

**Grateley Primary School**  
**Key Stage Two – Year 3 and 4**  
 LTP – Cycle B  
 2019-2020



Please refer to 2019-2020 English and Maths LTP for curriculum coverage.

	Autumn 1	Autumn 2
Creative Title	<b>Violent Volcanoes</b>	<b>Force be with you</b>
<b>Science</b>	<p><b>Working Scientifically</b></p> <p><b>Planning</b></p> <p>Can they use different ideas and suggest how to find something out?            Can they make and record a prediction before testing?            Can they plan a fair test and explain why it was fair?            Can they set up a simple fair test to make comparisons?            Can they explain why they need to collect information to answer a question?            Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?            Can they suggest improvements and predictions?            Can they decide which information needs to be collected and decide which is the best way for collecting it?            Can they use their findings to draw a simple conclusion?</p> <p><b>(Challenging)</b></p> <p>Can they explain their findings in different ways (display, presentation, writing)?            Can they plan and carry out an investigation by controlling variables fairly and accurately?            Can they use test results to make further predictions and set up further comparative tests?</p> <p><b>Obtaining and presenting evidence</b></p> <p>Can they measure using different equipment and units of measure?            Can they record their observations in different ways? (labelled diagrams, charts etc)            Can they describe what they have found using scientific language?            Can they make accurate measurements using standard units?</p> <p><b>(Challenging)</b></p> <p>Can they use their findings to draw a simple conclusion?            Can they suggest improvements and predictions for further tests?            Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</p> <p><b>Considering evidence and evaluating</b></p> <p>Can they explain what they have found out and use their measurements to say whether it helps to answer their question?            Can they use a range of equipment (including a data-logger) in a simple test?            Can they find any patterns in their evidence or measurements?            Can they make a prediction based on something they have found out?            Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and</p>	

	<p>tables?          Can they use straightforward scientific evidence to answer questions or to support their findings?          Can they identify differences, similarities or changes related to simple scientific ideas or processes?  <b>(Challenging)</b>          Can they suggest how to improve their work if they did it again?          Can they report findings from investigations through written explanations and conclusions?          Can they use a graph or diagram to answer scientific questions?</p>	
	<p><b>Rocks and Soils</b>          Can they compare and group together different rocks on the basis of their appearance and simple physical properties?          Can they describe and explain how different rocks can be useful to us?          Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?          Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?          Can they recognise that soils are made from rocks and organic matter?  <b>(Challenging)</b>          Can they classify igneous and sedimentary rocks?          Can they begin to relate the properties of rocks with their uses?</p>	<p><b>Forces and Magnets</b>          Can they compare how things move on different surfaces?          Can they observe that magnetic forces can be transmitted without direct contact?          Can they observe how some magnets attract or repel each other?          Can they classify which materials are attracted to magnets and which are not?          Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?          Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?          Can they identify some magnetic materials?          Can they describe magnets have having two poles (N &amp; S)?          Can they predict whether two magnets will attract or repel each other depending on which poles are facing?  <b>(Challenging)</b>          Can they investigate the strengths of different magnets and find fair ways to compare them?</p>
<b>History</b>		
<b>Geography</b>	<p><b>Volcanoes</b>          Can they use maps and atlases appropriately by using contents and indexes?          Can they describe how volcanoes are created?          Can they describe how volcanoes have an impact on people's life?          Can they locate and name some of the world's most famous volcanoes?  <b>(Challenging)</b>          Can they explain the differences between a dormant and an active volcano?          Can they explain what makes a volcano active or dormant?</p>	<p><b>Earthquakes</b>          Can they describe how earthquakes are created?          Can they use maps and atlases appropriately by using contents and indexes?          Can they describe how earthquakes have an impact on people's life?          Can they locate and name some of the world's most famous earthquakes?  <b>(Challenging)</b>          Can they identify positive factors related to earthquakes?          Can the way we live/change our lives affect the frequency and strength of an earthquake? (link to climate change)</p>

