

Long Term Plan Overview for Lower Key Stage 2

	Autumn Term		Spring Term		Summer Term	
	Little Locations	Savage Stone Age	Egyptians		Blitz this!	
Visits	Mini bus trip – local	Nell Bank			Eden Camp	
English	<p>Fiction: Stories with a familiar setting (3 weeks)</p> <p>Texts: <i>The BFG</i></p> <p>Non-Fiction: Instructions (3-4 weeks)</p>	<p>Fiction: Myths and Legends (4 weeks)</p> <p>Texts: <i>Finn MacCool and The Three Sisters</i></p> <p>Poetry: Language Play (2 weeks)</p> <p>Texts: <i>On The Ning Nang Nong</i> <i>The Jabberwocky</i></p>	<p>Non Fiction: Reports (4 weeks)</p> <p>Poetry: Poems to perform (1 week)</p>	<p>Fiction: Adventure & Mystery (4 weeks)</p> <p>Texts: <i>Taking Flight (Literacy Shed)</i></p> <p>Non-Fiction: Information Texts (4 weeks)</p>	<p>Poetry: Shape poetry and calligrams (2 weeks)</p> <p>Fiction: Plays and Dialogue (4 weeks)</p> <p>Texts: <i>Matilda</i></p>	<p>Non-Fiction: Authors and Letters (3 weeks)</p> <p>Text: The Lion and The Unicorn</p>
Maths	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
ICT	Programming	Big fixing	Video presenting	The Internet	Communicating via the internet	Data
Science	Earth Rocks	Animals	Forces and Magnets	Space	Plants	Light
Projects	<ul style="list-style-type: none"> • Create a jigsaw (BV) • Observational drawings 	<ul style="list-style-type: none"> • What music would you like to make? • The Stone Age boy mini play 	<ul style="list-style-type: none"> • How will you store your favourite things? • Tutankhamun death mask • Egyptian jewellery • Egyptian Batik 		<ul style="list-style-type: none"> • What shape will your pastry be? • Blitz silhouette • Homefront gardening, growing and cooking • Virtual tour of Eden Camp 	

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Discreet Subjects	PE – Athletics RE – Beginnings Music – Animal magic PSHCE - New Beginnings	PE – Gymnastics RE – Beginnings Music – Exploring patterns PSHCE – Getting on and falling out	PE – Dance RE – Places of worship Music – Exploring arrangements PSHCE – Going for goals	PE – Basketball RE – Places of worship Music – Exploring pentatonic scales PSHCE – Good to be me	PE – Volleyball RE – Special books Music – Exploring sound colours PSHCE - Community	PE – Rounders RE – Special books Music – Exploring singing games PSHCE - Changes
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PROJECTS / TRIPS

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Little locations (Geography)	The Savage Stone Age (History)	Walk like an Egyptian (History)		Blitz this! (Geography / History)	
Projects	<ul style="list-style-type: none"> Creating a 3D map of the school Observational drawing + trip into Bradford 	<ul style="list-style-type: none"> What music would you like to make? The Stone Age boy drama / mini play to perform 	<ul style="list-style-type: none"> How will you store your favourite things? Tutankhamun death mask Egyptian jewellery Egyptian Batik 		<ul style="list-style-type: none"> What shape will your pastry be? Blitz silhouette Homefront gardening, growing and cooking Virtual tour of Eden Camp 	
Trips	Whole class local walk Mini bus to centenary square	Nell Bank			Eden Camp Walk to the war memorial	

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	Autumn Term		Spring Term		Summer Term	
	War of the Roses		Mysterious Mayans	Madagascar	Rotten Romans	
Visits	Temple Newsam				Colin Tren – Roman Day	
English	<p>Fiction: Stories with historical settings (3 weeks)</p> <p>Texts: <i>The Prince and the Pauper</i></p> <p>Non-fiction: Persuasive Texts (4 weeks)</p>	<p>Fiction: Stories which raise Issues/dilemmas (4 weeks)</p> <p>Texts: <i>The Red Prince</i></p> <p>Non-fiction: Recounts: newspapers and magazines (3-4 weeks)</p>	<p>Fiction: Stories from other cultures (3 weeks)</p> <p>Texts: <i>Mayan creation Myth</i></p> <p>Non-fiction: Explanation texts (2-3 weeks)</p>	<p>Fiction: Stories with Imaginary worlds (4 weeks)</p> <p>Texts: <i>The Lion The Witch and The Wardrobe</i></p> <p>Poetry: Exploring form (2 weeks)</p>	<p>Fiction: Play scripts (3-4 weeks)</p> <p>Texts: <i>Play script based on Dum Spiro a Roman soldier (Lit Shed)</i></p>	<p>Non-Fiction: Information Texts (3-4 weeks)</p> <p>Poetry: Creating Images (2 weeks)</p>
Maths	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
ICT	Software developing	Toy designers	Producing digital music	Editing and writing HTML	Producing a wiki	Presenting the weather
Science	Sound	States of Matter	Humans including animals		Electricity	Living things & habitats
Projects	<ul style="list-style-type: none"> • Sewing- Tudor tapestry • The Prince and the Pauper – mini play • Collaborative white rose • Tudor houses – lolly sticks 		<ul style="list-style-type: none"> • Fair trade campaign • Positive Kidz 	<ul style="list-style-type: none"> • Debate / endangered animals • Printing bags / tessellation 	<ul style="list-style-type: none"> • Cultural mood board • Italian food (Savoury) • Mosaics – fabric • Catapult prototype 	

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Discrete subjects	PE – Dance RE – Journeys Music – Ukele PSHCE – New beginnings	PE - Hockey RE- Journeys Music – Ukele PSHCE – Getting on and falling out	PE – Golf RE- Right and wrong Music – Ukele PSHCE – Right and Wrong	PE - Gymnastics RE- Right and wrong Music – Ukele PSHCE – Drug education	PE - Athletics RE- Creation and the environment Music – Ukele PSHCE - Choices	PE - Cricket RE- Creation and the environment Music – Ukele PSHCE - Changes
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PROJECTS / TRIPS

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The War of the Roses (History)		Mysterious Mayans (Geography)	Madagascar (Geography)	Rotten Romans (History)	
Projects	<ul style="list-style-type: none"> • Tudor houses • Sewing / Tudor tapestry • The Prince and the Pauper mini play • Collaborative white rose 		<ul style="list-style-type: none"> • Fair trade campaign • Positive Kidz 	<ul style="list-style-type: none"> • Debate • Pattern printing bags 	<ul style="list-style-type: none"> • Cultural mood board • Italian food (Savoury) • Mosaics – fabric • Catapult prototype 	
Trips	Temple Newsam				Roman Day Mini bus / local walk	

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OBJECTIVES / COVERAGE

Subjects	Year 3	Year 4
Science	<p><i>Working Scientifically should always be explicitly evident in every unit.</i></p> <ul style="list-style-type: none"> • 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, including thermometers and data loggers • 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 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. 	<p><i>Term - 1.1 (Sound)</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the
	<p><i>Term - 1.1 (Forces and Magnets)</i></p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	

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	<ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>strength of the vibrations that produced it</p> <ul style="list-style-type: none"> • recognise that sounds get fainter as the distance from the sound source increases.
	<p>Term – 1.2</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Term – 1.2 (States of Matter)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><i>Describe and understand key aspects of...</i></p> <ul style="list-style-type: none"> • the water cycle <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>(How do these effect water run off? Speed of run off, flooding? Human features of reservoirs...Could you make a graph of rainfall within May? Physical features – rivers, streams, limestone pavements and sink holes in Yorkshire dales...)</i></p>

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	<p>Term – 2.1 & Term – 2.2 (Plants)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plant • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Term – 2.1 & Term – 2.2 (Animals)</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple function • construct and interpret a variety of food chains, identifying producers, predators and prey.
	<p>Term - 3.1(Rocks)</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<p>Term - 3.1 (Electricity)</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

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	<ul style="list-style-type: none"> recognise some common conductors and insulators, and associate metals with being good conductors. 	
	<p>Term – 3.2 (Light)</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. 	<p>Term – 3.2 (Living things and their Habitats)</p> <p><i>Pupils should be taught to...</i></p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.
<p>Geography</p>	<p>Term - 1.1</p> <p><i>When studying Eccleshill, Bradford and Yorkshire...</i></p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><i>Looking further afield at where our extended family live in Britain...</i></p> <ul style="list-style-type: none"> name and locate counties and cities of the United 	<p>Term - 1.1</p> <p><i>When studying Yorkshire and Lancashire (War of the Roses)...</i></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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	<p>Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns.</p> <p><i>Games possibly linked to maths...</i></p> <ul style="list-style-type: none"> • use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
	<p>Term – 1.2</p> <p><i>In relation to the Stone Age (How did people live off the land)...</i></p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, food, minerals and water 	
	<p>Term – 2.1 & Term – 2.2</p> <p><i>Make links to the Egyptians...</i></p> <ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use (<i>pyramids & irrigation/flooding</i>) 	<p>Term – 2.1 & Term – 2.2</p> <p><i>When studying The Maya</i></p> <ul style="list-style-type: none"> ▪ look at human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (water) (<i>with a focus on economic activity and trade links include the others as relevant</i>) ▪ Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
	<p>Term - 3.1</p>	<p>Term - 3.1</p>

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	<p><i>Thinking about famous rock landmarks...</i></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <i>(Find out about places such as Ayres rock (Uluru), The Grand Canyon, The Pinnacles (Australia), Wave Rock...locate on a map, Why do people visit these places?)</i> 	<p><i>When studying Madagascar</i></p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<p>Term – 3.2</p> <p><i>When discussing which countries played a part in WW2...</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>(Make flags of countries involved and walk through roles each country played in the playground so children can visualise who was involved when and who they were allies with...ask Sarah Clark about this it is a fantastic activity!)</i> 	<p>Term – 3.2</p> <p><i>When studying the Rotten Romans make sure children know where this happened by...</i></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <i>(Locate countries as appropriate to your unit)</i>
History	Term - 1.1 None (History)	Term - 1.1 & Term – 1.2

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	<p>Term – 1.2 <i>The Savage Stone Age...</i></p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 	<p><i>Use the War of the Roses for children to...</i></p> <ul style="list-style-type: none"> • complete a local history study • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the changing power of monarchs using case studies such as John, Anne and Victoria
	<p>Term – 2.1 & Term – 2.2 <i>Walk like an Egyptian...</i></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; 	<p>Term – 2.1 & Term – 2.2 <i>West Africa (Benin)...</i></p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – The Maya
	<p>Term - 3.1 <i>None (Geography/Science)</i></p>	<p>Term - 3.1 <i>None (Geography)</i></p>
	<p>Term – 3.2 <i>WW2...</i></p> <p><i>(A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Links with families in school connected to people who fought in the war – medals, evacuee suitcase etc...</i></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example The Battle of Britain (air campaign in WW2) 	<p>Term – 3.2 <i>This could include...</i></p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

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		<p><i>And needs to include...</i></p> <ul style="list-style-type: none"> the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day
DT & Art Pupils should be taught:	<p>Term - 1.1</p> <p><i>While in the local area pupils should be taught to...</i></p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 	<p>Term - 1.1 & Term – 1.2</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <i>By making African artefacts, jewellery, African printing and sketching</i> build structures, exploring how they can be made stronger, stiffer and more stable use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
	<p>Term – 1.2</p> <ul style="list-style-type: none"> <i>Pupils should be taught...</i> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	
	<p>Term – 2.1 & Term – 2.2</p> <p><i>Pupils should be taught...</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products 	<p>Term – 2.1</p> <p><i>Pupils should be taught...</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing

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	<p>that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none">▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities▪ To create sketch books to record their observations and use them to review and revisit ideas▪ To improve their mastery of art and design techniques, including drawing (Pencil)▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [batik]▪ About great artists, architects and <u>designers</u> in history	<p>products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none">• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <hr/> <p>Term – 2.2 <i>Pupils should be taught...</i></p> <ul style="list-style-type: none">• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <i>By making African artefacts, jewellery, African printing and sketching</i>
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	<p>Term - 3.1 and Term – 3.2</p> <ul style="list-style-type: none"> • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ▪ To improve their mastery of art and design techniques (<i>using paint/ watercolour</i>) 	<p>Term - 3.1 and Term – 3.2</p> <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques (<i>mosaics</i>) • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
PE	<p>Term - 1.1 (Athletics)</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Term - 1.1 (Dance - War of the Roses)</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Term – 1.2 (Gymnastics)</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones 	<p>Term – 1.2 (Attacking and Defending – Hockey)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,

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	<p>and demonstrate improvement to achieve their personal best</p>	<p>hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
	<p>Term – 2.1 (Dance – Egyptian Dance)</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Term – 2.1 (Golf)</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team
	<p>Term – 2.2 (Attacking and Defending – Basketball)</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Term – 2.2 Gymnastics (<i>creating sequences using shapes, rolls & turns</i>) USE EQUIPMENT</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best
	<p>Term - 3.1 (Net/Wall Games – Volleyball)</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for 	<p>Term - 3.1 (Athletics)</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>compare their performances with previous ones and demonstrate improvement to achieve their personal</p>

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	<p>attacking and defending</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>best</p>
	<p>Term – 3.2 (Striking and Fielding – Rounders)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Term – 3.2 (Striking and fielding – Cricket)</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p>ICT Non-negotiable- ICT to be taught as a weekly skills lesson in Year 3 & 4.</p>	<p>Eafety- Running throughout</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>***Refer to separate ICT LTP***</p>	
<p>Music / French</p>	<p>Refer to 'Music Express' for Objectives</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with 	<p>Music service – Sean Howe (Ukele) 40 mins weekly</p>

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	<p>increasing aural memory use and understand staff and other musical notations</p> <ul style="list-style-type: none"> ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians . ▪ develop an understanding of the history of music. <p>Refer to La Jolie Ronde for French objectives</p> <ul style="list-style-type: none"> ▪ 	<p>Refer to La Jolie Ronde for French objectives</p>
RE	<p>Term – 1.1 and Term – 1.2</p> <p>Beginnings <i>(Christianity, Hinduism and Buddhism)</i></p>	<p>Term – 1.1 and Term – 1.2</p> <p>Journeys <i>(Christianity, Hinduism and Buddhism)</i></p>
	<p>Term – 2.1 and Term – 2.2</p> <p>Places of worship <i>(Christianity, Hinduism and Buddhism)</i></p>	<p>Term 2.2</p> <p>Right and Wrong <i>(Christianity, Hinduism and Buddhism)</i></p>
	<p>Term – 3.1 and Term- 3.2</p> <p>Special Books <i>(Christianity, Hinduism and Buddhism)</i></p>	<p>Term- 3.1 and Term- 3.2</p> <p>Creation and the Environment <i>(Christianity, Hinduism and Buddhism)</i></p>