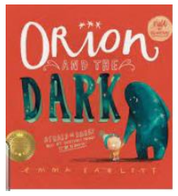
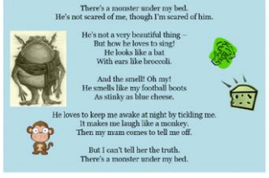
Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 3 **Theme: Going to Extremes** **Term: Autumn 1** **Bedtime for Monsters: HOOK DAY** **day 3 - dress up as a monster** **Watch John Lewis advert monster under the bed** **drama - act out what you would do if you found a monster under your bed** **Link PSHE week2 - value myself and make someone else feel good** **monster tea party - monster munch, hot choc and other things….!** **Draw own monster to be used in weeks 6 and 7 Poetry**	**British Value: Tolerance**	**Root of Learning:** Daring to be different	**Outdoor Learning Opportunities:** **Geography Lesson 1 and 6 – T led** Poetry wood hunt Moving in different ways - link to poetry Light and shadows Sketching outside **The Burrow**

HOOK: A monster mission

Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	
	4th Sept 3S Outdoor Learning	**11th Sept** **3P Outdoor learning**	**18th Sept** **Out**	**25th Sept** **outdoor learning**	**2rd Oct**	**9th Oct**	**16th Oct**	**BREAK UP**
Homework	**linked to spelling -**	**linked to Maths**		**linked to Maths - ??**	**linked to spelling**			
Literacy **Key text – Orion and the Dark**  **Text type focus: Diary** **Related texts:**  	**<u>Phase 1: Immersion</u>** **Circle of fears** **Bedtime for Monsters Day (HOOK - Pjs or Monster outfits)** **Postcard to the dark from Orion.** **Role on the wall - Orion (including hot seating)** **Character description of Orion.**	**Phase 2: Reading like a writer** WAGOLL work - Structure - GPS features WAGOLL of diary from 'The Owl who was afraid of the dark' **<u>Activity 1:</u>** Vocabulary meaning – Use of a dictionary to explore the words used. **<u>Activity 2:</u>** Vocabulary choices and why **<u>Activity 3:</u>** Understanding through comprehension questions	**Phase 3: Writing like a reader** **GPS focus 1:** Sentences and sentence types **GPS Focus 2: Expanded Nouns**	**Phase 3: Writing like a reader** **GPS focus 3:** Tenses focus on the past tense.	**Phase 4: Hot task -** Writing a diary from POV Orion's trip with the Dark **Phase 5: Hotter task**	**Start poetry unit:** **Simile Poem 'Leap like a Leopard' by John Foster** **Hook:** Zoo online experience? Animal tracks in the woods? change this **Phase 1: Immersion and performance** **Phase 2: WAGOLL identifying features (similes)**	**Phase 3: GPS: Similes**  The Monster Under My Bed There's a monster under my bed. He's not scared of me, though I'm scared of him. He's not a very beautiful thing – But how he loves to sing! He looks like a bat With ears like broccoli. And the smell! Oh my! He smells like my football boots As stinky as blue cheese. He loves to keep me awake at night by tickling me. It makes me laugh like a monkey. Then my mum comes to tell me off. But I can't tell her the truth. There's a monster under my bed. **Phase 4:** The hot task - writing our own simile poem about a monster. **return to monster picture and describe how they: look, smell, move**	

