



**Newtown Linford Primary School**  
*“Inspiring Individuality, Excellence and Adventures”*

**Tyburn Curriculum Map**  
**Cycle A**

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Egyptians	Humans vs Robots	Blue Planet	Battle of Bosworth	Horrible Histories	
Synopsis	<p>The unit will begin with the discovery of artefacts including clues about Howard Carter and his discoveries – children will develop lines of enquiry to identify what they are, time period etc. as well as explore Ancient Egypt by locating on a map and looking at its human and physical features (incl. the role of the River Nile), placing the time in history (where and when the first civilisations appeared). Their enquiry should lead them to discover the lives of Ancient Egyptians, focussing on the hierarchy in their society and rules that were enforced, exploring Egyptian beliefs e.g. afterlife, mummification, gods. They will find out about everyday life e.g. food, clothing, houses and entertainment, focusing on music and making Egyptian instruments, exploring how sound travels. They will present their findings based on their discoveries &amp; evidence from artefacts and other sources.</p>	<p>This theme will begin with exploring Early Civilisations and the technologies used during this time.</p> <p>In science, children will learn about forces and magnets where they will carry out investigations to explore how they work.</p> <p>Children will identify pneumatics as another type of force and will explore how it works. They will then design, make and evaluate their own Robot which uses pneumatics and magnets. In computing, they will learn about coding in order to program a sprite using Scratch</p>	<p>This science-based theme will focus on living things and their habitats around the world, focusing mainly on sea life and consider how changes to an environment could endanger living things. They will use classification keys to group, identify and name living things within the ocean. Maps and atlases will be used to locate different seas and oceans as well as other biomes around the world. Children will consider the effects of climate change and the need for conservation. Children will think about human impact and how we can look after our world. They will create persuasive texts during English to promote the idea of conservation.</p>	<p>This history-based unit focuses on the Battle of Bosworth. Children will learn about this key time in local history and the importance of the monarchy in shaping British history.</p> <p>Children will investigate the infamous Richard the III and visit the Bosworth Battle field where the event took place.</p> <p>Children will identify the countries involved through atlases and map work.</p> <p>After visiting the battlefield where pictures and sketching will take place, children will manipulate their own images and digital images to create a piece of art.</p>	<p>During this theme pupils will find out all about England, where places are located, how they are accessed, why people might choose to live there etc. They will learn about the Vikings &amp; how England first got its name. They will also learn about forces and how they impact on travel and they will plan a journey from one part of the country to another based on their knowledge of places, forces and geographical skills. They will be able to apply maths skills in calculating measures &amp; time. Their computing skills will design a webpage for England and why it is a good place to visit.</p>	<p>This history-based theme will look at the Roman Empire and its impact on Britain. Children will learn about Julius Caesar, his attempted invasions and the successful invasion by Claudius. The theme will look at how the Romans changed Britain and the impact it has had upon Britain today including technology, culture and beliefs. Children will locate Rome in Europe and surrounding countries. The children will also learn about Boudicca and her rebellion.</p>
Enrichment Opportunities	Egyptian Calligraphy	Mad Science visitor	Visit to aquarium Talk from a marine biologist	Visit to Battle of Bosworth Heritage Centre	Visit to a Roman Villa.	
Global Awareness	We will discuss the cultural practices and beliefs of the Egyptian people.	AI development throughout the world	Impact of waste on the oceans, ‘The Great Pacific Garbage Patch’	What is a monarchy? Which countries have monarchies and how are they different and similar? Which is the world’s oldest monarchy?	We will consider the concept of invasion and land ownership.	
English	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>					
	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					



