Long Term Scheme of Learning

Lower Key Stage Two - Year 3

2023-24

At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

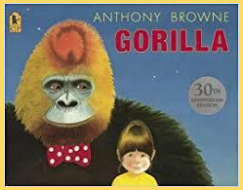
Our curriculum is built on three pillars of intent and has the National Curriculum objectives at its foundation.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary.

Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

The Gorilla



Main Writing Text Type

- Personal Recount - Diary Entry imitate, innovate and invent

Short Burst Writing

- Informal postcard – trip to the zoo

Character Description – Gramps from Brain Freeze

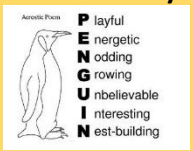
- Book review of a book by Anthony Brown

Curious Creatures

Main Writing Text Type

- Animal Fact Files/simple non-chronological report – 3 sections

Acrostic Poetry



- Write an acrostic poem about an animal of choice

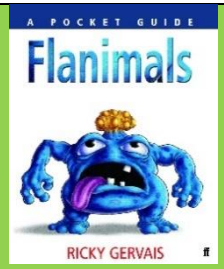
Pantomime Visit

Short Burst Writing

- Personal Recount – Pantomime Visit

The Christmasaurus

Main writing Text Type:



Flanimals

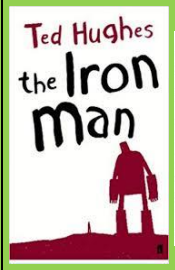
Main Writing Text Type

- Character Description of a Flanimal
- Newspaper Report of a Flanimal sighting in school – imitate and innovate

Short Burst Writing

- Non-Chronological Report /Fact file of own invented Flanimal
- Wanted Poster for a Flanimal sighting

The Iron Man



Main Writing Text Type

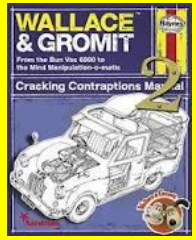
- Setting Description
- Alternative narrative story ending

Short Burst writing

- Sequencing - story Mountain
- Comic strip – story sequencing
- Book review

Poetry

- T4W Narrative Poem – imitate and innovate
- Acrostic Poetry based on the Iron Man



Cracking Contraptions

Main Writing Text Type

- Simple Instructions – imitate, innovate and invent

Short Burst Writing

- Labelled pictures/ diagrams of the machine with short explanations.
- Amazon product review/complaint

Biography – Tom Fletcher

- Research and create a biography for the Author Tom Fletcher

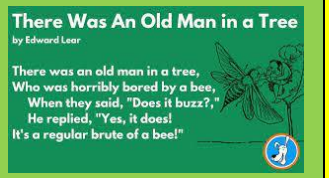
Bedtime Stories

Main Writing Text Type:

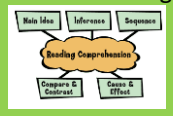
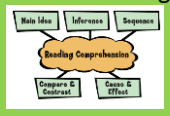
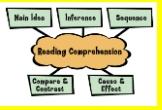
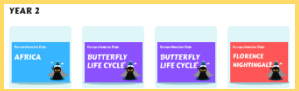
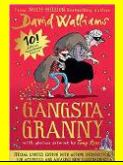
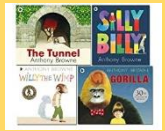
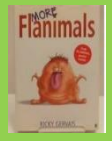
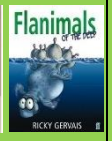
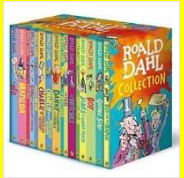
- Setting Description
- Short Narrative - Adventure Story

Short Burst Writing

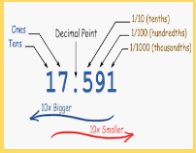
- Story mountain sequencing a familiar bedtime story
- Book Review of a familiar bedtime story
- Book jacket for their own story including a blurb.

