



Science

Computing

RE

Geography

**Prior Learning:**

Plants, Comparing Materials, Growing Plants, Identifying Materials, Changing Shape, Uses of Materials.

**Movement & feeding:**

**Sequence of Learning:**

- P1: I can explore different food types
- P2: I can explore the nutritional values of different foods
- P3: I can sort animal skeletons into groups, discussing patterns and similarities and differences.
- P4: I can investigate an idea about how the human skeleton supports movement.
- P5: I can explain how bones and muscles work together to create movement.
- P6: I can design and carry out my own investigation.

**Outcome:** State that animals/humans need the right types/amounts of nutrition to thrive. Describe some of the health problems associated with not eating well. Identify that we need to eat a varied diet. List the types of food that we need and why we need them. Construct a balanced food plate. Identify that animals have different dietary requirements to humans. Discuss the role of the muscles and skeleton, and described what would happen if we didn't have them.

**Prior Learning:**

Online Safety, Algorithms Unplugged, Programming, Algorithms & Debugging.

**Online safety:**

**Sequence of Learning:**

- P1: I can understand how the internet can be used to share beliefs, opinions and facts
- P2: I can understand the effects that some internet use can have on our feelings and emotional wellbeing
- P3: I can understand the ways personal information can be shared on the internet
- P4: I can understand the rules for social media

**Outcome:** Differentiate between fact, opinion and belief online. Explain how to deal with upsetting online content. Recognise that digital devices communicate with each other to share personal information. Explain what social media platforms are used for.

**Prior Learning:**

Who is a Muslim and how do they live? Who is Jewish and how do they live? What makes some places sacred to believers? How should we care for others and the world and why does it matter? What does it mean to belong to a faith?

**What do Christians believe from the creation story?**

**Sequence of Learning:**

- P1: I can order the events of the creation story.
- P2: I can make links between Genesis 1 and what Christians believe about God and creation.
- P3: I can describe what Christians do because they believe in God.
- P4: I can ask questions and suggest answers about what is important in the creation story for Christians and people who are not Christians.

**Outcome:** Place the concepts of God and Creation on a timeline. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

**Prior Learning:**

Local Area - School and Surroundings  
Hot & Cold Places  
Mugurameno Village - Zambia

**European study with an end focus on Hungary.**

**Sequence of Learning:**

- P1: I can locate Europe on a world map and find out about its features.
- P2: I can identify and locate countries in Europe.
- P3: I can identify European countries according to their features.
- P4: I can identify the major capital cities of Europe.
- P5: I can compare two European capital cities.
- P6: I can find out about the human and physical features of Hungary.

**Outcome:** Use maps and atlases to locate Hungary. Name and locate key human and physical features and describe and compare human settlements linked to tourism within Hungary and it's boarding countries.

**Writing:**

**Week 1-4 (Fiction)**

**Text:**

The Egyptian Cinderella

**Story pattern:**

Rags to riches

**Focus:**

Setting.

**Week 5-7 (Non - fiction)**

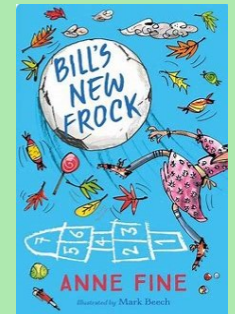
**Text :**

The Royal Wedding

**Text type:**

Recount/newspaper report.

**Reading:** Children will be continuing with the school's phonics Key Stage 2 Reading Curriculum. We will also be enjoying the novel 'Bill's New Frock.'



**D & T**

**Prior Learning:**

Structures: Constructing Windmills  
 Textiles: Puppets Food  
 Fruit and Vegetables

**Structures: Pavilions.**

**Sequence of Learning:**

P1: I can create a range of different shaped frame structures  
 P2: I can design a structure  
 P3: I can build a frame structure  
 P4: I can add cladding to a frame structure

**Outcome:** Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.

**PE**

**Prior Learning:**

Attack, Defend, Shoot & Run, OAA Hit, Catch & Run, Send & Return Run, Jump, Throw, Dance

**Netball (PAFC)**

**Sequence of Learning:**

P1: I can perform the chest pass.  
 P2: I can use dodging to get away  
 P3: I can perform a bounce pass  
 P4: I can use a shoulder pass  
 P5: I can move and pass with accuracy.

**Gymnastics (Mrs Phillips)**

**Sequence of Learning:**

P1: I can show full extension in balance  
 P2: I can move fluidly in and out of shape  
 P3: I can perform different types of roles  
 P4: I can perform jumps on low apparatus  
 P5: I can perform unison with a partner/group

**Outcome:**

To perform basic netball skills.  
 To modify, consolidate and improve actions to perform.

**French**

**Prior Learning:**

\*No prior learning as this will be first year group to learn a MFL

**Getting to know you.**

**Sequence of Learning:**

P1: I can greet people in different ways  
 P2: I can exchange names in French  
 P3: I can discuss how I am feeling.  
 P4: I can choose appropriate phrases for the situation.  
 P5: I can recognise and repeat sounds and words accurately.  
 P6: I can apply my knowledge to make sentences.

**Outcome:** say hello and goodbye, introduce themselves, say if they are feeling good/bad/so-so, count to 10, say how old they are.

**Maths:** Pupils will be covering the following units through the White Rose maths scheme of work:

Place value  
 Addition and subtraction  
 Multiplication and division

**PSHE:** Pupils will be continuing to learn through the Lifewise Curriculum.

**Year 3**

Relationships with others  
 Helping others to get help  
 Growth mind set  
 Mindfulness

**Year 4**

Respect  
 Problem solving & resourcefulness  
 Leadership