



Long term plan- Beech

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> Place Value Addition and Subtraction (mental skills) Shape 	<ul style="list-style-type: none"> Addition and Subtraction Multiplication and Division (A) (practical, using arrays etc. to represent tables) Length and Perimeter 	<ul style="list-style-type: none"> Multiplication and Division (A) (practical, using arrays etc. to represent tables) Multiplication and Division (B) Money 	<ul style="list-style-type: none"> Multiplication and Division (B) Fractions (A) Mass and Capacity 	<ul style="list-style-type: none"> Fractions (A) Fractions (B) 	<ul style="list-style-type: none"> Fractions (B) Time Statistics
Mental maths	Use place value and number facts to add and subtract numbers. Add and subtract any 2-digit numbers by counting on in 10's and 1's or by using partitioning. Perform place value additions and subtractions. Know multiples of 10 with a total of 100.		Quick mental additions/subtractions through ten. Finding 100 more 100 less. Add and subtract friendly 3-digit numbers e.g., 230+450. Counting in 3's and 4's. Subtract by counting back using place value and number facts.		Halve even numbers up to 100. Halve/add numbers to 20. Double numbers to 50. Partition teen numbers to multiply by a single digit number. Learn to count in 8's and begin to learn 6's.	
Multiplication tables	Teaching times tables document Inverse relationships- see pages 11-14 Y3: doubling (near doubles), halving, multiplication/investigating relationships, subtraction from multiple of 10 & 100, bridging, investigating distributive associative law, 4, 8s					
English	<ul style="list-style-type: none"> Myths- Character Descriptions (Animals and traits) Narrative/ Playscript - Home Sweet Home (LitShed+) 	<ul style="list-style-type: none"> Non-Chronological Report – Volcanoes Diary – (LitShed+) 	<ul style="list-style-type: none"> Story Writing (Character description and setting description) - Stone Age Boy Narrative – Ride of Passage 	<ul style="list-style-type: none"> Instructions – How to wash a woolly mammoth Recount - Trip to Creswell Crags 	<ul style="list-style-type: none"> Narrative (Speech) – Taking Flight (LitShed+) Letters – The Windmill Farmer (LitShed+) 	<ul style="list-style-type: none"> Persuasion – Visit to Rome Explanation (Newspaper) – Dreamgiver (LitShed+)
Characteristics	Charming, cunning, tolerant, perseverance, empathy, confident, nervous, initiative, stubborn					
Rainbow Grammar	Introduction and recap – fronted adverbials and their relation to predicate recap of adjectives, verbs, nouns, adverbs	Subordinate clauses (moving to the start of sentences) punctuating direct speech reporting speech	Apostrophes for possession (Linked to Ride of Passage) Imperative verbs in instructions	Word families further prefixes auxiliary verb will indicate future tense auxiliary verb to have to indicate future tense	Possessive pronouns adjectives of sound, taste and smell quantifying determiners	Adverbials of duration fronted adverbials of duration Present participle “This is Sadie” by Sara O’Leary
Spelling	Step 1: Words where the digraph ‘ou’ makes an /ow/ sound Step 2: Words where the digraph ‘ou’ makes a /u/ sound Step 3:	Step 7: Words with the prefix ‘re-’ Step 8: Words with the prefix ‘dis-’ Step 9: Words with the prefix ‘mis-’ Step 10: Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to	Step 13: Words with the ‘ai’ digraph Step 14: Words with the digraph ‘ei’ and tetragraph ‘eigh’ Step 15: Words	Step 19: Words ending in ‘al’ Step 20: Words ending in ‘le’ Step 21: Words ending in ‘-ly’ where the base word ends in ‘le’ Step 22: Words ending in	Step 25: Words with the suffix ‘-Er’ Step 26: Words where the digraph ‘ch’ makes a /k/ sound Step 27: Words ending in ‘-gue’ and ‘-que’ Step 28: Words where the digraph ‘sc’ makes a /s/	Step 31: Words ending in ‘-sion’ Step 31: Words ending in ‘-sion’ Step 33: Revision Words Step 34: Revision words Step 35: Revision words Step 36: Revision words

