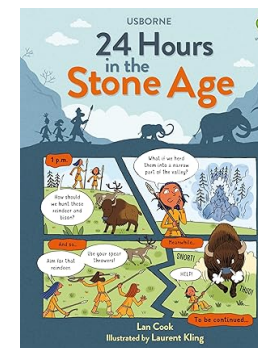
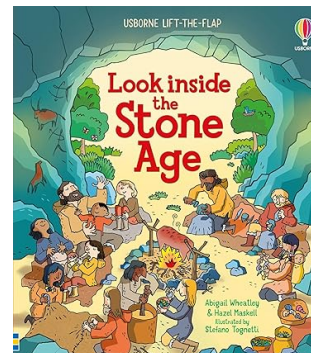
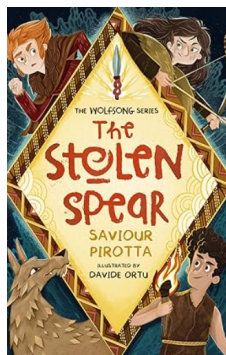
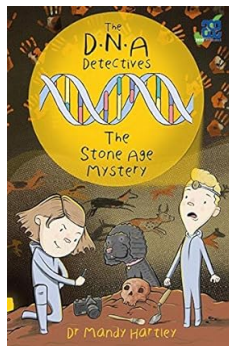
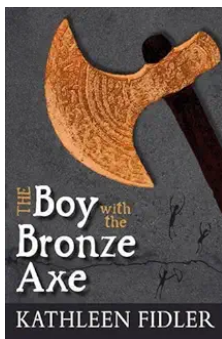
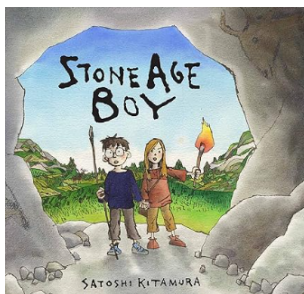


Term	Year Group	Duration	English	Guided Reading	Mathematics	Science	Learning Journey Subjects	Discrete Subjects
Autumn Term	Years 3 and 4	Autumn 1 - 8 weeks Autumn 2 - 7 weeks 15 weeks	Adventure story Explanation text Information text Letter/Imaginative recount - 1st person diary Poetry - Structured Poetry Haiku, Tanka, Cinquain	Fiction - The Creakers Non-fiction - linked to LJ Poetry - Structured Poetry Haiku, Tanka, Cinquain	Place Value Addition and subtraction Multiplication and Division Area	Archaeology (Rocks Y3, Animals Y3, Living things Y4)	History - Stone Age, Bronze Age, Iron Age Geography - physical features of settlements Art - Sketching with Charcoal, sculpture (clay) DT - Textiles (Bronze Age Weaving)	Computing - Connecting Computers, E-safety recap, The Internet PE - Swimming and Gymnastics Y3 Unit 2; Swimming and Fitness KS2 Unit 1 PSHE - How can we be a good friend? What keeps us safe? French - Phonics 1 & 2 (X), Instruments (E), Shapes (E) Music - Glockenspiel 1 RE - What does it mean to be a Hindu in Britain today?

Key Texts



Launch Event	Reignite Event	Showcase Event
Rubbish Bin archaeology & Toilet roll timeline	Scarborough Museum and Galleries	Quiz