	Can they identify positive factors related to volcanoes?	
<b>Computing</b>	<p><b>We are Programmers</b></p> <p>Can they plan their own animation in a storyboard?  Can they plan your animation in 2animate?  Can they draw and modify their characters on each slide?  Can they add a background, sound and text?</p> <p><b>Challenge</b></p> <p>Can they blog about creating their animation?  Can they share to a display board and feedback on each other's games?  (Switched on Computing linked to Purple Mash)</p>	<p><b>We are Software Developers</b></p> <p>Can they create a 3D maze game?  Can they create a number sequence program?  Can they create a calculation machine?  Can they create and debug their own game using variables in gibbon free code?</p> <p><b>Challenge</b></p> <p>Can they blog about their developing game?  (Switched on Computing linked to Purple Mash)</p>
<b>Design Technology</b>	<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b></p> <p>Have they thought of how they will check if their design is successful?  Can they begin to explain how they can improve their original design?  Can they evaluate their product, thinking of both appearance and the way it works?  Do they take time to consider how they could have made their idea better?  Can they tell if their finished product is going to be good quality?  Are they conscience of the need to produce something that will be liked by others?  Can they show a good level of expertise when using a range of tools and equipment?  Do they work at their product even though their original idea might not have worked? Have they thought of how they will check if their design is successful?  Can they begin to explain how they can improve their original design?  Can they evaluate their product, thinking of both appearance and the way it works?  Do they take time to consider how they could have made their idea better?</p>	
<b>Art</b>		<p><b>Sketch books</b></p> <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p>

		<p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p><b>Drawing</b></p> <p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p><b>Knowledge</b></p> <p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p> <p><b>Use of IT</b></p> <p>Can they present a collection of their work on a slide show?</p> <p>Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>Can they combine graphics and text based on their research?</p>
<b>PDL</b>	<p><b>Relationships</b> Similarities and differences S&amp;RE</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>	
<b>Religious Education</b>	<p><b>Concept:</b> message Jesus's teaching and message</p>	<p><b>Concept:</b> angels Angels</p>
<b>Music</b>	<p><b>Performing</b> Do they sing in tune with expression? Do they control their voice when singing?</p> <p><b>Composing (incl notation)</b> Can they create accompaniments for tunes? Do they understand how the use of tempo can provide contrast within a piece of music?</p> <p><b>Appraising</b> Can they recognise the work of at least one famous composer?</p>	

<p><b>Languages (French)</b></p>	<p><b>Speaking and Listening</b>  Listen attentively to spoken language and show understanding by joining in and responding  Repeat words modelled by a teacher; listen and show understanding of single words through physical response.  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  Listen and identify rhyming words and particular sounds in songs and rhymes.  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Recognise a familiar question and respond with a simple rehearsed response.  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Name objects and actions and link words with a simple connective.  Present ideas and information orally to a range of audiences Name nouns and present a rehearsed simple statement.  Appreciate stories, songs, poems and rhymes in the language  Join in with actions to accompany familiar songs, stories and rhymes.</p> <p><b>Reading and Writing</b>  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings  Read carefully and show understanding of words, phrases and simple writing Read and show understanding of familiar single words.  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary  Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.  Describe people, places, things and actions orally and in writing  Write and say simple familiar words to describe people, places, things and actions using a model.  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write single familiar words from memory with understandable accuracy.  Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English. Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.</p>
<p><b>Sport/PE/Dance</b></p>	<p><b>Acquiring and developing skills</b>  Can they select and use the most appropriate skills, actions or ideas?  Can they move and use actions with co-ordination and control?</p> <p><b>Evaluating and improving</b>  Can they explain how their work is similar and different from that of others?  With help, do they recognise how performances could be improved?</p> <p><b>Health and fitness</b>  Can they explain why it is important to warm-up and cool-down?  Can they identify some muscle groups used in gymnastic activities?</p> <p><b>Games</b>  Can they throw and catch with control when under limited pressure?</p>

Are they aware of space and use it to support team-mates and cause problems for the opposition?  
Do they know and use rules fairly to keep games going?  
Can they keep possession with some success when using equipment that is not used for throwing and catching skills?

**Dance**

Can they improvise freely, translating ideas from a stimulus into movement?  
Can they share and create phrases with a partner and in small groups?  
Can they repeat, remember and perform these phrases in a dance?

**Outdoor/**

**Adventurous**

Can they follow a map in a familiar context?  
Can they move from one location to another following a map?

	Spring 1	Spring 2
<b>Creative Title</b>	<b>Awesome Egyptians</b>	
<b>Science</b>	<b>Working Scientifically</b> <b>Planning</b> Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? <b>(Challenging)</b> Can they explain their findings in different ways (display, presentation, writing)? Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? <b>Obtaining and presenting evidence</b> Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc) Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? <b>(Challenging)</b> Can they use their findings to draw a simple conclusion? Can they suggest improvements and predictions for further tests? Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? <b>Considering evidence and evaluating</b> Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings? Can they identify differences, similarities or changes related to simple scientific ideas or processes? <b>(Challenging)</b> Can they suggest how to improve their work if they did it again? Can they report findings from investigations through written explanations and conclusions? Can they use a graph or diagram to answer scientific questions?	
	<b>Sound</b>	<b>Changing States of Matter</b>