	<p>Words where 'y' makes an /i/ sound Step 4: Words ending in '-sure' Step 5: Words ending in '-ture' Step 6: Challenge Words</p>	<p>multisyllabic words Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words Step 12: Challenge Words</p>	<p>where the digraph 'ey' makes an /ai/ sound Step 16: Words with the suffix '-ly' Step 17: Words that are Homophones Step 18: Challenge Words</p>	<p>'-ly' where the base word ends in '-ic' Step 23: Words ending in '-ly'; exceptions Step 24: Challenge Words</p>	<p>Sound Step 29: Words that are Homophones Step 30: Challenge Words</p>	
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						e.g., teacher, catcher, richer, stretcher. (-ture) Endings which sound like /ʒən/ (-sure)
Handwriting	Teaching main letter joins: in, ine, ut, ute, ve, vi, ok, oh, you, o	s: sh, as, es r: ri, ru, ry, er, ir, ur	a: oa, ad, as, ai (with ascender eg h/descenders eg y): ha, ta, fa, al, ay, ag	e: ee, ea, ed, (practicing horizontal join to e): re, oe, fe	o: ow, ov, os, (with ascenders eg l /descenders eg g): ot, ol, ok, og, od	y: ky, hy, ly u: fu, wu, vu
Close read	Grammarsaurus- Bewilderbeast (Animal description) Twinkl- Traditional Greek Myths (Myths)	Grammarsaurus- Mount Vesuvius (Non-Chronological Report) Twinkl- Non-Chronological Report texts Grammarsaurus- Escape from Pompeii (Diary)	Twinkl- Character Description	Grammarsaurus- How to build your own metal giant	Grammarsaurus- Life of Vincent Van Gogh	Grammarsaurus- Romulus and Remus
Whole Class Story	Icarus was Ridiculous	The Firework Makers Daughter How Winston Saved Christmas (December)	Pugs of the Frozen North	The Creakers	The Accidental Prime Minister	The Diary of a Killer Cat
Visual literacy	Home Sweet Home	So good to me	Ride of Passage		Taking Flight	Dreamgiver
Performance poetry	Grumbles from the Forest, Jane Yolen and Rebecca Kai Dotlich	Barn Owl, by Jackie Morris	Night Mail, W.H. Auden	Performance poetry (Please Mrs Butler)	"I am", when exploring personification Budapest by Billy Collins	Poetry (learning by rote, rhyming patterns – The Magic Box)
Role play/ small world	Greeks – small world and role play (half term on each) eg Greek restaurant, mazes, Greek theatre and dress-up, puppets		Stone, Iron and Bronze Age- archeological dig, cave paintings, building Stonehenge		Romans – small world and role play (half term on each) eg museum of artefacts, archaeological dig, Coliseum	

History	Ancient Greece <i>Immortal, Olympus, mortals, Sparta, civilised, ancient, city states, cultural, tunic, shield, mythical, myth, citizen, slave, acropolis, democracy</i>	Stone, Iron and Bronze Age <i>Primitive, hunter, gatherer, tribe, extinct, forager, civilisation, nomad, Neanderthal, artefact, prehistory, fossil, ice age, Stonehenge</i>	Romans <i>Rome, ruler, dictator, legionary, centurion, toga, empire, chariot, villa, amphitheater, gladiator, enslave, infamous</i>
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Objectives	<p>Understands time and order of things knowing that the past is divided into different time periods.</p> <p>Can find out about everyday lives of people in time studied.</p> <p>Can compare lives of those I the past to today</p> <p>Can answer questions about the past by looking at historical sources.</p> <p>Can use a range of sources to find out about a period.</p> <p>Can observe small details – artefacts, pictures.</p>	<p>Understands time and order of things knowing that the past is divided into different time periods.</p> <p>Can find out about everyday lives of people in time studied.</p> <p>Can compare lives of those I the past to today</p> <p>Can answer questions about the past by looking at historical sources.</p> <p>Can use the right historical words when putting events and artefacts in the correct time order.</p> <p>Can use a range of sources to find out about a period.</p> <p>Can observe small details – artefacts, pictures.</p>	<p>Understands time and order of things knowing that the past is divided into different time periods.</p> <p>Can find out about everyday lives of people in time studied.</p> <p>Can compare lives of those I the past to today.</p> <p>Can answer questions about the past by looking at historical sources.</p> <p>Can use a range of sources to find out about a period.</p> <p>Can observe small details – artefacts, pictures.</p>
Vocabulary	Immortal, Olympus, mortals, Sparta, civilised, ancient, city states, cultural, tunic, shield, mythical, myth, citizen, slave, acropolis, democracy, civilisation, empire	Primitive, hunter, gatherer, tribe, extinct, forager, civilisation, nomad, Neanderthal, artefact, prehistory, fossil, ice age, Stonehenge	Rome, ruler, dictator, legionary, centurion, toga, empire, chariot, villa, amphitheater, gladiator, enslave, infamous, civilisation, empire
Knowledge	<p>Trojan Horse: a myth, built as a hoax apology, led to the downfall of the Trojans. Odysseus conceptualised the horse,</p> <p>The war between Athens and Sparta: lasted 15 years and the great Peloponnesian war began in 433 BC...it marks the fall in Athens.</p>	<p>It began 2.5 million years ago.</p> <p>There are 4 different types of humans through history:</p> <p>Toolmakers (called homo habilis)</p> <p>Fire-makers (called homo erectus)</p> <p>Neanderthals (called homo neanderthalensis)</p> <p>Modern humans (called homo sapiens).</p> <p>Dogs became domesticated in the Stone Age.</p>	<p>The Romans took over Britain from the Celts: it took 3 attempts. Caesar's 54BC invasion, which ultimately ended in retreat, came almost 100 years before Claudius's conquest in AD43.</p> <p>Learning about Julius Caesar the dictator and his downfall, stabbed by his friends 23 times.</p>
Geography	Volcanoes	UK physical and human geography	Geographical evidence of Roman occupation (local study)
Objectives	<p>Ask questions such as 'what is this landscape like?'</p> <p>Start to communicate in writing.</p> <p>Continue to develop geographical vocabulary e.g., clouds, rainfall, human and physical environment.</p> <p>Develop use of secondary sources, use them to ask and respond to questions</p> <p>Can begin locating and identify key geographical features around the world e.g. ring of fire, active volcanos, rivers etc.</p>	<p>Ask questions such as 'what is this landscape like?'</p> <p>Use simple equipment to measure and record e.g. weather equipment</p> <p>Use computer/ digital aping applications e.g., google maps</p> <p>Start to communicate in writing</p> <p>Continue to develop geographical vocabulary e.g. clouds, rainfall, human and physical environment.</p> <p>Carry out a simple questionnaire.</p> <p>Start to look at a range of scales</p> <p>Use simple letter and number coordinates</p>	<p>Start to communicate in writing.</p> <p>Ask questions such as 'what is this landscape like?'</p> <p>Continue to develop geographical vocabulary e.g. clouds, rainfall, human and physical environment.</p> <p>Understand geographical similarities and differences through studying human and physical geography of UK and a contrasting European country.</p> <p>Start to look at a range of scales</p> <p>Use simple letter and number coordinates</p> <p>Use computer/ digital aping applications e.g., google maps</p> <p>Develop use of secondary sources, use them to ask and respond to questions</p>
Vocabulary	Active, extinct, dormant, destruction, disaster, crust, tectonic plate, magma, lava, ash, plume, smother, explode	Landmark, historic, reservoir, hill, ocean, sea, dale, district, city, town, village, mountain, hill, coast, picturesque, tourist/ism,	Fosse, viaduct, aqueduct,