The Learning Journey			
Driver Subject 1: History and Geography		Driver Subject 2: Art and DT	
Prior Learning Components: ★ Geography: KS1 - Explore and describe geographical similarities and differences through the study of the physical and human features of a small area of the United Kingdom and a small area in a contrasting non-European country. ★ History: KS1 - Great Fire of London; Explorers; Local History Study. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Prior Learning Components: ★ Art: KS1 - Sketching and drawing ★ DT: KS1 - Tudor houses (building structures); Y4 only completed needlework in Y2	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
<u>Geography: Settlements</u> Identify key physical features of the UK and describe their characteristics. -e.g hills, mountains, coasts and rivers, Identify and describe key human characteristics of the UK. -e.g land use patterns, cities, counties, countries, population, urban and rural, settlement types. His <u>History</u> Demonstrate a knowledge of events that extend beyond the local context and include British and world history. e.g. recall the key features of stone Age, Bronze Age and Iron Age Britain Place the events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods. Describe connections between the topics studied, and start to raise their own questions about the key features of events. e.g. similarities and differences in housing between then and now Start to use different sources of information to construct their view of the past. Use an artefact to identify a feature of life in the past. Ask and answer historically-valid questions, which demonstrate a secure understanding of key features of events e.g. investigate in depth the answer to a specific question about a time period - what was housing like in the Stone Age? Show that they understand that we find out about the past from a range of sources - pictures of artefacts and artefacts. e.g. talk about how we know what life was like in a period studied, and how people found this out	Lesson 1: History To know where the Stone Age fits chronologically into British history. Timeline activity linked to different periods in history to present day. Link to world history - Egyptians, Ancient Greeks. Lesson 2: History What was life like in Britain in the Stone Age? Use of pictures of artefacts and artefact box (different sources of evidence) - deduce and infer - housing/villages, tools, pottery/cooking, farming. Make similarities and differences to other periods of history studied and present day. Lesson 3: History Settlements - Skara Brae Research and fact finding lesson to complete fact file Use of picture of remains of Skara Brae - infer and deduce information Make similarities and differences to other periods of history studied and present day. Lesson 4: History To learn how hunter-gatherers lived in Stone Age Britain. Prehistoric life - Village life linked to housing and hunters. Draw and label Paleolithic home, Mesolithic home, Neolithic home and home in Skara Brae. Make comparisons between changes within the Stone Age. Make similarities and differences to other periods of history studied and present day. Lesson 5: History Stonehenge Present information on Stonehenge in variety of formats - writing, video Explore different theories of how Stonehenge was built. You are a news reporter. Archaeologists have just discovered Stonehenge! Prepare a short 'news report' to inform people of what archaeologists have found. To record these clips. Lesson 6: History How did life change in Bronze Age? Consequences of technology in Bronze Age	<u>Art - Sketching with Charcoal, sculpture (clay)</u> Use media (charcoal) with increasing accuracy and control to create outcomes. Explore the versatility of media (charcoal) through mark making (pressure of charcoal to apply media, quality of line) Generate ideas to inform a piece of art (this could be as a class, small group or independently) Record from direct observation. (From photographs). Explore 3D forms responding to a theme. (clay)	<u>Art - Sketching with Charcoal, sculpture (clay)</u> Cave paintings: Generate ideas to inform a piece of art (cave painting) Record from direct observation. Use media (charcoal) with increasing accuracy and control to create a cave painting Clay: Create a clay pot/beaker based on knowledge from Bronze Age - Beaker people
		<u>DT - Textiles - Bronze Age Weaving</u> Design: Consider culture and society in designs. Follow and refine plans as necessary. Describe their design using an accurately labelled sketch. Choose textiles both for their appearance and properties Make: Select appropriate equipment e.g. needles, knitting needles, crochet hooks and materials for the task. Change the way they are working if needed. Join textiles of different types in different ways. Evaluate: Test and evaluate final product - is it fit for purpose? Reflect back on design criteria. Suggest improvements. Use peer assessment to improve their work. Technical knowledge: Apply the understanding of how to strengthen and reinforce. Use and store equipment such as needles safely. Follow a set of instructions in order to learn a new skill such as weaving.	<u>DT - Textiles - Bronze Age Weaving</u> To know that Bronze Age people used wool to create clothing. To know weaving is a form of joining textiles. To select appropriate colours of wool to match those used in The Bronze Age during the design process. To be able to say whether their product matches their design and suggest ways it could be changed next time. Understand that to weave we need a weaving board, needle and wool. - Using historical knowledge, plan and design a small piece of weaving for clothing. - Create own piece of weaving - Evaluate and reflect on own piece of work



Making bronze in Bronze Age
Artefacts - Bronze Age - infer and deduce (What it is and what it is used for?)
Prehistoric timeline
Stone Age to Bronze Age comparisons

Lesson 7: History
Bronze Age weaving - knowledge of clothing through time and comparisons to now.
Link to Art - weaving (lesson 8)

Lesson 9: Geography
Settlements - What is a settlement? To know that a settlement is a place where people choose to live.(Link to Iron Age)
What might people look for when settling?
Physical features of the UK -
To know that mountains, hills, rivers, lakes, seas and coasts are physical features of the UK
Map - Lake District, Giant Causeway, Mount Snowden, River Ouse, Cliffs and Beaches (South coast), Lochs and Lakes in Scotland
Physical features - what provided for early settlers? Why were physical features so important?