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Maths	Shape 3D	Measures	Branching tree Venn diagrams	Coordinates	Measures	Shape 3D
<b>Science</b>	<p><b>Sound</b> Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p> <p><i>I know that most sounds are made by vibrations.</i></p> <p><i>Can make systematic and accurate measurements.</i></p> <p><i>Can find patterns between the volume of sound and the strength of the vibrations that produced it.</i></p>	<p><b>Forces and magnets</b> Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p><i>Independently makes careful observations and measurements.</i></p> <p><i>Can choose and use simple equipment provided appropriately.</i></p> <p><i>Understands that a magnetic force can act at a distance.</i></p> <p><i>Can design a fair test with reasons.</i></p> <p><i>Can predict whether two magnets will attract or repel.</i></p>	<p><b>States of matter</b> Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><i>Can make systematic and accurate measurements.</i></p> <p><i>Can present results in simple graphs and tables.</i></p> <p><i>Can use a thermometer to take accurate measurements.</i></p> <p><i>Can identify the part played by evaporation and condensation in the water cycle.</i></p>	<p><b>Electricity</b> Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><i>Can suggest explanations using scientific knowledge and understanding.</i></p> <p><i>Recognises some common conductors and insulators.</i></p>		
<b>History</b>	<p><b>Ancient Egypt:</b> Investigate how the Egyptian civilisation first formed. Identify and research the practices of how people lived in these times. To consider the lasting impact of the Egyptians on later societies.</p> <ul style="list-style-type: none"> <li>▪ <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</i></li> </ul>			<p><b>Battle of Bosworth:</b> <b>Local Study</b> Identify and research a key event in Leicestershire – The Battle of Bosworth. Research key figures in the history of the Leicestershire - Richard III Consider the lasting impact of these historical people and places in the local area.</p> <ul style="list-style-type: none"> <li>▪ <i>a local history study (Battle of Bosworth/Richard III)</i></li> </ul> <p><i>Can devise and ask questions about a time before they were born.</i></p>	<p><b>The Vikings</b> We will learn about the Viking invasion of Britain. We will learn about the resistance by Alfred the Great and Athelstan, first king of England. We will learn who Edward the Confessor is and about his death in 1066.</p> <ul style="list-style-type: none"> <li>▪ <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></li> <li>▪ <i>Viking raids and invasion</i></li> </ul>	<p><b>Romans</b> We will find out about the British resistance, e.g. Boudica. We will learn more about the successful invasion by Claudius and conquest, including Hadrian’s Wall. ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. We will find out about the lasting impact of the Romans on life in Britain today.</p>



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	<p>Can recognise that there are many similarities and differences between societies.</p>			<p>Can answer questions about the past by looking at historical sources.</p> <p>Understands that there is a difference between local and world history.</p> <p>Can communicate information about periods beyond their experience.</p>	<ul style="list-style-type: none"> <li>▪ resistance by Alfred the Great and Athelstan, first king of England</li> <li>▪ further Viking invasions and Danegeld</li> <li>▪ Anglo-Saxon laws and justice</li> <li>▪ Edward the Confessor and his death in 1066</li> </ul> <p>Can show an understanding of some of the main events and changes in British History.</p>	<ul style="list-style-type: none"> <li>▪ the Roman Empire and its impact on Britain</li> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>▪ the Roman Empire and its impact on Britain</li> <li>▪ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>▪ the Roman Empire by AD 42 and the power of its army</li> <li>▪ successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>▪ British resistance, for example, Boudica</li> <li>▪ Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p>Can identify similarities and differences between ways of life at different times.</p> <p>Can thoughtfully use a range of information to ask and answer historical questions</p> <p>Can use the appropriate historical terms to explain the passing of time.</p>
<p><b>Geography</b></p>	<p><b>Ancient Egypt: Place Knowledge Europe</b></p> <p>We will learn about how a country in Europe is similar and different to other places we have learnt about. We will the study the human and physical geography of Europe.</p> <p><b>How is Egypt different to England?</b></p> <p><i>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate</i></p>		<p><b>Locational Knowledge</b></p> <p>We will learn about and locate the major seas and oceans in the world. We will learn about communities whose way of living is heavily influenced through living on an island or next to the sea.</p> <ul style="list-style-type: none"> <li>• <i>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</i></li> </ul>		<p><b>Vikings:</b></p> <p>Human Geography &amp; Locational Knowledge</p> <p>Locate counties and cities of UK / Types of settlements and land use</p> <p>To locate Viking Settlements on a map.</p> <p>To consider how the Vikings used land.</p> <p><b>Are boats the most important mode of transport around the world?</b></p> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>▪ <i>use maps, atlases, globes and digital/computer mapping to</i></li> </ul>	<p><b>Romans:</b></p> <p>We will locate Rome on a map and identify its location in Europe.</p> <p><b>Is Rome a world away from the Newtown Linford?</b></p> <p><i>Place Knowledge Europe</i></p> <ul style="list-style-type: none"> <li>▪ <i>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></li> </ul>