		• Informal Letter to Tom Fletcher **Short Burst Writing** • Blurb and book jacket design		**Poetry - Limericks** 		

English - Reading

 Guided Reading	 Guided Reading  Comprehension	 Guided Reading  Comprehension	 Guided Reading  Comprehension	 Guided Reading  Comprehension	 Guided Reading  Comprehension
	Reading Comprehension  • Halloween • Dinosaurs • The butterfly Lifecycle • Africa • The Sahara Desert • Oceans • Florence Nightingale	**Reading Comprehension**  • Italy – Y2 • Celebrations Around the World -Y2 • British Inventions • Chocolate • Diwali • Volcanoes	**Reading Comprehension**  • Castle Helper, • Catch of the Day, • Cursed Mummy. • Roman Armies, • Discoveries, • Fab Fossil.	**Reading Comprehension**  • Spider Problems, • Game Over, • Giant Love. • Fascinating Plant Facts, • Goalball, • Light, • Hidden Sugar. Reading Plus Assessment	**Reading Comprehension**  • Live Forever, • Ski Trip, • Blue Creature, • Time Machine. • Rivers, • Skeletons, • The London Eye.
Class Reader  	Class Reader 	Class Reader  	Class Reader 	Class Reader  	Class Reader 
Enhanced Reading for Pleasure More stories by Anthony Browne. 	Enhanced Reading for Pleasure  Stories by Tom Fletcher that continue on from The Christmasaurus.	   Enhanced Reading for Pleasure Stories by Ricky Gervase	Enhanced Reading for Pleasure Poetry Spine Text 	 Enhanced Reading for Pleasure More stories by Roald Dahl.	 Enhanced Reading for Pleasure More stories by Jeremy Strong.
Independent Reading Level Expectation Gold books White books Lime books	Independent Reading Level Expectation Gold books White books Lime books	Independent Reading Level Expectation White books Lime books	Independent Reading Level Expectation White books Lime books Grey books	Independent Reading Level Expectation Lime books Grey books	Independent Reading Level Expectation Lime books Grey books

Mathematics



Number: Place Value
3 weeks

1. Represent and Partition numbers to 100
2. Number line to 100
3. Hundreds
4. Representing numbers to 1000
5. Partitioning numbers to 1000
6. Flexible partitioning to 1000
7. Hundreds, tens and ones
8. Find 1, 10 or 100 more or less
9. Number line to 1000
10. Estimate on a number line to 1000
11. Compare numbers to 1000
12. Order Numbers to 1000
13. Count in 50s

Number – addition and subtraction

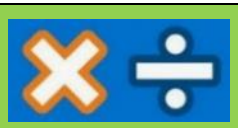
1. Apply number bonds within 10
2. Add and subtract 1s to a 3 digit number
3. Add and subtract 10s
4. Add and subtract 100s

Number – addition and subtraction
2 weeks

1. Subtract two numbers (across a 10)
2. Subtract two numbers (across a 100)
3. Add 2-digit and 3-digit numbers
4. Subtract a 2-digit number from a 3-digit number
5. Complements to 100
6. Estimate answers
7. Inverse operations
8. Make decisions

Number Multiplication and Division
3 weeks

1. Multiplication – equal groups
2. Use arrays
3. Multiples of 2
4. Multiples of 5 and 10
5. Sharing and grouping
6. Multiply by 3
7. Divide by 3
8. The 3 times-table
9. Multiply by 4
10. Divide by 4
11. The 4 times-table
12. Multiply by 8



Multiplication and Division
2 weeks

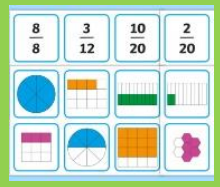
1. Multiples of 10
2. Related calculations
3. Reasoning about multiplication
4. Multiply a 2-digit number by a 1-digit number – no exchange
5. Multiply a 2-digit number by a 1-digit number – with exchange
6. Link multiplication and division
7. Divide a 2-digit number by a 1-digit number – no exchange
8. Divide a 2-digit number by a 1-digit number – flexible partitioning
9. Divide a 2-digit number by a 1-digit number – with remainders
10. Scaling
11. How many ways?

