

**KS2 (Y3) Subject Planning Overview**

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| **Subject Area** | **Autumn 1** | | | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** | |
| **Topic** | **The Croods** | | | | **The Magical Circus** | **Ratatouille** | **The Potteries** | **The Wild, Wild West** | | | |
| **English**  *Key Text* | (The Stone Age Boy)  (Diary of the Wimpy Kid, ) | | | | (Leon and the Place Between) | Aesop’s fables | Shampoozel  3 little wolves and the Big Bad Pig  Snow White and the 7 aliens.  Eco wolf and the 3 pigs. | Letters to Goldilocks.  Dear rabbit  Yours Truly | | Farm frights  Yellow stockings | |
| **Genre** | Adventure stories  Diaries  Riddles | | | | Adventure Stories  Instructions  Calligrams | Traditional tales – fables  Explanations  Performance poems/raps | Fairy tales – an alternative version.  Persuasive writing.  Creating images. | Plays  Letters  Limericks | | Plays  Reports  Take one poet. | |
| **Reading** | **Reading:** apply knowledge to read and understand new words; read further ‘exception’ words; listen to and discuss and range of fiction, poetry, plays and non-fiction; read books structured in different ways and for a range of purposes; use dictionaries to check meaning; read a wide range of texts, identifying themes and conventions, and retelling some orally; discuss interesting words/phrases; check own understanding of reading, ask questions to improve understanding; draw inferences and make predictions; identify and summarise main ideas; identify how language, structure and presentation contribute to meaning; discuss reading with others | | | | | | | | | | |
| **Writing** | **Writing:** spell words with prefixes and suffixes, homophones, commonly misspelt words; use possessive apostrophes and plurals; use a dictionary to check spellings; write simple dictated sentences; increase legibility, consistency and quality of handwriting, use joins appropriately; prepare to write by studying existing texts, discussing and recording ideas, rehearsing sentences orally, building up vocabulary and a range of sentence structures; assess effectiveness of own and others’ writing and propose changes to improve consistency; proofread spelling and punctuation; read own writing aloud; use a range of connectives, present perfect tense and nouns/pronouns appropriately; use and punctuate fronted adverbials and direct speech; learn and use grammar and terminology in Appendix 2 | | | | | | | | | | |
| **Spoken Language** | **Spoken language:** listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe; explain and narrate for different purposes, express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in class discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; communicate effectively using appropriate register | | | | | | | | | | |
| **Maths – Y3**  *Key objectives* | Number – place value   * Identify, represent and estimate numbers using different representations. * Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000. * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. * Count from 0 in multiples of 50 and 100.   Number – addition and subtraction   * Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. * Estimate the answer to a calculation and use inverse operations to check answers. * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. * Add and subtract amounts of money to give change using both £ and p in practical context.   Number – multiplication and division   * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.   Measurement   * Measure, compare, add and subtract: lengths (m/cm/mm). * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. * Measure the perimeter of simple 2D shapes. * Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. | | | | | Number – multiplication and division   * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives. * Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.   Measurement   * Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. * Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. * Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. * Compare durations of events (for example to calculate the time taken by particular events or tasks.)   Number – fractions   * Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Count up and down in tenths. * Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. | | | Number – fractions   * Recognise and show, using diagrams, equivalent fractions with small denominators. * Add and subtract fractions with the same denominator within one whole. * Compare and order unit fractions, and fractions with the same denominators. * Solve problems that involve all of the above.   Geometry – properties of shape   * Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. * Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.   Measurement   * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. * Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).   Statistics   * Interpret and present data using bar charts, pictograms and tables. * Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables. | | |