Knowledge	<p>Mount Vesuvius, Pompeii, 79AD was the most devastating blow, but the latest was in 1944. Its name was given to it after the god of Fire: Vulcan.</p> <p>Mount Etna, Sicily erupted in March of 2021. The Ring of Fire is home to 75% of the world's volcanos, and 90% of the world's earthquakes. It surrounds the Pacific Ocean.</p>		<p>Cave Paintings are found in places that are not too cold, warm or wet...this preserves the paintings.</p> <ul style="list-style-type: none"> • Cavepeople needed land, shelter and water in order to survive...look at Cresswell Crags for this. • Cresswell Crags: Archaeologists have been excavating these caves since the 19th Century, when the Victorians first discovered the artefacts that lay beneath the cave floors. So much material was excavated early on that many of today's archaeologists now excavate the spoil heaps (rubbish dumps) of previous excavations to find any artefacts which were missed! <p>https://www.cresswell-crags.org.uk/explore/ourcaves/ (an incredibly useful resource to reinforce learning)</p>		<p>The Romans landed in Kent, Pegwell Bay: https://www.bbc.co.uk/news/ukengland-42155888 (a helpful resource) Spas in Bath, looking at Lincoln and York Consider the use of cobbled streets, forums, market squares, homes and their uses.</p>
Science	Rocks	Forces and magnets	Light	Plants	Animals including humans
Objectives	<p>Scientific enquiry: (RO: Fossil dig – making biscuits) https://www.reachoutcpd.com/courses/upper-primary/rocks-and-soils-practicalideas/practical-idea-2/ They use simple texts to find information Can explain how a test can be fair/unfair. With help where appropriate, They make predictions. They observe and compare objects, living things and events they observe. Choose from a range of simple equipment. They measure quantities such as length or mass. They describe their observations using scientific vocabulary and record them using simple tables when appropriate.</p>		<p>Scientific enquiry: (RO: Investigating shadows) https://www.reachoutcpd.com/courses/upper-primary/light/light4/practical-idea-1/ Make their own suggestions about how to collect data to answer questions. Can explain how a test can be fair/unfair. With help where appropriate, they make predictions. They observe and compare objects, living things and events they observe. Choose from a range of simple equipment. They measure quantities such as length or mass. Make a sundial, and measure the shadow and position of it at different times in the day. Can they draw conclusions about the position of the sun? Japanese shadow puppets, making stain glass windows (transparent, translucent, opaque): link to Art. They describe their observations using scientific vocabulary and record those using simple tables when appropriate. https://www.reachoutcpd.com/courses/upper-</p>		<p>Scientific enquiry: (RO: Skull protection) https://www.reachoutcpd.com/courses/upper-primary/body-systems/practicalideas/practical-idea-3/ They use simple texts to find information. Make their own suggestions about how to collect data to answer questions. Can explain how a test can be fair/unfair. With help where appropriate, they make predictions. Choose from a range of simple equipment. Stop watches, measuring tapes They describe their observations using scientific vocabulary and record them using simple tables when appropriate. https://www.reachoutcpd.com/courses/upper-primary/food-and-feeding/ (^ the useful link for this topic.)</p>