Measures Money
2 weeks

1. Pounds and Pence - Recognise and use

Measurement Length and Perimeter
2 weeks

1. Measure in metres and centimetres
2. Measure in millimetres
3. Measure in centimetres and millimetres
4. Metres, centimetres and millimetres
5. Equivalent lengths (metres and centimetres)
6. Equivalent lengths (centimetres and millimetres)
7. Compare lengths
8. Add lengths
9. Subtract lengths
10. What is perimeter?
11. Measure perimeter
12. Calculate perimeter

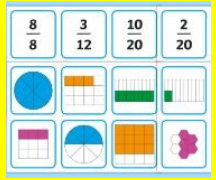


Number Fractions
2 weeks

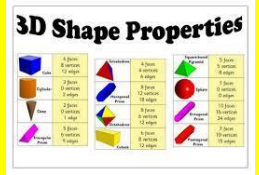
1. Understand the denominators of unit fractions

Measurement – Time
3 Weeks

1. Recognising fractions as a link to telling the time
2. Roman numerals to 12
3. Tell the time to 5 minutes
4. Tell the time to the minute
5. Tell the time on a digital clock – 12hour
6. Tell the time on a digital clock -24 hour
7. Use am and pm
8. Years, months and days
9. Days and hours
10. Hours and minutes – use start and end times
11. Hours and minutes - use durations
12. Minutes and seconds
13. Units of time
14. Solve problems with time

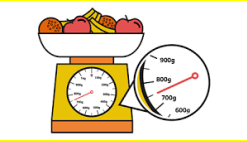


Fractions
3 weeks



Geometry Properties of Shape
2 weeks

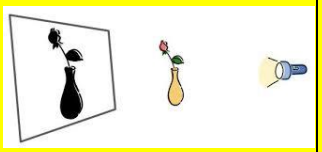
1. Turns and angles
2. Right angles
3. Compare angles
4. Measure and draw accurately
5. Horizontal and vertical
6. Parallel and perpendicular
7. Recognise and describe 2-D shapes
8. Draw polygons
9. Recognise and describe 3-D shapes
10. Make 3-D shapes

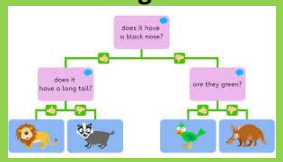


Measurement Mass
1 Week

1. Use scales
2. Measure mass in grams
3. Measure mass in kilograms and grams
4. Equivalent masses (kilograms and grams)
5. Compare mass
6. Add and subtract mass

	5. Spot the pattern 6. Add 1s across a 10 7. Add 10s across a 100 8. Subtract 1s across a10 9. Subtract 10s across a 100 10. Make connections 11. Add two numbers (no exchange) 12. Subtract two numbers (no exchange) 13. Add two numbers (across a 10) Add two numbers (across a 100)	13. Divide by 8 14. The 8 times-table	coins to make different amounts 2. Convert Pounds and Pence 3. Add and subtract amounts of money 4. Subtract amounts of money 5. Understand the concept of giving change in a practical context and using simple methods  **Statistics** **Data** **2 weeks** **1.** Interpret pictograms **2.** Draw pictograms **3.** Interpret bar charts **4.** Draw bar charts **5.** Collect and represent data **6.** Two-way tables	2. Compare and order unit fractions 3. Understand the numerators of non-unit fractions 4. Understand the whole 5. Compare and order non-unit fractions 6. Fractions and scales 7. Fractions on a number line 8. Count in fractions on a number line 9. Equivalent fractions on a number line Equivalent fractions as bar models	1. Recognising fractions of shapes 2. Add fractions 3. Subtract fractions 4. Partition the whole 5. Unit fractions of a set of objects 6. Non-unit fractions of a set of objects Reasoning with fractions of an amount	 **Measurement Capacity** **1 Week** 1. Measure capacity and volume in millilitres 2. Measure capacity and volume in litres and millilitres 3. Equivalent capacities and volumes (litres and millilitres) 4. Compare capacity and volume Add and subtract capacity and volume

Science	**Plants** **How Plants Grow and Reproduce** 	**Animals including Humans** **Health and**  **Movement**	**Forces** **Forces and Magnets** 	**Rocks, Fossils and Soil** 	**Light** **Light and Shadow** 	**Scientists and Inventors** 
	1. What are the parts and functions of flowering plants? 2. How is water transported around plants? 3. What is essential for the growth of green plants? 4. How does pollination occur? 5. How are seeds dispersed?	1. Why do we eat? 2. What is a healthy, balanced diet? 3. How do animal diets differ? 4. To investigate what pets eat? 5. How are the skeletons of humans and animals different? 6. Why is the skeleton important? 7. How do our muscles help us to move?	1. What is a force? 2. How do objects move on different surfaces? 3. How do Magnets Work? 4. Which materials are attracted to magnets? 5. What properties do magnetic materials have in common? 6. How do we use Magnets	1. Are all rocks the same? 2. How can we classify rocks? 3. How can we investigate the properties of rocks? 4. What is soil? 5. What are fossils and how are they formed? 6. What is a palaeontologist?	1. Why do we need light? 2. Why do we have night and day? 3. What is a shadow? 4. How do shadows behave? 5. How do shadows change during the day? 6. How is light reflected?	1. Who was Marie Curie and what is she known for? 2. Who was Mary Anning and what is she known for? 3. What is an electromagnet and why are they important?

