

KEY STAGE TWO—FOUR YEAR ROLLING CURRICULUM PLAN

Year Three : 2017-2018

Term One : Cool or Calamitous Consequences - Historical Events / Ecology	Term Two: A Local Study	Term Three: What Makes Britain Great ?
<p>HISTORY - The Viking and Anglo Saxon struggle for the Kingdom of England. A local history study. (Sutton Hoo trip to Viking Longboat) What evidence is there of Viking and Anglo Saxon Invasion in our local area? (Visit to West Stow Anglo Saxon Village in Bury St. Edmunds)</p> <p>*To investigate and interpret the past Milestone Two: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.</p> <p>Milestone Three: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.</p> <p>*To build an overview of world history Milestone Two: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Milestone Three: • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*To communicate historically: Anglo Saxons / Vikings Project: Milestone Two: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Milestone Three: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.</p> <p>SCIENCE:</p> <p>To Work Scientifically: Across all year groups scientific knowledge and skills should be learned by working scientifically. Milestone Two: • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p>Year 3: Animals Including Humans—Keeping Healthy: Milestone One: • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Milestone Two: • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p>	<p>GEOGRAPHY: LOCAL STUDY : • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. River Study: Blythburgh to Southwold / River Alde to Aldeburgh (trips and visits / map work / orienteering)</p> <p>*To investigate places : Milestone Two: • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. Milestone Three: • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>*To investigate patterns Milestone Two: • Describe how the locality of the school has changed over time.</p> <p>*To communicate geographically Milestone Two: • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Milestone Three: • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>SCIENCE: To Work Scientifically: Across all year groups scientific knowledge and skills should be learned by working scientifically. Milestone Two: • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables *Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Year 3: Rocks—Rocks and Fossils: Milestone Two: • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.</p> <p>Year 3: Forces and Magnets—Amazing Magnets: To understand movement, forces and magnets Milestone One: • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. Milestone Two: • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>HISTORY - What makes Britain Great? • A study of a theme in British history. *To investigate and interpret the past Milestone Two: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.</p> <p>Milestone Three: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.</p> <p>*To build an overview of world history Milestone Two: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Milestone Three: • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*To understand chronology: Milestone Two: • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Milestone Three: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.</p> <p>*To communicate historically: The British Empire and Queen Victoria Projects: Milestone Two: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Milestone Three: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.</p> <p>SCIENCE: To Work Scientifically: Across all year groups scientific knowledge and skills should be learned by working scientifically. Milestone Two: • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.</p>

Term One : Cool or Calamitous Consequences - Historical Events / Ecology	Term Two: A Local Study	Term Three: What Makes Britain Great ?
<p>Science : Year 3: <u>Light—Light and Shadows:</u> Milestone One: • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i> Milestone Two: • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.</p> <p>Year 4:Electricity—It’s Electric: Milestone One: • <i>Identify common appliances that run on electricity.</i> • <i>Construct a simple series electrical circuit.</i> Milestone Two: • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Year 4: States of Matter—Scientists: <u>To investigate materials</u> Milestone Two: • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Year 5: Earth and Space—Space Presenters: <u>To understand the Earth’s movement in space</u> Milestone One: • <i>Observe the apparent movement of the Sun during the day.</i> Milestone Two: • <i>Describe the movement of the Earth relative to the Sun in the solar system.</i> • <i>Describe the movement of the Moon relative to the Earth.</i> Milestone Three: • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Year 5: Forces—May the Forces be With You ! <u>To understand movement, forces and magnets</u> Milestone Two: • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. Milestone Three: • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Year 6: Light—Crime Lab Investigation : Milestone: Three: • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Year 6: Electricity—Electric Celebrations : Milestone Two: • Recognise some common conductors and insulators, and associate metals with being good conductors. Milestone Three: • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Science: Milestone Three: • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Year 4: Sound—Listen Up ! <u>To investigate sound and hearing</u> Milestone Two: • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. Milestone Three: • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Year 4: Habitats: Name that Living Thing: <u>To investigate living things</u> Milestone Two: • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that living things can be grouped in a variety of ways • <i>Identify how plants and animals, including humans, resemble their parents in many features.</i> • <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i> • <i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i></p> <p>Year 5: Properties of Materials : Music Festival Materials: <u>To investigate materials</u> Milestone Two: • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p> <p>Year 5: Changes of Materials : <u>To investigate materials</u> Milestone Three: • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p> <p>Year 6: Living Things and Their Habitats: <u>To investigate living things</u> Classification Connoisseurs : Milestone Three: • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Year 6: Evolution and Inheritance: <u>To understand evolution and inheritance</u> The Game of Survival : Milestone Three: • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>ART Textiles / Printmaking: <u>To Develop Ideas:</u> Milestone Three: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.</p> <p>or communities where the language is spoken and this country.</p>	<p>Science: Year 3: Plants: Roots and Shoots : <u>To understand plants</u> Milestone Two: • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants.</p> <p>Year 3: Plants: Artful flowers, shoots and seeds : <u>To understand plants</u> Milestone One: • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Year 4: Animals Including Humans—Excuse me, are these your teeth? <u>To understand animals and humans</u> Milestone Two: • Identify the different types of teeth in humans and their simple functions. • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions</p> <p>Year 4: Living Things and Their Habitats : Help Our Habitats! <u>To investigate living things</u> Milestone Two: Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p> <p>Year 5: Living Things and Their Habitats : The Art of Living: <u>To investigate living things</u> Milestone Three: • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.</p> <p>Year 5:Animals Including Humans: Life Explorers! <u>To understand animals and humans</u> Milestone Two: • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Year 6: Animals Including Humans The Art of Being Human : <u>To understand animals and humans</u> Milestone Three: • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Year 6: Second Look Science: The Science of Sport: Milestone Three: • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>Year 6: Human Relationships: Sex and Relationships Education: <u>To understand animals and humans</u> Milestone Three: <u>Understand</u> *there are many physical differences between plants & animals (including humans) that are not necessarily good or bad nor important to function or ability. *human life cycle * changes in body shape and emotions during puberty *life choices * pregnancy and birth * how to keep myself healthy</p> <p>ART Drawing and Painting: <u>To Develop Ideas:</u> Milestone Three: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.</p> <p><u>To Master Techniques: Drawing : Milestone Two:</u> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Milestone Three: • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.</p> <p><u>Painting: Milestone Two:</u> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.</p>

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<p>ART Collage / 3d Art / Sculpture: To Develop Ideas: Milestone Two: • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. To Master Techniques: Collage: Milestone Two: • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. Milestone Three: • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture: Milestone Two: • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. Milestone Three: • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Take Inspiration from the Greats: Milestone Two: • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. FRENCH: (Rigolo) • In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken. • If an ancient language is chosen, read, translate and explore the culture of the time. To Read Fluently Milestone One: • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. Write Imaginatively: Milestone One: • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. Speak Confidently: Milestone one: • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound Understand the Culture of the Countries in which French is spoken: Milestone One: • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. DESIGN TECHNOLOGY: MINI ENTERPRISE: Design and manufacture a product for sale at the school Xmas Fayre - Goal to make the biggest profit. Class competition: Design, Make, Evaluate, Improve: Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Milestone Two: • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. (Packaging) Milestone Three: • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p>	<p>To Master Techniques: Printmaking: Milestone Two: • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. Milestone Three: • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. Textiles: Milestone Two: • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. Milestone Three: • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media: Milestone Two: • Create images, video and sound recordings and explain why they were created. Milestone Three: • Enhance digital media by editing (including sound, video, animation, still images and installations). FRENCH: (Rigolo) To Read Fluently Milestone Two: • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. Write Imaginatively: Milestone Two: • Write a few short sentences using familiar expressions • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. Speak Confidently: Milestone Two: • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. Understand the Culture of the Countries in which French is spoken: Milestone Two: • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries DESIGN TECHNOLOGY: CAM TOYS Design, Make, Evaluate, Improve: Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Milestone Two: • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. Mechanics: Milestone One: • Create products using levers, wheels and winding mechanisms. Milestone Two: • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). Milestone Three: • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. Materials: Master Practical Skills: Milestone One: • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Milestone Two: • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. PSHE: Personal Development :Silver Skills Award: *To Try New Things • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. * To Work Hard • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. * To Concentrate • Focus on activities. • ‘Tune out’ some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. * To Push Myself • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.</p>	<p>Milestone Three: • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. Take Inspiration from the Greats: Milestone Three: • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. FRENCH: (Rigolo) To Read Fluently Milestone Three: • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. Write Imaginatively: Milestone Three: • Write short texts on familiar topics. • Use knowledge of grammar to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. Speak Confidently: Milestone Three: • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. Understand the Culture of the Countries in which French is spoken: Milestone Three: • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. DESIGN TECHNOLOGY: FOOD: Milestone One: • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. (Tudor Soup / ‘Cheesy Farts recipe’) Milestone Two: • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Milestone Three: • Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms). Link to History work on disease in Tudor times and microorganisms in science. • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. Design, Make, Evaluate and Improve: FOOD : Milestone One: • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. Milestone Two: • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. Milestone Three: • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate.</p>

Term One : Cool or Calamitous Consequences - Historical Events / Ecology	Term Two: A Local Study	Term Three: What Makes Britain Great ?
<p>Construction: Master Practical Skills: Milestone One: • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Milestone Two: • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.</p> <p>Milestone Three: • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p>PSHE: Personal Development : Bronze Skills Award: *To Try New Things • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.</p> <p>* To Work Hard • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.</p> <p>*To Concentrate • Give attention to areas of interest. • Begin to ‘tune out’ distractions. • Begin to show signs of concentration. • Begin to seek help when needed.</p> <p>*To Push Myself • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.</p> <p>*To Imagine • With help, develop ideas. • Respond to the ideas of others’. • Respond to questions about ideas. • Act on some ideas.</p> <p>*To Improve • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).</p> <p>*To Understand Others • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people’s point of view.</p> <p>*To Not Give Up • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.</p> <p>MUSIC To Perform : Choral Performance for Christmas: School CD to be recorded each class contributing songs collectively: Charanga Scheme for each Year group in addition.</p> <p>Milestone One: • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.</p> <p>To Compose: Milestone One: • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.</p> <p>To Transcribe Milestone One: • Use symbols to represent a composition and use them to help with a performance. Milestone Two: • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>To Describe Music: Milestone One: • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. Milestone Two: • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Art and Music Themed Day: COMPUTING—Switched On Computing Scheme</p>	<p>*To Imagine • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas.</p> <p>*To Improve • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements.</p> <p>*To Understand Others • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.</p> <p>*To Not Give Up • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.</p> <p>MUSIC To Perform : A Celebration of School’s Music—Snape Maltings Milestone Two: • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.</p> <p>To Compose: Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.</p> <p>To Transcribe Milestone Two: • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>To Describe Music: Milestone Two: • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. Milestone Three: • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning</p> <p>Art and Music Themed Day: COMPUTING—Switched On Computing Scheme PHYSICAL EDUCATION— Spring 1 - Dance / Kchuball</p> <p>Dance: Milestone Two: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. Milestone Three: • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Kchuball Milestone Two: • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games.</p>	<p>TEXTILES: Bayeaux Tapestry: create own school textile wall-hanging for each class: Master Practical Skills: Milestone One: • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing—from natural found plants and compounds—link to Tudor History and Kentwell visit) Milestone Two: • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. Milestone Three: • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>PSHE: Personal Development : Gold Skills Award: *To Try New Things • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment. * To Work Hard • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.</p> <p>*To Concentrate • Give full concentration. • ‘Tune out’ most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.</p> <p>*To Push Myself • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</p> <p>*To Imagine • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.</p> <p>*To Improve • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.</p> <p>*To Understand Others • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others’ points of view.</p> <p>*To Not Give Up • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.</p> <p>MUSIC To Perform : Midsummer Festival / End of Year Musical Show Milestone Three: • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>To Compose: Milestone Two: • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. Milestone Three: • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.</p> <p>To Transcribe: Milestone Three: • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols • Use and understand simple time signatures.</p>