PKSS3 and 4 WRITING from APP YEAR 1	write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)	Use capital letters and full stops to demarcate some sentences accurately	GPS 1 - use the joining word *and*	GPS 2 - use simple past and present verbs mostly accurately		spell most Year 1 common exception words taught		
Spiral	CEW spellings	contractions	**your you're**	**their there they're**	**possessive apostrophes**	Adding suffixes '-ment', '-ness'	Adding suffixes '-ful', '-less' and '-ly'	
Speaking and listening opportunities	**Hot seating** **Drama**	**Conscience alley** **Paired talk**				**Performance poetry**	**Performance poetry**	
Spelling **Spelling Shed**		**Words where the digraph 'ou' makes an /ow/ sound**	**Words where the digraph 'ou' makes an /u/ sound**	**Words where 'y' makes an /i/ sound**	**Words ending '-sure'**	**Words ending in '-ture'**	**Challenge words**	
Spellings Shed Spellings.	Y2 Spelling assessment	Y2 class grass Y3 Group often Sound Found Around Proud	Y2 would Should Y3 circle Actual Touch Double Enough trouble	Y2 every Pretty Arrive Build Symbol Mystery Gymnastics synonym	Sure Sugar Extreme Learn Treasure Measure Pressure leisure	Every everybody Behind heard adventure picture mixture future	Any Many Clothes Half Bicycle Answer Island Popular	

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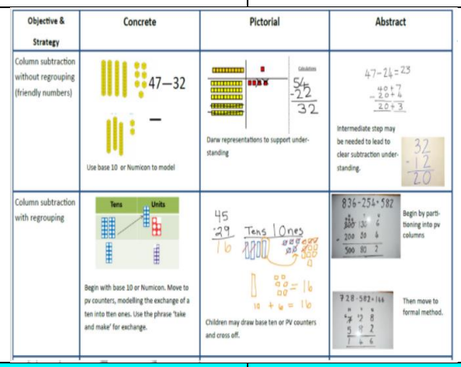
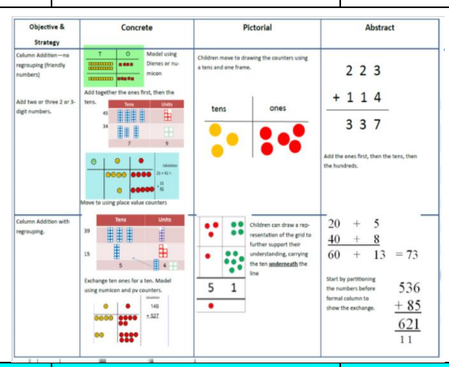
VIPERS	**Non Fiction:** Mountains	**Animation: BoundingFiction: Diary of a Wimpy Kid Dog Days**	**Poetry**	**Fiction**	**Non Fiction: Young Gifted and Black?** **Polar regions?**	**Poetry: Leap like a leopard**	**Fiction: After the Fall?** **My pet polar bear?**	
Little Wandle reading PKSS 4 and 3 VIPERS	?Assessment on Little Wandle	**ng** teach phoneme decoding prosody comprehension	**nk** teach phoneme decoding prosody comprehension	**voiced and unvoiced th** teach phoneme decoding prosody comprehension	**long and short oo** teach phoneme decoding prosody comprehension	**ur** teach phoneme decoding prosody comprehension	**oi** teach phoneme decoding prosody comprehension	
Maths **Fluency** **Varied Fluency** **Reasoning** **Problem solving (test style q's)**	**Place Value** Pre learn Represent numbers to 100 (R) Partition numbers to 100 Number line to 100 ® Hundreds	**Place Value** Represent numbers to 1000 partition numbers to 1000 hundreds, tens and ones find 1, 10 and 100 more or less	**Place Value** Number line to 1000 Estimate a number line to 1000 Compare numbers to 1000 Ordering numbers to 1000 Counting in 50s	**Number Addition and Subtraction** Add and subtract multiples of 100. Add and subtract 1s. Adding and subtracting 1 digit numbers from 2 and 3 digit numbers.	**Number Addition and Subtraction** Adding and subtracting 1 digit number from 2 digit and 3 digit numbers crossing 10. Adding and subtracting 3 and 2 digit numbers crossing 100.	**Number Addition and Subtraction** Adding and subtracting 100s Adding and subtracting two 2 digit numbers crossing 10 Mixed problems	**Number Addition and Subtraction** Adding and subtracting 2 and 3 digit numbers crossing and not crossing 10 and 100. Adding two 3 digit numbers crossing and not crossing 10 and 100.	
