



Year 3/4 medium term plan

‘What happens when we win?’ Summer term 2021-2022

Cramlington Village Primary School

| ‘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 |
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| <p><u>Summer 1</u></p> <p>Trip to Moat Brae</p> <p>Y4 Robinwood</p> <p>National theatre filmed performance</p> <p><u>Summer 2</u></p> <p>Stage combat performance</p> <p>Performance Peter Pan - The Phoenix Theatre - Wednesday 6th July 2022</p> | <p>What does it feel like to win and lose? Explore themes around what it feels to win in your own personal battles against strong emotions or adversity. Examine larger scale losses and wins in context of battles between good and evil (pirates).</p> <p>Is winning always what you expect?</p> | <p>Books with different versions of Peter Pan, Edwardian times, Pirates.</p> <p>Story telling props</p> <p>Access to writing diaries</p> | <p>Summer 1</p> <p>Who is J.M Barrie?</p> <p>Why was Peter Pan so charismatic?</p> <p>What happens when the dream isn't as good as we think? (Reality of Neverland)</p> <p>Do good characters do bad things? (Captain Hook vs. Peter Pan - character traits discussion)</p> <p>Summer 2</p> <p>Who were the real pirates?</p> <p>What makes a family? (Lost Boys, Pirates, Wendy's family)</p> <p>Is it ever right to fight for what you believe in?</p> <p>Why does Tinkerbell feel such strong emotions? (Jealousy)</p> <p>What would it be like to be a child forever?</p> | <ul style="list-style-type: none"> - Designing, printing and stitching our own tribal flags (Lost Boys) to use as props in the performance - Stage combat performance hosted by professionals - songs/ instrumental to performance level - Props made in DT including costumes, weapons - Green screen flight across London? |

| Y5/6 Planning Spring 1 | | | | |
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| | Week 1 wk/c 25.4.2022 | Week 2 wk/c 2.5.2022 (4 days) | Week 3 wk/c 9.5.2022 Year 6 SATS Audition week - Friday 13th May 2022 Robinwood | Week 4 wk/c 16.5.2022 |
| Maths | <p><u>Y3</u></p> <p><u>Fractions</u></p> <p>-Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators</p> <p>-Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by</p> | <p><u>Y3</u></p> <p><u>Fractions</u></p> <p>-Compare and order unit fractions, and fractions with the same denominators</p> <p>-Add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$]</p> <p>-Recognise and use fractions as numbers: unit fractions and non-unit</p> | <p><u>Y3</u></p> <p><u>Time</u></p> <p>-Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> | <p><u>Y3</u></p> <p><u>Time</u></p> <p>- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p><u>Y4</u></p> |

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| | <p>10</p> <p>-Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>-Connect tenths to decimal measures and place value (+)</p> <p><u>Y4</u> Decimals</p> | <p>-Fractions with small denominators</p> <p>-Solve problems with fractions from the National Curriculum.</p> <p><u>Y4</u> Decimals</p> | <p><u>Y4</u> Money</p> | <p>Money</p> |
| <p>English</p> <p>Y3 - Letters + Instructions</p> <p>Who is J.M Barrie?</p> <p>Why was Peter Pan so charismatic?</p> <p>What happens when the dream isn't as good as we think? (Reality of Neverland)</p> <p>Do good characters do bad things? (Captain Hook vs. Peter Pan - character traits discussion)</p> <p>Whole class - reading for pleasure</p> | <p><u>Y3</u></p> <p>Who is J.M Barrie?</p> <p>Can we write a biography for the author?</p> <p><u>Y4</u></p> <p>Who is JM Barrie?</p> <p>Language/vocabulary play - analysis of text</p> <p>Short biography/quick writes on JM Barrie</p> | <p><u>Y3</u></p> <p>Why was Peter Pan so charismatic?</p> <p>What made Wendy follow Peter to Neverland.</p> <p>Write a letter from Wendy - Why she is leaving for Neverland or Instructions of how to get there.</p> <p><u>Y4</u></p> <p>Why was Peter Pan so charismatic?</p> <p>First letter home from Wendy once she has met Peter and visited Neverland</p> | <p><u>Y3</u></p> <p>What happens when the dream isn't as good as we think? (Reality of Neverland)</p> <p>Letter writing - Write a letter explaining Dreams vs reality</p> <p><u>Y4</u></p> <p>What happens when the dream isn't as good as we think? (Reality of Neverland)</p> <p>Second letter home from Wendy updating them on reality - shift in language and emotion</p> | <p><u>Y3</u></p> <p>v</p> <p><u>Y4</u></p> <p>Do good characters do bad things? (Captain Hook vs. Peter Pan - character traits discussion)</p> <p>Analysis of Captain Hook from classic text vs poet</p> |
| <p>History / Geography</p> | <p><u>Y3</u></p> <p>Pirates - History of traditional pirates.</p> <p>Why were they pirates?</p> <p>What were their aims?</p> <p><u>Y4</u></p> <p>Who ruled Britain in 1904?</p> <p>Historical/societal context of Britain</p> | <p><u>Y3</u></p> <p>Pirates - Where do pirates come from?</p> <p>Buccaneers operated mainly in the Caribbean.</p> <p><u>Y4</u></p> <p>Why was there such a divide between the rich and poor?</p> <p>Luxuries of the elite vs. poverty</p> | <p><u>Y3</u></p> <p>Edwardian Britain vs Modern Britain</p> <p>What are the similarities and differences of people living in early 1900s Britain to now?</p> <p>How would your life at school be different?</p> <p>How would your home life be different?</p> <p><u>Y4</u></p> <p>What technological advances happened in the Edwardian era?</p> <p>Electricity and communication</p> | <p><u>Y3</u></p> <p>Electricity in 1900's Britain.</p> <p>What was UK like pre electricity?</p> <p>How did it change life in UK.</p> <p>Cragside/William Armstrong</p> <p><u>Y4</u></p> <p>Why do children have to go to school?</p> <p>Changes in legalities around school</p> |
| <p>Art/DT</p> <p>Film props - Paper mache</p> <p>Treasure/pirate map</p> | <p><u>Y3</u></p> <p>Can we make film props out of paper mache?</p> <p>Planning potential props to be made and what props would enhance the performance that we can potentially personalise for our CVPS performance on Peter Pan. Construct a simple base for extending and modelling.</p> <p><u>Y4</u></p> <p>Printing</p> <p>Planning and evaluating tribal flags for the Lost Boys</p> <p>Do mono printing and relief printing.</p> <p>Select material for fabric printing based on the effect I want.</p> <p>Possible artists: Rothenstein, Kunisada</p> | <p><u>Y3</u></p> <p>Can we make film props out of paper mache?</p> <p>Select appropriate materials and items to be created. Assess how we will make and personalise such items to be included in CVPS Peter Pan performance.</p> <p><u>Y4</u></p> <p>Planning and evaluating tribal flags for the Lost Boys</p> <p>Explore resist printing including marbling, silk screen and cold water paste.</p> <p>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><u>Y3</u></p> <p>Can we make film props out of paper mache?</p> <p>Decorate and paint our creations we have made out of paper mache.</p> <p>Use a range of styles including different materials to personalise these to our performance.</p> <p><u>Y4</u></p> <p>Do 3 colour printing.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Use a visual diary to adapt and improve original ideas.</p> <p>Keep notes to indicate my intentions/purpose of a piece of work.</p> | <p><u>Y3</u></p> <p>Can we make film props out of paper mache?</p> <p>Assessing and improving our final designs.</p> <p>How could they be improved?</p> <p>How could we enhance or improve these ideas for future design?</p> <p><u>Y4</u></p> <p>Printing our final design onto the fabric ready for summer 2</p> |
| <p>Music</p> | <p><u>Y3</u></p> <p>Keyboard - sound effects</p> <p><u>Y4</u></p> <p>Trumpets - fanfare for pirates</p> | <p><u>Y3</u></p> <p>Keyboard - sound effects</p> <p><u>Y4</u></p> <p>Trumpets - fanfare for pirates</p> | <p><u>Y3</u></p> <p>Keyboard - sound effects</p> <p><u>Y4</u></p> <p>Trumpets - fanfare for pirates</p> | <p><u>Y3</u></p> <p>Keyboard - sound effects</p> <p><u>Y4</u></p> <p>Trumpets - fanfare for pirates</p> |
| <p>Science</p> <p>Y3 - Light</p> | <p><u>Y3</u></p> <p>Light</p> <p>-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,</p> <p><u>Y4 Animals including Humans</u></p> <p>To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system</p> | <p><u>Y3</u></p> <p>Light</p> <p>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p><u>Y4 Animals including Humans</u></p> <p>To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system. *</p> <p>To use straightforward scientific evidence to answer</p> | <p><u>Y3</u></p> <p>Light</p> <p>- recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p><u>Y4 Animals including Humans</u></p> <p>To identify the different types of teeth in humans and their simple functions by learning about different types of teeth..</p> <p>To identify differences, similarities or changes related to simple scientific ideas and processes by comparing</p> | <p><u>Y3</u></p> <p>Light</p> <p>-find patterns in the way that the size of shadows change.</p> <p><u>Y4 Animals including Humans</u></p> <p>To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.</p> <p>To set up simple practical enquiries, comparative and fair</p> |

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| | | questions by reading an explanation text and answering questions. | human and animal teeth. | tests by setting up an enquiry or test to understand what causes tooth decay. |
| Computing | <p><u>Y3</u></p> <p>E-Safety - -I can talk about what makes a secure password and why they are important. -I can protect my personal information when I do different things online. -I can use the safety features of websites as well as reporting concerns to an adult.</p> <p><u>Y4</u> Create content that accomplish given goals. Solve problems by decomposing them into smaller parts. In the context of analysing the difference between paper and online quizzes. • I can compare quizzes and decompose a problem into smaller parts. Write and debug programs that accomplish specific goals by creating a quiz question. • I can write and debug a program.</p> | <p><u>Y3</u></p> <p>E-Safety - -I can recognise websites and games appropriate for my age. -I can make good choices about how long I spend online. - I ask an adult before downloading files and games from the Internet. -I can post positive comments online.</p> <p><u>Y4</u> Write and debug programs that accomplish specific goals in the context of creating a quiz question. • I can write and debug a program. Use sequence and selection in programs by creating a sequence of commands and using the 'if...then...else... command'. • I can use sequence and selection</p> | <p><u>Y3</u></p> <p>I can create different effects with different technology tools. -I can combine a mixture of text, graphics and sound to share my ideas and learning.</p> <p><u>Y4</u> Write and debug programs that accomplish specific goals by creating visual effects as part of a quiz. Use sequence and repetition in programs by sequencing commands that run and using repetition to create effects. • I can write and debug a programs which use sequence and repetition. Work with variables by changing the colour, shape, size and adding extra features to the sprites used in the quiz. • I can work with variables</p> | <p><u>Y3</u></p> <p>-I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. - I can evaluate my work and improve its effectiveness. -I can use an appropriate tool to share my work online.</p> <p><u>Y4</u> Write and debug programs that accomplish specific goals in the context of adding sound effects and changing backdrops. Use sequence and repetition in programs by adding blocks to existing programs and ensuring they run all the effects. • I can write and debug a program which uses sequence. Work with variables by changing the backdrop to the quiz. • I can work with variables.</p> |
| PSHCE | <p><u>Y3</u></p> <p>What makes a goodie, what make a baddie?</p> <p><u>Y4</u> Understand why the performance rights and royalties from Peter Pan were donated to Great Ormond Street hospital</p> | <p><u>Y3</u></p> <p>Are good people always good all the time?</p> <p><u>Y4</u> Discuss why different rules are needed in different situations and recognise how to take part in making and changing rules. What Rules does Peter apply, how does Wendy change this?</p> | <p><u>Y3</u></p> <p>Understand why and how rules/laws are made and enforced. Discuss why different rules are needed in different situations.</p> <p><u>Y4</u> Explain that there are basic human rights and that children have their own special rights set out. Do all characters in Neverland have equal rights?</p> | <p><u>Y3</u></p> <p>Talk about the things which can influence people's choices about spending and saving money. Identify ways in which people can keep track of their money.</p> <p><u>Y4</u> Talk about Britain as a democratic society. How does this compare to Neverland?</p> |
| RE | <p><u>Y3</u></p> <p>I can explain and describe that Diwali is a happy occasion celebrated by all Hindus</p> <p><u>Y4</u></p> <p>I can discuss and describe how they compare and contrast with others</p> | <p><u>Y3</u></p> <p>I can describe and explain that Hindu lifestyle has some familiar as well as distinctive characteristics</p> <p><u>Y4</u></p> <p>I can appreciate that there is some good in everyone</p> | <p><u>Y3</u></p> <p>I can explain and describe that Hindu scripture in general and the Ramayana in particular are important to Hindu</p> <p><u>Y4</u></p> <p>Can reflect on how I treat others and how I like others to treat them</p> | <p><u>Y3</u></p> <p>I can explain and describe that Hindu lifestyle has some familiar as well as distinctive characteristics</p> <p><u>Y4</u></p> <p>I can reflect on some of the good qualities associated with Jesus and how his beliefs affected how he behaved</p> |
| PE | <p><u>Y3</u></p> <p>Athletics</p> <p><u>Y4</u></p> <p>Basketball</p> | <p><u>Y3</u></p> <p>Athletics</p> <p><u>Y4</u></p> <p>Basketball</p> | <p><u>Y3</u></p> <p>Athletics</p> <p><u>Y4</u></p> <p>Outdoor and adventurous activities</p> | <p><u>Y3</u></p> <p>Athletics</p> <p><u>Y4</u></p> <p>Basketball</p> |
| French | <p><u>Y3</u></p> <p>Days of the week/Months of the year</p> <p><u>Y4</u></p> <p>animals</p> | <p><u>Y3</u></p> <p>Days of the week/Months of the year</p> <p><u>Y4</u></p> <p>animals</p> | <p><u>Y3</u></p> <p>Days of the week/Months of the year</p> <p><u>Y4</u></p> <p>animals</p> | <p><u>Y3</u></p> <p>Numbers</p> <p><u>Y4</u></p> <p>Animals</p> |
| Forest school (Geography included within Our World Badge) | Tool/Nature | Tool/Nature | Tool/Nature | Tool/Nature |

Y5/6 Planning Summer 2

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| | Week 1 6.6.2022 | Week 2 13.6.2022 | Week 3 20.6.2022 | Week 4 27.6.2022 | Week 5 4.7.2022 | Week 6 11.7.2022 |
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| Maths | <u>Y3</u> <u>Time</u> -Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures -Compare durations of events [for example to calculate the time taken by particular events or tasks] <u>Y4</u> Statistics | <u>Y3</u> <u>Shapes</u> -Draw 2-D shapes with straight sides measured in cm (+) -Make 3-D shapes using modelling materials -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines -Describe 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle. <u>Y4</u> Properties of shapes | <u>Y3</u> <u>Shapes</u> -Recognise 3-D shapes in different orientations and describe them -Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn -Identify whether angles are greater than or less than a right angle - Recognise angles as a property of shape or a description of a turn -Continue to recognise and devise patterns and sequences in shapes. <u>Y4</u> Properties of shapes | <u>Y3</u> <u>Mass and Capacity</u> <u>Y4</u> Position and direction | <u>Y3</u> <u>Mass and Capacity</u> <u>Y4</u> Position and direction | <u>Y3</u> <u>Mass and Capacity</u> <u>Y4</u> consolidation | |
| English | Y3 - Letters + Instructions Who were the real pirates? What makes a family? (Lost Boys, Pirates, Wendy's family) Is it ever right to fight for what you believe in? Why does Tinkerbell feel such strong emotions? (Jealousy) What would it be like to be a child forever? | <u>Y3</u> Who were the pirates? Instructions - how to dress like a pirate. <u>Y4</u> Who were the pirates? Persuasive leaflet - trying to encourage new members to join | <u>Y3</u> What makes a family? (Lost Boys, Pirates, Wendy's family) Character descriptions <u>Y4</u> What makes a family? Narrative writing from different viewpoints - (Lost Boys, Pirates, Wendy's family) | <u>Y3</u> <u>NFER tests and STAR assessments</u> <u>Y3</u> <u>Y4</u> Is it ever right to fight for what you believe in? Descriptive writing of a battle scene using visual stimulus | <u>Y3</u> Is it ever right to fight for what you believe in? Letter - why are we fighting Captain Hook? <u>Y4</u> Debate club Arguments for and against good and evil | <u>Y3</u> Why does Tinkerbell feel such strong emotions? (Jealousy) Character descriptions <u>Y4</u> What would it be like to be a child forever? Poetry - reflections of being a child | <u>Y3</u> What would it be like to be a child forever? -Poetry <u>Y4</u> What would it be like to be a child forever? Poetry - reflections of being a child |
| History / Geography | <u>Y3</u> Where do pirates come from? <u>Y4</u> Analysis of Pirates of the Caribbean text and Peter Pan Sloop and Galleon ships of the time - vocabulary of ship | <u>Y3</u> Historical pirates - Vikings, Romans <u>Y4</u> Historical pirates Vikings, Romans - analysis of primary sources | <u>Y3</u> Ship building in the north east <u>Y4</u> Treasure islands - coordinates I can use a map or atlas to locate some countries and cities in Europe or North and South America. | <u>Y3</u> Map reading/orientation <u>Y4</u> I can describe and compare similarities and differences between some regions in Europe and North or South America. | <u>Y3</u> Caribbean vs Britain Similarities and differences <u>Y4</u> I can understand how the human and physical characteristics of Caribbean are connected and make it special | <u>Y3</u> Compass/grid/atlas work. Can I locate these pirate locations <u>Y4</u> | |
| Music | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | <u>Y3/4 - songs from performance</u> <u>Y4 trumpets</u> | |
| Science | <u>Y3</u> Forces on a pirate ship - Anchor - Ropes - Weapons <u>Y4 Animals including Humans</u> To make systematic and careful observations by observing the changes that occur in their enquiry or test. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions By presenting findings, making predictions and raising questions about results. | <u>Y3</u> Forces on a pirate ship - Anchor - Ropes - Weapons <u>Y4 Animals including Humans</u> To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them. | <u>Y3</u> Recap of topics. <u>Y4 Animals including Humans</u> Construct a range of food chains and label appropriately | <u>Y3</u> Recap of topics. <u>Y4</u> | <u>Y3</u> <u>Recap of topics.</u> <u>Y4</u> | <u>Y3</u> Recap of topics. <u>Y4</u> | |

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| <p>Computing</p> | <p><u>Y3</u> -Use browser-specific tools (e.g. the Find command) and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website.</p> <p><u>Y4</u> Write programs that accomplish specific goals in the context of creating a scoring system. • I can write a program. Work with variables by creating a scoring system for a quiz. • I can work with variables</p> | <p><u>Y3</u> -When using search engines, demonstrate an understanding that the pages shown include the keywords they have specified.</p> <p><u>Y4</u> Design, write and debug programs that accomplish specific goals by creating a quiz on a topic of their choice. use sequence, selection, and repetition in programs by creating a sequence of blocks and using the 'if...then...else' and 'repeat' commands. Work with variables by creating effects in their own quiz. • I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence.</p> | <p><u>Y3</u> -Use this knowledge by thinking of good keywords appropriate for what they are searching.</p> <p><u>Y4</u> • I can debug my own program by selecting appropriate visual block commands to create a sequence.</p> | <p><u>Y3</u> If the child is unable to find good results on the first page, they will reconsider their keywords rather than looking at further pages of results.</p> <p><u>Y4</u> • I can test and refine my own program by selecting appropriate visual block commands to create a sequence.</p> | <p><u>Y3</u> Save and retrieve work on the Internet, the school network or my own device. -Talk about the parts of a computer.</p> <p><u>Y4</u></p> | <p><u>Y3</u> -Tell you ways to communicate with others online. -Describe the World Wide Web as the part of the Internet that contains websites. -Use search tools to find and use an appropriate website. -Think about whether I can use images that I find online in my own work.</p> <p><u>Y4</u></p> |
| <p>PSHCE</p> | <p><u>Y3</u> <u>E safety -</u> Talk about what makes a secure password and why they are important. Protect my personal information when I do different things online.</p> <p><u>Y4</u> Find out about the local council.</p> | <p><u>Y3</u> <u>E safety -</u> Use the safety features of websites as well as reporting concerns to an adult. Recognise websites and games appropriate for my age. Make good choices about how long I spend online. Ask an adult before downloading files and games from the Internet. Post positive comments online.</p> <p><u>Y4</u> Talk about the British legal system.</p> | <p><u>Y3</u> Consider the lives of people living in other places and those with different values and customs. Describe what being part of a community means and how institutions support communities locally and nationally.</p> <p><u>Y4</u> Participate in a role play court of law.</p> | <p><u>Y3</u> Recognise bullying and abuse in different forms (in person, on line and through social media - focus on gender, age, special needs, disability, race, ethnicity and religion)</p> <p><u>Y4</u> Recall the story of one British famous woman from history</p> | <p><u>Y3</u> Recognise that social/relational bullying is often carried out behind the person's back and intended to harm their reputation.</p> <p><u>Y4</u></p> | <p><u>Y3</u> Suggest ways to prevent bullying. Identify ways in which I can get help. Participate in an act of kindness project.</p> <p><u>Y4</u></p> |
| <p>Art</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u> Plan a design in a visual diary and execute it. Adapt work as and when necessary and explain why. Use my visual diary to collect and record visual information from different sources, describing with vocabulary based on the visual and tactile elements.</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u> Choose college or textiles as a means of extending work already achieved. Do stitch embroidery.</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u> Apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Create and use dyes.</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u> Experiment with paste resist. Change and modify threads and fabrics.</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u> Demonstrate experience in looking at fabrics from other countries.</p> | <p><u>Y3</u> <u>Textile and printing</u> Lost boy t-shirts. Leaf/natural printing. Logo for the tribe. Stitching on fur etc Flag Hats</p> <p><u>Y4</u> <u>Textile and collage</u></p> |
| <p>PE</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u> Athletics - long distance run</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u> Athletics - sprint</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u> Athletics - relay</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u> Athletics - hurdles</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u> Athletics - long and high jump</p> | <p><u>Y3</u> Basketball</p> <p><u>Y4</u></p> |
| <p>RE</p> | <p><u>Y3</u></p> <p><u>Y4</u> I know what I belong to</p> | <p><u>Y3</u></p> <p><u>Y4</u> I know that belonging can assume many forms including belonging to a</p> | <p><u>Y3</u></p> <p><u>Y4</u> I understand that belonging implies rights as well as responsibilities</p> | <p><u>Y3</u></p> <p><u>Y4</u> I understand that Christians express</p> | <p><u>Y3</u></p> <p><u>Y4</u> I know that pilgrimage is part of that</p> | |

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| | | religious community | | their sense of belonging to a religious community in many ways | sense of belonging | |
| French | <u>Y3</u> Numbers <u>Y4</u> greetings | <u>Y3</u> Numbers <u>Y4</u> greetings | <u>Y3</u> Numbers <u>Y4</u> greetings | <u>Y3</u> Animals <u>Y4</u> | <u>Y3</u> Animals <u>Y4</u> | <u>Y3</u> Animals <u>Y4</u> |
| Forest school Forest school (Geography included within Our World Badge) | Tool/Nature | Tool/Nature | Tool/Nature | Tool/Nature | Tool/Nature | Tool/Nature |