MEDIUM TERM PLANNER (Term 3)

Cell Content: NC Objectives, key knowledge mapped out informed by schemes if used **Grey fill** = not taught this term

YEAR GROUP: Mixed 3/4
THEME – Misty Mountains Sierra

Subject	Week 1 & 2 5/1/26 and 12/1/26	Week 3 & 4 19/1/26 and 26/1/26	Week 5 & 6 2/2/26 and 9/2/26
School Events	▪ Week 1 - 5/1/26 - Teacher Training Day	▪	▪ Week 5 - 4/2/26 – PSHE Join Your Child
Links to Priestley and British Values	▪ Safety	▪ Focus	▪ Respect for All
Main text	▪ Everest – Reaching the Roof of the World	▪ Everest – Reaching the Roof of the World	▪ Everest – Reaching the Roof of the World
Spoken Language **Oracy opportunities (debate, presentation)**	**In Week 1 and 2 we are learning to:** - Share and present our findings in our fact files -Say well-structured descriptions	**In Week 3 and 4 we are learning to:** - Speak clearly when reading our work aloud - Wait for a quiet audience before starting - Pause throughout your reading	**In Week 5 and 6 we are learning to:** - Put tone and intonation in your voice when performing poetry - Speak clearly when performing
Writing	**Writing Genre/Format** Week 1 – Inform – Fact file – Mount Everest Week 2 - Describe – Setting Descriptions **In Week 1 and 2 we are learning to:** Week 1 - Research and retrieve key information - Organise and present our findings using headings, subheadings and bullet points. Week 2 - Use our senses to describe the setting - Include similes, adjectives and prepositions **After week 1 and 2 we will know:** Week 1 - Key facts about Mount Everest and be able to share them - The structure of a fact file and organizational devices we can use to help us Week 2 - How to write similes - What the 5 senses are how to use them to build a vivid picture **We will do this by:** Week 1 - Begin to read our class book. - Look at other sources of information and retrieve key facts - Create headings and subheadings to help organise our ideas - Produce a fact file Week 2 - Continue to read our class book - Gather adjectives, similes and metaphors to describe the image in groups - Write a setting description using the ideas gathered before.	**Writing Genre/Format** Week 3 – Explanation Text Week 4 – Entertain – Diary Entry **In Week 3 and 4 we are learning to:** Week 3 - Explain the process of the water cycle - Use clear structures like introduction, subheadings, conclusions Week 4 - Identify the key features of diary entries - Focus on a basic chronological structure, use first person consistently and use simple time conjunctions **After week 3 and 4 we will know:** Week 3 - Each stage of the water cycle and what happens - How the water cycle supports ecosystems - How water moves and changes state Week 4 - The structure of a diary entry - Language used in a diary entry - The correct tone to use when writing a diary **We will do this by:** Week 3 - Watch Blazer Fresh Water Cycle rap - Note down the stages of the water cycle - Add information to explain what happens at each stage - Look at language used in explanation texts - Use headings and notes to create an explanation text. Week 4 - Look at the features of a diary entry - Explore a selection of pictures of people climbing Everest - Mind map how they might feel/ what they might see etc. Focus on senses and personal experience of the climber - Write a diary entry as someone climbing Everest.	**Writing Genre/Format** Week 5 – Inform - Newspaper Article – Edmund Hillary and Tenzing Norgay Week 6 – Entertain - Mountain Poetry **In Week 5 and 6 we are learning to:** Week 5 - Identify the key features of newspaper articles - Focus on basic structures including headline, 5ws (who, what, where, when, why) for an introduction and pictures/captions Week 6 - Understand rhythm - Identify rhyming couplets - Use figurative language e.g. alliteration **After week 5 and 6 we will know how to:** Week 5 - Key features of a newspaper article - Language used in a newspaper article - Key facts about Edmund Hillary and Tenzing Norgay - The structure of a solid introduction Week 6 - What rhyming couplets are - Clear, spoken voice is needed when performing - A poem needs rhythm and 'bounce' as you read it **We will do this by:** Week 5 - Explore newspaper articles looking for common features across a selection - Identify the features of newspaper articles - Gather facts about Edmund Hillary and Tenzing Norgay - Write an introduction - Write a main body with pictures and captions Week 6 - Look at a variety of poems and see what features we can spot - Play rhyming games - Gather words and phrases that describe a mountain or being on a mountain - Write a rhyming poem
Vocabulary, Grammar & Punctuation	**Learning Objectives** Verbs Compound Nouns **Key Knowledge** A verb is a word that tells what someone or something does, is or feels, and every	**Learning Objectives** Prefixes – dis, mis, un Subordinating Conjunctions **Key Knowledge** A prefix is a group of letters added to the beginning of a root word to change its	**Learning Objectives** Inverted Commas **Key Knowledge** Inverted commas (also called speech marks or quotation marks) are punctuation marks