| **Science**  *Programme of study*  *Investigations* | **The Croods**  **The Stone Age**  **ROCKS AND FOSSILISATION**   * I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * I can describe in simple terms how fossils are formed when things that have lived are trapped within rock * I can recognise that soils are made from rocks and organic matter   **Investigation –**  **How do we separate rocks from soils? (trip to Maccesfield forest)** | | | | **The Magical Circus**  **LIGHT, SHADOWS AND REFLECTION**  •I can recognise that we they need light in order to see things and that dark is the absence of light  •I notice that light is reflected from surfaces  •I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes  •I can recognise that shadows are formed when the light from a light source is blocked by a solid object  •I can find patterns in the way that the size of shadows change  **Investigation – Spellbound The Prisoner Princess.**  **Measure angles, length**  **Converting cm-m-km**  **Time – measuring and comparing.**  **Statistics** | **Ratatouille**  **(Paris, The Skeleton)**  **ANIMALS INCLUDING HUMANS**   * I can identify that animals including humans need the right amount and types of nutrients and that they cannot make their own food; they get nutrition from what they eat * I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.   **Investigation – Spellbound A Bony Problem – Does a rib cage protect your muscles?** | The Potteries  **MAGNETS AND FORCES**   * I can compare how things move on different surfaces * I can notice that some forces need contact between two objects, but magnetic forces can act at a distance * I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles * I can predict whether two magnets will attract or repel each other, depending on which poles are facing. * I can 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   **Investigation –Maggie Magneti spellbound**  **-Statistics and measurement.** | | The Wild, Wild West  **PLANTS**   * I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * I can 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 * I can investigate the way in which water is transported within plants * I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.   **Investigation- Do plants need leaves to grow?**  **Do plants need water to grow?**  **-Statistics and measurement.** | | |
| **Art & Design** | **The Croods**  **Stonehenge collage**  Select and arrange materials for a striking effect.  Ensure work is precise.  Use coiling, overlapping, tessellation, mosaic and montage.  **Caveman drawings**  Use different hardnesses of pencils to show line, tone and texture. 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.  **Stone age pots**  Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).  Use clay and other mouldable materials. | | | | **The Magical Circus**  **Bettina Korek/Leighton Jones style clown painting/ pastel work**  L.O. To experiment with creating mood with colour.  Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. **Pablo Picasso style clown paintings/ collages**  L.O. To use abstract techniques influenced by Picasso to create an abstract clown design. | **Ratatouille**  **To study and use some of the techniques used by Rousseau (Tiger in the storm)**  **Seurat (Pointillism landmarks)**  L.O. To replicate some of the techniques used by notable artists, artisans and designers.  L.O. To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. | **The Potteries**  **Clarice Cliff/Josiah Wedgewood/**  **Emma Bridgewater/ The willow pattern**  To create original pieces that are influenced by studies of others.  **Sketching potteries landscapes**  • Use different hardnesses of pencils to show line, tone and texture. 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. | | **The wild, wild west**  **Indian silhouettes**  **Using water colour wash as a background, before drawing and sketching an outline of an Amercian Indian silhouette in black sugar paper. Decorate with feathers as a headdress.**  **Dream catchers.**  **Using paper plates, hole punchers and different threading materials to create a dream catcher before attaching found objects including feathers, shells, beads etc.** | | |
| **Computing** | **E-safety -** Pupils will learn how they can protect themselves online and discuss the information they share with others.  **Learning to be creators -** Pupils will be able to use search technologies effectively to locate appropriate resources needed for their work.  **Computer Scientists - (text ease turtle)**  Pupils will explain how simple algorithms work and will start to spot some errors.  **(Power point and Word)** Pupils will use and combine a variety of software to design and create digital and printed media. Create an e-safety poster. | | | | | **E-safety -** Pupils will learn that they must use technology safely and respectfully.  **Learning to be creators -** Pupils will understand the principles of animation. (Flipchart, recording on iPads).  **Computer Scientists – (Scratch)**  Pupils will be able to use repeat procedures in their programs. Pupils will be able to write and debug simple programs that accomplish specific goals. | | | **E-safety -** Pupils will learn where they can go for help and support when they have concerns.  **Learning to be creators -** Pupils will collect and present data accurately.  **Computer Scientists – (Scratch)** Pupils will understand the need for accuracy when giving or following instructions. | | |