	<p>Can they describe a range of sounds and explain how they are made?</p> <p>Can they associate some sounds with something vibrating?</p> <p>Can they compare sources of sound and explain how the sounds differ?</p> <p>Can they explain how to change a sound (louder/softer)?</p> <p>Can they recognise how vibrations from sound travel through a medium to an ear?</p> <p>Can they find patterns between the pitch of a sound and features of the object that produce it?</p> <p>Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?</p> <p>Can they recognise that sounds get fainter as the distance from the sound source increases?</p> <p>Can they explain how you could change the pitch of a sound?</p> <p>Can they investigate how different materials can affect the pitch and volume of sounds?</p>	<p>Can they group and classify a variety of materials according to the impact of temperature on them?</p> <p>Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?</p> <p>Can they relate temperature to change of state of materials?</p>
<p><b>History</b></p>	<p><b>Ancient Egypt</b></p> <p><b>Chronological understanding</b></p> <p><i>Can they describe events and periods using the words: BC, AD and decade?</i></p> <p><i>Can they describe events from the past using dates when things happened?</i></p> <p><i>Can they describe events and periods using the words: ancient and century?</i></p> <p><i>Can they use a timeline within a specific time in history to set out the order things may have happened?</i></p> <p><i>Can they use their mathematical knowledge to work out how long ago events would have happened?</i></p> <p><b>(Challenging)</b></p> <p><i>Can they set out on a timeline, within a given period, what special events took place?</i></p> <p><b>Knowledge and interpretation</b></p> <p><i>Can they suggest why certain events happened as they did in history?</i></p> <p><i>Can they suggest why certain people acted as they did in history?</i></p> <p><b>(Challenging)</b></p> <p><b>Historical enquiry</b></p> <p><i>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</i></p> <p><i>Can they use various sources of evidence to answer questions?</i></p> <p><i>Can they use various sources to piece together information about a period in history?</i></p> <p><i>Can they research a specific event from the past ?</i></p> <p><i>Can they use their 'information finding' skills in writing to help them write about historical information?</i></p> <p><i>Can they through research identify similarities and differences between given periods in history?</i></p>	



	<p><b>(Challenging)</b>          Can they begin to use more than one source of information to bring together a conclusion about an historical event?          Can they use specific search engines on the Internet to help them find information more rapidly?</p>	
<b>Geography</b>		
<b>Computing</b>	<p><b>Year 3</b>  <b>We are Communicators</b>          Can they read and reply to emails?          Can they generate emails in response to ones they have read?          Can they create their own automatic response?          Can they receive and respond to emails from a variety of characters?          Can they attach files and pictures to emails?          Can they report an email to a teacher?          Can they discuss what to do if they see an upsetting video online?          Can they create an e-safety leaflet?          Can they explain if Tony should meet up with a gamer he met online?  <b>Challenge</b>          Can they explain their views on whether children should use social networking sites?          Can they record for and against arguments?          (Switched on Computing linked to Purple Mash)</p>	
<b>Design Technology</b>	<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b>          Can they show that their design meets a range of requirements?          Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?          Can they describe their design using an accurately labelled sketch and words?          How realistic is their plan?          Can they use equipment and tools accurately?          Can they explain what they changed which made their design even better?</p>	
	<p><b>Mouldable materials - masks</b>          Do they select the most appropriate materials?          Can they use a range of techniques to shape and mould?          Do they use finishing techniques?  <b>Stiff and flexible sheet materials</b>          Do they use the most appropriate materials?          Can they work accurately to make cuts and holes?          Can they join materials?  <b>Electrical and mechanical components</b></p>	

	<p>Do they select the most appropriate tools and techniques to use for a given task?  Can they make a product which uses both electrical and mechanical components?  Can they use a simple circuit?  Can they use a number of components?</p>	
<b>Art</b>		<p><b>Sketch books</b>  Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?  Can they make notes in their sketch books about techniques used by artists?  Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p><b>Use of IT</b>  Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</p> <p><b>Collage</b>  <b>Use of IT</b>  Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</p>
<b>PDL</b>	<p><b>Living in the wider world</b>  Communities  1. about respect for self and others and the importance of responsible behaviours and actions  2. about rights and responsibilities as members of families, other groups and ultimately as citizens  3. about different groups and communities  4. to respect equality and to be a productive member of a diverse community  5. about the importance of respecting and protecting the environment</p>	
<b>Religious Education</b>	<p><b>Concept:</b> worship  Worship – Christian and Muslim</p>	<p><b>Concept:</b> remembering  Easter story</p>
<b>Music</b>	<p><b>Performing</b>  Can they play clear notes on instruments?  CHALLENGE - Can they work with a partner to create a piece of music using more than one instrument?</p> <p><b>Composing (incl notation)</b>  Can they combine different sounds to create a specific mood or feeling?</p> <p><b>Appraising</b>  Can they improve their work; explaining how it has improved?</p>	
<b>Languages (French)</b>	<p><b>Speaking and Listening</b>  Listen attentively to spoken language and show understanding by joining in and responding  Repeat words modelled by a teacher; listen and show understanding of single words through physical response.  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	