Computing	**Computer Science - Computing Systems and Networks** **Connecting Computers** 	**Information Technology** **Creating Media** **Stop Frame Animation** 	**Information Technology** **Creating Media** **Desktop Publishing** 	**Information Technology** **Data and Information** **Branching Databases** 	**Computer Science** **Programming A** **Sequence In Music** 	**Computer Science** **Programming B** **Events and Actions in Programs** 

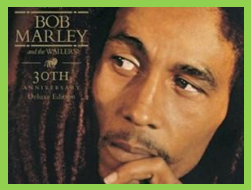
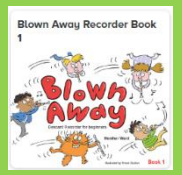
	1. How does a digital device work 2. What parts make up a digital device? 3. What do Digital Devices do? In class/iPad 4. How am I connected? 5. How are computers connected? 6. What does our school network look like? - *In class lesson*	1. What is animation? iPad lesson 2. Can I make a stop Frame animation? 3. Can I create a storyboard and plan for an animation? 4. Can I complete a simple stop frame animation? 5. How can I review and edit my animation? 6. How can I evaluate my animation?	1. How can we use a publishing programme to add text and images? 2. How can we alter text, font size, colour and layout when publishing? Complete on computers 3. How can we use templates to make a magazine cover? computer suite 4. Can I add content to my magazine ? computer suite 5. Can I look at how information can be laid out for different purposes? - *computer suite* 6. Why is desktop publishing important? - *computer suite*	1. How can we use yes/no questions to organise data? In class 2. Using questions to create a branching database - classroom 3. Can I create a branching database using software – iPads or computers 4. What is an Attribute and how can it be used in a branching database? iPad or computer suite 5. Can I combine my skills to create a branching database about dinosaurs - planning? – classroom 6. Can I combine my skills to create a branching database about dinosaurs - Computers	1. What do I know about using the animation program ScatchJr?- In class 2. What happens when we try to create movement for a number of sprites? - In class 3. What happens when we try to create movement for a number of sprites? - In class 4. Can I create sequences of movements through programming?- In class 5. Can I create sequences of movements through programming?- In class 6. Can I create a program linked to a task description? - In class	1. Can I describe the relationship between an event an and action in animation?- In class 2. Can I choose a character and manipulate movement with programming? - In class 3. Can I adapt my program?- In class 4. Can I develop my program adding additional features - Computers 5. Can I debug my program – Computers 6. Can I design and create a maze-based challenge using my programming skills? - Computers
Digital Literacy						

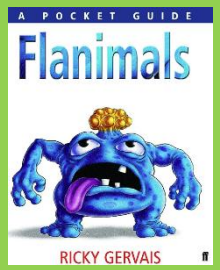
Geography	**Geographical Skills and Field Work** Investigating Our Local Area Ingleby Barwick – Local Field Study	**Physical Geography** Volcanoes 	**Locational Knowledge** The United Kingdom 
	1. Where do we live? 2. How can we use a compass to navigate our local area? 3. What is land use like in Ingleby Barwick? 4. Save our school! 5. What work do people do in Ingleby Barwick?	1. What is the structure of the Earth? 2. What is a volcano? 3. Where are the world's famous volcanoes found? 4. What are the five deadly features of a volcanic eruption? 5. Can I explore the effects of volcanic eruptions on Montserrat? 6. Why do people live near volcanoes?	1. What do I know about the geographical features of the country I live in? 2. What is a county? 3. Do we live in a village, a town or a city? 4. What are the main differences between hills and mountains? 5. Which seas and coasts are located in and round the UK? 6. Where are the major rivers of the UK?

