



Year 3/4 medium term plan

‘Is there time to save the world?’ Spring term 2021-2022

Cramlington Village Primary School

Home learning and extra resources available on our Padlet page [here](#)

‘Wow’ moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
<p>Spring 1 -</p> <p>Visit From conservation expert. Nicola Everitt Gibside Tip trip</p> <p>Focus on explaining what is happening and why.</p> <p>Spring 2 - Beech trip Rockpool School - (Coming into school to deliver a workshop wc 10.01.21)</p> <p>Can we create a woodland trail/name a trail after CVPS.</p> <p>Or can we visit local school that already has the Eco School Award</p> <p>Focus on changing in a positive way</p> <p>Legacy: Plant a CVPS forest Vegetable garden Eco Schools Award</p>	<p>Spring 1 -</p> <p>Focus on how humans are having a negative impact on our local environment. Gather knowledge about climate change and effect on Cramlington. (Climate change, Global warming, Deforestation, Pollution,, Endangered wildlife) The effects of pollution in the air/water. Plastic waste in oceans/beach.</p> <p>Spring 2</p> <p>Is there still time to save Cramlington? What can we do to make a change? Develop action plan Inform and involve the local community</p> <p>Subtopics -</p> <p>Litter/Waste Healthy Living Marine School Grounds</p>	<p>Shared area - forest display - leaf pledges.</p> <p>Books on ecology, conservation, wildlife, plants</p> <p>Resources from Remondis waste management - posters, videos and presentation on a USB stick.</p> <p>Texts</p> <p>Dear Greenpeace by Simon James What A Waste: Rubbish, Recycling, and Protecting our Planet by Jess French Save the planet - Natalia Marshall The Tin Forest by Helen Ward The Lorax - Dr Seuss Under the Canopy - Cynthia Alonso</p>	<p><u>Spring 1</u> Is there time to save our local area? How are humans negatively impacting our local environment? How can we have a positive impact on our local environment? Can we identify areas we can make an impact on? What should go in our action plan?</p> <p><u>Spring 2</u> What have we done to improve our local environment? How have we become more sustainable? How have others achieved a more sustainable area?</p>	<p>Eco Schools Award</p> <p>Web page attached to school website for eco issues and wildlife sites</p> <p>Sustainable vegetable garden feeding into the school kitchen</p> <p>Plant a CVPS forest.</p> <p>Have we improved our school grounds?</p>

Y3/4 Planning Spring 1						
	Week 1 wk/c 3.1.2022 (4 days)	Week 2 wk/c 10.1.2022	Week 3 wk/c 17.1.2022	Week 4 wk/c 24.1.2022	Week 5 wk/c 31.1.2022	Week 6 wk/c 7.2.2022
Maths	<p><u>Y3</u> Multiplication and Division</p> <p><u>Y4</u> Multiplication and division.</p>	<p><u>Y3</u> Multiplication and Division</p> <p><u>Y4</u> Multiplication and division.</p>	<p><u>Y3</u> Multiplication and Division</p> <p><u>Y4</u> Multiplication and division..</p>	<p><u>Y3</u> Measurement - Money</p> <p><u>Y4</u> Area</p>	<p><u>Y3</u> Statistics</p> <p><u>Y4</u> Fractions.</p>	<p><u>Y3</u> Statistics</p> <p><u>Y4</u> Fractions</p>