Lesson 10: History
How did houses change from Stone Age to Iron Age?
Identify different themes, similarities and differences

Lesson 11: History
Celtic Tribes in Britain - link to local area
Iron Age Hillforts - explain why people built hillforts in Iron Age Britain and what we know about them, including how they were made secure.
Label picture of hillfort with key vocabulary

Lesson 12: History
Roman Invasion - reasons why invaded and key facts about the invasion
Timeline activity

Lesson 13: History
End of unit quiz



Essential	
Settlement Physical feature History Past Chronological Stone Age Bronze Age Iron Age Settlement Bronze Stone Iron Skara Brae Stonehenge	Charcoal Cave art Cave painting Clay wool weave
Exposed	
Neolithic Mesolithic Palaeolithic hunter-gatherers stone flint artefact Copper Tin Ore	Pressure Design Evaluate Needle Pattern yarn
Resources	
Artefact boxes	Charcoal Clay, clay boards, tools Weaving cards, wool, tools



Discrete Subjects Overview

Create & Innovate

Computing

Science

Key Learning
(Taken from STARMAT SPF)

How? Learning Steps & Learning Sequence

Key Learning
(Taken from STARMAT SPF)

How? Learning Steps & Learning Sequence

Key Learning
(Taken from STARMAT SPF)

How? Learning Steps & Learning Sequence

Autumn 1:
Connecting Computers, E-safety recap

Autumn 1:
Connecting Computers, E-safety recap

Autumn 2:
The Internet

Autumn 2:
The Internet

Rocks:
To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (R Y3)

Archaeology
(Rocks Y3, Animals Y3, Living things Y4)

E-Safety
To talk about what makes a secure password and why they are important.
To protect personal information when doing different things online.
To use the safety features of websites as well as reporting concerns to an adult.
To recognise websites and games appropriate for my age.
To make good choices about how long is spent online.
To ask an adult before downloading files and games from the Internet.
To post positive comments online.

E-Safety recap

1 How does a digital device work?

To explain how digital devices function
I can explain that digital devices accept inputs
I can explain that digital devices produce outputs
I can follow a process

E-Safety
To talk about what makes a secure password and why they are important.
To protect personal information when doing different things online.
To use the safety features of websites as well as reporting concerns to an adult.
To recognise websites and games appropriate for my age.
To make good choices about how long is spent online.
To ask an adult before downloading files and games from the Internet.
To post positive comments online.

E-Safety recap

1 Connecting networks

To describe how networks physically connect to other networks
I can describe the internet as a network of networks
I can demonstrate how information is shared across the internet
I can discuss why a network needs protecting

To describe in simple terms how fossils are formed when things that have lived are trapped within rock. (R Y3)

To recognise that soils are made from rock and organic matter. (R Y3)

Animals including humans:
Identify that humans and some other animals have skeletons for support, protection and movement (A Y3)

Identify different teeth in humans and name their functions. (L Y4)

Compare teeth of carnivores and herbivores, and suggesting reasons for differences (L Y4)

Working Scientifically:
Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest

Lesson 1

LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.

WS: I can make careful observations and identify similarities and differences.

Pre Assessment
Concept map on rocks
Odd one out
Recap materials
Zoom in, zoom out
Rock explanation
Chocolate bar explanation for rock types
Chocolate bar drama

Lesson 2

LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.

WS: I can record my classifications in a table, Venn diagram or Carroll diagram.

Recap
Classify rocks using magnifying glasses
How to record classification?
Rock cycle
Rock types
Rock classification - igneous, sedimentary, metamorphic

Lesson 3

LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.

2 What parts make up a digital device?

To identify input and output devices
I can classify input and output devices
I can describe a simple process
I can design a digital device

To describe the World Wide Web as the part of the Internet that contains websites.
To use search tools to find and use an appropriate website.
To think about whether I can reuse online content (movies, text, images) from the WWW.

2 What is the internet made of?

To recognise how networked devices make up the internet
I can describe networked devices and how they connect
I can explain that the internet is used to provide many services
I can recognise that the World Wide Web contains websites and web pages

3 How do digital devices help us?

To recognise how digital devices can change the way that we work
I can explain how I use digital devices for different activities

3 Sharing information

To outline how websites can be shared via the World Wide Web (WWW)
I can explain the types of media that can be shared on the WWW