History	**Stone Age to Iron Age** 	**Invaders and Settlers - Romans** 	**Anglo Saxons (settlements)** 
	1. How long ago was the Stone Age, and how long did it last? 2. How have archaeologists found out about daily life during the Stone Age? 3. What can artefacts tell us about daily life in the Stone Age? 4. How did daily life change in the Stone Age when man started to farm? 5. What can we learn about life in the Stone Age from a study of Skara Brae? (Historical Enquiry) 6. Why is it so difficult to work out why Stonehenge was built?	1. Why did the Roman Emperor Claudius leave hot, sunny Italy to invade cold, wet Britain? 2. Should the Celts fight the Romans? 3. What was Boudicca? 4. How did the Romans influence Britain? 5. Why did the Roman rule Empire suddenly came to an end in Britain? 6. What have the Romans ever done for us? (Assessment)	1. Why did the Saxons invade? 2. Where did the early Anglo-Saxons live and how do we know? 3. How did the Anglo-Saxons make their clothes? 4. How did people's lives change when Christianity came to Britain and how can we be sure? 5. How did Anglo-Saxons entertain themselves? 6. How do we solve the mystery of the empty Anglo-Saxon grave?

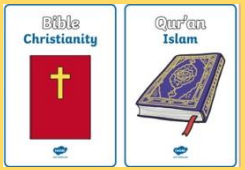
Physical Education	 Games Invasion Games Tag Rugby PPA	 PPA Outdoor Adventurous Activities Problem Solving PPA	 Dance and Movement Enrichment – S Jones	Swimming Teacher Led 		 Relax Kids Enrichment – K Thompson
	 Athletics - Running Cross Country Teacher Led	 Games Invasion Games Football Enrichment – T Andrew	 Gymnastics Symmetry and Asymmetry	 Games Net and Wall – Tennis Enrichment – A Clayton	 Running and Jumping Outdoor Athletics PPA Sports Day	 Games Striking and Fielding Cricket T Andrew
				 Gymnastics Bridges PPA	 Dance and Movement Enrichment - S Jones	 Games Invasion Handball

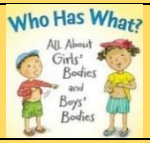
	I'm Learning French ***(J'apprends le Francais)*** Early Language Unit 	Instruments ***(Les Instruments)*** Early Language Unit 	Fruits and Vegetables ***(Les Fruits et Les Legumes)*** Early Language Unit 	Fruits and Vegetables ***(Les Fruits et Les Legumes)*** Early Language Unit 	Ancient Britain ***(L'ancienne histoire de la Grande Bretagne)*** Early Language Unit 	Ice Creams ***(Le Glaces)*** Early Language Unit 
MFL	1. Where is France on a world map and can you name some cities found in France? 2. Can you ask and answer the question, ça va? 3. Can you ask and answer the question, Comment Tu T'appelles? 4. Can you count to 10 in French? 5. Can you name the 10 most common colours in French? 6. What have you learnt in the unit, J'apprends le Francais?	1. Can you say and write trumpet, clarinet, drum, guitar and flute in French? 2. Can you say and write harp, piano, triangle, violin and cymbals in French? 3. Can you say and write all 10 of the instruments we have learnt so far in this unit? 4. Can you say and write 'Je joue' to tell me an instrument you play? 5. What have you learnt in the unit, Les Instruments so far? 6. What have you learnt in the unit, Les Instruments?	1. Can you say, read and write the French for *apple, strawberry, peach, banana and cherry*? 2. Can you say, read and write the French for *orange, plum, pear, kiwi and apricot*? 3. Can you say, read and write the plural form of each fruit we have learnt so far? 4. Which fruits do you like? 5. Which fruits do you dislike? 6. What have you learnt in the unit, *Les Fruits*?	1. Can you say, read and write the French for *spinach, onions, carrots, aubergines and courgette*? 2. Can you say, read and write the French for *tomatoes, green beans, peas, mushrooms and potatoes*? 3. Can you say, read and write the French for *'a kilo of'* a given vegetable? 4. Can you use 'Je voudrais…' to ask for a quantity of vegetables? 5. Can you use 'et' as a conjunction to list which vegetables you would like to purchase? 6. What have you learnt in the unit, *Les Legumes*?	1. What are the 6 key periods of Ancient Britain in French? 2. Can you introduce yourself as a Stone Age, Bronze Age or Iron Age man or woman? 3. Can you tell me which hunting tools would have been used in the Stone Age, Bronze Age and the Iron Age, in French? 4. What type of dwelling did people in the Stone Age, Bronze Age and the Iron Age live in 5. What have you learnt in the unit, L'ancinne histoire de la Grande Bretagne?	1. Can you say, read and write the French for *vanilla, banana, strawberry, pistachio and mint* ice cream? 2. Can you say, read and write the French for *chocolate, caramel, coffee, blackcurrant and lemon* ice cream? 3. Can you use the phrase *'Je voudrais…'* to order an ice-cream? 4. Can you order an ice-cream in a tub or a cone? 5. Can you use all of the information you have learnt during 'Les Glaces' to order an ice-cream?

