

Key Stage 2 Curriculum Map Year B Autumn 1

Ramsey/Kelso/Hyde			
English Fiction Associated grammar Non fiction	<p>Recovery Curriculum English: Here We are (2 weeks) The Iron Man (2 weeks) Entertain:Extended narrative Discuss: Character study of one character showing understanding of character and motivations. Personal responses to the story showing understanding of ideas, language and themes. Use of expanded noun phrases to convey complicated information concisely Differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Learn some of the differences between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Hyphens used to avoid ambiguity (e.g. man eating shark versus man- eating shark, or recover versus re-cover)</p> <p>Information text: Properties and changes in Materials (2 weeks)</p>		
Maths	<p>Year 5 Number – Number and place value, • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100,1000 Addition and subtraction • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify 3-D shapes, including cubes and other cuboids, from 2-D representations Multiplication and division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 Fractions • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions * • recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule * Geometry – Position and direction • identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed</p> <p>Year 6, Number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above Addition and subtraction • perform mental calculations, including with large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Geometry – Properties of shapes • recognise, describe and build simple 3-D shapes, including making nets Multiplication and division • practise multiplication for larger numbers, using the formal written methods of short and long multiplication * • perform mental calculations, including with large numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations Fractions • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions Geometry – Position and direction • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Minerals and Mining	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>They recognise and describe physical and human processes. They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there.</p>	<p>Land use study of the given area, including village/countryside and town, using aerial maps, OS maps and local land use surveys Discussion of the impact of different mining operations on land use Environmental impacts</p>
Science- Electricity	<p>6e1: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 6e2: compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Children learn about the appearance and function of different electrical components, including switches, bulbs, buzzers, motors, cells and wires. They match pictures of each component to their electrical symbols. They cut and paste descriptions of how each component functions, or write their own</p>	<p>Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols</p>

	6e3: use recognised symbols when representing a simple circuit in a diagram.		
R.E	God – Christianity UC 2b.1 (core) What does it mean if God is loving and holy?	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	PUPILS WILL KNOW THAT: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
Music 6.1 Worlds Unite	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, develop an understanding of the history of music.	• Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music.	Musical focus: Step Dance Subject link: PE Demonstrate understanding of pitch through singing from simple staff notation, Demonstrate understanding of beat and syncopation through singing and body percussion Demonstrate coordination and rhythm skills by participating in a complex circle game Devise, combine and structure rhythms through dance
Art	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Build on previous work with colour by exploring intensity Introduce acrylic paint, Develop watercolour techniques Explore using limited colour palettes, Investigate working on canvas experiment with colour in creating an effect. Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes	Create agate slice paintings using watercolour techniques with limited colour palettes
Computing 6.1 we are App planners	Planning, writing and testing computer programs for digital devices, from floor turtles to tablets.	• Pupils develop an awareness of the capabilities of smartphones and tablets. • Understand the geolocation, including GPS. • Identify interesting, solvable problems. • Design an educational app. • Pitch a proposal for a smartphone or tablet app.	Planning the creation of a mobile app
MFL 6.1 Le Weekend	listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Ask and talk about regular activities. Say what you don't do. Ask and say what other people do. Talk about what you like/dislike doing	• Use several verbs in 1st person • Recognise patterns in French • Build longer sentences • Adapt sentences to say different things • Use negatives • Use verbs in 3rd person • Listen for clues Use j'aime/je n'aime pas, etc. with an infi native. Project work: weekly profile of an English and a French young person.
PE	Play competitive sports modified where appropriate and apply basic principles suitable for attacking and defending	Develop techniques of a variety of skills to maximise team effectiveness Use tactics when attacking or defending Apply rules of fair play to competitive games	Netball and tag rugby
PSHE/RE	that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these ,to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	Yr 5/6 Lessons H7, H11 Plus recovery curriculum activities

	<p>rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>		
--	---	--	--

Sempringham/Lindisfarne/Phoenix Year B Autumn I Mountains and Deserts	
<p>English Fiction Associated grammar Non fiction</p>	<p>Recovery Curriculum English: Here We are (2 weeks) Arabian Nights Entertain:Extended narrative- retelling the story as first-person narrative, with own adventures.Extended narrative – using story as a frame for own stories (e.g. new stories for Shahrazad to tell).Playscript- retelling a story as a playscript (and then performing it). Describe:Detailed description of one character from a text (e.g. Heracles or Shahrazad). Inform:A short non-fiction text about a country or time in history from one of the books studied.</p>

