

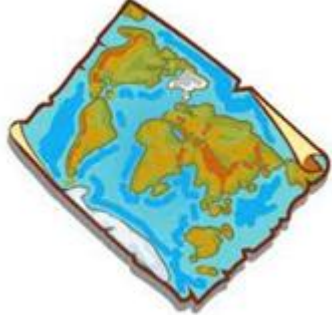


















Bowesfield Primary

Year 3 / 4	Rocking Romans	Shine Bright	Superb Stockton	Smashing Saxons	Sonic Sounds	Volatile Vesuvius
Cycle A						
Main drivers	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Geography 	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Geography
Main Themes	<ul style="list-style-type: none"> Reporting live in Pompeii the Bowesfield journalists will inform our devoted readers about the current, horrific events taking place in Pompeii. As mathematicians we will explore the value of numbers and how this relates to the Roman Numerals. As scientists we will classify animals which are compatible with warmer climates. As investigators we will use effective searching to further our understanding of Roman culture. 	<ul style="list-style-type: none"> As bloggers in the modern world, we will use our knowledge of writing for different audiences to create a set of instructions based on 'The Light Jar'. As mathematicians our knowledge of Addition and Subtraction will support our understanding of voltage and electricity. As theologians we will complete a comparative study of Electricity. Investigating how electricity makes light. Light is a common theme shared by Hinduism and Christianity. 	<ul style="list-style-type: none"> As geographers we will create ordinance survey maps of both Stockton High street and another high street close by. Furthermore, we will discuss both similarities and differences in the human and physical make up of both High Streets. As analysts we will explore similarities and difference between the two high streets and present this data using computing software. As Danger Detectives we can discuss ways to keep ourselves safe both at home and within the wider community. 	<ul style="list-style-type: none"> As authors we will explain who the Anglo-Saxons and Scotts were. As historians we will discover why the Anglo-Saxons and Scotts invaded Britain. We will be visiting the Hancock Musuem in Newcastle to explore their Anglo-Saxon exhibition. As artists we will be creating an Anglo-Saxon structure using recycled materials. 	<ul style="list-style-type: none"> As audiologists we will explore how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear. As historians we will explore the struggle for the Kingdon of England between The Vikings and Anglo-Saxons. Investigating pre-battle chanting and marching patterns. As poets we will create and perform immersive and illustrative songs "The Story Orchestra – The Mountain King". 	<ul style="list-style-type: none"> As politicians of the future, we will be discuss the exposure to danger of The Firework -Makers Daughter and create a balanced argument for or against her involvement. As volcanologists we will be exploring the process of eruption to identify a cause. As artists we will explore the use of texture using printing and charcoal. As explorers we will be visiting the Discovery Museum.






Year 3 / 4 Cycle B	The Stone Age Boy	Polar Express	Tomb Raiders	Food Glorious Food	Trade and Transport
					
Main drivers	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Geography
Main Themes	<ul style="list-style-type: none"> As mineralogists and petrologists, we will identify the most appropriate minerals for Stone Age structures. As artists we will be discovering pre-historic art. As historians we will develop an awareness of Neolithic Revolution altered prehistory as people moved away from a hunter-gatherer nomadic lifestyle to farming. As actors we will be completing a Stone Age Workshop. 	<ul style="list-style-type: none"> As scientists we will recognise that they need light in order to see things and that the dark is the absence of light. As Climate Change activists we will create a PowerPoint presentations highlighting that light from the sun can be dangerous and how changes in our climate is causing temperatures to rise. As artists we will explore patterns in shading, tones and textures. 	<ul style="list-style-type: none"> As detectives we will discover where and when the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) appeared. As geographers we will explore Egypt to the United Kingdom. As graphic designers we will create realistic ideas as a team through discussions and designing prototypes. As artists we will participate in an Egyptian workshop. 	<ul style="list-style-type: none"> As scientists we will describe the simple functions of the basic parts of the digestive system in humans. As analysts we will construct and interpret a variety of food chains, identifying producers, predators and prey. As athletes we will explore the importance of exercise on the human anatomy. 	<ul style="list-style-type: none"> As geographers we will be developing our knowledge of the world and the UK to identify and discuss countries that make up the British empire. As historians we will investigate the Ancient Greeks influence on trade. As artists we will be experimenting with shape – manipulating wire.