	I can recognise similarities between using digital devices and using non-digital tools I can suggest differences between using digital devices and using non-digital tools		I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW	improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.	WS: I can record my results in a table and rank my rocks to answer enquiries. Recap Personality of rocks - freeze frame drama Testing rock properties - hardest, durability, waterproof, acidity How to record results?
	4 How am I connected? To explain how a computer network can be used to share information I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch		4 What is a website? To describe how content can be added and accessed on the World Wide Web (WWW) I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to create content online		Lesson 4 LO: To describe in simple terms how fossils are formed when things that have lived are trapped within rock. WS: I can interpret the process of fossilisation using a model and pictures. Recap Fossils Mary Anning Fossil process demo Order the process Record process - order and match
	5 How are computers connected? To explore how digital devices can be connected I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices I can explain the role of a switch, server, and wireless access point in a network		5 Who owns the web? To recognise how the content of the WWW is created by people I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content		Lesson 5 LO: To recognise that soils are made from rock and organic matter. WS: I can ask questions to deepen my learning about rock formation Recap How are rocks formed and how change? Make notes Watch clip, quiz questions Rock cycle info sheets Drama mime to demo process Use pics and arrows to reconstruct rock cycle Starburst rock cycle Geologist
	6 What does our school network look like? To recognise the physical components of a network I can identify how devices in a network are connected together I can identify networked devices around me I can identify the benefits of computer networks		6 Can I believe what I read? To evaluate the consequences of unreliable content I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content		Lesson 6 LO: To recognise that soils are made from rock and organic matter. WS: I can set up tests to answer questions. Recap What is soil and what is it made from? Soil samples Organic vs inorganic Set up observation Similarities/differences Record observation in books Discuss layers Knowledge quiz
					Lesson 7



					LO: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. WS: I can locate and label the bones in the body accurately. Recap Dippy Natural History Museum Concept map - skeletal system and animals Skeletons - label Simon says - identify particular bones
					Lesson 8 LO: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. WS: I can make careful observations to sort animals into groups. Recap Skeletons of animals and humans - similarities and differences Animal cards - classification, skeleton types
					Lesson 9 LO: I can identify different types of animal teeth WS: I can record my findings using a labelled diagram Recap BBC video - animals with different teeth Skull worksheet What if...
					Lesson 10 LO: I can construct and interpret a variety of food chains identifying producers, predators and prey. WS: I can ask questions to find out what each animal eats. Recap Concept cartoon Food chains and food webs Cards - order food chains and webs - label key terminology What if...
					Lesson 11 LO: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.



					WS: I can use measurements and evidence to make conclusions. Recap Bone mystery Help! Dig up skeleton Table to measure bones Write newspaper article
					Lesson 12 LO: I evaluate my learning about rocks, fossils and animals WS: I can evaluate my learning Recap Add learning to concept map Vocab hangman Poster of learning

Vocabulary	
Essential	
See Computing scheme	Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb, water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil. Teeth, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, skeleton, bones, ribs, spine, muscles, support, joints, protect, move, skull, endoskeleton, Exoskeleton, hydro skeleton.
Exposed	
See Computing scheme	See above

Resources	
See Computing scheme	See Science scheme



Wellbeing Warriors							
Music Glockenspiel 1		Physical Education Autumn 1: Swimming and Gymnastics Y3 Unit 2;		Physical Education Autumn 2: Swimming and Fitness KS2 Unit 1		PSHE	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
<u>Performing</u> Play and perform in solo and ensemble contexts To be able to play notes using letter names Repeat rhythms accurately using clapping and instruments aurally and using suitable notation (eg pictures) Play and sing with confidence Play and sing with some expression (eg dynamics and articulation) sing part songs <u>Composing</u> Improvise and compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, science) Select simple rhythms and motifs to create a composition Compose demonstrating some knowledge of the musical elements eg pitch, tempo, dynamics, perhaps on a graphic score <u>Listening and Understanding</u> Learn new songs aurally through repetition Identify some key orchestral, pop and traditional instruments visually and aurally. Identify the ways the instruments are played (eg fast, slow, high, low) Talk about similarities and differences between pieces of music (these could be from different genres and periods)	Lesson 1: 1. Musical Activities - this piece uses the note E • Easy E: All play the group 2 part with note names only. • Easy E: All play the group 1 part then try part 2 from memory. • Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts. • Easy E Theory - The Language of Music: Find out how E is written down. This piece uses the note D • Strictly D: Listen then play it through a few times with note names. When you can play it well, play from memory. • Strictly D: Perhaps play it again with note names and notes. • Strictly D Theory - The Language of Music: Find out how D is written down. • Copy Back Stage 1 2. Perform • Perform and share what has taken place in today's lesson Lesson 2: 1. Musical Activities - these pieces use notes D and E • Play Your Music: Listen then play it through with note names. • Play Your Music: Perhaps play it again with note names and notes. • Play Your Music Theory - The Language of Music: Find out how D and E are written down. • Drive: Listen rst then play it through with note names and notes, then try to play from memory. • Drive Theory - The Language of Music: Remember how notes are written down 2. Perform • Perform and share what has	Swimming - by end of KS2: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (front crawl, backstroke, breaststroke) Perform safe self-rescue in different water-based situations	Weekly swimming lessons	Swimming - by end of KS2: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (front crawl, backstroke, breaststroke) Perform safe self-rescue in different water-based situations	Weekly swimming lessons	Relationships: I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I understand that it is OK to be different to others. I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention. I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction. I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour, I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline. I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out. I can respond appropriately to other people's feelings.	Autumn 1: How can we be a good Friend? : • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support