	<p>Listen and identify rhyming words and particular sounds in songs and rhymes. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Recognise a familiar question and respond with a simple rehearsed response. Speak in sentences, using familiar vocabulary, phrases and basic language structures Name objects and actions and link words with a simple connective. Present ideas and information orally to a range of audiences Name nouns and present a rehearsed simple statement. Appreciate stories, songs, poems and rhymes in the language Join in with actions to accompany familiar songs, stories and rhymes.</p> <p><b>Reading and Writing</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings Read carefully and show understanding of words, phrases and simple writing Read and show understanding of familiar single words. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. Describe people, places, things and actions orally and in writing Write and say simple familiar words to describe people, places, things and actions using a model. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write single familiar words from memory with understandable accuracy. Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English. Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.</p>
<p><b>Sport/PE/Dance</b></p>	<p><b>Acquiring and developing skills</b> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?</p> <p><b>Evaluating and improving</b> Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved?</p> <p><b>Health and fitness</b> Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?</p> <p><b>Games</b> Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p> <p><b>Gymnastics</b> Can they use a greater number of their own ideas for movement in response to a task?</p>

	Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances?
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	Summer 1	Summer 2
Creative Title	Every drop counts	Terrifying Tudors
Science	<p><b>Working Scientifically</b></p> <p><b>Planning</b></p> <p>Can they use different ideas and suggest how to find something out?            Can they make and record a prediction before testing?            Can they plan a fair test and explain why it was fair?            Can they set up a simple fair test to make comparisons?            Can they explain why they need to collect information to answer a question?            Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?            Can they suggest improvements and predictions?            Can they decide which information needs to be collected and decide which is the best way for collecting it?            Can they use their findings to draw a simple conclusion?</p> <p><b>(Challenging)</b></p> <p>Can they explain their findings in different ways (display, presentation, writing)?            Can they plan and carry out an investigation by controlling variables fairly and accurately?            Can they use test results to make further predictions and set up further comparative tests?</p> <p><b>Obtaining and presenting evidence</b></p> <p>Can they measure using different equipment and units of measure?            Can they record their observations in different ways? (labelled diagrams, charts etc)            Can they describe what they have found using scientific language?            Can they make accurate measurements using standard units?</p> <p><b>(Challenging)</b></p> <p>Can they use their findings to draw a simple conclusion?            Can they suggest improvements and predictions for further tests?            Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</p> <p><b>Considering evidence and evaluating</b></p> <p>Can they explain what they have found out and use their measurements to say whether it helps to answer their question?            Can they use a range of equipment (including a data-logger) in a simple test?            Can they find any patterns in their evidence or measurements?            Can they make a prediction based on something they have found out?            Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?            Can they use straightforward scientific evidence to answer questions or to support their findings?            Can they identify differences, similarities or changes related to simple scientific ideas or processes?</p> <p><b>(Challenging)</b></p> <p>Can they suggest how to improve their work if they did it again?            Can they report findings from investigations through written explanations and conclusions?            Can they use a graph or diagram to answer scientific questions?</p>	
		<b>Water Cycle</b>

	<p>Can they explain the process of a water cycle? Can they use scientific vocabulary to label the water cycle?</p> <p><b>Challenge</b> Can they explain how water moves underground and becomes part of the water cycle?</p>	<p>Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they 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? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Challenge Can they design and create a circuit to be used in everyday life? Can they evaluate and improve upon their design?</p>
<b>History</b>		<p><b>Tudors</b> Can they name and date significant events? Can they name significant people? Can they explain the significance of Henry the Eighth? Challenge Can they explain how Tudors relate to their life now? Can they describe how the Tudors impacted life in modern Britain?</p>
<b>Geography</b>	<p><b>Rivers, streams and land usage. Water cycle.</b> Can they identify the features of rivers including Oxbow lakes? Can they explain how springs are formed? Can they explain how rivers link to the sea? <b>Challenge</b> Can they explain how erosion changes the landscape?</p>	
<b>Computing</b>	<p><b>We are Meteorologists</b> Can they create a line graph of weather conditions across a day or a week? Can they create a database of different weather conditions? Can they add their own fields and records? <b>Challenge</b></p>	<p><b>We are toy designers</b> Can they design their own toy? Can they explain the functionality of their toy using their design? Can they present their information in a booklet or sketch book? <b>Challenge</b></p>