| **Design & Technology** | **The Croods**  **Design and make stone age equipment (catapults/hunting equipment etc…).** Design with a clear purpose having identified opportunities to design. Select own resources and apply appropriate cutting, shaping and joining techniques. Choose techniques to construct and strengthen their product. Refine work and techniques as work progresses, continually evaluating the product.  -Measurement | | | | **The Magical Circus**  **Design and make a product for the circus- Twirling dicky bows and squirting flowers.** Look at existing circus products and decide how they could be improved. Create a design for an improved product. Choose from levers or winding mechanisms to make the product move. | **Ratatouille**  **(Paris, The Skeleton)**  **Prepare ingredients hygienically using appropriate utensils. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe and measure ingredients to the nearest gram accurately. Follow a recipe to make a soup and ratatouille. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).**  **-Scaling**  **-Measurement** | **The Potteries**  **Look at different pottery designs and make their own piece of pottery. Use annotated sketches to explain their ideas. Evaluate existing products and improve own designs.** | | **The Wild, Wild West**  **Look at different designs of totem poles and take these ideas to create their own design.**  **Totem Poles using recycled objects and materials design, construct their own totem poles. Evaluate the construction before adding detail using collage materials to create a personalized design. Paint with poster paints to finish the poles to their design.** | | |
| **Geography** | **The Croods**  **The Stone Age**  Stonehenge settlement, Amesbury, Wiltshire.  To locate Stonehenge settlements using maps and plans.  To ask and answer questions about Stonehenge settlements.  To use digital technologies to observe human and physical features of Stonehenge settlements.  Children to explain their views about Stonehenge settlements.  To record human and physical features of Stonehenge settlements using a range of methods including sketch maps, plans and digital technologies.  -Coordinates. | | | | **The Magical Circus**  Circus’s around the world.  Ask the children if they know any world famous circuses? (Moscow state circus, Cirque de Soleil, Chinese state circus, Chipperfield circus).  Watch videos of circuses from around the world.  Use globes, maps and plans to name and locate the countries where circuses take place in Europe e.g. UK, Spain, Italy and France.  Children to go on to link circus’s to their country of origin.  Explain own views about locations of a circus giving reasons.  Use a range of resources to identify the key physical and human features of a circus. | **Ratatouille**  **(Paris, The Skeleton)**  **Ask and answer geographical questions about the physical and human characteristics of a location.** Children to discuss physical and human characteristics of a location in Paris.  **Explain own views about locations, giving reasons.** Children to compare Paris to another city such as London and will discuss their opinions.  **Name and locate the countries of Europe and identify their main physical and human characteristics.** Children to look at where France is in Europe and where it is in comparison to England and to look at other countries in Europe**.**  **Describe geographical similarities and differences between countries**. Children to look at the similarities and differences between England and France. | **The Potteries**  **Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features, including hills, mountains, cities, rivers et etc… looking at how some of these aspects have changed over time.** Children will look at The Potteries. They will then look at other places that make pottery and their areas.  **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.** Children to look at places in The Potteries; where pottery was made using a range of maps and plans. | | **The Wild, Wild West**  **Human geography- children to look at settlement and land use.** Children will lookat how they use their land.  **Children to use a range of resources to identify the key features and human features of a location-** Children to use a range image and will look at both physical and human features of a location.  **Children to describe the similarities and differences between two countries**- Children to look at farms, ranges and they will need to find both similarities and differences between the two countries. | | |
| **History** | **The Croods**  **The Stone Age**  Use evidence to ask questions and find answers to questions about the past. Understand the concept of change over time, representing this, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: dates, time period. Give a broad overview of life in Britain from ancient until medieval times. | | | |  |  | **The Potteries**  Understand the concept of change over time, representing this, along with evidence, on a time line. Describe changes that have happened in the locality of the school throughout history. Place events, artefacts and historical figures on a time line using dates. | | **The Wild, Wild West**  Compare some of the times studied with those of other areas of interest around the world.  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 | | |