	taken place in today's lesson.					I can recognise my worth as an individual and the worth of other people.	
	Lesson 3: 1. Musical Activities Playing and Improvising with DeeCee's Blues - This piece uses the notes C and D - DeeCee's Blues: Listen to the piece - DeeCee's Blues (note-names): listen and play from memory you can - DeeCee's Blues : play with notes or note-names - DeeCee's Blues Theory - The Language of Music - DeeCee's Blues: play from the notation if you can - Improvising to DeeCee's Blues - DeeCee's Blues and Your Improvisation: improvise using C and D - Copy Back - Use the notes C and D - What's Up?: You will play long notes in the piece - What's Up? (note-names): listen then play - What's Up?: play with notes-names, notes or from memory - What's up? Theory - The Language of Music - What's Up?: play from notation - Perform - Perform/share the learning from this step Lesson 4: 1. Musical Activities - uses the notes D, E and F - D-E-F-initely: listen to this piece - D-E-F-initely (note-names): now play the piece - D-E-F-initely: now play the piece with notes or note-names - D-E-F-initely: play with notation - Perform - Perform/share the learning from this step Lesson 5: 1. Musical Activities - use the notes C, D and E - Roundabout improvise using C,D and E. Experiment and have fun! - March Of The Golden Guards: play and then improvise - March Of The Golden Guards: play using note-names - March Of The Golden Guards: play using note-names or notes	All children should be able to: Follow a set of rules to produce a sequence, demonstrating some control and coordination when balancing and travelling. Begin to develop strength, technique and flexibility throughout performances. Use a basic level of appropriate vocabulary to describe how to improve and refine performances. Combine action, balance and shape, demonstrating increasing control and coordination with my body when travelling. Sometimes repeat remember and perform phrases Develop strength, technique and flexibility throughout performances.	Gymnastics Y3 Unit 2 Lesson 1: We are learning: to perform a japana - Recap front support and rolling from dish to arch - Introduce leaning towards 'Japana.' - Link smoothly Japana—arch—front support—lower to ground Lesson 2: We are learning: to use bounces and broad jumps in a sequence - Identify the primary muscles used for jumping - Engage muscles to jump high, straight and far - Bouncing and broad jumping in sequence Lesson 3: We are learning: to attempt a half lever - Mirror and match actions with a partner - Move in unison with a partner - Perform a leg raise dish and half leaver with a partner Lesson 4: We are learning: to transition from a japana to another shape with control - Revisit previous learning on front support and arch - Introduce Japana and its progressions - Link smoothly from Japana—front support—lower to ground Lesson 5: We are learning: Stretches while moving and when we are still to increase our flexibility - Introduce box splits; full, right and left - Perform some dynamic and static stretches to improve range of movement Lesson 6: We are learning: to show strength, flexibility and control in our sequence	All children should be able to: Explain why keeping fit is good for health and explain what effect exercise has on the body. Explain why warming up is important.	Fitness KS2 Unit 1 Lesson 1: We are learning: to use coordination in our exercises - To keep moving during the 20 second windows - To raise heart rate - Undertake coordination activity Lesson 2: We are learning: to keep moving even when we are tired - To work consistently across each activity - Identify challenges within the workout - Show determination to keep moving even when tired Lesson 3: We are learning: what an AMRAP stands for and participate in it - Describe the principles of an AMPRAP workout - Develop strength by performing a range of exercises - Accurately score rounds and reps Lesson 4: We are learning: to identify what we find challenging and why - Accurately replicate the warm-up showing control - Keep track of where they are in an exercise - Identify what you found most difficult and why Lesson 5: We are learning: to work under time pressure - Work under time pressure - Demonstrate determination to work quickly - Explain why relaxing is important for our health Lesson 6: We are learning: to beat our previous score and work out the difference in scores - Challenge themselves to match or improve their score - Calculate the difference in	Safety and risk taking behaviours: I can identify and explain how to manage risks in different situations. I can explain how my behaviour may have consequences for myself and others. I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need . I can describe what risk means to me both on and offline I can take responsibility for my own behaviour and safety and realise that actions have consequences. I can recognise, predict and assess risk, relating to myself and others and know how to get help.	Autumn 2: What keeps us safe? - how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe - how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers - that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable - how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) - how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) - how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns - what to do in an emergency, including calling