	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Use of inverted commas to punctuate direct speech The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials</p> <p>Non fiction-explanation text on living things and habitats</p>		
Maths	<p>Year 4 Number – Number and place value • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency *• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry Number – Number and place value • count in multiples of 6 and 9 Number – Multiplication and division • recall multiplication and division facts for multiplication tables up to 12 × 12 • recognise and use factor pairs and commutativity in mental calculations Fractions • recognise and show, using diagrams, families of common equivalent fractions • understand the relation between non-unit fractions and multiplication and division of quantities * Geometry – Position and direction • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon</p> <p>Year 5 Number – Number and place value, • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000 Addition and subtraction • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify 3-D shapes, including cubes and other cuboids, from 2-D representations Multiplication and division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 Fractions • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions *• recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule *Geometry – Position and direction • identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed</p>		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Mountains and deserts	<p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Yr 5 They recognise and describe physical and human processes. They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. They describe and begin to explain geographical patterns and physical and human processes.</p> <p>Yr 4 They describe and compare physical and human features of different localities and offer explanations for the location of some of those features.</p>	<p>Study of the formation and development of mountains and deserts and the impact on human development</p>
Science- animals inc humans-Food chains	<p>4e.construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Children learn what a food chain is and that the arrow shows energy flow within an ecosystem. Children use the pictures provided to create food chains with 2 and 3 organisms. They identify each organism using a word bank and whether they are a predator, prey, consumer or producer. Children learn that a food web is a way of showing the energy flow in an ecosystem in a more complex way. They create a food web containing 8 different organisms. They identify and label each organism as a consumer, producer, predator, prey, and apex predator. They add their own arrows to show energy flow through the food web.</p>	<p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>
R.E	<p>Pilgrimage for Christians and Buddhists</p>	<p>Pilgrimage as a significant journey carried out for a special reason.Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.) Christianity: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of</p>	<p>What is a pilgrimage? What does pilgrimage involve? Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Buddhist pilgrimage sites and their importance in the life of Buddha etc. Environmental impact of pilgrimage</p>

		<p>including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage</p> <p>Buddhism: Lumbini: birthplace of Gautama Buddha (in Nepal) Bodh Gaya: (in the current Mahabodhi Temple, Bihar, India), is the most important religious site and place of pilgrimage, the Mahabodhi Temple houses what is believed to be the Bodhi Tree where Prince Siddhārtha attained enlightenment (Nibbana) and became known as Gautama Buddha. Sarnath: (formally Isipathana, Uttar Pradesh, India) where Gautama Buddha delivered his first sermon (Dhammacakkappavattana Sutta), and He taught about the Middle Way, the Four Noble Truths and Noble Eightfold Path. Kuśinagara: (now Kushinagar, Uttar Pradesh, India) where Gautama Buddha died and attained Parinirvana.</p> <p>The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it</p>	
Music 5.1 Our community	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Conduct metres of two, three and four, Prepare for a performance by considering narration, performance space, setting up and other logistics Learn about jazz scat singing and devise scat sounds Learn to sing a song from English musical heritage (20th century)	Performance focus Prepare for a performance by considering narration, performance space, setting up and other logistics Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion
Art/dt Landscapes	Pupils should be taught to: • create sketch books to record their observations and use them to review and revisit ideas, • improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	Mix and match colours (create palettes to match images) Lighten and darken tones using black and white ,Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Experiment with watercolour, exploring intensity of colour to develop shades, Explore complementary and opposing colours in creating patterns	Create a series of landscape pictures showing volcanic features
Computing 5.1 we are game developers	Planning, writing and testing computer programs for digital devices, from floor turtles to tablets.	Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint	Children learn to design and develop their own games using computer software.
MFL 5.1 Salut Gustave	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Greet people and give and personal information Ask and talk about sisters and brothers, Say what people have and have not using 3rd person avoir Say what people are like using 3rd person être including negatives	Ask and answer questions, • Recognise and use plural Forms, • Use a negative, • Use 3rd person avoir in positive and negative statements, Manipulate language by changing an element in a sentence, Use 3rd person être in positive and negative sentences, Understand and use agreements of adjectives (singular) Recognise patterns in simple sentences
PE	Play competitive sports applying attacking and defending skills	Work well as a team in competitive games Develop techniques of a variety of skills Develop an understanding of fair play	Football and hockey

		Use tactics when attacking and defending	
PSHE/RE	that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbully-ing) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	Year 4/5 H4, H6,H7,H10 Plus recovery curriculum activities

