



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

Skills
Knowledge

Tyburn Curriculum Map
Cycle B

	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	Bradgate Park	Puppet Masters	Burps, Bottoms and Bile	Africa	Botanical Brilliance	Life Before We Knew It
Curriculum progression and links	KS1- Ourselves and the world UKS2- Explorers	KS1- Superheroes UKS2- Revolution	KS1- Ourselves and the world UKS2- Explorers	KS1- Looking after our planet UKS2- War & Peace	KS1- Looking after our planet UKS2- Explorers	KS1- London's calling UKS2- Who were the Greeks
Synopsis	This geography-based unit will focus on our locality and study Bradgate Park in more detail. Children will take part in multiple fieldwork visits in which they will study geography and science units. Children will meet those with expertise on Bradgate Park, such as	This science and art-based theme will focus on the travel of light and investigate how we see. Additionally, children will discover the history of puppetry as well as designing and using the science they have learnt to create their own shadow puppet show.	Burps, Bottoms and Bile will focus on the human digestive system – its basic parts and simple functions. Children will also look at the different types of teeth in humans and their function in relation to digestion. They will understand food chains and be able to construct and interpret a variety of food chains using the correct technical vocabulary. In D&T, they will make mechanical books for an explanation of the journey through the digestive system.	This geography-based unit introduces children to the amazing Africa. Children will, locate the country and immerse themselves in all the aspects of Africa culture. They will learn about fair-trade and this will be the drive for the unit- culminating in a fair-trade food sale.	This science-based theme focuses on plants. Children will complete investigations to explore what plants need for life and growth and they will look at parts of plants as well as the life cycle of them. Their knowledge of plants will then be used for a gardening day where they will plant seeds and tidy up the school's garden area. Children will also use their DT skills to create a mini greenhouse focusing on structure.	Children will receive a letter from Amazon telling them that they have found historical artefacts in their grounds and whether there are also similar artefacts in the school grounds. They need the children's help in order to find out which time period they are from. Throughout the theme, children will explore the Stone age, Bronze age and Iron age in chronological order and focus on what has changed through these periods using timelines. Children should research using the internet and books, addressing e safety to find out about human achievements and what life was like including: tools, buildings, food, clothes, defence and religion. They should look at how they have changed and how they compare to today. Children will also find out about Skara Brae and Stonehenge. They will use their D&T skills to make a tool bag.
Enrichment Opportunities	Local visitors who are knowledgeable about the history of Bradgate Park.	Perform a puppet show to parents.	Visit from a doctor/nurse Q&A session	Fairtrade bake sale.	Fruit and vegetable weekly stall	Contact with Amazon- locally
Global Awareness	We will consider the importance of tourism to different places around the world.	Studying European fairy tales through English unit. How have stories been passed on in different countries.	Development of medicines across the globe	Creating links with a school in another continent e.g. Africa.	Global sustainability	
Rights Respecting Curriculum Award	No 1. Definition of a child No 2. No discrimination No 7. Name and nationality	No 8. Identity No 13. Sharing thoughts freely No 23. Children with disabilities	No 4. Making rights real No 6. Live survival and employment	No 15. Setting up or joining groups No 41. Best Law for children applies No 39. Recovery and reintegration	No 3. Best interests of a child No 9. Keeping families together No 14. Freedom of thoughts and religion	No 18. Responsibility of parents No 28. Access to education



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Science	<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to: recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Recognises that changes in an environment can pose dangers to living things.</p> <p>Can suggest explanations using scientific knowledge and understanding.</p> <p>Can use classification keys when assigning animals to different groups.</p>	<p><u>Light</u></p> <p>Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change</p> <p>Can independently make predictions about what will happen, some of which are based on scientific knowledge.</p> <p>Can present results using simple drawings and diagrams.</p> <p>Consider what makes a test unfair.</p>	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Can identify different types of teeth in humans.</p>	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>I know that humans have skeletons and muscles for protection and movement.</p> <p>Understands that animals, including humans, get nutrition from what they eat.</p>	<p><u>Plants</u></p> <p>Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants</p> <p>Independently makes careful observations and measurements.</p> <p>Can present results using simple drawings and diagrams.</p> <p>Consider what makes a test unfair.</p> <p>Investigates the way in which water is transported within plants.</p>	<p><u>Rocks</u></p> <p>Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter</p> <p>Can suggest questions and ideas and how to test them.</p> <p>Can compare and group different kinds of rocks based on their appearance and simple physical properties.</p> <p>Can describe in simple terms how fossils are formed.</p>
History	<p>Bradgate Park, through the years</p> <p>Local history study</p> <ul style="list-style-type: none">A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the localityA local history study. <p>Begin to evaluate the usefulness of different sources use of text books and historical knowledge.</p>	<p>Study of puppets over time</p> <p>How did puppets originate?</p> <p>Where were the first puppets developed? Chronology of puppets and puppeteers.</p> <ul style="list-style-type: none">A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Place the time studied on a time line sequence events or artefacts.</p>	<p>Early civilisation – healthcare achievements</p> <p>How would the health of people and their teeth have been significantly different in the past?</p> <ul style="list-style-type: none">A significant turning point in British history, for example, the first railways or the Battle of Britain <p>Look for links and effects in time studied offer a reasonable explanation for some events.</p>	<p>A non-European society that provides contrast with British History</p> <p>Focus on the Kingdom- Benin was destroyed when the British forces invaded in 1897</p> <p>AD 900 Benin – West Africa</p> <p>How has British history influenced another non-European countries history?</p> <ul style="list-style-type: none">A non-European society that provides contrasts with British history –AD 900; Benin (West Africa) <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, and mode.</p>		<p>Changes in Britain</p> <p>What changes have occurred through History and how do we know?</p> <p>Link to technology and travel through the Bronze age.</p> <ul style="list-style-type: none">Changes in Britain from the Stone Age to the Iron AgeBronze Age religion, technology and travel, for example, Stonehenge <p>Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions.</p>



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Geography	<p>Bradgate Park: Geographical Skills & Fieldwork</p> <p>We will use fieldwork to observe, measure and record the human and physical features in the Bradgate Park. We will use field sketches, digital technologies and graphs.</p> <p>What is unique about Bradgate Park?</p> <ul style="list-style-type: none">name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key			<p>Food (chocolate): Physical Geography</p> <p>We will identify countries and climates where cocoa grow.</p> <p>Can we grow chocolate in England?</p> <ul style="list-style-type: none">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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedlocate 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 <p>Uses maps, Atlas and technology to locate and describe the physical features of counties and areas which grow beans for chocolate.</p> <p>Knows and can describe why land is suitable for growing Cacao trees by describing the physical features.</p> <p>Explains issues about sustainability.</p>	<p>Physical Geography</p> <p>Biomes- describe and understand the key aspects and location of biomes</p> <p>Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic .Circles and date and time zones?</p>	<p>Place knowledge</p> <p>Stonehenge- where is it, compare terrain and area to other places studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>



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	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Can name and locate countries and describe their physical geography.</p> <p>Can compare a region in the UK and Europe as well with the Americas in terms of their human and physical geography.</p> <p>Can use a range of simple fieldwork techniques to observe and record some features of the Bradgate Park.</p>					
Art	<p>Bradgate Park:</p> <p>Sculpture – 3D - Create clay models, joining clay. Create patterns and texture in clay. Plan, design & make a papier mache model.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material to create sketch books to record their observations and use them to review and revisit ideas <p>Can explore the work of a variety of local artists, craftspeople and designers.</p>	<p>Puppet Masters:</p> <p>Collage – Use collage to represent woodland as backdrops for puppet theatre show</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material <p>Can experiment with a range of collage techniques to create images.</p>		<p>Africa: Fairtrade Food</p> <p>Digital Media- Use a graphics package to design packaging for a chocolate bar.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<p>Secret Garden: Botanical</p> <p>Artist study - Fiona Robinson Painting/Drawing - Close observational drawings of plants – making marks and lines with a range of drawing implements.</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material to create sketch books to record their observations and use them to review and revisit ideas taught about great artists, architects and designers in history (Henri Rousseau) <p>To explore the work of an artist in depth.</p>	<p>Life before knew it:</p> <p>Drawing – Cave drawings Line – make marks & lines with a range of drawing implements.</p> <p>Form & shape Experiment with different grades of pencil to draw different forms and shapes. Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Can experiment with a range of drawing implements to make different marks and lines.</p>
D & T		Puppets:	Burps, Bottoms and Bile:	Food (chocolate):	Food (chocolate):	



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		<p>Unit Year 3/4 Textiles - 2-D shape to 3-D product</p> <p>Textiles – Designing and creating a puppet with details and accessories</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Unit Year 3/4: Mechanical Systems – Levers and Linkages</p> <p>3D - Pop-up Book</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Can name a number of methods to create a moving part. (Technical Knowledge)</p>	<p>Unit Year 3/4: Food – Healthy and Varied Diet</p> <p>Food – Fruit kebabs</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Unit Year 3/4: Food – Healthy and Varied Diet</p> <p>Food – Summer salads</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Food and nutrition)</p>	
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		Can make a finished puppet using a range of equipment. (Make) Can generate realistic ideas, focusing on the needs of the user. (Design)				
Music	String Instruments: Ukulele Children learn to play a string instrument through Leicestershire Music Service. <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Can play a musical instrument with increasing accuracy, fluency, control and expression.			Unit: Food and Drink (8-9) Musical focus: Performance The children cook up a musical feast in this unit. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance. <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of music Can show an understanding the historical significance of music	Unit: Environment (8-9) Musical focus: Composition Seasons and the environment provide the stimuli for compositions in this unit. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history. improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <ul style="list-style-type: none">appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Can use both voices and instruments to compose and perform as a group	
Computing	Kapow Y4 Digital Literacy/Computer Science Data Handling: Investigating Weather <ul style="list-style-type: none">Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	Kapow Y3 Programming: Programming Scratch <ul style="list-style-type: none">Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsUse sequence, selection, and repetition in programs; work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsUse search technologies effectively, appreciate how	Kapow Y3 Digital Literacy Computing systems and networks: Emailing <ul style="list-style-type: none">Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Kapow Y3 Online safety <ul style="list-style-type: none">Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Kapow Y3 Information Technology/Computer Science Computer Systems: Journey inside a computer <ul style="list-style-type: none">Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsDesign, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by	Kapow Y3 Digital Literacy Data Handling: Comparison cards <ul style="list-style-type: none">Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information I can sort and filter databases to easily retrieve information. I understand how to interpret a graph or chart to understand data.	Kapow Y4 Digital Literacy/Computer Science Skills showcase: HTML <ul style="list-style-type: none">Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,



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	<p>evaluating and presenting data and information</p> <ul style="list-style-type: none">Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<p>results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none">Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>I can design, code and build a game or animation.</p>	<p>I can send an email, with or without an attachment.</p> <p>I know the key features of an email.</p> <p>I understand and can explain reasons why we must be safe when communicating online.</p>	<p>decomposing them into smaller parts</p>		<p>evaluating and presenting data and information</p> <ul style="list-style-type: none">Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>I understand that not all information on the internet is correct and how to evaluate the trustworthiness of an online source.</p>
PE/Games	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p><i>Y3: I can apply the movement, tagging and passing skills</i></p> <p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none">develop flexibility, strength, technique, control and balanceuse running, jumping, throwing and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none">develop flexibility, strength, technique, control and balancecompare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none">develop flexibility, strength, technique, control and balanceuse running, jumping, throwing and catching in isolation and in combination <p>Can understand the simple tactics of attacking and defending (Cognitive)</p> <p>Can use my awareness of space and others to make good decisions (Cognitive)</p>	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none">take part in outdoor and adventurous activity challenges both individually and within a teamplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none">develop flexibility, strength, technique, control and balanceuse running, jumping, throwing and catching in isolation and in combination <p>Can select and apply a range of skills with good control and consistency (Applying Physical Skills)</p> <p>Can link actions together so that they flow in running, throwing and jumping activities (Applying Physical Skills)</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none">take part in outdoor and adventurous activity challenges both individually and within a teamplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Dance</p> <ul style="list-style-type: none">perform dances using a range of movement patternscompare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none">develop flexibility, strength, technique, control and balanceuse running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Health and Fitness)</p>
MFL	<p>Year 4 Lightbulb Languages All about me</p> <ul style="list-style-type: none">Listen to and identify words and short phrasesCommunicate by asking and answering a wider range of questionsMemorise and present a short text.	<p>Year 4 Twinkl Food Glorious Food</p> <ul style="list-style-type: none">Read and understand familiar written phrases	<p>Year 4 Lightbulb Languages Hobbies and Holidays</p> <ul style="list-style-type: none">Talk about celebrations of which they have experienceKnow about similar celebrations in other cultures	<p>Year 4 Lightbulb Languages What's the time?</p> <ul style="list-style-type: none">Listen to and identify words and short phrasesCommunicate by asking and answering a wider range of questionsMemorise and present a short text.		



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	I can ask and answer questions.		<ul style="list-style-type: none">Follow a short text while listening and reading, saying some of the textRead a wider range of words, phrases, and sentences aloudWrite some familiar words and phrases without help. <p>I can read some familiar words and phrases aloud and pronounce them accurately.</p>	<ul style="list-style-type: none">Compare aspects of everyday life at home and abroadIdentify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives. <p>I know about ways of travelling to the country/countries.</p>	I can listen for specific words and phrases.	
RE	Christian & Jewish Why are festivals important to religious communities? Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (C1) I can recognise and identify some differences between religious festivals and other types of celebrations.		Christianity Why is Jesus so inspiring to some people? Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. (A2) I can present my own ideas about the most important attitudes and values to have today, making links with Christian values	Christians and Muslims What do different people believe about God? Identify how and say why it makes a difference in people’s lives to believe in God. (B1) I can present ideas about why there are many ideas about God and express my understanding of God through words, symbols and the arts	Christianity What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. (A1) I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings	
PSHE	Unit: Citizenship 8 Rights, Rules and Responsibilities (NB) • Why do we need rules at home and at school? • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? I can explain the difference between wants and needs.	Unit: Citizenship 6 Working Together (GFG) • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others?	Unit: Healthy and Safer Lifestyles 15 Drug Education • What medical and legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who gives it? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky, like a syringe? • What do I understand about how friends and the media influence me?	Unit: MMR 11 Myself and My Relationships 11 Family and Friends (GOFO) • What does a good friend do? • Do I know how to listen to and support my friends? • How do I cope when relationships change? • What are some of the similarities and differences between me and my classmates Who is now in my network of special people, and how do we affect each other? I can describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.	Unit: HSL 16 Healthy and Safer Lifestyles 16 Personal Safety • How can I be responsible for my own personal safety? • What sorts of physical contact do I feel comfortable with? • Who are the adults and friends I can trust and to whom I can talk about my feelings? • When might I need to break a promise or tell a secret? I can contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language	Unit: HSL 11 Healthy and Safer Lifestyles 11 Managing Risk • What risks are there to my safety, my friendships and my feelings? • How might my friends affect my decisions about risk? • How do I feel and how does my body react in risky situations? • Can I make decisions in risky situations? • Who would I ask for help if things went wrong? • What action is it okay for me to take in an emergency?



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Skills
Knowledge

	I can explain why rules are needed and be able to identify those which are necessary and useful.	Can identify their own strengths and skills and those of others.	I can explain some ways in which medicines are used and describe some of the professionals who work with them.	I understand and am able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.	I can identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a ‘no’ or ‘I’m not sure’ feeling.	I can give an example of a physical, a social and an emotional risk. I can give an example of how their friends might affect their decisions about risky situations.
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