	• March Of The Golden Guards Theory - The Language of Music • March Of The Golden Guards: play with notation Use the notes D, E and F • Portsmouth: listen and then play using note-names or notes 2. Perform • Perform/share the learning from this step Lesson 6: 1. Musical Activities - Making Up Music. Create your own compositions using the on-screen resource. • Create your composition on Bongo Beach • Create your composition at Gluttonberry Festival • End of Stage 1 - Practise for a Performance: Decide which pieces you are going to perform and practise them. 2. Perform • Perform and share to an audience		1. Combine all elements of unit 2 body management in the order taught: Bounce— the dish with an alternating leg out—half lever—Japana—arch—front support—lower to ground—right split—box split—left split—shoulder shape—broad jump 2. Perform demonstrating flexibility and extension in actions		their score to the previous session 3. Discuss what is happening to their bodies when they exercise		
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Vocabulary			
Essential			
See Charanga scheme	Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.	Muscles, muscle groups, balance, control, relax, interval, max effort, tabata, rounds, reps, abdominals, calf, glutes, quadriceps, amrap, determination.	See PSHE scheme
Exposed			
See Charanga scheme	See PE scheme	See PE scheme	See PSHE scheme



Resources			
	See PE scheme	See PE scheme	See PSHE scheme

What a Wonderful World			
French		RE	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
Across this unit: Listening, speaking, reading, writing, grammar, culture See French SPF for more detail	Autumn 1 - Phonics 1 and 2: Lesson 1 In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type - CH OU ON OI Lesson 2 In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type - I IN IQUE ILLE	Year 3 Believing: Describe and ask questions regarding the ways in which Hindus describe God and make their own responses. Expressing: Describe the practice of prayer in the religions studied - Hinduism. Year 4 Expressing: Make connections between stories, symbols and beliefs with what happens in at least two festivals in religions other than Christianity - Diwali. Ask questions and give ideas about what matters most to believers in festivals (e.g. Diwali). Living: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.	What does it mean to be a Hindu in Britain today?
	Autumn 1 - Instruments: Lesson 1 In this lesson, pupils will learn how to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language. Lesson 2 In this lesson, pupils will learn how to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language. Lesson 3 In this lesson, pupils will consolidate the pronunciation and spelling of all ten instruments in the foreign language. Lesson 4 In this lesson, pupils will further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner. Lesson 5 In this lesson, pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language. Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.		Lesson 1: What is Hindu Dharma? STEP 1: Explain to pupils we are going to be building on our learning about Hindus. We are going to think about how being Hindu might affect how somebody lives and practices their religious worldview. Explain that the Hindu Dharma begun in India and is the most ancient of the larger religious worldviews in the world today. Recap the term 'pluralist', reminding pupils there are many different ways in which Hindu people live out their religious worldview; there is plenty of diversity within Hindu Dharma, it is not a 'one size fits all' religious worldview. Explain that Hindu Dharma has its origins in India, which is a vast country with the biggest population in the world; have pupils look at the geography of India, languages, wildlife. Show images of mandirs from across India to reinforce the diversity that is normal. STEP 2: Show an image of a Banyan Tree. Explain that this tree grows with a central trunk and then as time goes by it puts down separate trunks. From afar – it is impossible to see the main trunk! Go on to say that many Hindus call their worldview 'Sanatana Dharma' – the eternal way, rather than Hindu Dharma or Hinduism. Hindu Dharma does not have a single founder or scripture but has changed over time and has lots of diversity within it, like the Banyan Tree. STEP 3: Show examples of Hindu life and culture in the UK. You may like to use a film showing Hindus living in Britain today.* Also, show an image of Rishi Sunak and tell pupils that he was appointed Prime Minister of the UK in 2022 – the first Hindu person to take on this job. Explain that the 2021 census showed that around 1 million people living in the UK (1.7% of the population) consider themselves to be Hindu.



Autumn 2 - Shapes

Lesson 1

In this lesson pupils will learn how to recognise, recall and spell five different shapes with their indefinite article/determiner in the foreign language.

Lesson 2

In this lesson pupils will learn how to recognise, recall and spell a further five different shapes with their indefinite article/determiner in the foreign language.

Lesson 3

In this lesson pupils will consolidate all ten shapes in the foreign language with a particular focus on the article/ determiner.