YEAR 3 / 4 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rocking Romans</p> 	<p>Shine Bright</p> 	<p>Superb Stockton</p>  <p><small>shutterstock.com · 528667342</small></p>	<p>Smashing Saxons</p> 	<p>Sonic Sounds</p>  <p><small>shutterstock.com · 288205159</small></p>	<p>Volatile Vesuvius</p>  <p><small>WearCraftyThings.com</small></p>
<p>Science</p>	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> Explore changes in Britain after the Roman's left. Explain who the Anglo-Saxons and Scotts were. Discover why the Anglo-Saxons and Scotts invaded Britain. Learn about some of the tensions associated with settlement as well as ways of life and matters that impact on us still. Examine their settlements and discover what life was like at this time. 	<ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> Use their knowledge of the continents and extend this by locating the mountain ranges. Discuss the structure of a volcano and how this affects the land/population living around them. Understand the effect volcanoes and earthquakes have on the environment. Investigate where Volcanoes are in the world using maps, atlases and Google Earth.

Computing	<ul style="list-style-type: none"> To locate information on the search results page To use search effectively to find out information. To assess whether an information source is true and reliable. 	<ul style="list-style-type: none"> (DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour. (IT) select, use and combine a variety of software to design and create a range of programs, including presenting data and information. (CS) Design, write and debug programs that accomplish specific goals, including controlling and simulating physical systems; solve problems by decomposing them into smaller parts. 	<ul style="list-style-type: none"> IT) To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (CS) Design, write and debug programs that accomplish specific goals, including controlling and simulating physical systems; solve problems by decomposing them into smaller parts. (CS) Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors. (CS) understand computer networks, including the internet, how they can provide multiple services and the opportunity for communication and collaboration.
Geography	<ul style="list-style-type: none"> I can understand the similarities and differences of the physical geography of Russia. I can understand the human geographical differences and similarities of Russia. I can locate Russia on a map. I can talk about trade links and economic activity 	<ul style="list-style-type: none"> I can locate the area on a map of where we live in the UK. I can name some surrounding counties and rivers in the UK. I can talk about the river Tees and its uses past and present. I can talk and name the stages of the water cycle 	<ul style="list-style-type: none"> I can identify and locate countries that were part of the British Empire on a map. I can talk about trade routes that were used within the British Empire.
History	<ul style="list-style-type: none"> To investigate and interpret the past. To build an overview of world history. To understand chronology. 	<ul style="list-style-type: none"> To investigate and interpret the past. To build an overview of world history. To understand chronology. 	<ul style="list-style-type: none"> To investigate and interpret the past. To build an overview of world history. To understand chronology.
Art	<ul style="list-style-type: none"> Art and Design 	<ul style="list-style-type: none"> Formal Elements 	<ul style="list-style-type: none"> Sculpture
Design Technology	<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding. Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. 	<ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding. Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.