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	countries and describe features studied		<p>characteristics, countries, and major cities. (Use these to locate seas and oceans)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes</li> <li>Geographical skills and fieldwork</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<p>locate countries and describe features studied</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes</b> and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Can identify types of settlements and describe land use and human activity in these places.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes</b> and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Can use a wide range of sources of evidence to study and compare a region in a European Country.</p>
<b>Art</b>	<p><b>Humans vs Robots</b></p> <p><b>Painting/Drawing</b> – Monochrome drawings involving robots/Iron man – making marks and lines with a range of drawing implements. Watercolour illustrations.</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>taught about great artists, architects and designers in history (Henri Rousseau)</li> </ul>	<p><b>Blue Planet</b></p> <p><b>Artist Study</b> - Angela Haseltine Pozzi</p> <p><b>Sculpture</b> – Ocean sculptures from recyclable materials</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	<p><b>Battle of Bosworth</b></p> <p><b>Digital Media</b> – Use digital media to create evocative images of the battlefield.</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> <p>Understands how digital tools can be used to modify images.</p>	<p><b>Vikings:</b></p> <p><b>3D</b> – papier mache artefacts. Plan, design and make Viking models.</p> <p><b>Paint</b> – decorate models/artefacts using paint to create texture and effects.</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p>Can use different techniques, colours and textures when designing and making a piece of work.</p>	<p><b>Romans:</b></p> <p><b>Print</b> – Create printing blocks using a relief or impressed method. Design and print a repeating mosaic pattern.</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>taught about great artists in history (Andy Warhol- modern comparison)</li> </ul> <p>Can print with two colour overlays.</p>	
<b>D &amp; T</b>	<p><b>Ancient Egypt:</b></p> <p>Unit Year 3/4: Structures -Shell Structures</p> <p>Structures - Egyptian Tombs/Pyramids</p>	<p><b>Humans vs Robots:</b></p> <p>Unit Year 3/4: Electrical Systems - Simple circuits and switches</p>			<p><b>Vikings:</b></p> <p>Unit Year 3/4: Mechanical Systems – Pneumatics</p> <p>Mechanical systems – Viking Long Boats</p>	



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<p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p>Can explore how a structure can be made stiffer and more stable. (Technical knowledge)</p>	<p><b>Circuits – Robot Light-Up Eyes</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>▪ investigate and analyse a range of existing products</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>▪ investigate and analyse a range of existing products</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p>Can create mechanical systems such as levers and linkages or pneumatic systems that create movement. (Technical knowledge)</p>
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<p style="text-align: center;"><b>Music</b></p>	<p><b>Unit: Ancient Worlds (8-9)</b></p> <p><b>Musical focus: Structure</b></p> <p>In this unit, the children celebrate achievements of the ‘Amazing Egyptians’. They explore 20<sup>th</sup> Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>		<p><b>Unit: Singing French (7-8)</b></p> <p><b>Musical focus: Pitch</b></p> <p>Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul> <p>Can listen with detail to French songs and recall sounds with increasing accuracy</p>	<p><b>Wind Instruments: Brass</b></p> <p>Children learn to play a brass instrument through Leicestershire Music Service.</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p><b>Vikings: Viking Saga Songs</b></p> <p><b>Musical focus: Performance</b></p> <p>Children join in with songs, stories and music making inspired by the <b>gods and goddesses of Viking mythology</b>. The songs explore the <b>atmosphere and excitement</b> of the Viking world while being rooted in familiar modern styles, such as <b>reggae, rock</b> and lyrical <b>ballads</b>.  <a href="https://www.bbc.co.uk/programmes/articles/2Tc1vdVTZJfvXPPGp2jSjWY/ks2-music-viking-saga-songs-info">https://www.bbc.co.uk/programmes/articles/2Tc1vdVTZJfvXPPGp2jSjWY/ks2-music-viking-saga-songs-info</a></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p>Can recognise and show appreciation of music from other traditions.</p>	<p><b>Romans: Roman Songs</b></p> <p><b>Musical focus: Performance</b></p> <p>Learn songs which depict the history of the Romans in Britain  <a href="https://www.bbc.co.uk/programmes/p03y5yvm">https://www.bbc.co.uk/programmes/p03y5yvm</a></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>
	<p><b>Computing</b></p>	<p>Research</p>	<p>Programming/coding</p>	<p>Power point presentation</p>	<p>Digital Media – link to art</p>	<p>Webpages</p>
<p><b>PE/Games</b></p>	<p><b>PE Session 1: Invasion Games</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Real PE (Personal and Social)</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>PE Session 1: Invasion Games</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>Year 3 I can understand the simple tactics of attacking and defending. (Cognitive)</p> <p>Year 4 I can use my awareness of space</p>	<p><b>PE Session 1: Invasion Games</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Real PE (Cognitive and Creative)</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>PE Session 1: Invasion Games and Orienteering</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Real PE (Applying Physical Skills)</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p>Year 3 I can select and apply a range of skills with good control and consistency (Applying Physical Skills)</p> <p>Year 4 I can link actions together so that they flow in running, throwing and</p>	<p><b>PE Session 1: Invasion Games</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Dance</b></p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>Year 3 I can select a range of movement patterns within a sequence. (Applying Physical Skills)</p> <p>Year 4 Applying Physical Skills)</p>	<p><b>PE Session 1: Invasion Games and Athletics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>PE Session 2: Real PE (Health and Fitness)</b></p>



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		and others to make good decisions (Cognitive)		jumping activities ( Applying Physical Skills)		
<b>MFL</b>	<p><b>Year 3 Unit 1</b>  <b>Lightbulb languages</b>  <b>Greetings and introductions</b></p> <ul style="list-style-type: none"> <li>▪ <i>listen attentively to spoken language and show understanding by joining in and responding</i></li> <li>▪ <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></li> <li>▪ <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>▪ <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></li> <li>▪ <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>▪ <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></li> </ul> <p><i>I can listen with care.</i></p> <p><i>I can recall simple language.</i></p>	<p><b>Year 3 Unit 2</b>  <b>Lightbulb languages</b>  <b>Games and songs</b></p> <ul style="list-style-type: none"> <li>▪ <i>listen attentively to spoken language and show understanding by joining in and responding</i></li> <li>▪ <i>appreciate stories, songs, poems and rhymes in the language</i></li> <li>▪ <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></li> </ul> <p><i>I can recall simple songs.</i></p>	<p><b>Year 3 Unit 3</b>  <b>Lightbulb languages</b>  <b>Celebrations</b></p> <ul style="list-style-type: none"> <li>▪ <i>read carefully and show understanding of words, phrases and simple writing</i></li> <li>▪ <i>present ideas and information orally to a range of audiences*</i></li> <li>▪ <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>▪ <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> </ul> <p><i>I can recall, retain and use vocabulary.</i></p> <p><i>I can use correct pronunciation of words.</i></p>	<p><b>Year 3 Unit 4</b>  <b>Lightbulb languages</b>  <b>Body parts</b></p> <ul style="list-style-type: none"> <li>▪ <i>listen attentively to spoken language and show understanding by joining in and responding</i></li> <li>▪ <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></li> <li>▪ <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>▪ <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>▪ <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></li> </ul> <p><i>I can repeat words modelled by the teacher.</i></p> <p><i>I can recall simple language.</i></p>	<p><b>Year 3 Twinkl unit</b>  <b>Family and friends</b></p> <ul style="list-style-type: none"> <li>▪ <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></li> <li>▪ <i>describe people, places, things and actions orally* and in writing Languages</i></li> <li>▪ <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>▪ <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></li> <li>▪ <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>▪ <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></li> </ul> <p><i>I can repeat words modelled by the teacher.</i></p> <p><i>I can recall and write simple language.</i></p>	
<b>RE</b>	<p><b>Christians</b>            Why is the Bible important for Christians today?</p>	<p><b>Christians &amp; Hindu’s</b>            Why do some people think that life is like a journey &amp; what significant experiences mark this?</p>	<p><b>Christians &amp; Hindu’s</b> Why do people pray?</p>	<p><b>Hindu &amp; Humanists</b>            What can we learn from religions about deciding what is right &amp; wrong?</p>	<p><b>Hindu</b>            What do’s it mean to be a Hindu in Britain today?</p>	



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	Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (C3)		Describe the practice of prayer in the religions studied. (A2)	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (B1)	Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (B2)	
<b>PSHE</b>	<p><b>Economic Wellbeing 2 Financial Capability</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to earn and spend money?</li> <li>• What do saving, spending and budgeting mean to me?</li> <li>• How can I decide what to spend my money on and choose the best way to pay?</li> <li>• What might my family have to spend money on?</li> <li>• What is 'value for money'?</li> <li>• How do my feelings about money change?</li> <li>• How do my choices affect my family, the community, the world and me?</li> </ul> <p><i>I can begin to understand how to manage money.</i></p>	<p><b>Unit Citizenship 6 Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others?</li> </ul> <p><i>I understand how well I work with others.</i></p>	<p><b>Myself and My Relationships 9 Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What does it feel like to be new or to start something new?</li> <li>• What helps me to feel like I belong and am valued in school?</li> <li>• How can I make other people feel welcome?</li> <li>• What will help us to feel safer and to learn well in our class and school?</li> <li>• What different rules do we sometimes need in different places?</li> <li>• How can I manage my feelings and calm them down if necessary?</li> <li>• Who can I talk to when I need help?</li> </ul> <p><i>I understand and manage my feelings.</i></p>	<p><b>Healthy and Safer Lifestyles 12 Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How are roads risky and how can I reduce the risks?</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How is water risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits? • How can I stop accidents happening?</li> </ul> <p><i>I can make judgements about the decision I make.</i></p>	<p><b>Citizenship 7 Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me'?</li> <li>• How are we different from each other?</li> <li>• What are some of the different lifestyles and beliefs people have? • What are stereotypes and how can I challenge them?</li> <li>• What are the roles of different people in my community?</li> <li>• How can we care for the environment?</li> <li>• What do animals need, and what are the responsibilities of humans towards them?</li> <li>• How do we choose pets, and how do we look after them?</li> </ul> <p><i>I understand how my actions have consequences.</i></p>	<p><b>Citizenship 7 Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me'?</li> <li>• How are we different from each other?</li> <li>• What are some of the different lifestyles and beliefs people have? • What are stereotypes and how can I challenge them?</li> <li>• What are the roles of different people in my community?</li> <li>• How can we care for the environment?</li> <li>• What do animals need, and what are the responsibilities of humans towards them?</li> <li>• How do we choose pets, and how do we look after them?</li> </ul> <p><i>I understand how my actions have consequences.</i></p>