		quantities such as length or mass. They describe their observations using scientific vocabulary and record them using simple tables when appropriate. https://www.reachoutcpd.com/courses/upperprimary/forces-andmagnets	primary/light/		
Vocabulary	Metamorphic, igneous, sedimentary, durable, permeable, impermeable, volcanoes, granite, slate, marble, chalk Scientific vocabulary: fair test, practical enquiry, comparative test, conclusion	Accelerate, decelerate, friction, gravity, push, pull, magnet, north, south, resistance, aerodynamic, attract, repel, movement, surface, distance, bar magnet, magnet, ring magnet, horseshoe magnet Scientific vocabulary: fair test, stop watch, measurement	Light, shadows, transparency, translucent, opaque, mirror, reflective, darkness, light sources Scientific vocabulary: fair test, practical enquiry, comparative test, conclusion	Roots, soil, plants, leaves, pollen, photosynthesis, nutrients, petals, pollination, Mrs Gren (movement, respiration, sense, growth, reproduction, excretion, nutrients) Scientific vocabulary: fair test, measurement, data, statistics	Topic: exercise, diet, healthy, nutrition, muscles, movement, cardiovascular, heart rate, skeleton, carbohydrates, dairy, protein, fruit and vegetables, sugars and fats Scientific vocabulary: fair test, stop watch, measurement
Knowledge	<ul style="list-style-type: none"> Igneous rocks form when molten rock (magma or lava) cools and solidifies. Sedimentary rocks originate when particles settle out of water or air, or by precipitation of minerals from water. They accumulate in layers. Metamorphic rocks result when existing rocks are changed by heat, 	Opposite poles attract and the same poles repel. The smoother the surface, the quicker the acceleration and the more frictionous the surface, the slow the acceleration. Metals are the most magnetic	Explore the difference between translucent, transparent and opaque. Shadows are created by blocking a light source. The position of the light source changes the length and position of the shadow. Opaque objects create the best shadows. Explore that there is a difference between something that is reflective and something is a light source.	MRS GREN: how to know if something is living. Like our own bodies, plants need water, sun and minerals to survive, which they can gain from soil. Leaves absorb the sun's rays and photosynthesise it to make energy for themselves to enable them to grow. The roots effectively drink up the nutrients from the soil like a straw, which enables it to grow as well. Explore the different ways a seed can	Fats and carbohydrates are pivotal for energy. We need fat to insulate our bodies and keep us warm. Consider the effects of different foods on our digestive systems and bowel movements. Sugars are in every food that we consume. Protein helps our muscles grow. Dairy vs non-dairy lifestyle: do a debate here to explore this including the health benefits and set backs of both. The positive effects of exercise and balancing with listening to your body...incorporate the importance of

	pressure, or reactive fluids, such as hot, mineral-laden water. https://www.reachoutcpe.com/courses/upper-primary/rocks-andsoils	materials: can they explore which ones are the best, and at which distance? Equally, discover which materials are not magnetic.		disperse: from animals consuming the plant, from wind blowing the seeds, https://thekidshouldseethis.com/post/exploding-plants-spread-their-seeds-with-high-pressure-bursts	stretching.	
Art	<i>Self-portrait (start of year assessment)</i> <i>Mixing colours (primary and secondary)</i> <i>Picasso's Blue</i> <i>Period: recreate self-portrait in varying degrees/intensities of blue</i>	<i>Greek pottery – different types of clay pots (coil, slab, vase)</i> <i>Holman Hunt "Light of the world"</i>	Drawing – sustained drawing, still life, single and group objects, planning and refining (link to science light/shadow)	<i>Cave paintings – charcoal and pastels</i> <i>Gradient, shading, line, texture</i>	<i>Vincent Van Gogh – artist study</i> Explore the work of artists, craftspeople and designers from different times and cultures. Create textured collages from a variety of media.	<i>Mosaics</i> Make a simple mosaic. Compare ideas, methods and approaches in their own work and say what they think and feel about them.
Objectives	Create gradients of each primary colour using watercolours to experiment with intensity. -Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Using a developed colour vocabulary, mix a variety of colours and know which primary colours make secondary colours.	Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and manmade materials more confidently.	Experiment with different grades of pencil and other implements. -Compare ideas, methods and approaches in their own work and say what they think and feel about them.	Experiment with different grades of pencil and other implements. -Compare ideas, methods and approaches in their own work and say what they think and feel about them.	-Explore the work of artists, craftspeople and designers from different times and cultures. -Create textured collages from a variety of media.	Make a simple mosaic. -Compare ideas, methods and approaches in their own work and say what they think and feel about them.
Vocabulary	Washes, blocking, effect, texture, primary colours, mix, concentration, hue, secondary colours, contrasting colours, tones, tints, diluting, self-portrait	Gradient, concentration, ancient Greek, pottery, clay, etching, moulding, pinch, smooth, roll, malleable, vase, 3D, 2D, copy, interpretation, repeated pattern, Holman Hunt, Jesus, Christ, light, religion,	Shadow, light, opaque, transparent, light source, still life, models, muse, imitation, observation,	Gradient, shading, line, texture, smudge, definition, primitive, tools, humidity,	Abstract, collage, paint, dab, smudge, mix, blend, mental health, mimic, inspiration, Starry Night, Sunflowers, still life	Romans, representation, sticking, embedding, repeating patterns, rocks, sea glass, materials, clay, etch, fix, dry

