


















Mental Health and Wellbeing  (Whole School Approach)  School Values	Kindness and Community		Respect and Relationships		Health and Happiness	
	EH4MH 10-a-day Kindness Calendar <a href="#">Happier Kinder Together   Action for Happiness</a>  <a href="https://www.normalmagic.co.uk/">https://www.normalmagic.co.uk/</a>  <a href="https://happymaps.co.uk/">https://happymaps.co.uk/</a>					
Termly and Assembly Themes	Kindness	Community	Respect	Relationships	Happiness	Health
	Stay connected to those you care about.  Being kind to one another what does that look like?  Being kind to yourself and the school community  <b>Protected Characteristics</b> Race 	Actively care for others  What are our communities?  How can we support our school community and each other  <b>Protected Characteristics</b> Disability 	Be proud of your very being.  Take a break.  Respecting each other's views  Respecting our community and school  Respecting each other Sportsmanship  <b>Protected Characteristics</b>  Religion and Belief  Sex	Talk about your feelings  Ask for help  Positive healthy relationships.  <b>Protected Characteristics</b> Marriage and Civil Partnerships  Sexual Orientation 	Do something that you enjoy and are good at.  Celebrating achievements  Supporting each other's achievements  Being positive and positive emotions and well being  <b>Protected Characteristics</b> Age  Gender Reassignment 	Keep yourself Hydrated!  Keep active in Mind and Body  How to get help  Healthy choices  <b>Protected Characteristics</b> Pregnancy and Maternity 

						
<b>Skills Builder / Social Interaction</b>  <b>Step 2</b>			 	 		
<b>Skills Builder Step 2</b> <a href="#">Training Area - Skills Builder Hub</a>  <a href="#">Educators Toolkit - Expanded Framework 2022.pdf</a> <a href="#">(skillsbuilder.org)</a>	<p><b>I listen to others and can tell someone else what it was about</b>  The building blocks of this step are learning:  How to listen effectively and stay focused  How to retain and process information  How to recall and explain that information to someone else  <b>Reflection questions</b>  How do you make sure you are listening?  How do you help ensure that you stay focused?  How do you make sure you remember a longer piece of speech, a series of instructions or a story?  When do you find this easier or more difficult?</p>	<p><b>I keep trying and stay calm when something goes wrong</b>  The building blocks of this step are learning:  How you might feel when something goes wrong  How to stay calm in the face of setbacks  <b>Reflection questions</b>  How do you feel when something goes wrong?  When might you feel angry?  When might you feel upset?  How do you behave if you are angry or upset?  How can you stay calm when something goes wrong?  Why is this important?</p>	<p><b>I work well with others by taking responsibility for completing my tasks.</b>  The building blocks of this step are learning:  What it means to take responsibility  When taking responsibility works well  <b>Reflection questions</b>  What does it mean to take responsibility?  What are the positive effects of taking responsibility?  What are some of the risks of taking responsibility?  How can you get the balance right?  Do you have any experience of taking responsibility?</p> <p><b>I speak effectively by making points in a logical order</b></p>	<p><b>I manage dividing tasks between others in a fair way</b>  The building blocks of this step are learning:  How to divide up tasks  How to share tasks out in a fair way  How to spot if there are problems  <b>Reflection questions</b>  What do we mean by tasks?  How can you share tasks between people in a fair way?  How can you tell if there are problems with how you have divided up tasks?  Do you have any examples of having done this?</p> <p><b>I work with pride when I am being successful</b>  The building blocks of this step are learning:  How you know when you have been successful</p>	<p><b>I can complete tasks by explaining problems to someone for advice if I need to.</b>  The building blocks of this step are learning:  How to explain a problem to someone else  How to act on advice  <b>Reflection questions</b>  How can you best explain a problem you are having to someone else – what do they need to know?  What mistakes could you make when trying to explain a problem?  What is meant by advice?  How can you make sure you listen well to advice?</p>	<p><b>I imagine different situations and can bring them to life in different ways.</b>  The building blocks of this step are learning:  How to share what is imagined through acting it out  How to share what is imagined through drawing pictures or diagrams  <b>Reflection questions</b>  How can you share what you imagine through acting it out?  When can this be helpful?  How can you share what you imagine through drawing pictures or diagrams?  What are the advantages of this?  Can you give examples of where you have done this?</p>



## Year 3 Overview

When are you good at recalling information that you have heard?  
What are the most important things to share?

The building blocks of this step are learning:  
What we mean by putting things in a logical order, and why it matters  
Some approaches to putting things in a logical order  
**Reflection questions**  
What do we mean by putting ideas in a logical order?  
Why does it matter?  
How do you think you can put things in a logical order?  
Do you do this at the moment? Could you try it?