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	complete sentence needs at least one verb.
	What a verb is
	• A verb is an action, state or occurrence word, for example: run, jump, think, love, is, have.
	• Verbs can be physical actions (run, kick), mental actions (think, imagine) or feelings and states (believe, know, am).
	Tense (time of the verb)
	• Verbs change to show time: past (walked), present (walk), future (will walk).
	• In KS2, children also meet perfect and progressive forms, for example: "has walked", "was walking", "is walking"
	
	• A compound noun is often formed from two nouns, like "tooth + brush = toothbrush" or "play + ground = playground".
	• The new word usually has a more specific meaning than each word on its own (a "toothbrush" is not just any brush, but one for teeth).
	
	Teaching and Learning Ideas
	
	Active whole-class games
	• Verb "Simon Says"
	Call out actions using verbs ("jump", "spin", "march").
	After a few rounds, pause and ask, "What are all these words?" to reinforce that they are verbs, then contrast with a few nouns to check understanding.
	• Verb charades
	One child secretly chooses or is given a verb and acts it out; the class guesses the verb and then says a sentence aloud using it in the present and past tense ("He is jumping." / "He jumped.").
	Sentence-building and tense
	• Human verb timelines
	Write a base verb on the board (walk, play, shout).
	Give pupils cards with "yesterday", "now", "tomorrow" and ask them to stand under the correct heading and say the verb in that tense ("walked, is walking, will walk").
	• Sentence upgrades
	Provide "bare" sentences with weak verbs ("He went to the park.").
	Children replace "went" with more precise verbs (strolled, dashed, raced) and discuss how meaning and tone change.
		meaning, and it cannot usually stand alone as a word.
		What a prefix does
		• A prefix is attached to the start of a root word, while the spelling of the root word usually stays the same (happy → unhappy, appear → disappear).
		• Adding a prefix often changes the meaning to the opposite or adjusts time, place or amount, for example: kind → unkind, do → redo, heat → preheat
		A subordinating conjunction is a word that joins a subordinate (dependent) clause to a main (independent) clause, helping to form a complex sentence.
		What it does
		• It introduces the subordinate clause and shows how it relates to the main clause, often in terms of time, cause, condition, contrast or place (for example: because, although, when, if, until, since, before, after, while, where).
		• The clause with the subordinating conjunction cannot stand alone as a full sentence, for example: "because it was raining" needs a main clause like "We stayed inside because it was raining."
		
		Teaching and Learning Ideas
		
		• Prefix tree: Draw a tree trunk as a root word (e.g. "play"). Add branches for prefixes (replay, replayed) and challenge pupils to suggest more, discussing meaning changes.
		• BBC animated guide: Use short clips showing un-, dis-, mis-, and in- rules (e.g. il- before 'l', ir- before 'r') to introduce spelling patterns visually
		
		Quick introductions and warm-ups
		• Conjunction sorting
		  • Give mixed word cards (nouns, verbs, conjunctions).
		  • Pupils sort out the subordinating conjunctions and then use each one to start or join a sentence (e.g. "Although it was raining, …").
		• I SAW A WABUB / A WHITE BUS
		  • Teach a mnemonic (e.g. "I SAW A WABUB") to remember common subordinating conjunctions: if, since, as, when, although, while, after, before, until, because.
			used to show the exact words that someone says or to show a quotation.
			What inverted commas do
			• They go before and after the spoken words in direct speech, for example: "I'm hungry," she said.
			• They can be single (' ') or double (" "); in primary writing, double marks are usually used for speech and quotations.
			
			Teaching and Learning Ideas
			
			• Live punctuating: Write a simple dialogue on the board without marks (Mum said I am hungry). Model adding inverted commas, commas, capitals and question marks step-by-step: "Mum said, 'I am hungry.'" Discuss new line for new speakers.
			• Spot the speech: Project a story extract; pupils call out where inverted commas go, then check against the original.
			Hands-on games
			• Speech bubbles: Give pupils cartoon strips or pictures; they add speech in bubbles, then rewrite as punctuated sentences with reporting clauses ("said Tom").
			• Punctuation relay: Teams fix sentences on mini-whiteboards (add commas inside quotes, full stops, new lines), passing to teammates.
			Pair and group practice
			• Dialogue builders: Pairs get clause cards ("Get out!" / "shouted the dragon") and assemble into full speech sentences, swapping for variety.
			• Worksheet fixes: Provide unpunctuated conversations; pupils insert marks, then read aloud to partners for feedback.