| **MFL** | The Stone Age  Rigolo Planning- To read aloud familiar words and phrases.  To read and understand short phrases- children will learn new phrases  and vocabulary. They will learn how to ask how people are and will respond  and children will focus on matching the right written phrase to the  question.  To answer simple questions and give basic information- children will  focus on asking each other how they are, what their name is and will  discuss musical instruments.  Give responses to questions about every day events-children will learn  numbers one to ten, basic commands and general conversation.  To demonstrate some knowledge and understanding of the customs and  features of the countries or communities where the language is  spoken-children will look at which countries speak French and will learn a  little more about them.  They will think about similarities and differences  between other countries and their own. | | | | The Magical Circus  **To read fluently**- use websitehttp://  [www.enchantedlearning.com](http://www.enchantedlearning.com)  /books/French/circus/  **To be able to read out loud everyday words and phrases.**  Basic classroom instructions to be carried out each day.  Circus words to be taught alongside new English circus vocabulary.  **To be able to use phonic knowledge to read words-** Circus words and phrases to be read out by phonetically sounding out the new words.  **To be able to write or copy everyday words correctly.**  **Label items and choose appropriate words to complete short sentences.**  Write one or two short sentences about what they like at the circus. | Ratatouille  (Paris, The Skeleton)  **Read and understand short written phrases.**  **To use a dictionary or glossary to look up new words.**  Children to try and expand and use the dictionary to ask for the blue building or the massive park to expand vocabulary.  **To express personal experiences and responses.**  **To take part in discussions and tasks.**  Children to discuss the buildings that they like that they have seen using their personal preferences. Children to discuss this in groups so that they take part in discussions and tasks.  **Children to identify countries and communities where the language is spoken.**  **To make comparisons between life in countries or communities where the language is spoken.**  Children will identify the countries and communities where the language is spoken and then children to research more about different countries that speak French. Can they find 5 facts about that certain country etc?  Children to complete a similarities and differences column between two places that speak French. | The Potteries  Rigolo weekly planning alongside-  **To pronounce words showing a knowledge of sound.**  **To write short phrases used in everyday conversations correctly.**  **To demonstrate a growing vocabulary/ To understand a range of spoken language-**  Children will be shown a range of vocabulary related to household items that will link to being made in The Potteries  **To be able to ask others to repeat words or phrases-**children will carry out an activity where one provides the vocabulary (teacher) and the other asks the ‘teacher’ to repeat.  **To use books or glossaries to find out the meanings of the new words**  Children to find out new English words based on The Potteries- bone china etc….. | | The Wild, Wild West  Animals  To ask and answer simple questions and talk about interests-children will ask and answer questions about their friends interests- I like pandas. I like don’t like  tigers.  http://www.bbc.co.uk/schools/ primarylanguages /french/our\_world/  To be able to read out loud everyday words and phrases.  Children will look at learning numbers to 20 and will look at giving other people’s names instead of just their own names.  To demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken- children to  look at different animals that live in French speaking countries. Children to learn specific facts about these animals. Children to then learn how to discuss the  animal has two eyes, four legs etc using previous knowledge.  Alongside children will use the ‘Rigolo’ program to learn more about family members, household items and the alphabet.    To express personal experiences and responses.  To take part in discussions and tasks.  Children will learn new phrases related to birthdays and food. They will discuss which foods they do like and which food they do not like. Children will discuss  in partners and in groups.  To write short phrases used in everyday conversations correctly- children will learn months of the year and will learn how to write their birthday in French.  of just their own names. | | |
| **Music** | **The Croods**  Stone percussion  Singing – preparation for the Harvest celebration.  To perform | | | | **The Magical Circus**  Singing – Christmas performance.  To perform | **Ratatouille**  Recorders  Singing topical songs. (French)  To perform | **The Potteries**  Recorders to play a simple sequence.  To evaluate music expressing opinions (likes and dislikes) using musical vocabulary.  Chose, order, combine and control sounds to create a piece of music with effect.  To perform  To describe music  To compose | | **The Wild West**  To recognise; the notes FACE and EGBDF on a musical stave, the length of and symbols for crotchet, minim and semibreve.  To understand the effect tempo and timbre have on a piece of music and how this contributes to feelings and mood.  To perform  To compose  To describe music  To transcribe | | |