Calculation Policy					
PKSS 4 and 5 MATHS from BSO assessment toolkit	**White rose year 1 summer term** counting forwards and backwards partitioning numbers PKKS 5 Partition a two-digit number into tens and ones to demonstrate an understanding of place value	**White rose year 1 summer term** Comparing numbers Comparing numbers and amounts using comparative language and symbols	**White rose year 1 summer term** ordering numbers **100s 10s and 1s (as per the whole class)**	PKSS 4 Solve number problems involving the addition and subtraction of single digit numbers up to 10. Demonstrate an understanding of the mathematical symbols of add, subtract and equal to. Demonstrates an understanding that the number of objects changes when objects are added or taken away.	PKSS 4 Demonstrate an understanding of the commutative law (e.g. 3+2=5, therefore 2+3 =5) *After question 3, 6, 8 ask. What did you notice about the last two sums? How did the answer to 1+2 help you answer 2+1, can you explain?	PKSS 4 Demonstrates an understanding of inverse relationships involving addition and subtraction. (e.g. if 3+2=5, then 5-2=3)	PKSS 5 Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 23 + 5; 46 + 20; 16 –5; 88 – 30)	
PKSS 3 MATHS from BSO assessment toolkit	Identify how many objects there are in a group of up to 10 objects:	Use real-life materials (e.g. apples or crayons) to add 1 to a group of objects and	Use real-life materials (e.g. apples or crayons) to subtract 1 from a group of	Read and write numbers in numerals from 0-9	Solve number problems involving the addition and subtraction of single digit numbers up to 10.	Count to 20, demonstrating that the next number when counting is one more	Count to 20, demonstrating that the previous number is one less.	

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	Recognise smaller groups on sight.	indicate how many are now present.	objects and indicate how many are now present.		PKSS 4			
Arithmetic, Spiral starters, LBH	Mixed 4 Operations Spiral Flashback 2 LBH - Totals to 20	Mixed 4 Operations Spiral Flashback 2 LBH - Totals to 20 First test	Mixed 4 Operations Spiral Flashback 2 LBH - Totals to 20 second test	Mixed 4 Operations Spiral Flashback 2 LBH - 2 times table	Mixed 4 Operations - Addition now HTO Spiral Flashback 2 LBH - 2 times table	Mixed 4 Operations - Addition now HTO Spiral Flashback 2 LBH - doubles and halves to 20	Mixed 4 Operations - Addition now HTO Spiral Flashback 2 LBH - doubles and halves to 20	
PKSS 4 AND 5 Arithmetic, spiral starters and LBH from BSO toolkit	Count to 20, demonstrating that the next number when counting is one more	Count to 20, demonstrating that the previous number is one less.	partition a 2 digit number into tens and ones	order 2 digit numbers < and >	Solve number problems involving the addition and subtraction of single digit numbers up to 10.	Derive and recall number bonds for 10	Recall at least four of the six number bonds for 10 and reason about associated facts. (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)	
Science 1. Engage 2. Explore 3. Explain 4. Extend 5. Evaluate	Knowledge harvest (what do the children know or remember from previous learning on light? Chn to make notes on post it notes - to be added to WW and used as a starting point - class KWL grid completed on IWB. Can they recognise and explain the key vocabulary (displayed on working wall to be referred to throughout the topic: light light source dark shadow ray reflection	**Spiral starter - what does transparent and opaque mean?** **L.O: To recognise that we need light in order to see things and that dark is the absence of light.** SNAP LESSON 1: WHAT DO WE NEED TO SEE? NC: recognise that they need light in order to see things and that dark is the absence of light. Success Criteria: **I can identify a range of light sources. **I can explain that dark is caused by the absence of light. **I can explain that I need light to see things. Activities: Discuss and sort objects into light sources/not light sources (differentiated). Introduce concept of dark is absence of light. Feely bag activity. *Challenge*: sorting manmade/natural sources of light. Is the moon a light source? Possible misconceptions to address: mirrors, reflective strips, cats eyes.	**Spiral starter - odd one out and why? Light sources.** **is it only dark at night?** **L.O: To notice that light is reflected from surfaces.** **children's question - where does light come from?** SNAP LESSON 3: HOW CAN WE MAKE THINGS EASIER TO SEE AT NIGHT? NC: notice that light is reflected from surfaces. Success Criteria: **I can explain reflection. **I can identify reflective materials. **I can select the most reflective material for a purpose. Activities: Introducing reflection (video). Explain that the children have been asked to help design a new book bag with a reflective strip. They need to find the most reflective material for the bag. They should make a	**Spiral starter - big conversation "Have you ever been somewhere where you couldn't see anything when you woke up in the night?** **L.O: To investigate which surfaces reflect light.** **SNAP - LESSON 2: WHICH IS THE SHINIEST?** **AND LESSON 4: WHAT DO MIRRORS DO?** NC (non stat): Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. Success Criteria: **I can explain why mirrors are good reflectors. **I can use mirrors to reflect light onto different objects. **I can explain how mirrors work in different tasks. Activities: How is a mirror made - https://www.bbc.co.uk/programmes/b00knz09	**spiral starter - explain the word 'reflective'?** **L.O: To recognise that shadows are formed when the light from a light source is blocked by a solid object.** **SNAP - LESSON 5: HOW CAN I MAKE A SHADOW?** NC: recognise that shadows are formed when the light from a light source is blocked by an opaque object. Success Criteria: **I can explain how light travels. ** I can use these materials in an investigation into different shadows. **I can explain how a shadow is formed. Activities: (weather and light dependent) Discussion on light being blocked, creating a shadow. Shadow art activities.	**Spiral starter - Explorify** **The big question** **How can astronauts protect themselves from the sun?** **L.O: To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source** . **SNAP - LESSON 6: cAN YOU CHANGE THE SHAPE OF A SHADOW?** **LESSON 7: CHANGE THE SIZE OF A SHADOW?** NC: find patterns in the way that the size of shadows change Success Criteria: **I can plan and set up an investigation about the way shadows change size. **I can observe patterns in the way shadows change size. **I can explain the patterns I find. Activities: How do shadows change when the distance between the light source and the object changes?	**Spiral Starter - shadows** **What's happening here?**  **LO: To recognise that light from the sun is dangerous and that there are ways to protect themselves.** **children's question - why is the sun so hot? why is the dark so cold?** **SNAP LESSON 8 : WHAT MAKES THE BEST SUNGLASSES?** NC: recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Success Criteria: **I can explain the benefits and dangers of the sun. **I can explain about UV light and its dangers. **I can describe ways to protect our eyes from the sun.	**IF THERE IS TIME/ KNOWLEDGE HARVEST REQUIRES IT….** **LO: Conduct a fair test to investigate which materials are transparent, translucent or opaque.** **children's question - why is glass transparent?** Success Criteria: **I can plan and take part in an investigation. **I can identify material as transparent, translucent or opaque. **I can explain why light cannot travel through certain materials. Activities: Material investigation. The children should decide which material would be best for curtains. They should draw and label curtains on the blank window and should write an explanation of why they chose this material, referring to their investigation. Key Vocab: Opaque, translucent,

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		Key Vocab: light, source, dark, reflect, see, illuminate, visible.  • Group and order observations giving scientific reasons	prediction and record it (differentiated). Which Material Is Most Reflective? The children need to come to a conclusion as to which material would be best for the reflective strip on the new book bag. They should draw and label the material they choose, and explain why they have chosen it. *Challenge*: To identify the things all reflective materials have in common. Key Vocab: light, source, dark, reflect, see, illuminate, visible.  • Explain observations using cause and effect • Talk about observations/results and begin to use scientific facts to explain them • Find and talk about simple patterns in results • Talk about how to improve their own work • Use scientific evidence to answer questions	Explain to the children that they will be playing two different games using mirrors. Children complete their differentiated Mirror Games Activity Sheet to draw what they did and explain what happened. LA: What can they see in the mirror? MA/HA: Explain how the mirror worked. **Before next week:** Children work in groups to set up a simple investigation into the effects of UV light. They should place card shapes onto coloured paper, then position the paper in sunlight for a week. Key Vocab: Reflect, mirror, light, smooth, shiny, rays, rough, scatter, reverse, beam.  • Group and order observations giving scientific reasons  • Observe, describe and compare using Key Stage 2 scientific vocabulary	  Key Vocab: Light, energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow.  • Observe, describe and compare using Key Stage 2 scientific vocabulary	Children complete their investigation and record results on the differentiated Results and Patterns Activity Sheet. LA: Distances given and set out. MA: Starting point set an more examples. HA: Children to make own distances. Encourage children to look at their results to try to find a pattern. They should notice that the shadow of the object gets bigger the closer it gets to the light source. *Challenge*: They should also look for any results that do not fit the pattern and try to suggest a reason for them. Key Vocab: Shadow, light, source, observe, pattern, opaque, size, distance, change.  • Observe, describe and compare using Key Stage 2 scientific vocabulary	Activities: Revisit UV experiment set up at the end of last weeks lesson - discuss effects. Introduce how the eye works - how do we see?The children should use their knowledge of the Sun and ways to protect our eyes to design a pair of sunglasses or a sun hat using the Sun Safety Design Activity Sheet. Once they have drawn their sun protection item, they then create an advert (differentiated by support and scaffold), explaining the harmful effects of the sun and how their sunglasses or sun hat protect against them. Key Vocab: Light, sun, beneficial, dangerous, glare, bright, damage, UV light, UV rating, visible spectrum, pupil, retina, protect, direct, sunglasses, hat, brim.	transparent, ray, beam, light, block, shadow.

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							 • Ask scientific questions and use information/collect data to answer them • Measure in standard units • Test out their own/someone else's ideas • Draw tables and bar charts to record their own observations/data • Gather and communicate findings in a variety of ways	
Geography	**Human and physical geography** **OUTDOOR LEARNING** **L.O: To name and describe the layers of the Earth.** <u>Success Criteria:</u> I can name and order the four layers of the Earth.	**Human and physical geography** **L.O: To explain how and where mountains are formed.** <u>Success Criteria:</u> I can explain that a mountain is formed by tectonic plates. I know that most mountains are found on or near plate boundaries.	**Human and physical geography** **L.O: To explain why volcanoes happen and where they occur.** <u>Success Criteria:</u> I can explain how volcanoes form and describe their features.	**Geographical skills and fieldwork** **L.O: To recognise the negative and positive effects of living near a volcano.** <u>Success Criteria:</u> I can describe the negative and positive effects of living near a volcano.	**Locational knowledge** **L.O: To explain what earthquakes are and where they occur.** <u>Success Criteria:</u> I can state what an earthquake is. I can describe where earthquakes happen.	**Locational Knowledge** **OUTDOOR LEARNING** **L.O: To observe and record the location of rocks around the school grounds and discuss findings.** <u>Success Criteria:</u> I can observe different rocks and record them digitally.		

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	I can state a fact about each layer of the Earth. I know what a tectonic plate is. <u>Activities:</u> <u>Key Vocab:</u> inner core, outer core, mantle, crust, magma, tectonic plate.	I can name a mountain range and state which continent it is in. <u>Activities:</u> <u>Key Vocab:</u> Tectonic plate, plate boundary, fold mountain, fault- block mountain, volcanic mountain atlas.	I can describe where to find volcanoes globally. I can list the three ways volcanoes can be classified. <u>Activities:</u> <u>Key Vocab:</u> composite volcano, shield volcano, magma chamber, vent, pyroclastic flow, active volcano, dormant volcano, extinct volcano	I can summarise why people live near volcanoes. <u>Activities:</u> <u>Key Vocab:</u> negative effects, positive effects, fertile soil, climate change, volcanic springs, geothermal energy, index	I can describe the negative effects of earthquakes <u>Activities:</u> <u>Key vocab:</u> earthquake, tsunami, fault line, epicentre, seismic waves, focus	I can use a symbol on a map to show where I found the rocks. I can identify the types of rocks and discuss where they have come from. <u>Activities:</u> <u>Key vocab</u>: natural rock, man-made rock, igneous rock, sedimentary rock, metamorphic rock		
Geography Spirals								
History								
