: none"> Listening with to short pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. ‘It sounds like squelching mud’). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. To recognise and name the up to three instruments from Group A and B. 	<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. Develop a love for music through exposure to various genres and styles. Listen to and understand each other in teamwork.

<p>PE</p>	<p>Most Pupils now attend to mainstream PE lessons.</p> <p>In Glitter they will have daily movement breaks, gross motor skills activities, swimming and PE activities based on their needs as stated in their EHCPs:</p> <p><u>Linking Shapes & Movement</u></p> <p>Activities will focus on:</p> <ul style="list-style-type: none"> • Copying - Copy adult-led movements • Sequencing - Link movements together • Performance - Perform movements to others • Control - Start and stop movement 			<ul style="list-style-type: none"> • Celebrate participate and effort. • Encourage turn taking. • Use buddy system for peer support.
<p>RE</p>	<ul style="list-style-type: none"> • Know that people have different beliefs and cultures • Builds on sequencing events and listening to stories from different cultures • Builds on knowledge of rules/routines and values across cultures • Builds on routines and structured sequences, physical awareness • Builds on previous celebration topics (e.g., Christmas, Diwali) • Builds on knowledge of places of worship and special buildings • Builds on discussion of right/wrong, kindness, and helping others • Builds on recall, communication, and self-expression 	<p>Sikhism</p> <ul style="list-style-type: none"> • Learn that Sikhism is a religion founded in India and followed by people around the world, especially in India, the UK, and Canada. • Know that Sikhs believe in one God, who is eternal, formless, and the creator of all. • Know that Sikhs may pray daily or at special times, often at home or in a place of worship called a gurdwara. • Learn about Sikh festivals such as Vaisakhi (celebrating the founding of the Khalsa) and Gurdurabs (celebrating the birthdays of the Gurus), and what they represent. • Identify features of a gurdwara, such as the Guru Granth Sahib, prayer hall, Nishan Sahib (flag), and langar hall. • Learn about respect, honesty, kindness, equality, and helping others in Sikh teaching. 	<ul style="list-style-type: none"> • Recognising religious symbols (Khanda, Nishan Sahib, Guru Granth Sahib, gurdwara), locating countries with Sikh populations on a map. • Listening to a Sikh story (e.g., stories of Guru Nanak or the Sikh Gurus), sequencing events using picture cards, creating a simple timeline. • Matching activity: symbols to Sikh practices (e.g., Khanda → Sikh identity, langar → sharing food); sorting images by festival (Vaisakhi, Gurdurab); physical movement to represent actions (e.g., sitting respectfully, serving food). • Exploring prayer positions using visuals (e.g., sitting quietly, covering the head), sequencing a simple visit to the gurdwara routine. • Creating Vaisakhi or Gurdurab cards; sensory activities (e.g., listening to kirtan music, handling fabric for head coverings, tasting simple vegetarian food); role-playing langar or festival celebrations with family/friends. 	<ul style="list-style-type: none"> • Respecting differences: awareness that people celebrate and believe in different ways • Understanding the importance of kindness, honesty, and care for others • Recognising dedication, generosity, and self-discipline as positive values • Appreciating calm, reflection, and the need for quiet spaces • Recognising the joy of sharing, community, and gratitude • Respect for places of worship and understanding that they are important to others • Developing empathy; recognising good deeds; feeling proud of helping others • Confidence in sharing; pride in learning about others; showing appreciation for others' cultures
<p>RHW</p>	<p>MyHappyMind Scheme (Adapted)</p>			

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage