



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Monsters	Romans	Anglo Saxons	Africa	Vikings	Rainforests
English	Iron Man	Thieves of Ostia	Wolves	The Village that	How to be a Viking	The Great Kapok
Power of	Tin Forest	Escape to Pompeii		Vanished		Tree
reading			Beowulf		Mousehole Cat	
	Poem	Story set in a		Narrative text		Into the Forest
now>press>pla	News report	historical setting.		Description	SPAG	
SPAG	Diary			Newspaper Report	To introduce	Descriptions
51710	Letter	Newspaper report –	SPAG	Narrative poem	paragraphs as a way	Role play
	Story	features and	To express time,	Diary	to group material.	Play scripts
		recounts	place and cause		To use headings and	Persuasive writing
	SPAG	Narrative	using conjunctions,		sub-heading.	
	To express time, place	Report	adverbs or	SPAG	To use perfect	
	and cause using	Recount	prepositions.	To express time, place	present form of	SPAG
	conjunctions, adverbs or	Diary	To understand	and cause using	verbs.	To introduce
	prepositions.		prepositions and	conjunctions, adverbs	Possessive	paragraphs as a way to
	/i/ sound spelt y.	Poetry	adverbs and use	or prepositions.	apostrophe with	group material.
	/u/ sound spelt ou.	Report	them independently.	To introduce	plural words.	To use headings and
	Year 3/4 spelling list	Diary	Words ending with	paragraphs as a way to		sub-heading.
	throughout the year.		/g/sound spelt gue.	group material.	Cross curricular	To use perfect present
			Words ending with	To use headings and	PSHE	form of verbs.
	<u>Cross curricular</u>	SPAG	/k/ sound spelt que.	sub-heading.	To understand that	
	PSHE	To express time,		To use conjunctions	everyone's family is	<u>Cross curricular</u>
	To understand that	place and cause	Cross curricular	independently.	different and	PSHE
	everyone's family is	using conjunctions,	PSHE	/s/ sound spelt sc.	important to them.	To understand and
	different and important to	adverbs or	To understand that	/ay/ sound spelt ei,	To understand and	discuss how a person
	them.	prepositions.	everyone's family is	eigh, ey.	discuss how a person	who has faced difficult
	To understand and	/k/sound spelt ch.	different and		who has faced	challenges can achieve
	discuss how a person who	/sh/ sound spelt ch.	important to them.	<u>Cross curricular</u>	difficult challenges	and succeed.
	has faced difficult		To understand and	PSHE	can achieve and	To understand and
	challenges can achieve	<u>Cross-curricular</u>	discuss how a person	To understand and	succeed.	discuss how a person
	and succeed.	PSHE	who has faced	discuss how a person	To give examples of	who has faced difficult
	To give examples of some	To understand that	difficult challenges	who has faced difficult	some different	challenges can achieve
	different problem-solving	everyone's family is	can achieve and	challenges can achieve	problem-solving	and succeed.
	techniques and explain	different and	succeed.	and succeed.	techniques and	
	how I might use them in	important to them.			explain how I might	





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	certain situations in my relationships.	To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Geography Use and interpret maps, globes, atlases and digital mapping. History Use an increasing range of common words and phrases relating to the passing of time.	To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Geography Use and interpret maps, globes, atlases and digital mapping. History Use an increasing range of common words and phrases relating to the passing of time.	To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Geography Use and interpret maps, globes, atlases and digital mapping. Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic. World book day Cross-curricular Changes yearly according to theme.	use them in certain situations in my relationships. Geography Use and interpret maps, globes, atlases and digital mapping. History Use an increasing range of common words and phrases relating to the passing of time.	To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. Geography Use and interpret maps, globes, atlases and digital mapping. Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some reasons why. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic.
Mathematic s now>press>play Fractions	Number and Place Value Recognise the place value of each digit in a three- digit number. Read and write numbers up to 1000.	Multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Addition and subtraction Add and subtract numbers mentally, including: A three-digit number and ones.	Fractions Count up and down in tenths. Recognise and use fractions as numbers: unit fractions and non-unit fractions. Add and subtract fractions with the	Measurement Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of	Fractions Recognise and show, using diagrams, equivalent fractions with small denominators. To be able to deepen my knowledge of these





Mental maths

now>press>play

Fractions
now>press>play

Solve number problems and practical problems involving these ideas.

Addition and subtraction

Add and subtract numbers mentally. Add and subtract numbers with up to three digits. Estimate the answer to a calculation and use inverse operations to check answers

Measurement

Measure, compare, add and subtract: lengths (m / cm /mm); mass (kg / g); volume / capacity (l / ml).

Statistics

Interpret and present data using bar charts, pictograms and tables

Solve one-step and twostep questions

Cross-curricular
Science
Make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.

Solve problems, including missing number problems.

Geometry: properties of shapes

Draw and describe 2-D shapes, and make 3-D shapes using modelling materials.

Geometry: position and direction

Recognise that angles are a property of shape.

Measurement Tell and write

the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

A three-digit number and tens.

A three-digit number and hundreds.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Measurement

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Cross-curricular
Science
Make observations
and take
measurements using
standard units, using
a range of
equipment, including
thermometers and
data loggers.

same denominator within one whole.

Compare and order unit fractions and fractions with the same denominator.

Solve problems that involve all of the above.

Multiplication and division

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 objects.

Fractions

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

seconds, minutes and hours.

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]

Addition and Subtraction

Use formal written methods of columnar addition and subtraction. mathematical objectives through: problem solving, reasoning and application.

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Forces and magnets

I can compare how things move on different surfaces.

I can see 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.

I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Skills

I can set up simple practical enquiries, comparative and fair tests.

I can make observations and take measurements

Light

I can explain that I need light in order to see things and that dark is the absence of light.

I can show that light is reflected from surfaces.

I can explain that light from the sun can be dangerous and that there are ways to protect eyes.

I can show how shadows are formed when the light from a light source is blocked by a solid object.

I can show that there are patterns in the way that the size of shadows changes. Skills

I can ask questions and use different types of scientific enquiries to answer them.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Animals including mammals

Identify that animals and humans need the right type of nutrition and they cannot make their own food.

Identify that humans and some animals have skeletons.

Skills

I can ask questions and use different types of scientific enquiries to answer them. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings,

bar charts, and tables. I can use straightforward

labelled diagrams, keys.

scientific evidence to answer questions or to support my findings. I can explain differences, similarities or changes related to simple scientific ideas and processes.

Rocks

I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.

I can describe simply how fossils are formed when things that have lived are trapped within rock.

I can explain that soils are made from rocks and organic matter.

Skills

I can ask questions and use different types of scientific enquiries to answer them.

I can gather, record, classify and present data in a variety of ways to help with answering questions. I can explain differences, similarities or changes related to simple scientific ideas and processes.

Plants

Identify different parts and functions of flowering plants. I know the requirements for plant growth.

I can explore parts that flowers play in a life cycle.

I can ask questions

Skills

and use different types of scientific enquiries to answer them. I can record findings using simple scientific language, drawings, labelled diagrams. keys, bar charts, and tables. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can use straightforward scientific evidence to answer questions or to support my findings.

I can report on findings from





using standard units, using a range of equipment, including thermometers and data loggers.

I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use straightforward scientific evidence to answer questions or to support my findings. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can gather, record, classify and present data in a variety of ways to help with answering questions.

Vocabulary

Force, push, pull, contact, friction, surface, magnet, magnetic, pole, north, south, attract, repel, magnetic poles.

now>press>play

Forces

I can set up simple practical enquiries, comparative and fair tests.

I can use straightforward scientific evidence to answer questions or to support my findings. I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. I can use results to draw simple conclusions, make predictions for new

Vocabulary Light, dark, reflect, surface, blocked, solid, sun, moon, shadow, opaque, transparent, translucent, dangerous, protect

values, suggest

raise further

questions.

eyes.

improvements and

Vocabulary
Nutrition, nutrients,
carbohydrates, protein,
fats, fibre, water,
vitamins, minerals.
Skeleton, bones, joints,
endoskeleton,
exoskeleton,
hydrostatic, vertebrate,
invertebrate.
Muscles, contract, relax,
ball joint, socket joint,

now>press>play Evolution

hinge joint, gliding

joint.

<u>Cross-curricular</u> PSHE

To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices.

DT
Talk about the different
food groups and name
food from each group.
Understand that food
has to be grown, farmed
or caught in Europe and
the wider world.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Vocabulary Rocks – sedimentary, igneous, metamorphic, hard/soft, dull/shiny, rough/smooth, absorbent/not absorbent, fossils, soils, organic matter.

now>press>play

Rocks

Healthy living week
Cross-curricular
PSHE
To understand that
my actions can affect
myself and others.
To understand how
exercise affects my
body and to set a
fitness challenge.

enquiries, including spoken and written explanations, displays or presentations of results and conclusions.

Vocabulary
roots, stem/trunk,
leaves, flowers,
functions.
Requirements, life,
growth, air, light,
water, nutrients,
transportation/transp
orted.
Pollination, seed
formation, seed
dispersal

now>press>play

Plants





LORDSWOOD				TRUST
			To know how to make healthy choices. PE Exploring warm ups – how important they are on the body.	
History	Romans The Roman Empire and its impact on Britain - Why did the Romans invade Britain? - How easy did the Romans find it to take over Britain? - For whom was life most pleasant in Roman Britain? - If you could travel back in time, would you like Roman Britain? - What did the Romans leave for us? Skills Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.	Anglo Saxons Skills Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. now>press>play Anglo Saxons Cross curricular Geography Make plans and maps using symbols and keys. Use and interpret maps, globes, atlases and digital mapping.	Vikings Would the Vikings do anything for money? -Raid -Why did many Vikings leave home? -Why did so many Vikings settle in Britain? -Did King Alfred bring peace to England? -How do we know about the Vikings? Skills Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. Vocabulary Conquer/conquest Power AD	
	BC and AD			





LORDSWOOD)		 		TRUST
		Empire Invaders, invasion Civilisation Ancient Influence Year, decade, century Power Impact Conquer/conquest Chronological Development Key events now>press>play Roman Britain Cross curricular Geography Make plans and maps using symbols and keys. Use and interpret maps, globes, atlases and digital mapping.		Ancient Invaders, invasion Raids Settlers Year, decade, century Key events now>press>play Vikings Cross curricular Geography Make plans and maps using symbols and keys. Use and interpret maps, globes, atlases and digital mapping.	
Geography	Where in the world are we? Skills Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms according to the topic.		Comparing an African village to Lordswood Skills Ask and respond to geographical questions. Analyse evidence and draw conclusions. Communicate findings in ways appropriate for the task. Understand and use a widening range of		Rainforest Skills Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some reasons why.





Special Roman school event Events	Viking day	Founders Day Cross curricular	Climate zones Cross curricular PSHE To understand that everyone's family is different and important to them. Spring Arts Festival Cross curricular	The Big Sing Cross curricular	Rocks now>press>play Rainforests Cross curricular PSHE To understand that my actions can affect myself and others. GAF Cross curricular
			Cross curricular PSHE To understand that everyone's family is different and important		now>press>play Rainforests Cross curricular PSHE To understand that my actions can affect
mapping. Use 4 figure grid references. Use 8 points of the compass. Vocabulary Contour Mountain Valley Soil Tectonic plates Compass Grid reference Region Continent Country			conditions and patterns. Recognise similarities and differences between places. Identify physical and human features of a locality. Vocabulary Physical features Human features Region Country Continent Mountain Valley Contour Weather		according to the topic. Make more detailed fieldwork sketches/diagrams. Use fieldwork equipment e.g. camera or rain gauge. Identify physical and human features of a locality. Vocabulary Coastline Region Shoreline Beach Ocean Cliff
Make plans and maps using symbols and keys. Name and locate cities in UK. Use and interpret maps, globes, atlases and digital			geographical terms according to the topic. Make more detailed fieldwork sketches/diagrams. Explain about weather		TRUST Communicate findings in ways appropriate for the task. Understand and use a widening range of geographical terms





LORDSWOOD						TRUST
	Cross curricular	Cross curricular	Sing songs with	Use a sketchbook for	Sing songs with	Sing songs with
	PSHE	Music	multiple parts with	recording observations,	multiple parts with	multiple parts with
	To understand that my	Sing songs with	increasing	for experimenting with	increasing	increasing confidence.
	actions can affect myself	multiple parts with	confidence.	techniques or planning	confidence.	Play and perform in
	and others.	increasing	Play and perform in	ideas.	Play and perform in	solo or ensemble
	To work co-operatively	confidence.	solo or ensemble	Explain what he/she	solo or ensemble	contexts with
	with others.	Play and perform in	contexts with	likes or dislikes about	contexts with	confidence.
	<u>Music</u>	solo or ensemble	confidence.	the work.	confidence.	
	Sing songs with multiple	contexts with		Experiment with		Art
	parts with increasing	confidence.	Medway music	different materials to	World Earth Day	Use a sketchbook for
	confidence.		festival	create a range of effects	Gap analysis informs	recording
	Play and perform in solo		<u>Cross curricular</u>	and use these in the	skills covered yearly.	observations, for
	or ensemble contexts with	Remembrance	Music	completed work.		experimenting with
	confidence.	Skills change	Sing songs with		International Design	techniques or
		according to the	multiple parts with	World Religion Day	Day	planning ideas.
		yearly focus.	increasing	Skills change yearly	Cross curricular	Explain what he/she
	The Big Draw		confidence.	according to theme.		likes or dislikes about
	Cross curricular	Anti-bullying Week	Play and perform in		Skills change yearly	the work.
	Art	<u>Cross curricular</u>	solo or ensemble	National Science and	according to theme.	Know about some of
	Use a sketchbook for	PSHE	contexts with	Engineering Week	Art	the great artists in
	recording observations,	To understand that	confidence.	Gap analysis informs	Use a sketchbook for	history.
	for experimenting with	my actions can affect		skills covered yearly.	recording	Experiment with
	techniques or planning	myself and others.	World Forestry Day		observations, for	different materials to
	ideas.	To work co-			experimenting with	create a range of
	Explain what he/she likes	operatively with		_	techniques or	effects and use these
	or dislikes about the	others.	World Maths Day	French Language Day	planning ideas.	in the completed
	work.	To understand that	Skills change	Skills change yearly	Explain what he/she	work.
		everyone's family is	according to the	according to theme.	likes or dislikes about	
	Coding Week	different and	yearly focus.		the work.	_
	<u>Cross curricular</u>	important to them.			Experiment with	Sports Day
	Computing	To identify a dream			different materials to	Cross curricular
	Use IT safely and	or ambition that is			create a range of	PSHE
	respectfully keeping	important to me.	<u>Cross curricular</u>		effects and use these	To understand that my
	personal information	To enjoy facing new	Art		in the completed	actions can affect
	private.	learning challenges	Use a sketchbook for		work.	myself and others.
	Use IT safely recognising	and working out the	recording		TT1(1. T TAT. 1	To work co-
	acceptable and	best ways for me to	observations, for		Healthy Living Week	operatively with
	unacceptable behaviour.	achieve them.	experimenting with		<u>Cross-curricular</u>	others.
	Dlada III an 35 d	To be motivated and	techniques or		PSHE	Explore running for
	Black History Month	enthusiastic about	planning ideas.			speed.





LORDSWOOD					TRUST
	Cross curricular	achieving our new	Explain what he/she	To understand that	Explore acceleration.
	PSHE	challenges.	likes or dislikes	my actions can affect	Introduce/develop
	To understand that my	To give examples of	about the work.	myself and others.	relay – running in a
	actions can affect myself	some different		To understand how	team.
	and others.	problem-solving		exercise affects my	Throwing: Accuracy vs
	To work co-operatively	techniques and		body and to set a	distance.
	with others.	explain how I might		fitness challenge.	Develop and practise
	To understand that	use them in certain		To know how to make	techniques for the
	everyone's family is	situations in my		healthy choices.	standing long jump.
	different and important to	relationships.			
	them.	To explain why		PE	
	To identify a dream or	somethings make me		Exploring warm ups	
	ambition that is	feel unhappy and		 how important they 	
	important to me.	compare this with		are on the body.	
	To enjoy facing new	something that			
	learning challenges and	makes me feel safe			
	working out the best ways	and special when			
	for me to achieve them.	using the internet.			
	To be motivated and				
	enthusiastic about				
	achieving our new				
	challenges.				
	To understand and				
	discuss how a person who				
	has faced difficult				
	challenges can achieve				
	and succeed.				
	To identify a dream or				
	ambition that is				
	important to me. To enjoy facing new				
	learning challenges and				
	working out the best ways				
	for me to achieve them.				
	To be motivated and				
	enthusiastic about				
	achieving our new				
	challenges.				
	chancinges.				
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LORDSWOOD						TRUST
Forest Explorers	Making things from nature- Christopher Wren focus. Cross curricular Art Use a sketchbook for				Rock detectives – identify a variety of rocks around the school. Cross curricular	
	recording observations, for experimenting with techniques or planning ideas. Explain what he/she likes or dislikes about the work.				Science I can ask questions and use different types of scientific enquiries to answer them.	
	Recreate form of nature and manmade.				I can gather, record, classify and present data in a variety of ways to help with answering questions.	
					I can explain differences, similarities or changes related to simple scientific ideas and processes.	
					I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	
PE	Dance – Robots (English) Basic movement	Basketball Basic rules Dribbling techniques	Communication and Tactics	Tennis Forehand shot Backhand return shot	Swimming Vocabulary	Swimming Vocabulary
	Use different directions, levels, dynamics	Passing Set shot	Skills Creating and	Serve/underarm serve Volley shot	Strokes Front crawl	Strokes Front crawl
	Stage directions	Attacking/ defending	applying simple	volley shot	Back stroke	Back stroke
	Formations Formations	rituding, defending	tactics.	Skills	Water safety	Water safety
	Routines Property of the Routines	<u>Skills</u>	Develop leadership.	-	Float/ glide	Float/glide





LORDSWOOD						TRUST
		Introduce dribbling,	Develop	Introduce tennis,		
	Skills	keeping control.	communication as a	outwitting an opponent.	Cricket	Athletics
	Respond to a stimulus.	Introduce passing	team.	Create space to win a	Fielding	Running a short
	Develop movements into	and receiving.	Collaborate	point.	Catching	distance
	a motif	Combine dribbling	effectively as a team.	Introduce the forehand.	Batting skills	Jumping technique
	Create sequences with a	and passing to create	Create defending and		Overarm bowl	Push pass
	partner/group	space.	attacking tactics as a	<u>Vocabulary</u>	Batting rules	Pacing-Long distance
	Develop sequences with a	Develop passing,	team.	Underarm throw	_	Throwing
	partner/group.	receiving and		Opponent		
		dribbling.	<u>Vocabulary</u>	Court	<u>Skills</u>	<u>Skills</u>
	<u>Vocabulary</u>	Introduce shooting.	Effect	Return	Understand the	Explore running for
	Stimulus		Team work	Baseline	concept of batting	speed.
	Motif	<u>Vocabulary</u>	Communication	Court	and fielding.	Explore acceleration.
	Sequence	Chest pass	Tactics	Forehand	Introduce throwing	Introduce/develop
	Partner	Bounce pass	Responsible		overarm.	relay – running in a
	Movement	Dribble	Collaborate	Health, wellbeing	Introduce throwing	team.
		Control	Responsible	and fitness –	underarm.	Throwing: Accuracy vs
	<mark>Hockey</mark>	Receive	Leader	(Healthy living	Introduce catching	distance.
	Basic rules	Space		week)	Striking with intent.	Develop and practise
	Control	Shoot	Gymnastics –			techniques for the
	Passing techniques	Attack	Symmetry &		<u>Vocabulary</u>	standing long jump.
	Different passes	Defend	Asymmetry		Batting	
	Striking	Direction		<u>Skills</u>	Fielding	<u>Vocabulary</u>
		Communicate	<u>Skills</u>	Exploring warm ups –	Throw	Running
	<u>Skills</u>		Introduce symmetry	how important they are	Power	Speed
	Introduce dribbling and	<u>Cross curricular</u>	Introduce	on the body.	Underarm	Sprint
	keeping control.	PSHE	asymmetry	Continuous training	Catch	Head technique
	Introduce passing and	To understand that	Apply learning onto	Interval training.	Strike	False start
	receiving.	my actions can affect	apparatus.			Arms/legs/feet
	Combine dribbling and	myself and others.	Create sequence	Vocabulary	Rounders	Relay
	passing to create space.	To work co-	formations.	Healthy eating	Basic rules	Changeover
	Introduce shooting.	operatively with	Complete sequence.	Exercise	Underarm throw	Race
		others.		Well being	Overarm throw	
	<u>Vocabulary</u>	_ , ,,	Vocabulary	Balanced diet	Fielding	<u>Cross curricular</u>
	Dribble	To understand how	Balances	Warm up	Teamwork	PSHE
	Push pass	exercise affects my	Symmetry	Muscles	G1 111	To understand that my
	Accuracy	body and to set a	Levels		Skills	actions can affect
	Shooting	fitness challenge.	Movement	Cross curricular	Introduce rounders	myself and others.
	Attack		Asymmetry	PSHE		
	Defend					





LORDSWOOL)					TRUST
	Sending	To know how to	<u>Cross curricular</u>	To understand that my	Develop the	To work co-
	Receiving	make healthy	PSHE	actions can affect	underarm/overarm	operatively with
	Space	choices.	To understand that	myself and others.	throw.	others.
			my actions can affect	To work co-operatively	Apply the	
	<u>Cross curricular</u>	To give examples of	myself and others.	with others.	underarm/overarm	To understand how
	PSHE	some different	To work co-		throw.	exercise affects my
	To understand that my	problem-solving	operatively with	To understand how	Introduce stopping	body and to set a
	actions can affect myself	techniques and	others.	exercise affects my body	the ball.	fitness challenge.
	and others.	explain how I might		and to set a fitness	Application of	
	To work co-operatively	use them in certain	To understand how	challenge.	stopping the ball in a	To know how to make
	with others.	situations in my	exercise affects my		game.	healthy choices.
		relationships.	body and to set a	To know how to make		
	To understand how		fitness challenge.	healthy choices.	Vocabulary	To give examples of
	exercise affects my body				Fielding	some different
	and to set a fitness		To know how to	To give examples of	Batting	problem-solving
	challenge.		make healthy	some different problem-	Teamwork	techniques and
	To know how to make		choices.	solving techniques and	Inaccurate throw	explain how I might
	healthy choices.			explain how I might use	Accuracy	use them in certain
			To give examples of	them in certain	Distance	situations in my
	To give examples of some		some different	situations in my	Retrieving	relationships.
	different problem-solving		problem-solving	relationships.	Catching	
	techniques and explain		techniques and			
	how I might use them in		explain how I might		Cross curricular	
	certain situations in my		use them in certain		PSHE	
	relationships.		situations in my		To understand that	
			relationships.		my actions can affect	
	Guiffi e Guarda Fanti al				myself and others.	
	Griffin Sports Festival				To work co-	
	Lordswood Olympics				operatively with	
					others.	
					T 1 1 1	
					To understand how	
					exercise affects my	
					body and to set a	
	1				fitness challenge.	
					To know how to make	
					healthy choices.	
	1				nearthy choices.	





LORDSWOOI)					TRUST
					To give examples of	
					some different	
					problem-solving	
					techniques and	
					explain how I might	
					use them in certain	
					situations in my	
					relationships.	
Art/DT	DT	ART	DT	ART	DT	ART
	Moving Monsters	Drawing: Growing		Painting and mixed	Sandwich Snacks	Sculpture and 3D:
	-What are pneumatics?	artists	Making a picture	media: Prehistoric	-Food groups	Abstract shape and
	-A monster plan	Skills	frames	painting	-Flavours and	space
	-Making monsters	Use a sketchbook for		Skills	textures of bread.	F
	-Evaluating a piece of	recording	Skills	Use a sketchbook for	-To design a	Skills
	work	observations, for	Make suitable	recording observations,	sandwich for a	Use a sketchbook for
	I	experimenting with	choices from a range	for experimenting with	purpose.	recording
	Skills	techniques or	of tools and	techniques or planning	-To create a	observations, for
	Use knowledge of existing	planning ideas.	unfamiliar materials	ideas.	sandwich.	experimenting with
	products to design own	Explain what he/she	and then plan the	Experiment with	-To evaluate a	techniques or
	functional product.	likes or dislikes	stages of using them.	different materials to	sandwich.	planning ideas.
	Create designs using	about the work.		create a range of effects		Explain what he/she
	annotated sketches,	Explore shading	Safely measure,	and use these in the	Skills	likes or dislikes about
	cross-sectional diagrams	using different	mark out, cut,	completed work.	Talk about the	the work.
	and simple computer	media.	assemble and join.	Explain what he/she	different food groups	Know about some of
	programmes.	Recreate form of	Strengthen frames	likes or dislikes about	and name food from	the great artists in
	Safely measure, mark out,	nature and	using diagonal	the work.	each group.	history.
	cut, assemble and join	manmade.	struts.	Understands key	Understand that food	Understands key
	with some accuracy.			aspects of colour	has to be grown,	aspects of colour
	Make suitable choices	<u>Vocabulary</u>	<u>Cross-curricular</u>	including tone,	farmed or caught in	including tone,
	from a wider range of	abstract	Art	complementary, warm	Europe and the wider	complementary, warm
	tools and unfamiliar	arrangement	Use a sketchbook for	and cold.	world.	and cold.
	materials and plan out the	blend	recording	Create a collage using	Use a wider variety of	
	main stages of using	botanical	observations, for	overlapping and	ingredients and	<u>Vocabulary</u>
	them.	botanist	experimenting with	layering.	techniques to prepare	abstract
	Investigate and analyse	composition	techniques or		and combine	found objects
	existing products and	cut	planning ideas.	<u>Vocabulary</u>	ingredients safely.	negative space
	those he/she has made,	dark	Experiment with	charcoal		positive space
	considering a wide range	even	different materials to	composition	<u>Vocabulary</u>	sculptor
	of factors.	expressive	create a range of	negative image	Plan	sculpture
		form	effects and use these	pigment	Design	structure





LORDSWOOD						TRUST
	Strengthen frames using	frame	in the completed	positive image	Healthy	three-dimensional
	diagonal struts.	frottage	work.	prehistoric	Tasting	
	Understand how	geometric	Explain what he/she	proportion	Bread	
	mechanical systems such	gestural	likes or dislikes	scaled up	Filling	Cross-curricular
	as levers and linkages or	grip	about the work.	sketch	Ingredients	D&T
	pneumatic systems create	light		smudging	Packaging	Apply their
	movement.	line		texture	Prepare	understanding of how
		magnified		tone	Safety	to strengthen, stiffen
	<u>Vocabulary</u>	organic			Cutting	and reinforce more
	Plan	object		<u>Cross-curricular</u>	Foods	complex structures
	Design	pressure		<u>History</u>	Evaluate	_
	Make	rubbing		Changes in Britain from		
	Moving	scale		Stone Age to Iron Age.	Cross-curricular	
	Pneumatics	scientific			Art	
	Materials	shading		<u>Maths</u>	Use a sketchbook for	
	Evaluate	shape		Draw 2-D shapes and	recording	
	Testing	smooth		make 3-D shapes using	observations, for	
	Balloon	surface		modelling materials;	experimenting with	
	Tubing	tear		recognise 3-D shapes in	techniques or	
		texture		different orientations	planning ideas.	
	<u>Cross-curricular</u>	tone		and describe them.	Experiment with	
	Art	tool			different materials to	
	Use a sketchbook for	viewfinder			create a range of	
	recording observations,				effects and use these	
	for experimenting with	<u>Cross-curricular</u>			in the completed	
	techniques or planning	Maths			work.	
	ideas.	Draw 2-D shapes and			Explain what he/she	
	Explain what he/she likes	make 3-D shapes			likes or dislikes about	
	or dislikes about the	using modelling			the work.	
	work.	materials; recognise			PHSE	
		3-D shapes in			To understand how	
		different orientations			exercise affects my	
		and describe them.			body and to set a	
					fitness challenge.	
		Science			To know how to make	
		Recognise that they			healthy choices.	
		need light to see				
		things and that dark				
		is the absence of				
		light.				





LOKDSWOOD						TRUST
		Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.				
Music	African Drumming – weekly.	African Drumming –	African Drumming –	African Drumming – weekly.	African Drumming –	African Drumming – weekly.
now>press>pla	Confidently recognise a range of musical	weekly. Confidently	weekly. Confidently	Confidently recognise a range of musical	weekly. Confidently recognise	Confidently recognise a range of musical
Other uses	instruments.	recognise a range of	recognise a range of	instruments.	a range of musical	instruments.
Drumming	Find the pulse within the context of different	musical instruments. Find the pulse within	musical instruments. Find the pulse within	Find the pulse within the context of different	instruments. Find the pulse within	Find the pulse within the context of different
	songs/music with ease.	the context of	the context of	songs/music with ease.	the context of	songs/music with
	Understand that composition is when a	different songs/music with	different songs/music with	Understand that composition is when a	different songs/music with ease.	ease. Understand that
	composer writes down a	ease.	ease.	composer writes down a	Understand that	composition is when a
	musical idea.	Understand that composition is when	Understand that composition is when	musical idea.	composition is when a composer writes down a musical idea.	composer writes down a musical idea.





Sing songs with multiple	9
parts with increasing	
confidence.	
Play and perform in solo)
or ensemble contexts wi	t
confidence.	

a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence

a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence

Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.

Music Express

Skeleton dances and songs teach children

about the human body.

Percussion instruments

are used to improvise,

create word rhythms,

and build a final

Human Body-

Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.

Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.

Singing for Christmas – sacred carols and secular Christmas songs.

Skills Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.

Vocabulary

Listen with direction

skeleton dance. Skills

Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Understand that improvisation is when a composer makes up a tune within boundaries. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble

Music Express Food and Drink- A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!

Skills Confidently recognise

a range of musical instruments. Understand that composition is when a composer writes down a musical idea. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence. Develop an understanding of





LORDSWOOD				TRUST
	Recognise	contexts with	formal written	
	instruments	confidence.	notation which	
	High quality music	Begin to listen to and	includes crotchets	
	Find the pulse	recall sounds with	and rests.	
	Improvisation	increasing aural	Begin to listen to and	
	Music boundaries	memory.	recall sounds with	
	Composer	increasing aural	increasing aural	
	Composition	memory.	memory.	
		Listen with direction to		
	Cross curricular	a range of high quality	<u>Vocabulary</u>	
	PSHE	music.	Recognise	
	To understand that		instruments	
	my actions can affect	<u>Vocabulary</u>	Record	
	myself and others.	Listen with direction	Formal notation,	
	To work co-	Recognise instruments	crotchet, rests	
	operatively with	High quality music	Perform with:	
	others.	Find the pulse	Confidence	
		Multiple parts	Recall sounds	
		Solo	Aural memory	
		Ensemble		
		Recall sounds		
		Aural memory		
		C	Cross curricular	
		Cross curricular	PSHE	
		PSHE	To understand that	
		To understand that my actions can affect	my actions can affect	
			myself and others.	
		myself and others.	To work co-	
		To work co-operatively with others.	operatively with others.	
		with others.	To understand how	
		Science	exercise affects my	
		Identify that humans	body and to set a	
		and some animals have	fitness challenge.	
		skeletons.	To know how to make	
		SKCICIOIIS.	healthy choices.	
			incartify choices.	
			Science	
			Soldies	
			l	





LORDSWOOD						TRUST
					Identify that animals and humans need the right type of nutrition and they cannot make their own food.	
Computing	E-SAFETY	E-SAFETY	E-SAFETY	E-SAFETY	E-SAFETY	E-SAFETY
	We are programmers	Cross-curricular	We are presenters		We are	
now>press>pla		PSHE	This unit will enable		communicators	
	children to:	I can identify a safe	the children to:		This unit will enable	
Online safety	-Create an algorithm for	place and who to go	-Gain skills in		the children to:	
	an animated scene in the	to if I need help.	shooting live video,		-Develop a basic	
	form of a storyboard.	To explain why	such as framing		understanding of how	
	-Write a program in	somethings make me	shots, holding the		email works.	
	Scratch to create the	feel unhappy and	camera steady, and		-Gain skills in using	
	animation.	compare this with	reviewing.		email.	
	-Correct mistakes in their	something that	-Edit video,		-Be aware of broader	
	animation programs.	makes me feel safe	including adding narration and editing		issues surrounding email,	
		and special when using the internet.	clips by setting		including 'netiquette'	
		To understand that	in/out points.		and online safety.	
	Skills	my actions can affect	-Understand the		-Work collaboratively	
	With support select and	myself and others.	qualities of effective		with a remote	
	use a variety of software	To work co-	video, such		partner.	
	to accomplish goals.	operatively with	as the importance of		-Experience video	
	Use IT safely and	others.	narrative,		conferencing.	
	respectfully keeping	To give examples of	consistency,			
	personal information	some different	perspective and		<u>Skills</u>	
	private.	problem-solving	scene length.		Understand that	
	Use IT safely recognising	techniques and			networks enable the	
	acceptable and	explain how I might	<u>Skills</u>		sharing of data and	
	unacceptable behaviour.	use them in certain	Recognise familiar		information.	
	Design, write and debug	situations in my	forms of input and		Understand that the	
	programs that control or	relationships.	output devices and		internet is a large	
	simulate virtual events.	To give examples of	how they are used. Make efficient use of		network of computers	
	Use logical reasoning to	some different	familiar forms of		and that information can be shared	
	explain how simple algorithms work.	problem-solving techniques and	Tammar forms of			
	argorithms work.	techniques and			between computers.	





LORDSWOOD						TRUST
		explain how I might	input and output		With support select	
	<u>Vocabulary</u>	use them in certain	devices.		and use a variety of	
	Algorithm	situations in my	With support select		software to	
	Animation	relationships.	and use a variety of		accomplish goals.	
	Scratch	1	software to		Use IT safely and	
	Safety		accomplish goals.		respectfully keeping	
	Reasoning				personal information	
	Logical		Vocabulary		private.	
	Logical		Camera		Use IT safely	
	Cross-curricular		Video		recognising	
	DT		Photographs		acceptable and	
	Create designs using		Input		unacceptable	
	annotated sketches,		Output		behaviour.	
	cross-sectional diagrams		Software		Use simple search	
	and simple computer		Perspective		technologies.	
	and simple computer					
	programmes.		Consistency		Use simple search	
			Editing		technologies and	
			Shooting		recognise that some	
			Narrative		sources are more	
					reliable than others.	
					<u>Vocabulary</u>	
					Netiquette	
					Email	
					Send	
					Receive	
					То	
					CC	
					BCC	
					Sources	
					Reliable	
					Network	
					Sharing	
RE		Christmas Has	Cilrhiama, Chanina		Cilrhiam, Duarran e J	
KE		Christmas- Has	Sikhism: Sharing		Sikhism: Prayer and	
		<u>Christmas lost its</u>	and Community	now>press>play	Worship	
		true meaning	To explore how Sikh	Florence Nightingale	To understand the	
		To find out what the	beliefs, affect their	(KS1)	different ways Sikhs,	
		true meaning of	ways of life and the	()	show commitment to	





Christmas is to
Christians and
compare with what
Christmas means to
us.

Skills
I can explain what gift I would like to give to the world and what difference it would make.
I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.

Vocabulary Advent Incarnation

Christianity: Jesus' miracles
To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.

Skills
I can explain why
some people may
describe something

importance they place on sharing.

Skills I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think

Vocabulary
Guru
Vaisakhi
Festival
Gurdwara
Divali
Hargobind
Guru Granth Sahib
Langar
Karah Parshad

about which might

them.

be more important to

Cross curricular

now>press>play

Easter Story

Easter: Forgiveness
To recall key events in
the Easter story and
understand why Jesus'
crucifixion symbolises
hope for Christians.

Skills
I can talk about people
who are special to me
because they have
rescued me from
difficult situations
and/or shown me how I
could help others.
I can start to explain
why Christians see
Jesus' death as 'good'.
I can reflect on whether
I agree with Christian
beliefs about why Jesus
died and give my own

Vocabulary
Jesus
Palm Sunday
The Last Supper
Cross
Tomb
Bread and Wine
Maundy Thursday
Good Friday

thoughts/opinions.

God and why they think commitment is so important.

Skills I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways

Vocabulary
Guru
Amrit
Khalsa
Karah Parshad
5 Ks
Kirpan
Kesh
Kara

may express more

commitment than

others for Sikhs





LORDSWOOD		-				TRUST
		they see as a miracle	PSHE	Disciples	Kangha	
		when there may also	To give examples of	Judas	Kachera	
		be another	some different		Khanda	
		explanation.	problem-solving	Cross curricular	Guru Granth Sahib	
		I can explain two	techniques and	PSHE	Mool Mantar	
		different ways	explain how I might	To give examples of		
		Christians might	use them in certain	some different problem-	Cross curricular	
		interpret one of	situations in my	solving techniques and	PSHE	
		Jesus' healing	relationships.	explain how I might use	To give examples of	
		miracles.		them in certain	some different	
		I can explain how		situations in my	problem-solving	
		Christians may		relationships.	techniques and	
		describe and explain			explain how I might	
		Jesus' miracles.			use them in certain	
					situations in my	
		<u>Vocabulary</u>			relationships.	
		Miracle				
		Cross curricular				
		PSHE				
		To give examples of				
		some different				
		problem-solving				
		techniques and				
		explain how I might				
		use them in certain				
		situations in my				
		relationships.				
MFL	Numbers 1-10	Ask for and give	Revisit	Revisit classroom	Days of the week	Revisit all previous
	Oui, non	name.	Oui, non	instructions	Months of the year	topics for the year and
(Year 3	Greetings, asking and	Ask for and state age.	Greetings, asking	Making a pancake		plug any gaps.
Curriculum	saying how you are.	Nativity play	and saying how you	Easter celebrations	Skills	1 0 - 7 0 - 1
La Jolie	Classroom instructions.	Characters in the	are.	Making an Easter card	Join in the reading of	Skills and vocabulary
Ronde')		nativity play and	Revision of numbers		a story.	as previous terms.
	<u>Skills</u>	simple dialogue.	1-10.	<u>Skills</u>	Match sound to the	•
	Listen and respond to	Letter to Father	Colours	Listen and respond to	written word and	
	rhymes.	Christmas	Skills	simple stories, finger	copy correctly.	
	Participate in a short		<u>Skins</u> Letter strings-oi, eu	rhymes and songs	Imitate	
	exchange.	<u>Skills</u>	Links between some	_	pronunciation of	
			sounds and spelling.		sounds.	
			sounds and spenning.			





LOKDSWOOD						TRUST
LONDSWOOD	Auditory discrimination between un/une. Follow simple commands in French. Watch mouth of speaker Skills Letter strings-oi, eu Links between some sounds and spelling. Vocabulary Zèro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal. Oui, non Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence.	Recognise a question form. Perform a simple communicative task. Understand and respond to a question Make links between sounds and spellings and recognise some familiar words in written form. Learn a French carol. Experiment with writing. Vocabulary: Comment t'appellestu? Je m'appelle, monsieur, Madame, Mademoiselle. Quel âge as-tu? J'ai ans.	Listen and respond to rhymes. Participate in a short exchange. Auditory discrimination between un/une. Follow simple commands in French. Vocabulary Bonjour, au revoir, comment ca va? Tres bien, bien, comme ci comme ca, mal. Oui, non Salut! Ecoutez, regardez, asseyezvous, levez-vous, répétez, venez ici, silence. Rouge, bleu, blanc, noir, vert, jaune, orange, rose. Gris, violet, marron.	Recognise some familiar words in written form Identify social conventions at home and in other cultures Vocabulary un oeuf de Pâques un lapin de Pâques un poisson du chocolat un bonnet de Pâques les agneaux les oiseaux les fleurs	Identify social conventions at home and in other cultures. Vocabulary lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. janvier, féuvrier, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.	TRUST
PSHE	Values- 2 year cycle Happiness Tolerance Respect Friendship Being Me in My World	Values- 2 year cycle Love Generosity Peace Hope	Values- 2 year cycle Patience Trust Humility Responsibility	Values- 2 year cycle Caring Understanding Independence Positivity	Values- 2 year cycle Honesty Fairness Courage Perseverance	Values- 2 year cycle Simplicity Compassion
	- Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities	Celebrating Differences - Families and their differences - Family conflict and how to manage it	Dreams and Goals - Difficult challenges and achieving success - Dreams and ambitions	Healthy Me - Exercise - Fitness challenges - Food labelling and healthy swaps	Relationships - family roles and responsibilities - Friendships and negotiation	Changing Me - How babies grow - Understanding a babies needs - Outside body changes





- Rewards and	d
consequences	,

- Responsible choices
- Seeing things from others' perspective

Skills

To understand that my actions can affect myself and others.

To work co-operatively with others.

Vocabulary

Achievement **Emotions Solutions** learning charter fairness Valued Proud

Personal Goals

Praise Affirm Acknowledge

Feelings Nightmare **Worries** Support Behaviour Rewards

Actions **Rights** Choices

Co-operation Challenge Belong

- Witnessing bullving and how to solve it

- Recognising how words can be hurtful

- Giving and receiving compliments

now>press>play

Bullying

Skills

To understand that everyone's family is different and important to them. To identify a dream or ambition that is important to me. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To be motivated and enthusiastic about achieving our new challenges.

Vocabulary Family Loving Caring Safe Connected Difference Conflict Solutions

- New challenges

- Motivation and enthusiasm

- Recognising and trying to overcome obstacles

- Evaluating learning process
- Managing feelings
- Simple budgeting now>press>play

Mental Health

Skills

To understand and discuss how a person who has faced difficult challenges can achieve and succeed. To identify a dream or ambition that is important to me. To enjoy facing new learning challenges and working out the best ways for me to achieve them. To be motivated and enthusiastic about achieving our new challenges.

Vocabulary Perseverance Challenges Success Obstacles **Dreams** Goals

- Attitudes towards drugs

- Keeping safe and why its important online and off line

- Respect for myself and others
- Healthy and safe choices

Skills

To understand how exercise affects my body and to set a fitness challenge. To know how to make healthy choices. To develop a healthy attitude towards drugs. I can identify a safe

place and who to go to if

Vocabulary Oxygen Energy **Calories** Heartbeat Lungs Heart **Fitness** Labels Sugar Fat

Saturated fat

I need help.

- Keeping safe online and who to go to for help

- Being a global citizen

- Being aware of how my choices affect others

- Awareness of how other children have different lives

- Expressing appreciation for family and friends Skills To identify the roles

and responsibilities of each of my family members. To give examples of some different problem-solving techniques and

explain how I might use them in certain situations in my relationships. To explain why somethings make me feel unhappy and compare this with something that

makes me feel safe

and special when

using the internet.

Vocabulary Male Female Unisex

- Inside body changes - Family stereotypes - Challenging my ideas

- Preparing for transition

Skills

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow

I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Vocabulary Changes Birth **Animals** Babies Mother Growing up Uterus Womb **Nutrients** Affection Care





LONDSWOOD					11,031
	Resolve	Ambition	Healthy	Role	Puberty
	Witness	Future	Drugs	Job	Testicles
	Bystander	Aspiration	Attitude	Responsibilities	Sperm
	Gay	Enterprise	Safe	Respect	Penis
	Unkind	Cooperation	Anxious	Stereotype	Ovaries
	Feelings	Strengths	Scared	Conflict	Egg
	Consequences	Motivation	Advice	Solution	Ovum
	Hurtful	Enthusiastic	Strategy	Problem-solving	Uterus
	Compliment	Excited	Harmful	Safe/ unsafe	Vagina
	Similarity	Efficient	Risk	Internet	
		Responsible	Feelings	Social media	<u>Cross-curricular</u>
		Frustration	Appreciate	Private messaging	History
	Cross-curricular	Solution		Gaming	Identify reasons for
	History	Team Work		Food journeys	and results of people's
	Identify reasons for	Review	<u>Cross-curricular</u>	Climate	actions.
	and results of	Success	History	Trade	Understand why
	people's actions.	Evaluate	Identify reasons for and	Inequality	people may have
	Understand why		results of people's	Needs	wanted to do
	people may have	<u>Cross-curricular</u>	actions.	Wants	something
	wanted to do	History	Understand why people		
	something	Identify reasons for	may have wanted to do	<u>Cross-curricular</u>	
		and results of	something	History	
		people's actions.		Identify reasons for	
		Understand why		and results of	
		people may have		people's actions.	
		wanted to do		Understand why	
		something		people may have	
				wanted to do	
				something	
<u>Prevent</u>					

Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.

School values taught in assembly/circle time and PSHE lessons

-Rule of law

- -Democracy
- -Individual liberty
- -Mutual respect
- -Tolerance

P4C





Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.

GST Theme "Energy" highlighted throughout curriculum