How can you take satisfaction in your success  
**Reflection questions**  
How do you know when you are successful?  
How can you measure success? Can you give some examples?  
What does it mean to take satisfaction in success?  
Why is that important?  
Can you give examples of when you have done this?

Planning To be submitted First Friday Back from The School Holiday

There are 2 templates choose which template you prefer.

[Staff planning 2023-2024](#)

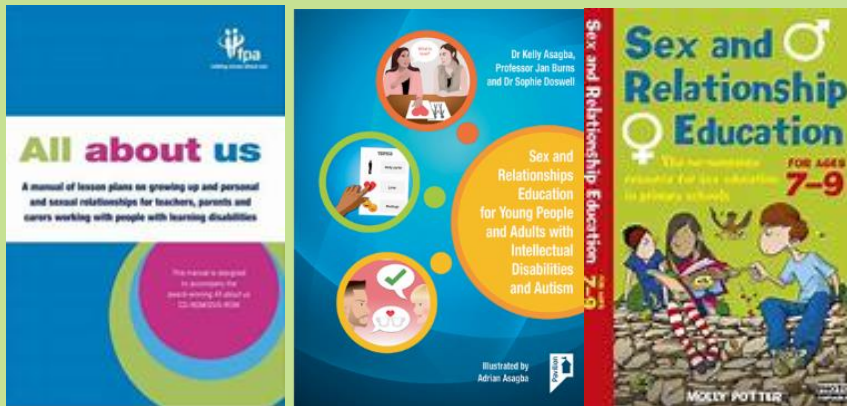








Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Genre</p> <p>Shared planning</p> <p><a href="#">Yr 4 - Orange</a></p>	<p>DES Planned Resource:</p>  <p>Ruth Miskin Resource:</p> 	<p>DES Planned Resource:</p>  	 <p>DES Planned Resource:</p> 	 <p>DES Planned Resource:</p> 	 <p>DES Planned Resource:</p> 	 
<p>Writing</p> <p>Purpose &amp; Genre</p> <p>Shared Planning</p>	<p><b>Fiction:</b> Orion and the Dark <b>Outcome:</b> Narrative retell</p> <p><b>Fiction:</b> The Owl who was afraid of the Dark</p>	<p><b>Non-Fiction:</b> My pet goldfish <b>Outcome:</b> recount about a pet (or toy pet)</p> <p><b>Non-Fiction:</b> Earth shattering Events</p>	<p><b>Non-Fiction:</b> Big book of Blooms <b>Outcome:</b> Explanation Text; To write a mini book of plants and their life cycle</p>	<p><b>Fiction:</b> Traction Man <b>Outcome:</b> To write a detailed character description within a story.</p> <p><b>Non-fiction:</b> Did Romans really eat Flamingos?</p>	<p><b>Fiction:</b> Stone Age boy <b>Outcome:</b> Narrative – alternative version I.e. Stone Age boy visits Roman girl</p>	<p><b>Non-fiction:</b> What a Waste <b>Outcome:</b> write a persuasive letter to persuade others to be kinder to the environment.</p> <p><b>Poetry:</b> Set up a sensory puddle experience for</p>