<p>English</p> <p>Y3 - The Tin Forest by Helen Ward</p> <p>Y4 -The great kapok tree</p> <p>Y3 - Instructions Information texts Letters/informal</p> <p>Y4 - Stories which raise issues or dilemmas Stories from other cultures Information texts Persuasive texts Letters/informal Leaflets</p> <p>Poetry - Creating images</p> <p>Y3/4- eco topics</p> <p>Waste School grounds Healthy Living</p> <p>How much food waste do we make in school? Other school waste</p> <p>Litter/Beach litter pick</p> <p>Mindfulness/Sustainability</p>	<p>Y3 Introduce the text. The tin Forest.</p> <p>Look at the front cover and what we can tell about the story from this.</p> <p>Read the introduction and make predictions.</p> <p>What can we visualise? Can we draw the scene we have pictured?</p> <p>Look at the main character and how they are portrayed.</p> <p>Y4 Introduce talk for writing - the Great kapok tree Analyse features.</p> <p>Look at vocabulary related to the topic Warm up topic, words, phrases & display Internalise model text/process Show class how to innovate on model</p> <p>Read a range of other eco books, compare and contrast</p> <p>Oracy - hot seat main character</p>	<p>Y3 Talk for writing intro. Imitation phase.</p> <p>text/image? Was there anything that you particularly disliked...? Was there anything that puzzled you? Were there any patterns...any connections that you noticed...?</p> <p>Y4 practice talk for writing - the Great kapok tree</p> <ul style="list-style-type: none"> • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients • Co-construct toolkit & display <p>Read a range of other eco books, compare and contrast</p> <p>Oracy - drama give viewpoint of one of the animals</p>	<p>Y3 Talk for writing intro. Innovation phase.</p> <p>How can we change the text to match to look at issues in our local environment.</p> <p>Y4</p> <p>Practice talk for writing - the Great kapok tree</p> <ul style="list-style-type: none"> • Pupils produce own version • Share with partner • Teacher assesses <p>Oracy - debate - should he cut the tree down?</p>	<p>Y3 Talk for writing intro. Invention phase.</p> <p>Assessed piece of writing, first draft and in writing diary.</p> <p>Y4 Environmental poetry - Amazing Earth Tree Poem</p> <p>Read and learn poem Comprehension Explore vocabulary</p> <p>Oracy - present poem concentration on expression and intonation</p>	<p>Y3 Mid year Reading NFERs and STAR reading</p> <p>Y4 Mid year Reading NFERs and STAR reader assessments</p>	<p>Y3 Poetry - Study and explore poetry. Can we write our own environmental poem about our area.</p> <p>Y4 Environmental poetry - Amazing Earth Tree Poem Innovate similes and adjectives Refine and redraft Prepare presentation Oral presentation and feedback</p>
<p>History / Geography</p> <p>Y3/4- eco topics</p> <p>Waste School grounds Healthy Living</p> <p>How much food waste do we make in school? Other school waste</p> <p>Litter/Beach litter pick</p> <p>Mindfulness/Sustainability</p>	<p>How many pupils have taken an active role in recycling your school's waste this academic year?</p> <p>How many difficult-to-recycle items does your school recycle (e.g. crisp packets, batteries etc.)?</p> <p>Oracy - devise and ask questions</p>	<p>How many second-hand sales, or swaps, has your school organised this year (e.g. books, clothes, school uniform)?</p> <p>Can we organise a book swap?</p> <p>Make persuasive leaflets and flyers to advertise</p> <p>Oracy - visit classrooms to persuade children to bring in books</p>	<p>How much food waste (in kgs) has your school composted this academic year? How much (in kgs) has your school diverted waste sent to landfill this academic year? How can we reduce this?</p> <p>Link with computing data handling</p>	<p>How many pupils have been involved in refusing, reducing, reusing, repairing and recycling projects this academic year?</p> <p>Are there any others we can start?</p> <p>Oracy - interviewing skills</p>	<p>Book swap day</p> <p>Oracy - persuasive language, persuading to swap</p>	<p>What have we achieved? Have we made a difference to our school?</p> <p>Oacy - summarising</p>
<p>Art</p>	<p>Y3 - Painting Persuasive/emotive poster to show how we are negatively impacting the World. Use a visual diary to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Y4 Draw for a sustained period of time. Develop intricate patterns using</p>	<p>Y3 - Painting Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Y4 Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Develop ideas in visual diary</p>	<p>Y3 - Painting Mix and match colours to create atmosphere and light effects. Keep notes which consider how a piece of work may be developed further.</p> <p>Y4 Choose college or textiles as a means of extending work already achieved. Do stitch embroidery. use ideas from visual diary</p>	<p>Y3 - Textiles Show an awareness and name a range of different fabrics and tools. Use a variety of techniques, e.g. printing, dyeing, quilting, plastic trappings, weaving and stitching (applique) to create different textural effects.</p> <p>Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing.</p> <p>Y4 Choose college or textiles as a means of extending work already achieved. Do stitch embroidery. Apply decoration using needle and thread: buttons, sequins.</p>	<p>Y3 - Textiles</p> <p>Apply decoration using beads, buttons, feathers etc. Continue to gain experience in applying colour with printing.</p> <p>Y4 Choose college or textiles as a means of extending work already achieved. Do stitch embroidery. Apply decoration using needle and thread: buttons, sequins.</p>	<p>Y3 - Textiles</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a visual diary to record textile explorations and experimentations as well as try out ideas.</p> <p>Y4 Choose college or textiles as a means of extending work already achieved. Do stitch embroidery.</p>

	different grades of pencil and other implements to create texture, tone, line and pattern. Develop ideas in visual diary			knotting, fraying, fringing, pulling threads, twisting, plaiting. Use a visual diary to record textile explorations and experimentations as well as try out ideas. Y4 Choose college or textiles as a means of extending work already achieved. Do stitch embroidery. Apply decoration using needle and thread: buttons, sequins. use ideas from visual diary	use ideas from visual diary	Apply decoration using needle and thread: buttons, sequins. use ideas from visual diary
Music	Y3 Keyboards Y4 Trumpets	Y3 Keyboards Y4 Trumpets	Y3 Keyboards Y4 Trumpets	Y3 Keyboards Y4 Trumpets	Y3 Keyboards Y4 Trumpets	Y3 Keyboards Y4 Trumpets
Science - Y3 - Rocks	Y3 - Rocks -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. Y4 - Living things and their habitats- grouping living things -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.	Y3 - Rocks -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. Y4 - Living things and their habitats- classifying vertebrates -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.	Y3 - Rocks -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. Y4 - Living things and their habitats -classifying invertebrates -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.	Y3 - Rocks -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. Y4 - Living things and their habitats- using classification keys -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.	Y3 - Rocks -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. Y4 - Living things and their habitats -local habitat survey -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.	Y3 - Rocks -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. Y4 - Living things and their habitats- environmental changes -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.
Computing Y3 - Make and present a topic about topic using chromebooks	Y3 -Multimedia Create different effects with different technology tools. Y4 data handling -Organise data in different ways. -Collect data and identify where it could be inaccurate. -	Y3 - Multimedia Combine a mixture of text, graphics and sound to share my ideas and learning. Y4 data handling Plan, create and search a database to answer questions. -Choose the best way to present data to my friends.	Y3 - Multimedia Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. Y4 data handling Plan, create and search a database to answer questions. -Choose the best way to present data to my friends. -	Y3 - Multimedia Evaluate my work and improve its effectiveness. Y4 data handling Plan, create and search a database to answer questions. -Choose the best way to present data to my friends. -	Y3 - Multimedia Use an appropriate tool to share my work online. Y4 data handling Plan, create and search a database to answer questions. -Choose the best way to present data to my friends.	Y3 -Multimedia Presentations on our topic Y4 data handling Plan, create and search a database to answer questions. -Choose the best way to present data to my friends.

PSHCE Global citizenship - What can I do to improve my environment?	Citizenship (Core theme: Living in the Wider World) Understand why and how rules/laws are made and enforced.	Citizenship (Core theme: Living in the Wider World) Discuss why different rules are needed in different situations.	Citizenship (Core theme: Living in the Wider World) Recognise that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	Citizenship (Core theme: Living in the Wider World) Talk about the things which can influence people's choices about spending and saving money.	Citizenship (Core theme: Living in the Wider World) Identify ways in which people can keep track of their money. Begin to understand the world of work.	Citizenship (Core theme: Living in the Wider World) Take part in a debate about a current big issue.
RE	Y3 - Islam Y4 - Islam	Y3 - Islam Y4 - Islam	Y3 - Islam Y4 - Islam	Y3 - Islam Y4 - Islam	Y3 - Islam Y4 - Islam	Y3 - Islam Y4 - Islam
PE	<u>Y3 - Dance</u> Y4 basketball	<u>Y3 - Dance</u> Y4 basketball	<u>Y3 - Dance</u> Y4 basketball	<u>Y3 - Dance</u> Y4 basketball	<u>Y3 - Dance</u> Y4 basketball	<u>Y3 - Dance</u> Y4 basketball
French	<u>Y3 - Animals</u> <u>Y4 - Les Fruits</u>	<u>Y3 - Animals</u> <u>Y4 - Les Fruits</u>	<u>Y3 - Animals</u> <u>Y4 - Les Fruits</u>	<u>Y3 - Fruit and Vege</u> <u>Y4 - Les Legumes</u>	<u>Y3 - Fruit and Vege</u> <u>Y4 - Les Legumes</u>	<u>Y3 - Fruit and Vege</u> <u>Y4 -</u>
Forest school	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. - Assessment Y4 - Our world/Nature - Assessment

Y3/4 Planning Spring 2						
	Week 1 28.2..2022	Week 2 7.3.2022	Week 3 14.3.2022	Week 4 21.3.2022	Week 5 28.3.2022	Week 6 4.4.2022
Maths	<u>Y3</u> Measurement - Length and Perimeter <u>Y4 Fractions</u>	<u>Y3</u> Measurement - Length and Perimeter <u>Y4 fractions</u>	<u>Y3</u> Measurement - Length and Perimeter <u>Y4 decimals</u>	<u>Y3 -</u> Numbers: Fractions <u>Y6 decimals</u>	<u>Y3 -</u> Numbers: Fractions <u>Y6 decimals</u>	<u>Y3:</u> <u>Consolidation</u> <u>Y6 consolidation</u>
English School Grounds	<u>Y3 -</u> <u>Y4 -information texts</u> Talk for writing-Plastic in the oceanAnalyse features. Look at vocabulary related to the topic Warm up topic, words, phrases & display Internalise model text/process Show class how to innovate on model Oracy - discuss - is plastic a good thing?	<u>Y3 -</u> <u>Y4 -practice talk for writing - plastic in the ocean</u> • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients • Co-construct toolkit & display Oracy - fluency	<u>Y3 -</u> <u>Y4 -</u> Practice talk for writing - plastic in the ocean • Pupils produce own version -plastic on the beaches • Share with partner • Teacher assesses Oracy - debate - is it time to give up plastic?	<u>Y3 -</u> <u>Y4 -persuasive texts</u> Talk for writing-Plastic The great new invention! Analyse features. Look at vocabulary related to the topic Warm up topic, words, phrases & display Internalise model text/process Show class how to innovate on model Oracy - convince me - plastic is great!	<u>Y3 -</u> <u>Y4 -practice talk for writing -The great new invention!</u> • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients • Co-construct toolkit & display Oracy - fluency	<u>Y3 -</u> <u>Y4 -Practice talk for writing -The great new invention!</u> • Pupils produce own version -plastic on the beaches • Share with partner • Teacher assesses Use connectives however, furthermore, Innovate plastic time is up Oracy - debate - is it time to give up plastic?

Poetry - Creating images Y3/4- eco topics Waste School grounds Healthy Living How much food waste do we make in school? Other school waste Litter/Beach litter pick Mindfulness/Sustainability						
History / Geography Y3/4- eco topics Waste School grounds Healthy Living	<u>Y3 -</u> How does climate change change our environment How many pupils have been actively involved in growing fruit, vegetables and herbs this academic year? <u>Y4</u> -How many pupils have been actively involved in growing fruit, vegetables and herbs this academic year? Has there been a change n what people eat? Oracy - persuade to eat more vegetables	<u>Y3 -</u> How does climate change change our environment How many pupils have benefitted from or been introduced to improved/increased vegetarian and vegan options in your school canteen this academic year? <u>Y4</u> - How many pupils have benefitted from or been introduced to improved/increased vegetarian and vegan options in your school canteen this academic year?	<u>Y3 -</u> How does climate change change our environment How many pupils have participated in positive mental health practices this academic year? <u>Y4</u> How many pupils have participated in positive mental health practices this academic year? Which ones are the most effective?	<u>Y3 -</u> How does climate change change our environment How many hours of additional exercise has your school introduced for pupils each week? <u>Y4</u> How many hours of additional exercise has your school introduced for pupils each week? <u>Link with data handling</u>	<u>Y3 -</u> How does climate change change our environment How many pupils are more aware that their health is linked to our planet's health as a result of your Eco-Schools work? <u>Y4</u> How many pupils are more aware that their health is linked to our planet's health as a result of your Eco-Schools work?	<u>Y3 -</u> How does climate change change our environment <u>Y6</u>
Music	<u>Y3</u> Keyboards <u>Y4</u> Trumpets	<u>Y3</u> Keyboards <u>Y4</u> Trumpets	<u>Y3</u> Keyboards <u>Y4</u> Trumpets	<u>Y3</u> Keyboards <u>Y4</u> Trumpets	<u>Y3</u> Keyboards <u>Y4</u> Trumpets	<u>Y3</u> Keyboards <u>Y4</u> Trumpets
Science	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans - digestive system parts</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans - digestive system functions</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans- teeth</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans - teeth decay</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans - food chains</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Y3 - Light</u> -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 an opaque object -find patterns in the way that the size of shadows change. <u>Y4 - Animals including humans</u> -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 functions -construct and interpret a variety of food chains, identifying producers, predators and prey.
Computing Y3 - Data handling and collection	<u>Y3 - Handling Data</u> -Talk about the different ways data is	<u>Y3 - Handling Data</u> -Search a ready- made database to	<u>Y3 - Handling Data</u> -Collect data to help me answer	<u>Y3 - Handling Data</u> -Making a database and adding our	<u>Y3 - Handling Data</u> -Use a data logger to monitor changes	<u>Y3 - Handling Data</u> -Discuss and evaluate what we have

linked to a topic - Waste within our school grounds. Y4 design and present eco webpage	collected and handled. Y4 Multimedia Use photos, video and sound to create an atmosphere when presenting to different audiences. -	answer questions. Y4 explore new media to extend what I can achieve. -Change the appearance of text to increase its effectiveness. -	questions. Y4 Create, modify and present documents for a particular purpose. - Use a keyboard confidently and make use of a spellchecker to write and review my work. -	collected information to this Y4 Create, modify and present documents for a particular purpose. - Use a keyboard confidently and make use of a spellchecker to write and review my work.	and can talk about the information collected. Y4 Use an appropriate tool to share my work and collaborate online. - Give constructive feedback to my friends to help them improve their work and refine my own work.	found our using our data collection. What have we learnt from this? Y4 Use an appropriate tool to share my work and collaborate online. - Give constructive feedback to my friends to help them improve their work and refine my own work.
PSHCE Community	Describe what being part of a community means and how institutions support communities locally and nationally.	Describe what being part of a community means and how institutions support communities locally and nationally.	Describe what being part of a community means and how institutions support communities locally and nationally.	Consider the lives of people living in other places and those with different values and customs.	Consider the lives of people living in other places and those with different values and customs.	Consider the lives of people living in other places and those with different values and customs.
RE	Y3 - Hinduism Y4 - Hinduism	Y3 - Hinduism Y4 - Hinduism	Y3 - Hinduism Y4 - Hinduism	Y3 - Hinduism Y4 - Hinduism	Y3 - Hinduism Y4 - Hinduism	Y3 - Hinduism Y4 - Hinduism
PE	Y3 Muay Thai Y4 Muay Thai	Y3 Muay Thai Y4 Muay Thai	Y3 Muay Thai Y4 Muay Thai	Y3 Muay Thai Y4 Muay Thai	Y3 Muay Thai Y4 Muay Thai	Y3 Muay Thai Y4 Muay Thai
French	Y3 - Days of the week Y6 les saisons	Y3 - Days of the week Y6 les saisons	Y3 - Days of the week Y6 les saisons	Y3 - Months of the year Y6 les saisons	Y3 - Months of the year Y6 les saisons	Y3 - Consolidation Y6
Forest school	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. Y4 - Our world/Nature	Y3 - Nature/Animal welfare. - Assessment Y4 - Our world/Nature - Assessment