Fountains/central Year B Autumn I Climates	
English Fiction Associated grammar Non fiction	<p>Recovery Curriculum English: Here We are (2 weeks)</p> <p>Grandad's Island</p> <p>Entertain: Narrative- retelling a story from a different character's point of view (e.g. the gargoyles or the detective in Tuesday). Narrative- using wordless picturebook as frame for writing own narrative</p> <p>Narrative- creating own 3-page picturebook, using illustrations and text to tell story. Describe: Detailed description of a set-ting from the story (e.g. city from the gargoyles viewpoint or Fungus' home).</p> <p>Inverted commas to punctuate direct speech, Expressing time and cause using con-junctions (e.g. when, so, before, after, while, be-cause); adverbs (e.g. before, after, during, because of) or prep-ositions (e.g. before, after, during, in, be-cause of) Formation of nouns using a range of prefixes such as super-, anti-, auto- Use of the determiners a or an according to whether the next word be-gins with a conso-nant or a vowel Using paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause Inverted commas to punctuate direct speech</p> <p>Non fiction-explanation text on skeletons</p>
Maths	<p>Year 3 Number – Number and place value, • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• compare and order numbers up to 1000• read and write numbers up to 1000 in numerals• solve number problems and practical problems involving these ideas, Addition and subtraction• practise solving varied addition and subtraction questions.For mental calculations with two-digit numbers, the answers could exceed 100. • add and subtract numbers mentally, including:– a three-digit number and ones– a three-digit number and tens Geometry – Properties of shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, Number – Number and place value • fi nd 10 more or less than a given number Number – Multiplication and division • recall and use multiplication and division facts for the 3 multiplication table • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects, Fractions • recognise, fi nd and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • add fractions with the same denominator within one whole [for example, $5/7+1/7=6/7$]• solve problems that involve all of the aboveMeasurement (mass) • measure, compare, add and subtract mass (kg/g)</p>

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Climate zones	Pupils should be taught to: •describe and understand key aspects of: ☐physical geography, including: climate zones, biomes and vegetation belts, Pupils should be taught to: ☐use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	They describe and compare physical and human features of different localities and offer explanations for the location of some of those features.	Use of atlases to identify key climate features of the world, climate zones and biomes and associated human uses
Science- Living Things and Habitats	4a1: recognise that living things can be grouped in a variety of ways 4a2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 4a3: recognise that environments can change and that this can sometimes pose dangers to living things	Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects	Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched
R.E	Compulsory Unit God, Hinduism	Hinduism as an umbrella term for a collection of religious expressions. Some Hindus describe it as Sanatana Dharma (the 'eternal duty') Hinduism is a monotheistic religion (belief in one ultimate reality) ☐Brahman, the ultimate reality, the life force in all things. Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality). The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation. Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. Atman (the soul) – the bit of the ultimate reality in all living things. The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) The goal is for the atman to break free from this cycle of life (moksha). Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha	How are deities and key figures described in Hindu sacred texts and stories? ☐What might Hindus understand about the Divine through these stories? ☐What is the purpose of visual symbols in the mandir? Stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life
Music 4.1 Poetry 4.2 Environment	Pupils should be taught to: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use beatbox techniques to imitate the sound of a drum kit Perform a rap or song with a vocal beatbox accompaniment Perform a poem as an ensemble with rhythmic accuracy to a steady beat Balance voices in a performance by choosing appropriate dynamics (volume) Compose an introduction for a song	Performance focus Prepare for a performance by considering narration, performance space, setting up and other logistics Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion
Art Van Gogh	Pupils should be taught: •about great artists, architects and designers in history	Use the work of artists to replicate ideas or inspire own work	The work of Vincent Van Gogh

<p>Computing 4.1 We are software developers</p>	<p>design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts ,use sequence, selection and repetition in programs, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>· Develop an educational computer game using selection and repetition. Understand and use variables. Start to debug computer programs. Recognise the importance of user interface design, including consideration of input and output.</p>	<p>Educational computer game</p>
<p>MFL 4.1 Encore</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>Revise ways of describing people Revise ways of describing people Describe someone’s nationality Describe people using various adjectives • Further practice for Unit • Project work: Describing someone</p>	<p>• Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings</p>
<p>PE</p>	<p>Play competitive sports applying attacking and defending skills</p>	<p>Practice skills in isolation and combination Work well as a team in competitive games Apply basic principles of attacking and defending</p>	<p>Basic catching, throwing, defending and attacking</p>
<p>PSHE/RE</p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experi-ence in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • how to judge whether what they are feeling and how they are the benefits of physical exer-cise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and hap-piness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hob-bies and interests • isolation and loneliness can affect chil-dren and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (in-cluding cyberbully-ing) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), in-cluding whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be re-solved if the right support is made available, especially if accessed early enough</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H9. to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p>	<p>Yr 3 Lessons H1, H2, H3, H5, H9</p>