| **Physical Education** | **The Croods**  **GYMNASTICS:***.*  Children to use a greater number of their own ideas for movements in response to a task.  Choose and plan sequences of contrasting actions.  Adapt sequences to suit different types of apparatus and their partner’s ability.  Explain how strength and suppleness affect performance.  Identify some muscle groups used in gymnastic activities.  Suggest warm-up activities.  Compare and contrast gymnastic sequences, commenting on similarities and differences.  With help, recognise how performances could be improved. | | | | **The Magical Circus**  **DANCE**:  Children to improvise freely, translating ideas from a stimulus into movement.  Create dance phrases that communicate ideas and share and create dance phrases with a partner and in a small group.  Repeat, remember and perform these phrases in a dance.  Use dynamic, rhythmic and expressive qualities clearly and with control.  Understand the importance of warming up and cooling down.  Recognise and talk about the movements used and the expressive qualities of dance and suggest improvements to their own and other people’s dances  . | | **The Potteries**  **Striking and fielding -**Quick cricket  To use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy  Choose and vary skills and tactics to suit the situation in a game.  Carry out tactics successfully; set up small games.  Know rules and use them fairly to keep games going and explain what they need to do to get ready to play games.  Carry out warm ups with care and an awareness of what is happening to their bodies.  Describe what they and others do that is successful and suggest what needs practising. | | **The Wild, Wild West**  **Athletics**:  Children to run at fast, medium and slow speeds, changing speed and direction.  Link running and jumping activities with some fluency, control and consistency.  Make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do.  Throw a variety of objects, changing their action for accuracy and distance and recognise when their heart rate, temperature and breathing rate have changed. | | **The Wild, Wild West**  **Invasion Games –** Bucket ball  Children to throw and catch with control to keep possession and score ‘goals’.  Be aware of space and use it to support team-mates and cause problems for the opposition.  Know and use rules fairly to keep games going and keep possession with some success when using equipment that is not used for throwing and catching skills.  Explain why it is important to warm up and cool down.  Say when a player has moved to help others and apply this knowledge to their own play. |
| **SWIMMING – termly** Swim between 25 and 50 metres unaided, coordinate leg and arm movements and swim at the surface and below the water. | | | | |
| **Outdoor and adventurous activities: FOREST SCHOOL** Teamwork, using initiative and aware of weather changes and conditions. | | | |
| **RE** | | Explore rules for living found in sacred writings and teachings.  Discuss the importance of rules and why/how these are generated. Create a set of rules for the class.  Look at the Ten Commandments, are they easy to follow, will following them make a difference?  Choose one rules, design a poster to illustrate how this could be put into practice.  Why is God mentioned in the rules we have looked at? If God was to change these rules today, which one would he change?  Discuss random acts of kindness. Children to carry out a random act of kindness. | Compare and contrast the practice of religion in the home in different religious communities.  Discuss customs and practices which occur in households. Identify customs that happen on a weekly basis.  What makes your home special to you? What makes your house a home?  Research The Sabbath. Create a story board or power point to show findings.  Discuss Christian traditions in the home. Through the Keyhole activity – Who lives in a house like this?  Compare and contrast Christian and Jewish traditions at home. | | | Symbols of Worship  Compare and contrast the symbols, actions and gestures used in worship by different communities.  Investigate Christian symbols and artefacts related to worship.  Investigate Jewish symbols and artefacts related to worship.  Compare and contrast Christian/ Jewish symbols and artefacts.  Love, peace and justice. What do these words mean? What does Christianity teach us about these words? Design a stain glass window which symbolise love, peace and justice.  Christian weddings. Explore vows and symbolism. Write a love is poem. | Sharing food and Religious festivals. Investigate some features of key religious festivals and celebrations and identify similarities and differences.  Introduce special occasions when foods are eaten.  Investigate the festival of Passover.  Explore the Sedar plates and the meaning behind the special foods.  Explore the story of Easter and the symbolic foods eaten and shared.  Compare and contrast Easter and Passover.  Investigate Ramadan and contrast with Passover and Easter. | | Explore and reflect on the stories of creation in Judaism and Christianity.  Discuss what creation is. Look at creation stories in both religions. What are their beliefs? Compare creation stories how are they similar/different. Write a creation story. | Judaism and Christianity religious leaders.  Talk about famous people and create a poster. Talk about the baptism of Jesus. Look at the story of temptation. Role play temptations in real life. What made Jesus a good leader? Look at leaders in the Jewish faith. | |
