



Long Term Curriculum Plan

Science

Lower Key Stage 2

Working scientifically- during years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- 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
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Year 3					Year 4						
All Aboard	Where Shall we go?	Fighting Fit	It's About to Erupt	Walk Like an Egyptian	How Does Your Garden Grow?	Dragons and Castles	All Around the World	Surviving the Prehistoric Age	Up, Up and Away	I Came, I Saw, I Conquered	Roaming Around Italy
<p>Forces and Magnets compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Light recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>Animals including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>investigate the way in which water is transported within plants</p>	<p>Plants 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</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Animals Including Humans identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Electricity identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Animals including humans describe the simple functions of the basic parts of the digestive system in humans</p>	<p>States of Matter compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Living things and their habitats recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sound identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>



Long Term Curriculum Plan

History						Lower Key Stage 2					
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History - key stages 1 and 2 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 											
Year 3						Year 4					
All Aboard	Where Shall we go?	Fighting Fit	It's About to Erupt	Walk Like an Egyptian	How Does Your Garden Grow?	Dragons and Castles	All Around the World	Surviving the Prehistoric Age	Up, Up and Away	I Came, I Saw, I Conquered	Roaming Around Italy
A significant turning point in British history for example the first railways or the Battle of Britain.		Scotts invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture		the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		A local history study a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		Changes in Britain from the Stone Age to the Iron Age Stone Age and Bronze Age religion, technology and travel, for example, Stonehenge		Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity the legacy of Greek or Roman culture (art, architecture or literature) on later	
Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.			Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.			Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past			Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history.		



Long Term Curriculum Plan

Geography	Lower Key Stage 2
<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p><u>Geographical enquiry and skills</u></p> <p>Ask geographical questions [i.e. 'What is it like to live in this place?']</p> <p>Observe and record [i.e. identify buildings in street and complete a chart]</p> <p>Express their own views about people, places and environments [i.e. about litter in the school]</p> <p>Communicate in different ways including through numerical/quantitative skills, maps and pictures.</p> <p>Communicate understanding through writing at length.</p> <p>Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]</p> <p>Use fieldwork skills [i.e. recording info on a school plan or local area map]</p> <p>Use globes, maps, plans at a range of scales [i.e. following a route on map]</p> <p>Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]</p> <p>Make maps and plans [i.e. a pictorial map of a place in a story].</p>

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	<p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Geographical skills and fieldwork</u></p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p><u>Human and Physical Geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p><u>Locational Knowledge</u></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p><u>Human and physical geography</u></p> <p>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>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><u>Geographical skills and fieldwork</u></p> <p>four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>



Long Term Curriculum Plan

Art and Design					Lower Key Stage 2						
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 					<p>Subject content:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 						
Year 3					Year 4						
All Aboard	Where Shall we go?	Fighting Fit	It's About to Erupt	Walk Like an Egyptian	How Does Your Garden Grow?	Dragons and Castles	All Around the World	Surviving the Prehistoric Age	Up, Up and Away	I Came, I Saw, I Conquered	Roaming Around Italy
<p><u>Drawing</u> Draw for a sustained periods of time.</p> <p>Use a sketchbook to collect and develop ideas from a range of sources</p> <p>Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</p> <p>Experiment with different grades of pencil to achieve varied tone</p> <p>Create texture and pattern in drawing with a range of implements.</p>		<p><u>Digital media</u> Explore ideas using digital sources i.e. internet, ipads</p> <p>Record, collect and store visual information digitally</p> <p>Present recorded visual images using software e.g. Photostory, Powerpoint</p> <p>Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images</p>		<p><u>Painting</u></p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>Create different effects and textures with paint</p> <p>Use language of and mix primary and secondary colours and use tints and shades</p>		<p><u>Drawing</u> Draw for a sustained periods of time.</p> <p>Use a sketchbook to collect and develop ideas from a range of sources</p> <p>Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc</p> <p>Experiment with different grades of pencil to achieve varied tone</p> <p>Create texture and pattern in drawing with a range of implements.</p>		<p><u>3D design</u> Plan, design and make models from observation or imagination.</p> <p>Develop skills in joining, extending and modelling clay.</p> <p>Use papier mache to create simple 3D effects</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Create textures and patterns in malleable materials including clay.</p>		<p><u>Textiles</u> Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining</p>	
<p><u>Work of artists</u> Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.</p>					<p><u>Work of artists</u> Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language of art, craft and design.</p>						