	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 					
DT - Cooking and nutrition	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed 					
RE	<ul style="list-style-type: none"> What does it mean to be a Hindu? What is Diwali? How is Diwali celebrated? Why is light important? What are Rangoli patterns and why are they used? Why is Diwali an important festival for Hindus? 	<ul style="list-style-type: none"> What is meant by the term journey? What journey did Mary and Joseph take? What journey did the shepherds take? What journey did the Magi take? What are the journeys associated with Christmas? 	<ul style="list-style-type: none"> Explain what the Gospels are. Give two reasons why the Lindisfarne Monks copied the Gospels by hand. Explain the purpose of the Gospels. Give two pieces of information about the Lindisfarne Monastic Community. 	<ul style="list-style-type: none"> Explain why symbols of new life are features of spring festivals. Explain two Christian uses of new life at Easter celebrations. Explain why celebrations of Jesus's resurrection occur in spring. Describe one symbol of new life. 	<ul style="list-style-type: none"> Identify a symbol Identify the five pillars of Islam Explain the purpose of the Shahadah. Describe the process of the prayer Wudu. 	<ul style="list-style-type: none"> Discuss the preparation process for Hajj. Identify the process of Hajj.
PSHE	<ul style="list-style-type: none"> Physical Health and Well-being 	<ul style="list-style-type: none"> Feeling Safe 	<ul style="list-style-type: none"> Identity, Society and Equality 	<ul style="list-style-type: none"> Careers, financial capabilities and economic well-being 	<ul style="list-style-type: none"> Relationships / Changing Me 	<ul style="list-style-type: none"> Mental Health and Well-being
Music	<ul style="list-style-type: none"> Learn different styles of music from different decades (70's and 80's). Continue to be introduced to the language of music, theory and composition. Gain further knowledge about the language of music. Confidently identify and move to the pulse. talk about the musical dimensions in a song – structure, tempo (fast and slow) Mamma works well for this. 	<ul style="list-style-type: none"> Copy back and sing rhythms – Bronze level. Learn to pitch copy back using notes G and /or A and C and D. Demonstrate a good singing posture. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part. Improvise by listening and singing back. Listen and copy back using instruments, one note: G. Help create a melody using notes CDE – Glockenspiel lessons. Choose what to perform and create the song. Talk about the best place to be when performing and how to stand or sit. Sing and play instrument parts. 	<ul style="list-style-type: none"> Deepen their understanding of the musical styles rap and gospel. Analyse performances and will have opportunities to add movement to music as they sing gaining further understanding of pulse and rhythm. Use musical words when talking about the music and how it makes them feel. Learn dynamics (if the song gets louder) - particularly Lean on Me works well for this. Listen and name the instruments used in the song. Clap 4 rhythm words after adult support (Silver level). Learn to pitch copy back using notes E, F G (without notation). 	<ul style="list-style-type: none"> Sing in unison and in simple two-parts. Rejoin the song if they lose their way. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part. Play and Improvise Using your instruments, listen and play your own answer using one note: C. Play and Improvise Using your instruments, listen and play your own answer using one note: F Plan and create a section of music that can be performed within the song unit. Talk about how it was created. Sing and play improvised parts. Present a musical performance designed to capture the audience. 	<ul style="list-style-type: none"> Listen carefully and respectfully to other people's thoughts about the music. Recap structure and tempo – compare with songs from Autumn 1. Blackbird is much slower. Introduce the musical dimension texture (layers of sound to make it interesting) and understand its meaning. Lead clapping 4 rhythm words (Gold level). Learn to create your own simple rhythms. Learn to pitch copy back using notes C and B (with notation). Enjoy singing solo. Sing with awareness of being 'in tune'. Listen to the group when singing. 	<ul style="list-style-type: none"> Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part. Play and Improvise Using your instruments, listen and play your own answer using note C. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics or tempo. Introduce how the composition in any way appropriate recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Communicate the meaning of the words and clearly articulate them. Sing and play composed parts. Record the performance and say how they were feeling, what they were pleased with what they would change and why.
PE	<ul style="list-style-type: none"> Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending in game situations Combine passing and moving to create an attack and score. Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting. 		<ul style="list-style-type: none"> Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting Relationships and interlinking dance moves. Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion. Focus on cooperation and responsibility Develop communication and collaboration Understand why 	<ul style="list-style-type: none"> Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent. Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point. 		

	<ul style="list-style-type: none"> Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footwork. Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting. 	<p>motivating each other is important when working in a team</p> <ul style="list-style-type: none"> Mental well being Mindfulness Leadership Exploring cool downs. 	<ul style="list-style-type: none"> Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Introduce the Javelin Standing triple jump.
Foreign Language	<ul style="list-style-type: none"> Names of places in the town. Ask the way for direction. Say where they are going. Give the time and say where they are going. 	<ul style="list-style-type: none"> Ask and say where they are going on holiday. Express opinion about holidays. Talk about what they are going to do on holiday. Talk about holiday plans. 	<ul style="list-style-type: none"> Name rooms in the house. Describe rooms in the house. Say what people do at home. Say what people do and where.