Art **NC:** ***Drawing*** To create a still life image with added shading to show light and dark. **Artist Focus:** 36 Views of Mount Fuji - by Hokusai Katsushika	**<u>Knowledge harvest:</u>** Observational drawings. Chn to be given a range of objects to draw. They will copy them and use their understanding of shading to create texture. This will act as the pre learn and be used as a comparison piece at the end of the unit when children have developed their skills.	**L.O: Analyse mountain pictures and think about why artists choose to paint mountains.** <u>Success Criteria:</u> **I can begin to use the language of art to analyse mountain pictures. **I can consider why so many artists choose to paint mountain landscapes	**L.O: To develop drawing technique when creating tone.** <u>Success Criteria:</u> ** I can create light, medium and dark tones with pencil. **I can apply these techniques to make an object appear 3D. Activities:	**LO: To investigate how hatching and cross hatching can create different shades.** <u>Success Criteria:</u> ** I can use the language of art to analyse the work of Hokusai. ** I can begin to use the language of art to evaluate the work of Hokusai. ** I can use an atlas to locate Japan and Mount Fuji.	**LO: To consider how texture makes drawing more realistic.** <u>Success Criteria:</u> **I can use my hatching and cross hatching skills to create a realistic drawing. **I can evaluate my own piece of work. <u>Activities:</u> 	**L.O: To sketch Mount Snowdon from different views whilst considering things in the foreground and background.** <u>Success Criteria:</u> **I can use my sketch books to record observations of Mount Snowdon. **I can begin to consider perspective when drawing things in the foreground and background. <u>Activities:</u>	**L.O: To sketch a mountain range using perspective and shading skills.** <u>Success Criteria:</u> **I can use my sketching skills to create a mountain scene. **I understand the concept of perspective. **I can evaluate the work of others. <u>Activities:</u> Paper folding 3-D scene of mountain range (Art training FC received - pic to upload). Children to create mountains in forefront and	

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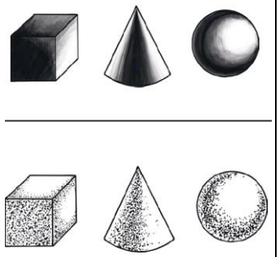
		Activities: An introduction to mountain ranges from bbc.co.uk The Sound of Music -YouTube clip Key Vocab: Amended - exploring shading techniques (cross hatching etc)	 Amended - draw objects using these techniques. Discuss tone, shade, light	Activities: Hatching and cross hatching activities. 36 views of Mount Fuji from hokusaionline.co.uk Guide to the Mount Fuji area from jnto.go.jp Hokusai's The Great Wave - YouTube clip Key Vocab: Hatching, cross hatching, shading, pencil, texture, light. Amended - show a basic mountain drawing with no shading. How could we improve this? Show how we can use shading to create depth.		Sketch mount Snowdon from images provided. Amended - Life drawing of local hills (bottom of field over looking the valley?)	the back, to include shading skills. Amended - pastel stencil mountain range - you tube demo.	
Design Technology								
Spanish Detailed planning and resources in Spanish Leaders file		• To be able to say and ask your name in Spanish. • To understand the pronunciation of 'll' is the same as 'y' in English • To know countries in the world that speak Spanish • To know that in Spanish a question or exclamation mark goes at the beginning and end.	• To be able to ask how someone is and respond. • To be able to say yes and no • To be able to say and ask your name in Spanish. • To understand the pronunciation of 'll' is the same as 'y' in English • To know that in Spanish a question or exclamation mark goes at the beginning and end.	• To secure understanding of greetings • To be able to count to ten, with correct pronunciation • To understand that 'ce', 'ci' and 'z' is pronounced with a 'th' sound. • To know that uno is used as the number one and un/una is used with a noun.	• To secure understanding of greetings • To be able to count to ten, with correct pronunciation • To understand that 'ce', 'ci' and 'z' is pronounced with a 'th' sound. • To know that uno is used as the number one and un/una is used with a noun.	• To secure numbers up to 10. • To be able to count in numbers up to 20. • The pronunciation of 'v' in Spanish is 'beh'	Recap of all learning and mini assessment	
PE 1 Gymnastics Symmetry and Asymmetry	The class will focus on exploring movements and balances in a symmetrical way.	The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.	The focus of the learning is to re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.	The focus of the learning is for pupils to start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.	The focus of the learning is for pupils' to complete their sequences. Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	The focus of the learning is for pupils' to perform their completed sequences. Pupils will start with symmetrical balances on apparatus moving out of them, and travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence. One pair at a time will	Perform Continued.	

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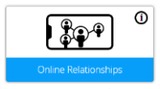
						perform and their partner pair will complete the assessment sheet (see appendix). This is also time for teacher assessment and pupils to experience performing their work		
PE 2 Invasion Games. Football White Rose	The focus of the learning is to introduce dribbling in order to keep control and possession of the ball. Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling. Pupils will develop an understanding of how to dribble the ball keeping possession to beat an opponent.	The focus of the learning is to develop dribbling in order to keep control and possession of the ball. Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling. Pupils will develop an understanding of how to dribble the ball, keeping possession to beat an opponent.	The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players applying the passing skill in order to keep possession. Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.	The focus of the learning is to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.	The focus of the learning is to develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	**Continue Tournament**	
PSHE Being me in my world	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals	I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued positively	I can make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued  I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences  I can explain how someone's feelings can be hurt by what is said or written online	I can make responsible choices and take action I can work cooperatively in a group	I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter	
Computing 	**E-safety** To identify personal information about themselves and others. To explain the possible	**E-safety** To identify personal information about themselves and others. To explain the possible consequences of sharing	**E-safety** To identify the dangers of clicking links they receive when using technology.	**E-safety** To know that bullying through the use of technology is called online bullying and how to report it.	**E-safety** To know that bullying through the use of technology is called online bullying and how to report it.	**E-safety** To understand that not all information you access online is accurate or reliable.	***Coding*** *To design and write a program that accomplishes a specific goal.*	

Online relationships	consequences of sharing personal information online	personal information online				 I can explain how to search for information about others on line		
RE How do Jews remember God's covenant with Abraham and Moses?	• What is a covenant? Have you ever made a promise?	• Where can Jews find out about God's covenants? (Learn about Jewish Sacred text the Torah)	• Who was Abraham? What covenant did God make with him?	• Who was Moses? What covenant did God make with him and Israel? (cover story of Moses and Israel's 'exodus' from Egypt up to the 10 commandments) x2 lessons	• Who was Moses? What covenant did God make with him and Israel? (cover story of Moses and Israel's 'exodus' from Egypt up to the 10 commandments) x2 lessons	• What are the 10 commandments?	• What would your 10 commandments be?	
Music **Traditional instruments and improvisation (Theme: India) 3S – Whole Class Instrumental Lessons Recorder**	**Traditional instruments and improvisation (India)** Pupils are introduced to traditional Indian music. Learning all about the rag and tal, they listen to a range of examples of music from the country, identifying traditional instruments as well as creating their own improvisations and performing as a class.	**Lesson 1: Introducing traditional Indian music and instruments** Children are introduced to traditional Indian instruments and music, including the key aspects of the tal and the rag **Learning objective** To explain an opinion of Indian music	**Lesson 2: Indian music: Playing a rag** Pupils read and play given notes then use them to improvise a rag in the style of traditional Indian music **Learning objective** To be able to improvise using given notes	**Lesson 3: Indian music: Adding a drone** Children build on their group compositions from the previous lesson, adding a repeated background note known as a drone **Learning objective** To be able to improvise using given notes	**Lesson 4: Indian music: Introducing the tal** Children explore the different pitches and timbres that can be made using drums and add rhythm to their group compositions **Learning objective** To create a piece of music using a drone, rag and tal	**Lesson 5: Indian music: Performing Anile vaa** Children learn and perform a traditional Indian song using the knowledge and skills they have built throughout the topic. **Learning objective** To perform a piece of music using musical notation	**Lesson 5: Indian music: Performing Anile vaa** Children learn and perform a traditional Indian song using the knowledge and skills they have built throughout the topic. **Learning objective** To perform a piece of music using musical notation	