Long Term Curriculum Plan

Design and Technology Lower Key Stage 2

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

<p><u>Designing - Understanding contexts, users and purposes</u> Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work Gather information about needs and wants of particular individuals and groups Develop their own design criteria and use these to inform their ideas <u>Designing - Generating, developing, modelling and communicating ideas</u> Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Use computer-aided design to develop and communicate their ideas Generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources <u>Making- Planning</u> Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making <u>Making - Practical skills and techniques</u> Follow procedures for safety and hygiene Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques, including those from art and design, with some accuracy</p>	<p><u>Evaluating - Own ideas and products</u> Identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work Refer to their design criteria as they design and make Use their design criteria to evaluate their completed products Evaluating - Existing products Pupils will be taught to investigate and analyse: how well products have been designed and made Why materials have been chosen What methods of construction have been used Developed ground-breaking products How well products work to achieve their purposes How well products meet user needs and wants Who designed and made the products Where and when products were designed and made Whether products can be recycled or reused <u>Evaluating -</u> Key events and individuals About inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products Technical knowledge - Making products work How to use learning from science and maths to help design and make products that work That materials have both functional properties and aesthetic qualities That materials can be combined and mixed to create more useful characteristics That mechanical and electrical systems have an input, process and output Use the correct technical vocabulary for the projects they are undertaking How mechanical systems such as levers and linkages or pneumatic systems create movement How simple electrical circuits and components can be used to create functional products How to program a computer to control their products How to make strong, stiff shell structures That a single fabric shape can be used to make a 3D textiles product that food ingredients can be fresh, pre-cooked and processed</p>
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Year 3					Year 4						
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	Structures Shell structures (including computer-aided design) (see above)	<p>Food Healthy and varied diet (including cooking and nutrition requirements for KS2) <u>Cooking and nutrition</u> - Where food comes from That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <u>Cooking and nutrition</u> Food preparation, cooking and nutrition how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate That to be active and healthy, food and drink are needed to provide energy for the body</p>			Textiles 2-D shape to 3-D product (see above)	<p>Food Healthy and varied diet (including cooking and nutrition requirements for KS2) Food Healthy and varied diet (including cooking and nutrition requirements for KS2) <u>Cooking and nutrition</u> - Where food comes from That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world <u>Cooking and nutrition</u> Food preparation, cooking and nutrition how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate That to be active and healthy, food and drink are needed to provide energy for the body</p>	Electrical Systems Simple circuits and switches (including programming and control) (see above)			Mechanical Systems Levers and linkages (see above)	



Long Term Curriculum Plan

Music Lower Key Stage 2											
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 											
Year 3						Year 4					
<p><u>Pulse</u> Keep a steady pulse in a group and solo without musical accompaniment, demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos</p>	<p><u>Rhythm</u> Perform more extended rhythms that use crotchets, minims and their rests</p>	<p><u>Melody and notation</u> Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests.</p>	<p><u>Active listening</u> Identify and describe musical features in pieces from different traditions; sing or playback simple melodies</p>	<p><u>Composing and improvising</u> Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests</p>	<p><u>Performing</u> Use tuned percussion/ melodic instruments as well as the voice to perform 3 plus note melodies and simple rhythms</p>	<p><u>Pulse</u> On a tuned instrument keep a steady pulse in : 2/4, 3/4, and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany <u>Mamma Mia</u></p>	<p><u>Rhythm</u> Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests.</p>	<p><u>Melody and notation</u> Perform from and compose using 5 pitched notes (or 4 chords)</p>	<p><u>Active listening</u> Compare pieces of music in different traditions, perform music heard orally that contains 2 plus different parts at the same time</p>	<p><u>Composing and improvising</u> Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns around 4 bars.</p>	<p><u>Performing</u> Perform 5 plus note melodies or 4 plus chords and more complex rhythms on tuned instruments</p>
<p><u>Three Little Birds</u></p>	<p><u>Ho, Ho, Ho</u></p>	<p><u>Glockenspiel Stage 2</u></p>	<p><u>Benjamin Britten- There was a Monkey ukelele</u></p>	<p><u>Let Your Spirit Fly ukelele</u></p>	<p><u>Reflect, Rewind and Replay ukelele</u></p>	<p><u>Mamma Mia</u></p>	<p><u>Glockenspiel Stage 2</u></p>	<p><u>Stop!</u></p>	<p><u>Lean on Me</u></p>	<p><u>Blackbird</u></p>	<p><u>Reflect, Rewind and Replay</u></p>
<p><u>Singing</u> Sing songs and folk round whilst accompanied by ostinatos from the group</p>						<p><u>Singing</u> Sing pieces in two parts that have melodies and counter melody</p>					