Lesson 4

In this lesson pupils will further consolidate all ten shapes from the unit whilst revising and consolidating numbers 1-5 in the foreign language.

Lesson 5

In this lesson pupils will consolidate numbers and shapes in the foreign language.

Lesson 6

In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

Lesson 2: How and why do many Hindus perform Puja?

STEP 1: Recap prior learning through using the Sticky Knowledge slides on the ppt.

STEP 2: Recap pupils' learning on Brahman and deities from the previous unit on Hindu Dharma. Remind pupils that for many Hindus, Brahman is the supreme reality/energy in the universe and deities each show qualities of Brahman. Many Hindus show devotion to deities, focusing on them as a way of connecting with Brahman. Show the images of Brahma, Ganesh, Lakshmi, Saraswati and Shiva. Check whether pupils can remember which aspects of Brahman are shown/personified by each deity: Brahma: creation, Ganesh: intelligence and wisdom, Lakshmi: wealth and prosperity, Saraswati: knowledge, music and creative arts, Shiva: transformation.

STEP 3: Ask pupils: How do you start the day? Discuss whether pupils have any routines eg showering/ walking/ walking a dog. Explain that for many Hindus, connecting with Brahman (often through focus on one or more deity) is part of each day. Use the image from page 18 of Inspiring RE: Hindus by RE Today Services*. This is free with your NATRE membership and can benefit from being enlarged to A3 size before carrying out the drawing activity. Split your class into groups of 4, give each group a large piece of paper and label each group member from 1-4. Allow all the pupils labelled '1' to come and look at the picture for no longer than 10 seconds (do not show it to the other pupils). They should then return to their initial place and draw as much of the image as they can remember onto their group's large sheet of paper. Once they can draw no more, number 2 should come and look for no longer than 10 seconds, before returning to the group and adding to number 1's drawing. This continues until the drawings are finished – it often takes pupils a quite few visits to the picture before accurate drawings are completed with all the details. Look at the original image together. Discuss what pupils saw and drew. Look at the title on the sheet and explain that the image shows a shrine in a Hindu household, alongside members of the household. Look together at the murtis on the shrine – teach pupils the word 'murti' rather than 'idol' and explained that they are used during puja (Hindu worship) as a way of connecting with Brahman.

STEP 4: Use the NATRE document entitled 'Labels and definitions sheet for Activity 3', which is free for members and can be found on the NATRE website*. Pupils should match the words and definitions with the parts of the image from STEP 3. Explain that puja may take place in the home (as in the image), the mandir, or at other venues such as a place of work. Using images, show that there is a huge diversity in shrines.