	<p>Can they find, sort, group and arrange the data?          Can they extract statistical reports?          (Switched on Computing linked to Purple Mash)</p>	<p>Can they explain their choices?</p>
<p><b>Design Technology</b></p>		<p><b>Overall – Design, Make, Evaluate, Technical Knowledge:</b>          Can they show that their design meets a range of requirements?          Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?          Can they describe their design using an accurately labelled sketch and words?          How realistic is their plan?          Can they use equipment and tools accurately?          Can they explain what they changed which made their design even better?</p>
		<p><b>Cooking and nutrition</b>          Can they choose the right ingredients for a product?          Can they use equipment safely?          Can they make sure that their product looks attractive?          Can they describe how their combined ingredients come together?          Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?  <b>Textiles</b>          Can they join textiles of different types in different ways?          Can they choose textiles both for their appearance and also qualities?</p>
<p><b>Art</b></p>	<p><b>Sketch books – on-going</b>          Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?          Can they make notes in their sketch books about techniques used by artists?          Can they suggest improvements to their work by keeping notes in their sketch books?  <b>Drawing</b> Can they show facial expressions in their drawings?          Can they use their sketches to produce a final piece of work?          Can they write an explanation of their sketch in notes?  <b>Printing</b>          Can they make a printing block?          Can they make a 2 colour print?          Can they add texture to a piece of work? – Art Gallery</p>	

	<p>visit</p> <p><b>Knowledge – Art Gallery visit</b></p> <p>Can they compare the work of different artists?  Can they explore work from other cultures?  Can they explore work from other periods of time?  Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>	
<b>PDL</b>	<p><b>Health &amp; Wellbeing</b></p> <p>Health, fitness and hygiene  Growing up  S&amp;RE</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, such as puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>	
<b>Religious Education</b>	<p><b>Concept:</b> authority  Sacred books – Bible and Qu'ran</p>	<p><b>Concept:</b> submission  Muhammed (pbuh) and the Five Pillars of Islam</p>
<b>Music</b>	<p><b>Composing (incl notation)</b></p> <p>Can they use different elements in their composition?  Can they create repeated patterns with different instruments?  Can they compose melodies and songs?</p> <p><b>Challenge</b></p> <p>Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</p> <p><b>Appraising</b></p> <p>Can they use musical words (the elements of music) to describe a piece of music and compositions?  Can they use musical words to describe what they like and dislike?</p> <p><b>Challenge</b></p> <p>Can they tell whether a change is gradual or sudden?  Can they identify repetition, contrasts and variations?</p> <p><b>Challenge</b></p> <p>Can they tell whether a change is gradual or sudden?  Can they identify repetition, contrasts and variations?</p>	
<b>Languages (French)</b>	<p><b>Speaking and Listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding  Repeat words modelled by a teacher; listen and show understanding of single words through physical response.  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of</p>	



	<p>words</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Name objects and actions and link words with a simple connective.</p> <p>Present ideas and information orally to a range of audiences Name nouns and present a rehearsed simple statement.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Join in with actions to accompany familiar songs, stories and rhymes.</p> <p><b>Reading and Writing</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings</p> <p>Read carefully and show understanding of words, phrases and simple writing Read and show understanding of familiar single words.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary</p> <p>Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Write and say simple familiar words to describe people, places, things and actions using a model.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Write single familiar words from memory with understandable accuracy.</p> <p>Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English. Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.</p>
<p><b>Sport/PE/Dance</b></p>	<p><b>Acquiring and developing skills</b></p> <p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p> <p><b>Evaluating and improving</b></p> <p>Can they explain how their work is similar and different from that of others?</p> <p>With help, do they recognise how performances could be improved?</p> <p><b>Health and fitness</b></p> <p>Can they explain why it is important to warm-up and cool-down?</p> <p>Can they identify some muscle groups used in gymnastic activities?</p> <p><b>Games</b></p> <p>Can they throw and catch with control when under limited pressure?</p> <p>Are they aware of space and use it to support team-mates and cause problems for the opposition?</p> <p>Do they know and use rules fairly to keep games going?</p> <p>Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p> <p><b>Athletics</b></p>

	<p>Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?</p>
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Refer to whole school Enrichment Calendar for external trips related to topics covered in the 2019/20 curriculum cycle.