Long Term Curriculum Plan

Physical Education						Lower Key Stage 2					
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 											
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All Aboard	Where Shall we go?	Fighting Fit	It's About to Erupt	Walk Like an Egyptian	How Does Your Garden Grow?	Dragons and Castles	All Around the World	Surviving the Prehistoric Age	Up, Up and Away	I Came, I Saw, I Conquered	Roaming Around Italy
Basketball	Multi-skills	Swimming Gymnastics and Dance	Swimming Festival- Tennis (EE)	Kwik cricket Festival - tri- golf	Athletics	Swimming Netball	Swimming Multi-skills	Gymnastics and Dance	Tennis Festival - Tennis	Kwik sticks (Hockey) Festival - Tri Golf (EE)	Athletics
				Outdoor Adventures OAA - 3 weeks						Outdoor Adventures OAA - 3 weeks	
<p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Swimming and water safety swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>						<p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Swimming and water safety swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>					



Long Term Curriculum Plan

Languages						Lower Key Stage 2					
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied. 											
Year 3						Year 4					
All Aboard	Where Shall we go?	Fighting Fit	It's About to Erupt	Walk Like an Egyptian	How Does Your Garden Grow?	Dragons and Castles	All Around the World	Surviving the Prehistoric Age	Up, Up and Away	I Came, I Saw, I Conquered	Roaming Around Italy
Rigolo Unit 1 Bonjour QCA Unit 1 moi	Rigolo Unit 2 En classe QCA unit 2 songs and games	Rigolo Unit 3 Mon Corps QCA unit 4 Portraits	Rigolo Unit 4 Les Animaux QCA Unit 5 Les quatre amis(the four friends)	Rigolo Unit 5 Ma famille	Rigolo Unit 6 Bon anniversaire! QCA unit 3 On fait la fete	Rigolo Unit 7 Encore QCA Unit 7 On y va (all aboard)	Rigolo Unit 8 Quelle heure est-il?	Rigolo Unit 9 Les fetes	Rigolo Unit 10 Ou vas-tu? QCA Unit 12 Quel temps fait il? (weather)	Rigolo Unit 11 On mange! QCA Unit 8 L'argent de poche (pocket money)	Rigolo Unit 12 Le cirque QCA Unit 16 Scene de plage (the beach)
<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>						<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					



Long Term Curriculum Plan

Religious Education	Lower Key Stage 2
RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.	
RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life ¹ . Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect. RE, therefore, contributes to the development of the following:	
Economic	as pupils develop skills in RE for adult life, employment and lifelong learning
Cultural	as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity
Social	as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities
Personal	as pupils reflect on their own spiritual and moral ideas and those of others.

Year 3	Y2 -What can we learn from the story of St Cuthbert?	Y2 How and why is light important at Christmas? How and why is advent important to Christians?	What can we learn about Christian worship and beliefs by visiting Churches?	Y2 How do Christians celebrate Easter? What do Christians remember on Palm Sunday?	What do Hindus believe? How do Hindus worship?
Year 4	What do we know about the Bible and why is it important to Christians?	Y3 How and why is advent important to Christians? Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Y3 What do Christians remember on Palm Sunday? Why is Lent such an important period for Christians?	How and why do people show care for others? Why do people visit Durham Cathedral today?
	Other core religion			Diversity unit	
	Christianity			Thematic unit	
	Whole School Approach to Christmas/Easter				



Long Term Curriculum Plan

PSHE /SRE

		Autumn			Spring			Summer		
Year 3	PSHE Inc.RSE	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	TalkAbout	Body Language (Eye contact, Facial expressions, Gesture, Distance, Touch, Fidgeting, Posture, Personal appearance)								
Year 4	PSHE Inc.RSE	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	TalkAbout	The way we talk (Volume, Rate, Clarity, Intonation, Fluency)								