YEAR 3 / 4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Stone Age Boy</p> 	<p>Polar Express</p> 	<p>Tomb Raiders</p> 		<p>Food Glorious Food</p> 	<p>Trade and Transport</p> 
<p>Science</p>	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that the dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows changes. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> Compare and group together a variety of everyday materials on whether they are attracted to a magnet and identify some magnetic materials.- observe how magnets attract or repel each other and attract some materials and not others. Compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance predict whether two magnets will attract or repel each other, depending on which poles are facing. Describing magnets as having 2 poles. 	<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. identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	
<p>Computing</p>	<ul style="list-style-type: none"> (DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (IT) select, use and combine a variety of software to design and create a range of programs, including presenting data and information. 		<ul style="list-style-type: none"> (DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour (IT) To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 		<ul style="list-style-type: none"> (IT) To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (CS) Design, write and debug programs that accomplish specific goals, including controlling and simulating physical systems; solve problems by decomposing them into smaller parts. (CS) Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors. 	

Geography	<ul style="list-style-type: none"> Describe physical features – rivers and seas. Name and locate some of the main rivers and counties of the UK Understand how the River Tees helps the local area. Use fieldwork to observe, measure and record human and physical features in the local area. Explain the water cycle. 	<ul style="list-style-type: none"> Identify and locate Egypt and the UK on a world map. Compare and contrast Egypt and the United Kingdom. Explain the importance of European countries working together e.g. trade, food, energy, minerals, migration etc. 	<ul style="list-style-type: none"> Identify the countries in the British Empire during the Victorian Era. Explore countries which were trade routes as part of the old British Empire. Compare and contrast Victorian trade links with modern day trade links (human geography)
History	<ul style="list-style-type: none"> Introduced to the idea that people have been living in Britain for a very long time. Learn about the changes that occurred over a time span of 10,000 years during the three main periods of prehistory: the Stone Age, Bronze Age and Iron Age. Develop a chronological understanding of this era and develop an awareness of how our knowledge of the prehistoric past is constructed. Learn about how the Neolithic Revolution altered prehistory as people moved away from a hunter-gatherer nomadic lifestyle to farming. Discover how technology and tools developed during these periods and how by the Iron Age Celts were building hill forts that offered protection from enemies. 	<ul style="list-style-type: none"> Explore where and when the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) appeared. Explore the similarities between the civilizations and how they relate to a chronological understanding of the past. Discover what life was like 3,000 years before the birth of Christ. Understand the importance of the River Nile as a water supply and for providing fertile farming lands and about society, religion and daily life during this era. Discovering what caused the fall of the Ancient Egyptian Civilization 	<ul style="list-style-type: none"> Extend their knowledge of ancient civilizations and come to appreciate the significance of this era in shaping the world of today. Explore sources and evaluate their usefulness. Marvel at Alexander the Great and the empire under his leadership. Learn about trade and education in Ancient Greece and finally, learn about the Olympics and democracy and how we can trace their origins back thousands of years to this ancient empire.
Design Technology	<ul style="list-style-type: none"> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	*See DT-Cooking and Nutrition*
Art	<ul style="list-style-type: none"> Pre-Historic Art 	<ul style="list-style-type: none"> Art and Design 	<ul style="list-style-type: none"> Formal Elements
DT – Cooking and Nutrition	*See Design and Technology*	*See Design and Technology*	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