Reading	**Learning Objectives** Session 1 – Predict the story from the book cover Session 2 – Discuss the cover: What do the flags, mountains, and figures suggest about dreams, challenges, and teamwork? Session 3 – Read Chapter 1 Session 4 – Explore initial thoughts on climbing Everest and the concept of "roof of the world". Session 5 – Never heard the Word Chapter 1 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Session 6 – Read Chapter 2 Session 7 – Match Mountain Heights Session 8 – Compare old and modern mountaineers Session 9 – Never Heard the Word Chapter2 Session 10 – Comprehension Chapter 2	**Learning Objectives** Session 1 – Read Chapter 3 Session 2 – Never Heard the Word Session 3 – Comprehension Session 4 – How could Wilson be better prepared to climb Everest? ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Session 5 – Read Chapter 4 Session 6 – Never Heard the Word Session 7 – Comprehension Session 8 – Compare Wales and Nepal	**Learning Objectives** Session 1 – Read Chapter 5 & 6 Session 2 – Never Heard the Word Session 3 – Comprehension Session 4 – ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Session 5 – Read Chapter 7 & 8 Session 6 – Never Heard the word Session 7 – Comprehension Session 8 – Session 9 – Finish reading book

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Phonics/Spelling

Learning Objectives
Group A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Extra
lie	high	for	saw	air	are	his
tie	night	horse	drawn	hair	care	house
pie	light	born	crawl	stair	stare	ask
cried	flight	forest	claw	pair	rare	come
tried	bright	cord	straw	fair	share	some
chief	right	short	August	lair	glare	should
field	sigh	core	dinosaur	year	spare	could
thief	slight	sore	sauce	ear	dare	because
lied	thigh	more	fault	near	scared	you
fried	knight	store	launch	dear	shared	your

Group B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Extra
yellow	fruit	inform	sarcastically	measure	poisonous	because
blue	grammar	information	basically	treasure	dangerous	therefore
red	group	prepare	comically	pleasure	mountainous	though
white	learn	preparation	frantically	future	curious	thought
purple	guide	float	gently	picture	famous	through
orange	heart	floatation	simply	nurture	various	wait
pink	fourteen	hibernate	quickly	adventure	jealous	weight
grey	forty	hibernation	slowly	sure	courageous	actual
eighteen	important	imagine	loudly	cure	serious	actually
eighty	imagine	imagination	angrily	mixture	glamorous	sentence

Group C

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Extra
Monday	April	inform	sarcastically	measure	poisonous	because
Tuesday	May	information	basically	treasure	dangerous	therefore
Wednesday	June	education	comically	pleasure	mountainous	though
Thursday	July	preparation	frantically	future	curious	thought
Friday	August	floatation	gently	picture	famous	through
Saturday	September	sensation	simply	nurture	various	wait
Sunday	October	hibernation	quickly	adventure	jealous	weight
January	November	invitation	slowly	sure	courageous	actual
February	December	imagination	loudly	cure	serious	actually
March	remember	moderation	angrily	mixture	glamorous	sentence

STEM — Maths

Week 1-3
Learning Objectives
Pupils should be taught to:
Year 3
Counting in multiples
Measure
Lesson 1 – Count forwards and backwards in multiples of 2s and 20s
Lesson 2 - Maths investigation
Lesson 3- count forwards and backwards in 5s, 50s and 25s
Lesson 4 – become familiar with scales and different intervals when measing in grams
Lesson 5 – measure the mass of objects using grams
Lesson 6 – measure mass in whole Kg and g
Lesson 7-Maths investigation
Lesson 8- understanding capacity and volume
Lesson 9 – measure the volume of liquid – ml
Lesson 10 – measure volume in l and ml
Lesson 11 – compare and estimate mass and volume
Lesson 12 – Maths investigation
Lesson 13 – estimate the measure mass and volume and record in a table
Lesson 14 – solve problems including mass
Lesson 15 – solve problems including volume.

Key knowledge

Know and use kilograms (kg) and grams (g) for mass, and litres (l) and millilitres (ml) for capacity.

Measure, compare, add and subtract masses and capacities in practical problems (for example, simple recipes or containers

Choose an appropriate unit and measuring tool for a task (for example, metres not centimetres for playground length).