Music	**Let your spirit fly!** 	**Glockenspiel stage**  **1**	**Three little birds** 	 **Recorder Tuition**	**Bring Us Together** 	**Reflect, Rewind and Replay**  **Celebration Performance**
	1. Have you heard the song 'Let your spirit fly' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Ain't No Mountain High Enough' by Marvin Gaye? Consolidation of composition of musical sections. 6. Do you know the song 'You're the First, the Last, My Everything' by Barry White? Consolidation of composition of musical sections.	**Playing the glockenspiel** **Exploring and developing playing skills** 1. Do you know the notes D and E? 2. Can you play using the notes D and E? 3. Do you know the notes C and D? 4. Can you play using the notes D,E and F? 5. Can you play using the notes C,D, E and F 6. Can you create a composition?	1. Do you know the song 'Three Little Birds?' Who is it by? 2. Have you play alongside the music? 3. Can you improvise with the music? 4. Have you heard the song 54-46 was my number by the Maytals? Can you compose musical sections? 5. Do you know the song Ram Goat Liver by Pluto Shervington? Consolidation of composition of musical sections. 6. Have you heard the song Our Day will come by Amy Winehouse? Perform and Evaluate Singing and Composition.	**Playing the recorder** **Exploring and developing playing skills** 1. What do you know about the recorder? Can you play the note B? 2. Do you know how to play the note A? 3. Do you know how to play the note G? 4. Do you know how to play the note E? 5. Do you know how to play the note D? 6. Do you know how to play the note C? 7. Do you know how to play the note high D?	1. What is the song Bringing Us Together? Who is it by? 2. Can you play an instrument alongside a song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. What do you know about composing? 6. Can you perform what you have been learning?	1. What is a production? How will this production look different from your end of year production in Year 2? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?

Art and Design	**Topic link – Science Plants** **Artist: Georgia O'Keeffe** 	**Topic link – English** **Flanimals** **Character Design** 	**Famous Buildings** **Architect: Christopher Wren** 
	1.Who is Georgia O'Keeffe? 2.What is open and closed composition? 3. Can you use a viewfinder? 4.Can you create digital art? 5. what are warm and cool colours? 6. Can you create a piece of artwork in the style of Georgia O'Keeffe?	1.What is character design? 2.Why is shape important when designing your character? 3.Why do artists choose certain colours? 4. Can you create a character? 5. Can you turn your character into a sculpture? 6. Can you be a character designer?	1.What is architecture? 2.What patterns can you see in the buildings? 3.What is a mosaic? 4. What famous buildings do you know? 5.Who was Christopher Wren? 6. Can you design a building?

DT	**Textiles - 2-D shape to 3-D product -** **Seasonal Stockings** MODULE PLANNER – 2D SHAPE TO A 3D PRODUCT 	**Structures - Shell structures (including computer-aided design)** **Packaging** MODULE PLANNER – SHELL STRUCTURES 	**Food - Health and Nutrition** **Sandwich Snacks** MODULE PLANNER – HEALTHY AND VARIED DIET 
	1. What is a Christmas Stocking? 2. How do I join materials – sewing techniques? 3. How do I join materials – decoration techniques? 4. How can I design my Christmas stocking? 5. How can I make my Christmas stocking? 6. What do I think of my finished product?	1. What is packaging? 2. How can we use a 2D net to create a 3D structure? 3. What are graphics? 4. Can I design a package for an Easter Egg? 5. Can I make a package for an Easter Egg 6. What do I think about my design?	1. What do I know about sandwiches? 2. What do I like about sandwiches? 3. Can I design a sandwich for a purpose? 4. Can I create a healthy sandwich? 5. How did my sandwich turn out?

RE	**Sacred Texts:** What is the Bible and why is it important? 	**Festivals/ Beliefs and Practice** What are the symbols associated with Christmas? 	**Places of Worship:** What is a church and why is it important? Visit to a church 	**Festivals/Beliefs and Practices:** What are the signs and symbols associated with Easter? 	**Festivals/Beliefs and Practices:** What do Jewish people believe? 	**Festivals/ Beliefs and Practices:** What is EID and why is it important? 
	1. What is the Bible and why is it important to Christians? 2. How did the Bible travel to the UK? 3. What is Lindisfarne Monastery and what happened there? 4. How difficult was it to copy the Gospel by hand?	1. What do I already know about the story of Christmas? 2. What are the differences between a sign and a symbol? 3. What are some of the Christian symbols of Christmas? 4. Why is light an important part of Christmas? 5. What is a Christingle Service?	1. What are the external features of a church? 2. What are the Internal Features of a Church? 3. A trip to the local Church 4. Can we create a tour guide for our local Church	1. Who believes in Christianity? 2. What is a church? 3. What is the purpose of a church? 4. Who visits a church? 5. What is Easter? 6. What happened to Jesus at Easter?	1. What are Shabbat symbols and what do they mean? 2. How do Jews keep a kosher home? 3. What is the Shema and the Mezuzah and why are they important to Jews? 4. What are the features of a synagogue? 5. What are the ten commandments and how are they important to Jews?	1. Who is Muhammed and why is he important to Islam? 2. What is Ramadan and what is it like for Muslims? 3. What is Eid and how is it celebrated? 4. How are religious festivals similar and different?

PSHE	**Health and Wellbeing It's My Body** 	**Health and Wellbeing – Aiming High** 	**Relationships – Be Yourself** 	**Relationships - Team** 	**Living in the Wider World – Britain Rights** 	**Living in the Wider World Money Matters** 
	1. What does your body need to be healthy and you eat junk food regularly, what are the effects on your body? 2. Why is it important to get enough sleep and how we can getting enough sleep keep our bodies and minds healthy? 3. What are drugs and how can I stay safe around drugs? 4. What choices do I have and how can I make better, healthier choices?	1. What have we achieved over the last year and what are we proud off and how did our behaviour and attitudes help us to achieve? 2. What kinds of jobs do people do and what kinds of skills and attributes would we need to do these jobs? 3. Can we be anything we want to be when we get older or some jobs for men and some jobs for women? 4. What might we like to do when we grow up and what skills would we need to develop in order to achieve this?	1. What makes someone unique and what is an identity? 2. What are emotions and is it okay to feel worried sometimes? 3. What is being assertive and how and when can we be assertive? 4. What messages do we get from the media about how people should look, feel and behave? Are those messages realistic?	1. What are the features of a good team and how do team members benefit from being in a team? 2. How is our team affected by our actions and how do the actions of our teammates affect us? 3. What happens when we fall out with our team members and how can we solve these problems? 4. Do I know what are rights are and do I understand he responsibility that comes with rights?	1. What are rules and what is the law? 2. How are rules and laws enforced and how do rules and laws help us? 3. What is diversity, why is it important and why should we be respectful of others? 4. What does liberty mean and what are the rights by British people? 5. What does being British mean to me and does 'being British' mean the same to all people?	1. Why do people go to work and what other ways do people get money? 2. What affects the decisions we make about spending money and how might spending decisions we make affect others and the environment? 3. Why do adverts try to influence the way we spend money and how do they do it?
RSE	**Body Differences** 		**Personal Space** 		**Families – who gives me help and support?** 	
	1. Identify that people are unique and to respect those differences 2. Explore the difference between male and female bodies 3. Identify and respect body differences between ourselves and others 4. Name male and female body parts using agreed words		1. Consider appropriate and inappropriate physical contact and consent 2. Understand that each person's body belongs to them 3. Understand personal space and unwanted touch		1. Explore different types of families and who to go to for help and support 2. Understand that all families are different and have different family members **3.** Identify who to go to for help and support	