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	<b>Outcome:</b> Narrative - Plop on a different adventure	<b>Outcome:</b> Chronological Report - an explanation of the process of a volcano eruption  <b>Poetry:</b> Christmas Poem <b>Outcome:</b> Christmas poem in Christmas card to parents	<b>Fiction:</b> Jack and the Beanstalk <b>Outcome:</b> To write an alternative narrative I.e. Jack and the ...	<b>Outcome:</b> To create questions and information to answer them.	<b>Fiction:</b> How to Wash a woolly Mammoth <b>Outcome:</b> Class book of instructions – how to...	children to write their own sound puddle poem. <b>Outcome:</b> Class book of Water poems
Maths	<b>Maths</b> Follow Power Maths/White Rose Scheme of Work <a href="#">Maths Whole School Long Term Overview.docx (sharepoint.com)</a>					
	Number Place Value <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788553">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788553</a>  Number: Addition and Subtraction <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788554">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788554</a>	Number: Addition and Subtraction <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788555">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788555</a>  Number: Multiplication and Division <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788556">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788556</a>  Consolidation	Measurement: Money And Consolidation <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788559">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788559</a>  Measurement: Length and Perimeter <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788561">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788561</a>  Statistics <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788560">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788560</a>	Number: Multiplication and Division <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788558">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788558</a>  Number: Fractions <a href="https://www.co.uk/app/plans/powermaths/unit/788562">https://www.co.uk/app/plans/powermaths/unit/788562</a>  Consolidation <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788563">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788563</a>	Number: Fractions <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788564">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788564</a>  Measurement: Time <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788565">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788565</a>	Geometry: Property of Shapes <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788566">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788566</a>  Measurement: Mass and Capacity <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788567">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788567</a> <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788568">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788568</a>
<b>Science</b> Not a 2-year programme anymore <b>Grammarsaurus</b> <a href="#">Login - Grammarsaurus</a> 	<b>Animals including Humans.</b> <b>How do the systems inside our body work to make a healthy human?</b>  During this unit of work, children will learn about the structure of the human skeleton and how the muscles also work alongside the skeleton to support and protect the human body.  They will then look at how skeletons differ in different animals.  Finally, children will look at nutrition and the	<b>Light</b> <b>What is light?</b>  During this unit of work, children will recognise that they need light to see things and that dark is the absence of light. They will learn to identify light sources. They will explore what happens when light reflects o mirrors or other reflective materials and think of ways to protect themselves from the Sun. They will investigate which materials make the best/worst shadows and	<b>Rocks and Soils</b> <b>How can we classify rocks?</b>  During this unit of work, children will explore different rocks and soils. They will classify and group together rocks based on their appearance as well as their physical properties. They will learn how the Earth is made up of different rocks and fossils and begin to explain how some of the different rocks are formed.	<b>Plants</b> <b>How does each part of the plant fulfil its function?</b>  During this unit of work, children will build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need to stay healthy once they have grown.  Children will be creating a booklet. They will identify and describe the functions of the different parts of plants.  They will explore what plants need for life and growth. Children will then	<b>Forces and Magnets</b>  <b>How do magnets work?</b>  During this unit of work, children will explore simple pushes and pulls as an introduction to forces.  They will explore how the texture of an object or the surface it is on can affect how the object moves.  They will then explore pushes and pulls further by investigating different magnets and how they can pull (attract) and push (repel) at a distance without contact.	



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	importance of eating a healthy diet.	conduct an experiment to find out about the relationship between the height of a light source and the length of a shadow. Finally, they will experience a range of activities to discover how mirrors work.	They will look at fossils, what they are and how they are formed in rock.	complete an investigation to see how water is transported through plants.  Children will also look at seeds and explore the different ways that plants disperse their seeds.		
PE	Co-Operative Games	Locomotion	Manipulative	Stability	Manipulative	Locomotion
PSHE  <b>PSHE Framework</b> <a href="#">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a>	Self-Awareness  PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10  SA4 - People who are special to us. SA5 - Getting on with others.	<b>Self-Care, Support and Safety</b>  PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14  SSS4 - Keeping safe online. SSS5 -Public and private.	Changing and Growing  PSHE Association planning framework for SEND - KS1 & 2 Pg 16 – 17  CG2 - Changes at puberty. CG3 -Dealing with touch. CG4 -Different types of relationships.	Managing Feelings  PSHE Association planning framework for SEND - KS 1 & 2 Pg 15  MF2 - Managing strong feelings.	Healthy Lifestyles  PSHE Association planning framework for SEND - KS1 & 2 Pg 18 – 19  HL2 - Taking care of physical health. HL3 - Keeping well.	The World I Live In  PSHE Association planning framework for SEND - KS1 & 2 Pg 21  WILI4 - Taking care of the environment. WILI5 - Belonging to a community. WILI6 - Money.
Resources For PSHE	<p>Family Planning  <a href="#">RSHE for Teachers (fpa.org.uk)</a>  <a href="#">Growing up with Yasmine and Tom (fpa.org.uk)</a></p> 					
PD Whole School E-Safety Overview  From Project EVOLVE  Sign In to your Account   ProjectEVOLVE	 Managing Online Information   Privacy and Security	 Online Bullying   Online Relationships Anti-Bullying week: Online bullying	 Self-Image and Identity  Safer Internet Day: <a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a>	 Copyright and Ownership  CSE Awareness Day March 18th  <a href="https://stop-cse.org/national-child-">https://stop-cse.org/national-child-</a>	 Health, Well-being and Lifestyle	 Online Reputation