Estimate before measuring, understand that measurement involves a scale, and connect measure problems to number and multiplication (for example, "twice as long")

Vocabulary
- measure
- estimate
- unit
- scale
- compare
- greater than / less than
- equal to / the same as

Week 3-6
Learning Objectives
Pupils should be taught to:
Year 3
Right angles
Lesson 16- make different sized angles
Lesson 17- identify and describe right angles
Lesson 18- Maths investigation
Lesson 19- know that a right angle describes a quarter turn
Lesson 20- identify properties of triangles
Lesson 21- identify properties of quadrilaterals
Lesson 22- know that a rectangle is a 4 sided polygon with 4 right angles.
Lesson 23- Maths investigation
Lesson 24 – know that a square is a rectangle with 4 equal sides.
Lesson 25- investigate the shapes made when rectangles are cut at the diagonal
Lesson 26- join four right angles at a point using different right angled polygons
Lesson 27- investigate and draw other polygons with right angles
Lesson 28- maths investigation
Lesson 29- angle investigation
Lesson 30- angle investigation
Key knowledge
A right angle is always 90 degrees; it is never any other size.

It looks like the corner of a square or rectangle and is often marked with a little square symbol, not a curved line.

Two lines that meet to make a right angle are called perpendicular lines.

Pupils should be able to sort angles and corners into "right angle", "smaller than a right angle" (acute) and "bigger than a right angle" (obtuse) using a simple right-angle checker or set square.

In shapes, every corner of a square or rectangle is a right angle
Right angles are found in everyday objects such as books, doors, tables, windows and room corners

Vocabulary
- Bigger than / smaller than a right angle: Language to compare angles to a right angle.
- Turn: A way to describe rotation, for example, a quarter turn makes a right angle.
- Straight line: An angle of 180 degrees (two right angles together).

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mass
weight
kilogram (kg)
gram (g)
balance / scales
heavier / lighter

<u>Learning Objectives</u>
<u>Year 4</u>
Perimeter
Lesson 1 – Know that a regular polygon has sides that are the same length and angles which are the same size.
Lesson 2 – Know that the perimeter is the distance around a 2D shape
Lesson 3 – Maths investigation
Lesson 4 -Understand that different shapes can have the same perimeter
Lesson 5 – Know that perimeter is measured in units of length
Lesson 6 -Know that perimeter can be calculated by adding together the side lengths of a 2D shape.
Lesson 7 -Know that the perimeter of a rectangle can be calculated by addition and multiplication.
Lesson 8 – Maths investigation
Lesson 9- Understand that the perimeter of a regular polygon can be calculated by multiplication.
Lesson 10 - use division to calculate the side length of a regular polygon when the perimeter is known.
Lesson 11 – use knowledge of side lengths and perimeter to solve problems
Lesson 12- Consolidation lesson – What have we learnt this term?
Lesson 13- Maths investigation
Represent counting in threes and sixes as the 3 and 6 times tables
Lesson 14- explain the relationship between adjacent multiples of three.
Lesson 15- represent counting in sixes as the 6 times table.
<u>Key Knowledge</u>
<u>Perimeter</u>

Definition: The perimeter is the total distance all the way around the outside edge of a 2D shape.
Calculation Method: To find the perimeter of any straight-sided shape, you must add together the lengths of all its sides.
Units of Measure: Perimeter is a measure of length, so it is measured in standard units like millimetres (mm), centimetres (cm), metres (m), and kilometres (km).
Perimeter is the total distance around the outside of a 2D shape (the length of its boundary).
It is found by adding the lengths of all the sides of the shape

Vocabulary

Perimeter
Length, width, height, distance
Metre (m), centimetre (cm), millimetre (mm), kilometre (km)
Rectilinear shape
Right angle
Equivalent lengths

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Corner / vertex: The point where two sides of a shape meet to make an angle.
Side / edge: The straight line between two corners of a 2D or 3D shape.
Perpendicular: Two lines that meet to form a right angle
Right angle: An angle that is exactly 90 degrees, like a square corner.
Acute angle: An angle smaller than a right angle.
Obtuse angle: An angle larger than a right angle but smaller than a straight line (180 degrees