Knowledge	What is a self-portrait? How to evaluate and compare Different colour combinations. The three Primary colours. How to dilute colours/vary colour concentration	Where clay comes from. Who made Greek pottery? Different vase types and uses. How to manipulate malleable materials. How clay dries. Where different colours come from. Different tools for different effects. Jesus is the Light of the World.	How to create different lengths of shadows. Different sources of light. How to draft, re-draft and evaluate.	Cave paintings are in specific parts of the world, and how the humidity affects this. Different tools create different effects	Where Van Gogh came from. What his inspiration was. How and why his art changed. What mediums he used. What collage is.	How to embed rocks in clay. Where can you find mosaics? Different types of mosaics.
D & T	<i>Ancient Greece Food- Melomakarona (Greek Honey Spiced Cookies)</i>		Light signs – switches, bulbs, circuit		Packages	
Objectives	Identifies simple design criteria to make simple drawings /label parts including a target group for their finished product. Thinks about their ideas, making changes to improve their work Can select tools and techniques for making their product. Can disassemble and evaluate familiar Products.		Identifies simple design criteria to make simple drawings /label parts including a target group for their finished product. Uses modelling and drawing to explore different design ideas and component elements to their product. Can disassemble and evaluate familiar products. Can cut and score with some accuracy Thinks about their ideas, making changes in order to improve their work Can select tools and techniques for making their product.		Identifies simple design criteria to make simple drawings /label parts including a target group for their finished product. Uses modelling and drawing to explore different design ideas and component elements to their product. Can disassemble and evaluate familiar products. Can cut and score with some accuracy Thinks about their ideas, making changes in order to improve their work Can select tools and techniques for making their product.	
Vocabulary						
Knowledge	To know about food hygiene To understand how food has changed over time		To know there can be arrange of solutions for a problem To select materials according to their properties To apply their knowledge of joining materials To understand the role of research in a design solution		To know how to score and cut with accuracy To know what a target audience is To be able to evaluate against set criteria To understand and apply the principles of a healthy and varied diet	
RE	Unit Number 3.1 Theme Beliefs and questions: Enquiry Questions What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives?	Christmas Light Art – Holman Hunt: Light of the world	Unit Number 3.2 Theme Religion, family and community: Prayer Enquiry Question How do religious families and communities practice their faith? The example of prayer.	Easter story Palm Sunday	Unit Number 3.3 Theme Worship and sacred places: Enquiry Question Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.	Unit Number 3.4 Theme Inspirational people from the past Enquiry Question What can we learn from inspiring people in sacred texts and in the history of religions? Religious leaders: Moses, Jesus and Muhammad.
Objectives	Describe what Christians do at two different festivals ☑ Connect the celebrations to Bible texts and to beliefs about God ☑ Ask and answer	Begin to be aware of similarities in religions. Describe and respond sensitively to their own and others’ experiences	Describe how a Muslim prays ▪ Describe how a Christian prays ▪ Connect ideas and beliefs to what people in these two religions do. ▪ Ask and answer questions about prayer in Islam and Christianity	Describe religious beliefs and teachings, using some religious vocabulary. Describe how	Describe 4 key features of each of three religious buildings, a mosque, mandir and church ▪ Connect the key features of the buildings with beliefs about God in each religion ▪ Ask and answer questions about at least three different ways the religious buildings	Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. ▪ Connect the idea of inspirational leaders to the stories they learn ▪ Ask and answer questions about

	<p>questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest</p> <p>☑ Express their own ideas about the deeper meanings of these festivals</p> <p>☑ Consider ideas such as generosity, community and love-in-action</p> <p>☑ List similarities between the four different Christian festivals</p> <p>☑ Explain their own ideas about the Creation stories of Genesis 1 and 2.</p>	<p>and feelings, including characters in stories with religious meaning.</p> <p>Recognise and describe some religious values in relation to matters of right and wrong.</p> <p>Make links between these and their own values.</p> <p>Suggest answers to puzzling religious questions.</p>	<ul style="list-style-type: none"> ▪ Respond thoughtfully to beliefs and ideas about prayer ▪ Discuss questions about prayer that come up in the study. ▪ List similarities between the two ways of prayer in Christianity and Islam 	<p>religious belief is expressed in different ways.</p> <p>Begin to be aware of similarities in religions.</p> <p>Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Suggest answers to puzzling religious questions.</p>	<p>are used by the different communities</p> <ul style="list-style-type: none"> ▪ Respond thoughtfully to the task of designing a new religious building for their locality ▪ Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special. ▪ Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings? 	<p>leadership and inspiration, using details from the stories they learned</p> <ul style="list-style-type: none"> ▪ Express their own views about who is inspiring and why ▪ Consider ideas such as 'patriarch' 'prophet' or 'messiah' ▪ From the different religions: what do these words mean? Are they similar? ▪ List similarities between the key leaders studied.
Vocabulary	<p>Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p>	<p>Christmas, Gift (object or not), Light, Advent, Christingle, Nativity, Mary, Joseph, Jesus, Wreaths and Candles.</p>	<p>Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>	<p>God, Christians, the bible, cross, crucifix, sin, prophet, Satan, tradition, worship, congregation, pastor, priest, bishop, altar, pulpit, lectern, font, commandment, parable, symbol, artefact, faith, value, baptism, vow, pilgrimage, resurrection, creation, Sabbath</p>	<p>Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p>	<p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>

Knowledge	Pupils will learn x about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. x about contemporary practices in relation to these four festivities. x about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. x about the 'fruit of the Spirit' (Galatians 5:22)		Pupils will learn: ▪ about the practice, meaning and importance of the 5 daily Islamic prayers ▪ about the meaning and use of the Lord's Prayer in Christianity, ▪ about prayer at a mosque or a church, ▪ about beliefs about Allah / God and prayer in the different religions.		Pupils will learn: ▪ about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. ▪ 4 key terms in relation to each building. ▪ to identify similarities between the places of worship ▪ to connect features of the buildings to religious beliefs, teachings, practices and ways of living	Pupils will learn about: ▪ at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). ▪ examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. ▪ examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.
Computing	E-safety	Networks and the internet	Programming Scratch	Emailing	Journey Inside a computer	Data Handling
Objectives	Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content. Recognise that digital devices communicate with each other to share personal information. Explain what social media platforms are used for.	Recognise that a network is two or more devices connected. Explain how information moves around a network and the role of the server. Understand that networks connect to the internet via a router. Explain some of the journey a website goes through to reach your computer.	Explain what some of the blocks do in Scratch. Explain what a loop is and include one in their program. Suggest possible additions to an existing program. Recognise where something on screen is controlled by code. Use a systematic approach to find bugs. Explain what an algorithm is and its purpose.	Log in and out of email. Send a simple email with a subject plus 'To' and 'From' in the body of the text. Edit an email. Type in the email address correctly and send the email. Add an attachment to an email. Write an email using positive language, with an awareness of how it will make the recipient feel. Recognise unkind behaviour online	Recognise inputs and outputs and that the computer sends and receives information. Explain that the parts of a laptop work together and the purpose of each part. Explain what an algorithm is. Suggest what memory is for inside a computer. Make comparisons between different types of computer.	Explain what is meant by 'field,' 'record,' and 'data.' Compare paper and computerised databases. Put values into a spreadsheet. Sort, filter and interpret data in a spreadsheet. Create a graph on Microsoft Excel. Explain the purpose of visual representations of data.

	Recognise why social media platforms are age restricted.	Explain that websites are split into small pieces (packets) to be sent via the internet.		and know how to report it. Offer advice to victims of cyberbullying. Recognise when an email may be fake and explain how they know.		
Vocabulary	Accurate, Age-restricted, Autocomplete, Beliefs, Block, Content, Digital devices, Fact, Fake news, Internet, Opinion, Password, Persuasive, Privacy settings, Reliable Report, Requests, Search engine, Security questions, Sharing, Smart devices, social media platforms, Social networking, Wellbeing	Cables, Component, Connection, Corrupted, Data, Desktop, Device, DSL, Fibre, File, Internet, Laptop, Network, Network map, Network switch, Packets, Radio waves, Router, Server, Submarine cables, Tablet, Text map, The Cloud, Web server, Website, Website trackers, WiFi, Wired, Wireless, Wireless, Access Points, World Wide Web, Unit resources	Algorithm, Animation, Application, Code, Code block, Coding application, Debug, Decompose, Interface, Game, Loop, Predict, Program, Remixing code, Repetition code, Review Scratch, Sprite, Tinker	Attachment, Bcc (Blind carbon copy), Cc (Carbon copy), Compose, Content, Cyberbullying, Document, Domain, Download, Email, Email account, Email address, Emoji, Emotions, Fake, Font, Genuine, Hacker, Icons, Inbox, Information, Link, Log in, Log out, Negative language, Password, Personal information, Positive language, Reply, Responsible, digital citizen, Scammer, Settings, Send, Sign in, Spam email, Subject bar, Theme, Tone, Username, Virus, WiFi	Algorithm, Assemble, CPU (central processing unit), Data, Decompose, Desktop, Disassemble, GPU (graphics processing unit), Hard drive, HDD (hard disk drive), Infinite loop, Input, Keyboard, Laptop, Memory, Microphone, Monitor, Mouse, Output, Photocopier, Program, QR Code, RAM (random access memory), ROM (read only memory), Storage, Tablet device, Technology, Touchscreen, Touchpad	Categorise, Category, Chart, Data, Database, Excel, Fields, Filter, Graph, Information, Interpret, PDF, Questionnaire, Record, Representation, Sort, Spreadsheets
Knowledge	To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information, such as your name,	To understand what a network is and how a school network might be organised. To know that a server is central to a network and responds to requests made. To know that a router connects us to the internet. To know how the internet uses networks to share	To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code.	To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know that cyberbullying is bullying using electronics such as a computer or phone.	To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer	To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer.

	age, gender etc. To know what social media is and that age restrictions apply.	files. To know what a packet is and why it is important for website data transfer.				
PE	Fundamentals Dance	Gym Football	Basketball Tag Rugby	Fitness Netball	Athletics Cricket	Rounders Tennis
Objectives	<p>Fundamentals:</p> <p>Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.</p> <p>Dance:</p> <p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing</p>	<p>Footballs:</p> <p>Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Gymnastics:</p> <p>Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Basketball:</p> <p>Sending & receiving : explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p> <p>Tag Rugby:</p> <p>Sending & receiving : explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Fitness:</p> <p>Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.</p> <p>Netball</p> <p>Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a</p>	<p>Athletics:</p> <p>Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p> <p>Cricket:</p> <p>Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p>	<p>Rounders</p> <p>Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations</p> <p>Tennis:</p> <p>Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.</p>

				<p>team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities</p>		
Vocabulary	<p>Fundamentals: momentum, decelerate, transfer, accelerate, pace, stability</p> <p>Dance: Flow, explore, create, perform, match, feedback, expression</p>	<p>Football: receiver, footwork, rebound, tracking, interception, mark, travelling, playing area</p> <p>Gymnastics: flow, explore, create, matching, interesting, control, contrasting</p>	<p>Tag Rugby: receiver, footwork, rebound, tracking, interception, mark, travelling, playing area.</p> <p>Basketball: receiver, footwork, rebound, tracking, interception, mark, travelling, playing area</p>	<p>Fitness: strength, accurately, distance, balance, control</p> <p>Netball</p> <p>receiver, footwork, rebound, tracking, interception, mark, travelling, playing area</p>	<p>Athletics: Speed, power, strength, accurately, higher, pace, control, faster, further</p> <p>Cricket: strike, grip, backstop, bowl, wicket, batting, wicket keeper, fielding</p>	<p>Rounders</p> <p>Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding</p> <p>Tennis: serve, accurately, track, racket, control, rally, opponent</p>
Knowledge	<p>Fundamentals:</p> <p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step</p>	<p>Football:</p> <p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p> <p>Basketball:</p> <p>Sending & receiving: know that pointing my hand/foot/stick to</p>	<p>Tag Rugby:</p> <p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p> <p>Basketball:</p> <p>Sending & receiving: know that pointing my hand/foot/stick to</p>	<p>Fitness</p> <p>Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing</p>	<p>Athletics:</p> <p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them</p> <p>Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.</p> <p>Tennis:</p> <p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an</p>	

	<p>through.</p> <p>Dance:</p> <p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>know the rules of the game and begin to apply them</p> <p>Gymnastics</p> <p>Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them</p>	<p>strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities.</p> <p>Netball</p> <p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p>		<p>outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them</p>
SPANISH	EARLY LANGUAGE TEACHING I Am Learning Spanish	EARLY LANGUAGE TEACHING Animals	EARLY LANGUAGE TEACHING Seasons	EARLY LANGUAGE TEACHING Fruits	EARLY LANGUAGE TEACHING Little Red Riding Hood	EARLY LANGUAGE TEACHING Ancient Britain

	(+Phonetics Lesson 1 C)					
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Long term plan

Beech

<p>Objectives</p>	<p>Locate Spain, Madrid, and a few key cities on a map. <ul style="list-style-type: none"> • Understand the Hispanic world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours </p>	<p>Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. <ul style="list-style-type: none"> *Understand better that articles/determiners have more options in Spanish than they do in English. *Use and become more familiar with the high frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be) </p>	<p>Name, recognise and remember all four seasons in Spanish. <ul style="list-style-type: none"> • Say what our favourite season is in Spanish. • Say why it is our favourite season in Spanish. • Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses. </p>	<p>Name, recognise and remember up to 10 fruits in Spanish. <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish </p>	<p>Sit and listen to a familiar story being told in Spanish. <ul style="list-style-type: none"> • Learn to use picture and word cards to recognise and help retain new language. • Remember key parts of the body in Spanish </p>	<p>Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. <ul style="list-style-type: none"> • Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo). </p>
<p>Vocabulary</p>	<p>Buenos días Hello (formal) Hola Hello (informal) Estoy bien I am good ¿Cómo estás? How are you? Estoy mal I am bad Más o menos So, so Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is...</p>	<p>un mono a monkey un pato a duck un ratón a mouse un conejo a rabbit una oveja a sheep una vaca a cow soy I am ...</p>	<p>Las estaciones The seasons Nieva It snows El invierno Winter Las flores crecen The flowers grow La primavera Spring Los pájaros cantan The birds sing El verano Summer Hace sol It is sunny El otoño Autumn Hace calor It is warm En invierno In winter Los árboles pierden sus hojas The trees lose their leaves En primavera In</p>	<p>Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like...</p>	<p>Caperucita Roja Little Red Riding Hood El cuerpo The body La casa The house La cabeza The head La abuela The grandmother (formal) La boca The mouth La abuelita The granny (familiar) La nariz The nose El lobo The wolf Los ojos The eyes El cazador The woodcutter Los pies The feet El bosque The forest Las orejas The ears Los padres The parents Las rodillas The knees Unos pasteles Some cakes El hombro The shoulder</p>	<p>La historia de la antigua Gran Bretaña. The history of Ancient Britain Soy una mujer de la edad de bronce I am a woman from the bronze age La edad de piedra The stone age Soy un hombre de la edad de hierro I am a man from the iron age La edad de bronce The bronze age Soy una mujer de la edad de hierro I am a woman from the iron age La edad de hierro The iron age Tengo... I have... El imperio Romano The Roman Empire Un sílex a flint Los Anglosajones</p>

			<p>spring ¿Cuál es tu estación favorita? Which is your favourite season? En verano In summer Mi estación favorita es... My favourite season is... En otoño In autumn y and Hace frío It is cold porque because</p>	No me gustan... I do not like...		<p>The Anglo-Saxon period Un hacha an axe La época Vikinga The Viking period Una espada a sword Soy.... I am.... Vivo... I live ... Un hombre A man Vivo en... I live in... Una mujer A woman Una cueva A cave Soy un hombre de la edad de piedra I am a man from the stone age Una choza A hut / shelter Soy una mujer de la edad de piedra I am a woman from the stone age Una casa redonda A round house Soy un hombre de la edad de bronce I am a man from the bronze age</p>
Knowledge	<p>Recommended phonics focus: CH J Ñ LL RR • CH sound in ocho • J sound in rojo, naranja, Jasmina, José & Juan Pablo • Ñ sound in España • RR sound in marrón • LL sound in ¿cómo te llamas? & me llamo • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion</p>	<p>Nouns, gender, article/determiners and verbs. To learn that nouns in Spanish can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at three indefinite articles/determiners: un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or</p>	<p>Recommended phonics focus: CH J LL Ñ RR J sound in oveja, pájaro & conejo LL sound in caballo Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo. Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-jaro and ra-tó</p>	<p>Recommended phonics focus: CH J Ñ LL RR • J sound in naranja • Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also</p>	<p>Our phonics focus: CH J Ñ LL RR • J sound in rojas & orejas • LL sound in rodillas • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hombro is pronounced ombro. • Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in nariz. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like a-bue-la. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in niña</p>	<p>Recommended phonics focus: CH J Ñ LL RR • CH sound in hacha & choza • J sound in Anglosajones & mujer • Ñ sound in Gran Bretaña • RR sound in hierro • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hombre. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the</p>

		una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.		affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!		verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.
PRSE	Looking after me, Understanding others	Understanding me, Understanding groups, Understanding others, Looking after me	Understanding me, Looking after me, Understanding groups			
Objectives	<p>17. What can affect my health?</p> <p>a. Gregory, The Terrible Eater</p> <p>18. What is a balanced lifestyle?</p> <p>a. Crab and Whale</p> <p>19. What is Health and Safety?</p> <p>a. Look Out at Home!</p> <p>20. How does smoking damage my health?</p> <p>a. Smoking Stinks!</p> <p>21. Who can help me be safe?</p> <p>a. Come and Tell Me</p> <p>22. What is restorative justice?</p> <p>a. Two Monsters</p> <p>Additional discussion opportunities</p> <ul style="list-style-type: none"> - Design a healthy meal/lifestyle plan - Mindfulness and meditation activities - Dynamic risk assessments – assessing risks - Risk assessment around school – link to our school value - Explore the restorative justice stems we use in school and role play examples of using these 	<p>13. What are my rights and responsibilities?</p> <p>a. The Day the Crayons Quit</p> <p>14. What happens if I break a rule?</p> <p>a. I did it, I'm sorry</p> <p>15. Why should I tell the truth?</p> <p>a. The Boy Who Cried Bigfoot</p> <p>16. What does honesty really mean?</p> <p>a. A Bike Like Sergio's</p> <p>17. What do I do when my friends are sad?</p> <p>a. The Hug</p> <p>18. Who do my actions affect?</p> <p>a. Fergal is Fuming!</p> <p>Additional discussion opportunities</p> <ul style="list-style-type: none"> - Explore global issues and link to rights and responsibilities – use Newsround as a starting point for discussions - Explore different emotions (building on from Autumn Term sessions) - Explore different emotions and what these look like in others - Cause and effect linked to environmental issues 	<p>10. What are my relationship rights and responsibilities?</p> <p>a. The Go-Away Bird</p> <p>11. How do I raise my concerns?</p> <p>a. The Lion Inside</p> <p>12. What's a community?</p> <p>a. In the swamp by the light of the moon</p> <p>13. How can we be different?</p> <p>a. Horace and Morris but mostly Dolores</p> <p>14. Who else lives in my region?</p> <p>a. Through my Window</p> <p>15. Who else lives in the UK?</p> <p>a. My Two Grannies</p> <p>Additional discussion opportunities</p> <ul style="list-style-type: none"> - Body autonomy - Zone of safety - Online safety - Safeguarding procedures in school – explore the safeguarding team and ask any questions they have - Cultures around the world – start with Spain and link to Spanish learning - Where have you been in the world? - Explore global issues - Newsround 			
Vocabulary	Physical and mental health, self-care, risky, restorative justice	Rights and responsibilities, consequence, apologise, honesty, cause and effect	Friendship, concern, worry, safeguarding, community, equality			

Knowledge	<p>Understand that staying health includes physical and mental health</p> <p>Understand the benefits of self-care</p> <p>Know that health and safety is thinking about everything in the environment that could cause harm to others</p> <p>Know the legal age for buying tobacco is 18 years</p> <p>Know the impact of smoking on our bodies</p> <p>Identify trusted adults in their lives who can keep them safe</p> <p>Understand the key principles of restorative justice and how it can help people</p>	<p>Understand that all children have the same rights and responsibilities</p> <p>Discuss the importance of fulfilling our responsibilities in society</p> <p>Understand the importance of apologising and accepting consequences for our actions</p> <p>Understand the importance of telling the truth and being honest</p> <p>Explore strategies to help someone who is upset</p> <p>Understand the cause and effects of our actions</p>	<p>Understand what constitutes a healthy relationship (friendship)</p> <p>Identify a safety network of people children can share a concern or worry with</p> <p>Know the importance of sharing concerns or worries even if they are regarding a family member</p> <p>Identify different communities that the children are part of</p> <p>Understand why communities are important</p> <p>Know that we are all different on the outside but the same on the inside</p> <p>Identify what makes them proud of where they live</p> <p>Understand that the UK is made up of lots of different communities and cultures and discuss the importance of these</p>
Music	SEE INSPIRE MUSIC PLANNING		