| **PSHCE**  *Debate* | | **The Stone Ages**  **Essential Skills**  Listen to others, showing attention.  Communication including being able to present and communicate ideas, arguments and thoughts.  **Health and Wellbeing**  \*that bacteria and virus can affect health and that following simple routines can reduce their spread.  Make a list of things that we consider a risk/danger/hazard. What are the differences?  **Relationships**  \* to work collaboratively towards shared goals.  \*to recognise and respond appropriately to a wider range of feelings in others.  How can we work as a team?  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*to think about the lives of people living in other places, and people with different values and customs.  Debate – Is it right that women didn’t hunt?  **Activities / Resources**  Stone Age toilets – where do you think they went? What was wrong with it? | | **The Magical Circus**  **Essential Skills**  Begin to take encouragement and advice from others.  To show empathy for others.  Resilience including self-motivation.  **Health and Wellbeing**  \*how to make informed choices including that choices can have positive, neutral and negative consequences.  \*to differentiate between the terms risk, danger and hazard.  Make a list of things that we consider a risk/danger/hazard. What are the differences?  **Relationships**  \*to begin to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see and respect their point of view.  Empathy – what does it mean and how can I show it towards others?  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*that there are different kinds of responsibilities, rights and duties at home, school and in the community.  Debate – should animals be part of a circus act?  **Activities / Resources**  Pictures of different circle people – order according to how they would listen to and why. | | **Ratatouille**  **Essential Skills**  Enjoy new experiences.  Gathering and using data.  Self-reflection including how we influenced by our perception of peers behaviour.  **Health and Wellbeing**  \*to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.  Discuss healthy/unhealthy food choices and why we need a balanced diet.  **Relationships**  \*to judge what kind of physical contact is acceptable or unacceptable and how to respond.  Playground/school rules about physical contact with others.  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*to identify and appreciate the range of national, regional, religious and ethnic identities in the UK.  Debate – Should children be banned from eating chocolate?  **Activities / Resources**  Key questions – Do some people from France live in the UK? Discuss other groups who live in the UK. | **The potteries**  **Essential Skills**  Show some enthusiasm for the ideas of others.  Making decisions.  Recalling and applying knowledge creatively and in novel situations.  **Health and Wellbeing**  \*school rules about health and safety, basic emergency aid procedures, where and how to get help.  Practise fire drill/emergency procedures and why we have them.  **Relationships**  \*to begin to develop strategies to resolve disputes and conflict through negotiation and compromise.  How to solve an argument with my friends.  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*what being part of a community means. And about the varied institutions that support communities locally and nationally.  Debate – Should children have worked in factories?  **Activities / Resources** | | **Wild West**  **Essential Skills**  Find alternative ways if the first attempt does not work.  Keep trying after a first attempt.  Negotiation including flexibility and compromise.  **Health and Wellbeing**  \*to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range of intensity of their feelings to others.  Circle time – emotions and how we deal with them.  **Relationships**  \* to recognise what constitutes a positive, healthy relationship and develop the skills to form positive and healthy relationship.  \*to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.  Anti-bullying strategies. What is bullying and how to overcome it?  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*to being to understand why and how rules and laws protect themselves and others are made and enforced.  Debate – Should the Native Indians have been moved off their land?  **Activities / Resources**  Key question – who is the chief of the UK?  What do they do? What rules do they have in place? | **Wild West**  **Essential Skills**  Show a willingness to overcome fears.  Identification and assessment of risk.  Learning from experience to seek out and make use of constructive feedback.  **Health and Wellbeing**  \*to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.  Peer pressure and strategies to deal with it.  **Relationships**  \*the concept of ‘keeping something confidential or secret’ when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.  When is a secret not a secret?  **Living in the Wider World**  **Economic wellbeing and being a responsible citizen**  \*to recognise the consequences of anti-social behaviour i.e. bullying.  **Activities / Resources**  Seal – bullying | |