<u>Learning Objectives</u>
<u>Year 4</u>
Lesson 16- explain the relationship between adjacent multiples of six
Lesson 17- use known facts from the 5 times table to solve problems involving multiples of 6
Lesson 18- Maths investigation
Lesson 19- use knowledge of the 3 and 6 times tables to solve problems
Lesson 20- explain the relationship between multiples of three and six
Lesson 21 – use knowledge of the relationships between the 3 and 6 times tables to solve problems
Lesson 22- know the divisibility rule for multiples of 3 and can use it with 3- and 4-digit numbers
Lesson 23- Maths investigation
Lesson 24- use divisibility rules for multiples of 6
Represent counting in 9s as the 9x table
Lesson 25- explain the relationship between adjacent multiples of nine.
Lesson 26- solve problems involving adjacent multiples of nine.
Lesson 27- use known facts from the 10 times table to solve problems involving the 9 times table
Lesson 28- Maths investigation
Lesson 29- use knowledge of the 9 times table to solve problems.
Lesson 30- use knowledge of the 9 times table to solve problems.
<u>Key Knowledge</u>
<u>Counting in 3s,6s and 9s</u>

Multiples: Numbers reached by multiplying a whole number by another whole number (e.g., 18, 24, 30 are multiples of 6).
Factors: Numbers that multiply to give a product (e.g., 6 and 7 are factors of 42).
Products: The result of multiplication (e.g., 54 is the product of 6 x 9).
Counting in 3s gives 3, 6, 9, 12, 15, 18, 21, 24, 27, 30… and represents the 3 times table.
Counting in 6s gives 6, 12, 18, 24, 30, 36, 42… and represents the 6 times table.
Counting in 9s gives 9, 18, 27, 36, 45, 54… and represents the 9 times table.

Vocabulary

count on
count back
skip count
in 3s / in 6s / in 9s
number line
sequence
pattern
multiply / times
times table
repeated addition
groups of
equal groups
divide / division
fact family

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<td>Mastering Number</td>
<td colspan="2"><u>Daily Session</u>
Securing understanding of the additive relationship
Composition within 5 and related facts
Structures within 10, odd/even</td>
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<td>Science Knowledge</td>
<td><u>Learning Objectives</u>
Week 1 - Who was Bernard Palissy?

Week 2 – What is the water cycle?

<u>Key Knowledge</u></td>
<td><u>Learning Objectives</u>
Week 3 – Can you observe what happens in the water cycle?

Week 4 – What affects the rate of evaporation?</td>
<td><u>Learning Objectives</u>
Week 5 – Why does it flood?

Week 6 – How can landscapes change?

<u>Key Knowledge</u></td>
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		Week 1 - Bernard Palissy was a French potter and scientist who is credited with first articulating the modern theory of the water cycle in his book in the 1580s. He lived from 1510-1590. Week 2 - The water cycle (hydrologic cycle) is Earth's continuous system for moving water between the land, oceans, and atmosphere, powered by the sun, involving stages like **Evaporation** (liquid to gas), **Condensation** (gas to liquid clouds), **Precipitation** (rain/snow falling), and **Collection** (runoff/groundwater) , with plants adding water vapor via **Transpiration**, ensuring life by constantly cycling Earth's finite water supply through solid, liquid, and gas states **Teaching and Learning Ideas** Week 1 - Create a group presentation about who Bernard Palissy was and what he did. Gather ideas together as a table, choose a way to write down any information (posters, mind maps, post it notes). Present to the class. Week 2 - Watch the Blazer Fresh rap and use card and coloured paper to create a water cycle flow diagram	**Key Knowledge** Week 3 - Evaporation (liquid to vapor), where the sun heats water into vapor; Condensation (vapor to liquid), as vapor cools and forms clouds; Precipitation (water falling back), as rain, snow, or hail; and Collection, where water flows into rivers, oceans, or soaks into the ground (infiltration) to start again, with plants also releasing vapor through transpiration. Week 4 **Solar Energy/Temperature**: More heat energy (from the sun) increases water molecule movement, making it easier for them to break bonds and become vapor. **Humidity**: High humidity (moist air) slows evaporation because the air is already saturated with water vapor; dry air allows for more evaporation. **Wind (Air Movement)**: Wind carries away moist air from the surface, replacing it with drier air, thus speeding up evaporation. **Surface Area**: A larger surface area (like a vast ocean compared to a small puddle) offers more points for water molecules to escape, increasing evaporation rates. **Atmospheric Pressure**: Lower atmospheric pressure makes it easier for water molecules to escape into the air, while higher pressure pushes down, slowing evaporation **Teaching and Learning Ideas** Week 3 **Miniature Water Cycle Model:** Create a model using a zip-lock plastic bag, water, and sunlight. Add a small amount of water to the bag (optionally with blue food colouring). Seal the bag tightly and tape it to a sunny window. Over a few hours or a day, observe the water evaporate, form droplets on the inside of the bag (condensation), and eventually slide down the sides like rain (precipitation). Week 4 - Discuss what affects the rate of precipitation and create a scientific glossary of what affects the rate of precipitation and how	Week 5 - When too much water arrives too quickly for the ground or rivers to soak it up, after heavy rain, melting snow or storm surges causing rivers to burst their banks or water to run over the land. Week 6 - Landscapes change through slow natural forces like weathering, (rocks breaking down) and erosion (wind, water, ice moving bits away), and quick events like floods or volcanos plus major human impacts like building and farming. **Teaching and Learning Ideas** Week 5 - Research famous flood and their causes. Produce a poster about it explaining why floods happen. Week 6 - Watch a video about landscape changes, helicopter over a volcano and complete sand and water activity. - Split your book into 4 and discuss each cause of a change in landscape.
Design Technology	**Learning Objectives** **Knowledge Organiser** **Teaching and Learning Ideas**	**Learning Objectives** **Knowledge Organiser** **Teaching and Learning Ideas**	**Learning Objectives** **Knowledge Organiser** **Teaching and Learning Ideas** ▪
Computing	**Learning objectives** Week 1 – to understand how to behave appropriately online and to recognise how someone's feelings can be hurt by what is said of written online. Week 2 – to understand what cyberbullying is and how to recognise it.	**Learning objectives** Week 3 – Responding to Cyberbullying – to know how to respond to cyberbullying in a safe and respectful way.	**Learning objectives** Week 5 – Digital footprints Week 6 – Internet Safety

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		Key Knowledge **Week 1-** To know that online behaviour has real-life implications and that their online behaviour should be the same as their offline behaviour. To know that no everyone should be trusted and that liking someone is different to trusting someone. **Week 2 –** To know what cyberbullying is. **Teaching and Learning Ideas** **Week 1-** Share the Digital Delima Discussion To learn that online behaviour has real-life implications and that their online behaviour should be the same as their offline behaviour. Children will learn that no everyone should be trusted and that liking someone is different to trusting someone. **Week 2 –** Share the Digital Delima Discussion Children will learn what bullying is and how it is different from unkind behaviour. They will apply this knowledge to understand that cyberbullying is any form of bullying	Week 4 – Responding to Cyberbullying – to know how to respond to cyberbullying in a safe and respectful way. **Key Knowledge** **Week 3** To know why some people might choose to cyberbully others online. To know how to respond to a variety of strategies and to know how to report, save and block online safety appropriately. **Week 4** To know why some people might choose cyberbully others online. Know how to respond to a variety of strategies. To know how to report, save and block online safety appropriately. **Teaching and Learning Ideas** **Week 3 –** Share the Digital Delima Discussion – how would they respond to cyberbullying? Children to respond to questions about cyberbullying. **Week 4 –** Recap the question from last session. Address any misconceptions. Look at the privacy settings and explain that these are on games and apps to stop people messaging.	**Key Knowledge** **Week 5** To know that they are responsible for their own digital footprints. Know what a digital footprint is and how they are formed. **Week 6 –** To know what it means to be safe online and how to stay safe online. **Teaching and Learning Ideas** **Week 5-** Share the Digital Delima Discussion Go though positive and negative examples of digital footprints. **Week 6 –** Create a group presentation on how to stay safe online – the children will then present this to another group.
	Geography	**Learning Objectives** Week 1 - Can I carry out a detailed study of a geographical area within the UK? Including hills, mountains, rivers, coasts Week 2 - Can I identify the topography of an area of the UK using contour lines on a map? **Key Knowledge** Week 1 - Know significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Week 2 - Understand topography is the arrangement of the natural and artificial physical features of an area. **Teaching and Learning Ideas** Week1 - Look at England on a map or in an atlas. Identify where the significant rivers are. Can you spot any hills or mountains too? Week 2 - Look at a map and discuss contour lines are and what it means when they are closer together or further apart. Make contour line mountains.	**Learning Objectives** Week 3 - Can I name and locate significant mountains around the world? Explain their importance to local areas. - Make reference to the four cardinal directions. Week 4 - Can I explain the importance of significant rivers? - Explain ways that settlements use water systems and how they are different in other parts of the world. **Key Knowledge** Week 3 - Know significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Week 4 - In the UK, the two most significant rivers are the Thames and the Severn as well as major world rivers like the Nile and the Amazon. Settlements use river systems for fresh water, fertile soil from floods for farming, easy transportation for people and goods, power (mills/electricity), places to clean and for fun (boating/fishing) with cities often growing around them because rivers often provide essential resources and trade routes. **Teaching and Learning Ideas** Week 3 - Research most famous mountains around the world and identify them on a map. Find out how they help the local areas around them. Week 4	**Learning Objectives** Week 5 - Can I research the physical features of a mountain and the different mountains types? - Use a range of sources to find geographical information. - Ask and answer geographical questions. - Describe and compare physical features. Week 6 Assessment - Create a poster describing and comparing the physical features of mountains, identifying, describing and explaining the different mountain types. **Key Knowledge** Week 5 - Physical features of a mountain include the peak, summit, steep slopes, the valley, ridge, foot/base, snow line, tree line and glaciers. Mountains are often found in ranges like the Himalayas or Snowdonia formed by the Earth's shifting plates or Ancient volcanos. Week 6 - Apply all learning throughout the topic when completing the assessment activity. **Teaching and Learning Ideas** Week 5 - Complete a never heard the word of physical features of a mountain and then draw a labelled pictured showing each feature. Week 6

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			- Locate significant rivers on a map and look at the surrounding areas. Explain what rivers can be used for and how local people can benefit from them.	- Show all the knowledge learned this term in a poster about Mountains
	History	**Learning Objectives** **Key Knowledge** **Key Vocabulary** **Teaching and Learning Ideas** ▪	**Learning Objectives** **Key Knowledge** **Key Vocabulary** **Teaching and Learning Ideas** ▪	**Learning Objectives** **Key Knowledge** **Key Vocabulary** **Teaching and Learning Ideas** ▪
	RE	**Learning Objectives** Week 1- *When is Ramadan?* Week 2 - *What happens during Ramadan?* **Key Knowledge** Week 1 - Ramadan is the ninth month of the Islamic calendar. The Islamic calendar is lunar. This means that the calendar follows the patterns of the moon, not the sun. Ramadan begins when we see a new moon in a crescent shape in the sky. Week 2 - Ramadan is the month of fasting. Fasting in Ramadan is one of the five pillars of Islam. Fasting is when we do not eat or drink from Fajr/dawn until Maghrib/sunset. Fasting is a way of worshiping Allah by not eating or drinking. Muslims do extra good deeds when fasting.	**Learning Objectives** Week 3 - Why are the words of the Qur'an important to Muslims? Week 4 - What happens during Eid? **Key Knowledge** Week 3 - Children learn how to keep the Qur'an. The Qur'an is important because it is the word of Allah, which tells Muslims how to lead their life. Week 4 - Eid is the celebration at the end of Ramadan. Eid Al-Fitr is the festival after the fasting during the month of Ramadan. Homes can be decorated with colourful decorations and lanterns. Muslims read their holy book, the Qur'an, and go to a mosque to pray. They enjoy sharing meals with family and friends. They prepare all different kinds of foods like samosas, pakoras, kebabs and more.	**Learning Objectives** Week 5 – Why is Ramadan important? Week 6 – Consolidation **Key Knowledge** Week 5 – Children to form an opinion on why Muslims find Ramadan. Week 6 – Consolidation
	Art & Design	**Learning Objectives** Week 1 - Who is Christa Rijneveld? Week 2 - To explore a range of techniques using pen. To understand the core differences between pen and pencil when drawing. **Key Knowledge** Week 1 - Christa Rijneveld is a current Dutch born artist who mainly works with acrylic on canvas. She explores mountains with simple lines and marks that create intricate textures and patterns. Week 2 - To understand the terms: Hatching, cross hatching, stippling, scribbling, circling, rendering; To know that these can be used to create light and dark tones.	**Learning Objectives** Week 3 - To use contour lines to create depth and dimension Week 4 - To explore how warm and cool colours can be used in the foreground and background of a painting. To identify colour can influence emotion in a piece of art. **Key Knowledge** Week 3 - Contour lines emphasize the mass and volume of the object being drawn. Using contour lines is a key skill often used as the foundation for a drawing or painting and provides the structure upon which further drawing is based. Week 4 - Warm colours belong in the red, orange, and yellow family of colours. Cool colours are those in the green, blue, and purple families. Cool colours recede into the background. Different colours can evoke different emotions.	**Learning Objectives** Week 5 - To create a mountain range landscape using ink/pen work, in the style of Riyneveld, using techniques practised throughout the project. Week 6 - To continue to create a mountain range landscape using ink/pen work, in the style of Riyneveld, using techniques practised throughout the project. To reflect upon their work and the work of others, describing what they like and what they might change. **Key Knowledge** Week 5 - Art can be adapted, changed and revisited. Week 6 - Feedback and reflection in art includes using positive statements relating to what has been achieved; asking questions about techniques used and providing points for improvement.
	Music	**Learning Objectives** Week 1 - To know how pulse, rhythm and pitch work together to create a song. Week 2 - Listen with attention to detail and recall sounds with increasing aural-memory. Use their voices expressively and creatively by singing songs in time with the music. **Key Knowledge** Week 1 - Correctly identify what pulse, rhythm and pitch are. Week 2 - To be able to confidently sing a song in unison and in harmony. **Teaching and Learning Ideas**	**Learning Objectives** Week 3 - Play tuned and untuned instruments musically. Play the glockenspiel and recorder using G and A. Use and understand staff and other musical notations. Week 4 - Improvise music for a range of purposes using the interrelated dimensions of music. Using tuned instruments improvise using C and D. **Key Knowledge** Week 3 - To be able to recall the names of the notes in their instrumental part from both being written down and from memory.	**Learning Objectives** Week 5 - Compose music for a range of purposes using the interrelated dimensions of music. Compose a song, in a small group, using C,D and E. Week 6 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **Key Knowledge** Week 5 - To be able to use the interrelated dimensions of music to compose your own tunes.

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	Week 1 - Identify what pulse, rhythm and pitch are. Week 2 - Sing a song in unison and in harmony.	Week 4 - To be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot. **Teaching and Learning Ideas** Week 3 - Recall the names of the notes in their instrumental part from both being written down and from memory. Week 4 - Play their instrument in order to be able to improvise and make up their own tune on the spot.	Week 6 - Perform an improvisation using C and D. **Teaching and Learning Ideas** Week 5 - Use the interrelated dimensions of music to compose your own tunes. Week 6 - Term Three Assessment Activity: ▪ Perform an improvisation using C and D.
Languages	**Learning Objectives** **Key Knowledge** **Teaching and Learning Ideas**	**Learning Objectives** **Key Knowledge** **Teaching and Learning Ideas**	**Learning Objectives** **Key Knowledge** **Teaching and Learning Ideas**
PE – Gymnastics	***Learning Objectives*** Week 1 – Develop flexibility, strength, technique, control and balance. Week 2 – To use running, jumping, throwing and catching in isolation and in combination. **Key Knowledge** Develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. **Teaching and Learning Ideas** Week 1 – Perform static body shapes. Week 2 – Make body shapes in the air.	***Learning Objectives*** Week 3 – To use running, jumping, throwing and catching in isolation and in combination. Week 4 – To use running, jumping, throwing and catching in isolation and in combination. **Key Knowledge** Develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. **Teaching and Learning Ideas** Week 3 – carry out rhythmic gymnastic moves. Week 4 – perform a rhythmic gymnastic routine.	***Learning Objectives*** Week 5 - Develop flexibility, strength, technique, control and balance. Week 6 – Develop flexibility, strength, technique, control and balance. **Key Knowledge** Develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. **Teaching and Learning Ideas** Week 5 – create symmetrical shapes. Week 6 – apply the gymnastics skills they have learnt.
PSHE	**Jigsaw – Dreams and Goals** ***Learning Objectives*** Week 1 – Hopes and Dreams Week 2 – Broken Dreams **Key Knowledge** Week 1 - to be able to tell each other about their hopes and dreams for the future. Week 2 – understands that hopes and dreams do not always come true and this can hurt. **Teaching and Learning Ideas** Week 1 – work in groups to create a story based on dreams and goals. Discuss how these are going to be achieved. Children to write their own hopes and dreams. Week 2 – use last weeks hopes and dreams leaf and think about how you would feel if you didn't achieve these.	**Jigsaw - Dreams and Goals** ***Learning Objectives*** Week 3- Overcoming disappointment Week 4- Creating New Dreams **Key Knowledge** Week 3 – How to cope with disappointment. Week 4 – to build up resilience **Teaching and Learning Ideas** Week 3 – Look at different scenarios and to understanding how to reflect of positive and happy experiences. Week 4 – look at the same scenario cards and look at ways to help. To make plans and set new goals even if you have been disappointed.	**Jigsaw - Dreams and Goals** ***Learning Objectives*** Week 5 – Achieving Goals Week 6 – We did it! **Key Knowledge** Week 5 – to work as part of a team and cooperate with each other. Week 6 – to build up resilience and know how to cope with disappointment and challenge. **Teaching and Learning Ideas** Week 5 – work to create steps to take to achieve a goal as part of a team. Week 6 – share success in a group and how to stores this success internally.

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