		Lesson 3: What is dharma? What can we learn from the story of King Yudhishtira? STEP 1: Recap learning from previous lessons using the Sticky Knowledge slides. STEP 2: Explain that pupils are going to look at the word 'dharma', they might remember it from 'Sanatana Dharma'. Explain that the idea of dharma is central to how many Hindus try to live their lives, hence many will call the way of life 'Hindu Dharma' or 'Sanatana Dharma' rather than Hinduism. Ask pupils what the purpose of fire might be (sensible answers include 'to burn' or 'to heat things'). Explain that Dharma is purpose, responsibility, or way to be. So, the dharma of fire can be looked at as 'to burn'. The dharma of sugar 'to be sweet' etc. See whether pupils can come up with similar examples. Ask: what might be the dharma of humans? Discuss pupils' ideas. If necessary, point out that this can be seen as a complicated question – is the dharma of a child always exactly the same as the dharma of an adult etc? STEP 3: Read the story of King Yudhishtira and the Dog from page 12 of Inspiring RE: Hindus by RE Today Services*. You will notice that there is a stopping point in the story which requires the teacher to use an activity from page 11 of the book before continuing to the end of the story. Page 11 is on the same pdf as page 12, this pdf is free with your NATRE membership. If necessary, point out that dharma is personified as the deity Dharma in this story, but nevertheless, the nature of dharma is the same. Ask pupils to explain what they think the story might explain about dharma. STEP 4: Make links between the concept of dharma and the idea of having duties. Explain that whether Hindu or not, people tend to have duties. Ask pupils to split a piece of paper or whiteboard into quarters and quickly list what their duties are to themselves in the first quarter, in school in the second, at home in the third and other duties in the fourth. Discuss whether everyone had the same duties and why this is. Do pupils think their duties will be the same when they grow up? STEP 5: Show pupils these short quotes from the Hindu text The Mahabharata. The first is spoken to King Yudhishtira (who is known by many Hindus as a 'dharma raj' – a great role model) by Bhimsa, his grandfather. 'Not harming, truthfulness, remaining free from anger, and charity, are the four practices you must adhere to. This is the Sanatana Dharma.' Mahabharata (13.147.22) The second quote is spoken by Krishna to Arjuna: 'The superior understanding is hard to achieve, but one may be able to achieve this with determination and logic. Whatever may bring about the flourishing of living beings is therefore dharma.' Mahabharata (8.49.48–50) Write these two quotes in the centre of two large pieces of paper. Read them slowly to the class and clarify some of the tricky vocabulary. Arrange the pupils into groups. Give each group copies of the two pieces of paper with the quotes in the centre. Ask pupils to choose words from the quotes they think are most important and highlight them. Ask pupils to justify which words they highlighted and why. Explain that dharma is not a fixed set of rules, but a way for each individual. Many Hindus will follow the advice found in holy texts and reflect for themselves on what their dharma is and how they can be the best person they can be.
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			Lesson 4: What does the Ramayana tell Hindus about dharma? STEP 1: Complete prior learning using the Sticky Knowledge slides. STEP 2: Show an image from Ramayana from the top of page 26 from Inspiring RE: Hindus by RE Today Services*. Explain that this image is of part of the Ramayana; an Epic Poem and that the story of the Ramayana is commemorated at the festival of Diwali. Use the story on pages 23 and 24 of Inspiring RE: Hindus by RE Today Services* to retell the story. Whilst this is a fairly long retelling, it is true to the story, so a good text to use. You might like to introduce it in various ways, eg have different pupils read out different parts using their most expressive voices or breaking the class into groups and giving each a section to dramatise etc. To aid understanding, it might be helpful for pupils to focus on this story in guided reading before the RE lesson. Say that for many Hindus this story helps them understand dharma better. The main characters in the Ramayana are seen as excellent examples of dharma and role models for Hindus. STEP 3: Use the PPT slides to focus on how 3 key characters follow their dharma in the Ramayana. Answers: Rama: went into exile willingly, fought evil, did his duty. Sita: went into the forest with her husband Rama (she chose to do this rather than stay in the palace). Hanuman: Showed selfless service (sewa) and love (bhakti) to Rama and Sita. Stress this is because he helps them without looking for reward. Introduce the word adharma as going against dharma. Ask how Ravana showed this. Answers might include him being selfish, kidnapping etc. What might be some meanings of this story? STEP 4: Explain that lots of people see a meaning of the Ramayana as light winning over dark and good winning over evil. Give pupils time to discuss then share what the meaning of the story might be in terms of dharma and adharma (basic answer is that a meaning of the story is dharma winning over adharma). Give pupils a net of a cube. They should choose the six scenes they think are most important from the story and put one on each face of the cube using words and/or images. The story cubes should be constructed with one side left open (like a lid), pupils should choose a meaning of the story they think is important, write it on a slip of paper and pop it inside their story cube Lesson 5: How and why do many Hindus celebrate Diwali? STEP 1: Using Sticky knowledge quiz slides, recap on learning from previous lessons. STEP 2: Show some images of Diwali celebrations around the world and use a film to find out about how the festival is celebrated*. Ask pupils to match practices they observe being carried out at the festival with events of the story of Rama and Sita that they learnt in the last lesson. Ask: How does the festival of Diwali show the story? STEP 3: Make connections to modern Britain. Explain why Diwali is celebrated in such a big way in Leicester. Show Rishi Sunak and his family lighting candles on the steps of Downing Street for Diwali**. STEP 4: Task pupils with creating a funding bid for a Hindu community living in a town in modern Britain. Explain that the community wants to organise a fantastic Diwali celebration in your nearest big town and needs to create a
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			funding bid that shows the local council what will happen and why. Pupils are going to plan the celebration and fill in the funding bid for the community - use the sheet provided
			Lesson 6: Can I plan a Diwali celebration for my local community? STEP 1: Look at the funding bid sheets so far. Discuss where pupils have put excellent suggestions and reasons and how improvements could be made. In light of this discussion, pupils should complete the funding bid sheets. Check pupils have made reference to dharma where necessary and brought in key vocabulary and learning from all their lessons on Hindu dharma this year as appropriate. STEP 2: Recap prior learning through using the Sticky Knowledge quiz slides. STEP 3: Pupils should complete their assessment sheets

Vocabulary	
Essential	
See Language Angels Scheme	• Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita
Exposed	
See Language Angels Scheme	

Resources	
See Language Angels Scheme	See RE scheme