Term One : Cool or Calamitous Consequences - Historical Events / Ecology	Term Two: A Local Study	Term Three: What Makes Britain Great ?
<p>PHYSICAL EDUCATION— Autumn 1 - <u>OAA (Outdoor Adventurous Activities) / Invasion Games (Cricket / Tag Rugby)</u> Milestone Two: • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. Milestone Three: • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p>Autumn 2 - <u>Gymnastics</u> Milestone Two: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).</p> <p>Milestone Three: • Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). Basketball Milestone Two: • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, etc.). • Work alone, or with team mates in order to gain points or possession. • Defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.</p> <p>OAA - Milestone Two: • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks.</p> <ul style="list-style-type: none"> • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. Milestone Three: • Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>Spring 2 - <u>Invasion Games—football / Striking / Fielding—rounders / Tennis Milestone Two:</u> • Throw and catch with control and accuracy.</p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Milestone Three: • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</p> <p>RELIGIOUS EDUCATION - RE DAYS (one per half term) - Years 3 and 4 : (Year A) Religion and the Individual: What is expected of a believer following a religion ? and the impact on people’s lives.</p> <p>Spring 1: Hinduism: Why do Hindus want to collect good Karma? Inspirational People: Why some figures eg) founders, leaders and teachers, inspire religious believers. Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Spring 2: Symbols and Religious Expression : How religious and spiritual ideas are expressed. Christianity: Why is the cross more than a symbol of sacrifice? Years 5 and 6: (Year A): Teachings and Authority: What sacred texts and other sources say about God, the world and human life:</p> <p>Spring 1: Hinduism: What spiritual pathways to Moksha are written about in Hindu scriptures?</p> <p>Spring 2: Judaism: Worship, Pilgrimage and Sacred places: What is holiness for Jewish people: a place, a time, an object or something else?</p> <p>Understand Beliefs and Teachings: Milestone Two: • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.</p> <p>Milestone Three: • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. To Understand Practices and Lifestyles: Milestone Two: • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.</p> <p>Milestone Three: • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.</p> <p>To Understand How Beliefs are Conveyed: Milestone Two: • Identify religious symbolism in literature and the arts. Milestone Three: • Explain some of the different ways that individuals show their beliefs.</p> <p>To Reflect: Milestone Two: • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. Milestone Three: • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>To Describe Music Milestone Three: • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. Art and Music Themed Day:</p> <p>COMPUTING—Switched On Computing Scheme</p> <p>PHYSICAL EDUCATION— <u>Swimming / Athletics (all term)</u></p> <p>Swimming: Milestone Two: • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Milestone Three: • Swim over 100 metres unaided.</p> <ul style="list-style-type: none"> • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. <p>Athletics: Milestone Two: • Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. Milestone Three: • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. <p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</p> <p>RELIGIOUS EDUCATION - RE DAYS (one per half term) - Years 3 and 4 : (Year A) Beliefs in Action in the World: How religions respond to global issues:</p> <p>Summer 1: What do Christians mean when they talk about the Kingdom of God? Summer 2: Judaism: symbols and religious expression : What symbols and stories help Jewish people remember their covenant with God?</p> <p>Years 5 and 6: (Year A): Summer 1: Worship, Pilgrimage and Sacred Places: where, why and how people worship, including importance of particular religious sites: Christianity: what is the great significance of Eucharist for Christians? (Church link—visit for Eucharist service) Summer 2: Encountering Buddhism : religious symbolism and expression: How did Buddha teach his followers to find enlightenment?</p> <p>Understand Beliefs and Teachings: Milestone Two: • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. Milestone Three: • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.</p> <p>To Understand Practices and Lifestyles: Milestone Two: • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. Milestone Three: • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.</p> <p>To Understand How Beliefs are Conveyed: Milestone Two: • Identify religious symbolism in literature and the arts. Milestone Three: • Explain some of the different ways that individuals show their beliefs.</p> <p>To Reflect: Milestone Two: • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. Milestone Three: • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p>

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<p>LITERACY—GRAMMAR—Nelson Grammar Scheme—Literacy Objective separate</p> <p>RELIGIOUS EDUCATION RE DAYS (one per half term) Years 3 and 4 (Year A): - Religion and the Individual: What is expected of a believer following a religion ? and the impact on people’s lives.</p> <p>Autumn 1: Christianity: How do Christians show that <u>reconciliation with God and others</u> is important?</p> <p>Autumn 2: Islam: How does a Muslim show their <u>submission and obedience to Allah?</u></p> <p>Years 5 and 6: (Year A): Teachings and Authority: What sacred texts and other sources say about God, the world and human life:</p> <p>Autumn 1: Christianity: Why is the <u>gospel</u> such good news for Christians?</p> <p>Autumn 2: Islam: What does the Qur’an <u>reveal</u> about Allah and his guidance?</p> <p><u>Understand Beliefs and Teachings: Milestone Two:</u> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <u>Milestone Three:</u> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.</p> <p><u>To Understand Practices and Lifestyles: Milestone Two:</u> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <u>Milestone Three:</u> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. <u>To Understand How Beliefs are Conveyed: Milestone Two:</u> • Identify religious symbolism in literature and the arts. <u>Milestone Three:</u> • Explain some of the different ways that individuals show their beliefs.</p> <p><u>To Reflect: Milestone Two:</u> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <u>Milestone Three:</u> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.</p> <p><u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. <u>Milestone Three:</u> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p>	<p>RE: <u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. <u>Milestone Three:</u> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p>	<p>RE: <u>To Understand Values: Milestone Two:</u>• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. <u>Milestone Three:</u> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.</p>