RE	<ul style="list-style-type: none"> State two features of a Mosque and explain how they bring a community together. State how features of a Mosque help Muslims submit to God. Suggest two reasons why any building could be used as a Mosque. Show understanding of the word sacred and how this related to a Mosque. 	<ul style="list-style-type: none"> Explain why light features in a winter festival. Explain two Christian uses of light. Explain why celebrations of Jesus' birth happen in winter. Explain the meaning of the Christingle. 	<ul style="list-style-type: none"> Explain the Gospels are one of the many books of the Bible. Give two reasons why the Lindisfarne Monks Copied the Gospels by hand. Explain the purpose of the Gospels. Give two pieces of information about the Lindisfarne monistic community. 	<ul style="list-style-type: none"> Explain why new life are features of a spring festival Explain two Christian uses of new life in a spring festival. Explain why celebrations of Jesus' resurrection happens in spring. Describe one symbol of new life used during the Jewish festival Passover. 	<ul style="list-style-type: none"> Suggest one reason for the Kosher food laws. Suggest beliefs and underlying Hanukah Traditions. Suggest reasons for obeying religious commands. Suggest the value for a community following religious practices. 	<ul style="list-style-type: none"> Know that when fasting people are going without food or drink. Identify Muslims fast during the celebration of Ramadan and celebrate the end of Ramadan with the celebration of Eid. Describe what happens during Eid and why. Explain how Ramadan and Eid demonstrate the concept of Ummah.
PSHE	<ul style="list-style-type: none"> Physical Health and Well-being 	<ul style="list-style-type: none"> Feeling Safe 	<ul style="list-style-type: none"> Identity and Society 	<ul style="list-style-type: none"> Careers, financial capabilities and economic well-being 	<ul style="list-style-type: none"> Relationships / Changing me 	<ul style="list-style-type: none"> Mental health and well-being
Music	<ul style="list-style-type: none"> Have a deeper understanding of the pulse. Understand the structure of the song. Display an understanding of pitch within playing instruments. Learn rhythm by copying simple patterns and how they work with pulse Warm up learning pitch - what it is, to copy it–work on Bronze level. Know why It is important to warm up our voices, posture, breathing and projection. Play C F and G and improvise using C and D. Learn E and D on glockenspiels and to understand the theory around it. Compose using Treble clef basic (3 notes) -Rhythm Grid (explain the notes are the pitch). Sing and perform a song. Include instruments to the song. 	<ul style="list-style-type: none"> Identify instruments and voices played in the songs and name them. Continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. Understand that pulse is the foundation of music upon which the other dimensions are built. Warm up learning pitch - what it is, to copy it– work on Silver level. Teacher to model how to lead the group. Interpret the words in a song – by talking and sharing ideas. Sing with the idea of being in tune. Play C A and or G A and improvise with C D. Compose using Treble Clef basic note grid (3 notes) 	<ul style="list-style-type: none"> Discuss the musical structure of the song and the instruments used. Have a deeper understanding of pitch and tempo and how they fit into the music. Warm up learning pitch- what it is, to copy it– work on Gold level. Encourage children to lead the group. Focus on C and D and also introducing notation (with staves and music notes). Enjoy singing solo. Be aware of the pulse internally and rhythm when singing. Play notes C and / or A. Compose using Treble clef basic notation with note names (3 notes – option to choose 5 notes). Sing the song and to improvise on the glockenspiels (and trumpets) as a small group. To record and discuss their performance. 			
PE	<ul style="list-style-type: none"> Introduce moving with the ball, passing and receiving Introduce tagging. Create space when attacking Develop passing and moving Combine passing/moving to create attacking opportunities. Introduce/develop dribbling keeping control. Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling. Introduce passing, receiving and creating space Develop/combine passing and moving Combine/develop passing and shooting. Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting. 	<ul style="list-style-type: none"> Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character. Introduction to symmetry and asymmetry Application of learning onto apparatus Sequence formation Sequence completion. Creating and applying simple tactics Developing leadership Developing communication as a team / collaborate effectively as a team Create defending and attacking tactics as a team. Exploring warm ups Continuous training Interval training. 	<ul style="list-style-type: none"> Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game. Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand. Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs distance Standing long jump. 			
Foreign Language	<ul style="list-style-type: none"> Greet people and give person information. Ask and talk about sisters and brothers. Say what people have and have no in third person. Say what people are like using third person. 	<ul style="list-style-type: none"> Name school subjects. Talk about likes and dislikes at school. Ask and say the time. Talk about timings of the school day. 	<ul style="list-style-type: none"> Ask politely for food items. Describe how to make a sandwich. Express opinions and food. Talk about healthy and unhealthy food. 			