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Toolkit Resources Year 4 or below		<a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a>		exploitation-awareness-day/		
<i>To put in the outcomes from project evolve year 3</i> <a href="#">Search and Access Resources ▶ Year Group   ProjectEVOLVE</a>						
PD Life Skills	Hot and Cold Snacks Hot and cold drinks Invitations	Gardening Cleaning Sewing	Adult/Peer Interactions	Emergency Services Danger How to get help	Walking Planning a journey Shopping	Internet research and Administration Skills Application Letters
PD Careers	EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Police Visit		EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Doctor / Nurse		EYFS: People who help us KS1: Jobs in the community People who help us fire service visit / trip. People who help us Fire Service	
Careers Resources						
RE	<a href="#">Religious Education.pptx</a>  Christianity - Creation and Genesis  This builds on our learning in year 1 about 'The Creation Story'. This will help us in year 6 when we learn about 'Creation and Science'	<a href="#">Religious Education.pptx</a>  Christianity - People of God  This builds on our learning in year 1 about 'God in the Bible'. This will help us with our learning later in year 3 about 'Jesus in the gospels'	<a href="#">Religious Education.pptx</a>  Judaism - Jewish Festivals  This learning builds on what we learnt in year 1. This will help us with our learning in year 5. 	<a href="#">Religious Education.pptx</a>  Islam - Muslim Festivals and Worship  This learning builds on what we learnt in year 2 about the first two pillars of Islam. This learning will help us when we learn about Islam in the UK in year 5. 	<a href="#">Religious Education.pptx</a>  Christianity - Jesus in the Gospels  This builds on our learning about the Gospels in year 2. This will help our learning in year 5 about 'Dilemmas'. 	

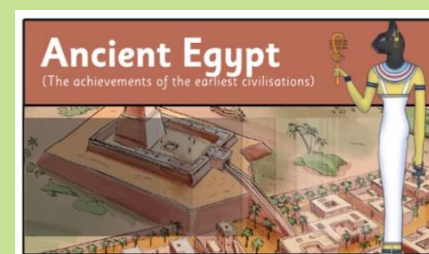


**Design & Technology**  
DT - PlanBee

**British Inventors**  
Yr 3-4 DT British Inventors

**Light up Signs**  
Yr 3-4 DT Light up Signs

**Storybooks**  
Yr 4 DT Storybooks



**History**  
 Grammarsaurus

**Chronology**  
I can place ages in order of time and understand the meaning of their names.  
I can place artefacts within their correct age. With support, I can use BCE.

**Evidence & Interpretation**  
I can observe evidence to ask about the past and come to conclusions based on what I have seen.

**Change and Continuity**  
With support, I can begin to explain the concept of change over a long period of history.

**Similarity and Difference**  
I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.

**Historical Significance**  
I can suggest suitable sources of evidence to find out about significant people/events.

**Chronology**  
I can place events, artefacts and historical figure on a timeline using dates.  
With support, I can use BCE and CE.

**Evidence & Interpretation**  
I can suggest suitable sources of evidence for historical enquiries.  
I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.




**Change and Continuity**  
I can begin to explain the concept of change over a long period of history.

**Similarity and Difference**  
I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.

**Historical Significance**  
I can suggest suitable sources of evidence for historical enquiries.  
I can discuss the importance of people and events in time and the significant impact



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	I can explain how we find prehistoric evidence.  <b>Cause and Consequence</b> I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.				<b>Cause and Consequence</b> I can suggest causes and consequences of some of the main events within Ancient Egypt.	they had on British archaeological thought.
<b>Geography</b> <i>Local Knowledge to be taught throughout</i> 						
			<b>Place</b> I can understand that places can have meaning to people. I understand that people can choose to use land in different ways. <b>Space</b> I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I can identify some key human and physical features of the UK and my region. I can use compass points, four-figure grid references, symbols, and keys. <b>Scale</b> I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. <b>Physical &amp; Human Processes</b> I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes that take place in the UK, including settlements. <b>Cultural Awareness and Diversity</b> I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.			
<b>Creative Arts</b>						
<b>Art</b>    <u>PlanBee: The Hive of Primary</u>	<b>William Morris</b>  <i>Objectives:</i> To improve their mastery of art and design techniques, including drawing with a range of materials. To learn about great artists in history To learn about great designers in history		<b>Famous Buildings</b>  <i>Objectives:</i> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing with a range of materials.		<b>Seurat and Pointillism</b>  <i>Objectives:</i> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including painting with a range of materials.	





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<a href="#">Resources and Lesson Plans</a>	<a href="#">Yr 3-4 ART William Morris</a>		<p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials.</p> <p>To learn about great architects in history.</p> <p><a href="#">Yr 3-4 ART Famous Buildings</a></p>		<p>To learn about great artists in history.</p> <p><a href="#">Year 3-4 ART Seurat and Pointillism</a></p>	
<b>Horticulture</b>	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate Gathering crops grown
<b>Forest School</b>	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills	