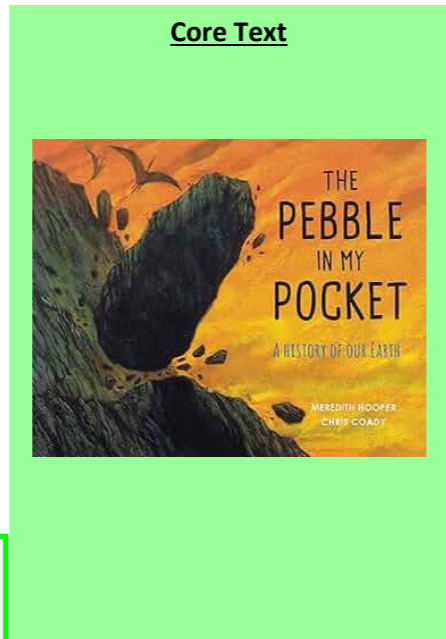


- **RE—** What kind of world did Jesus want?
- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways



- Trips and visits**
- Cambrian Railway
 - Outdoor learning

- Diversity**

- Earth Summer 1**
- Maths**
- Fractions
 - Mass and capacity
 - Money
 - Time
 - Shape
 - Statistics

- Music— Playing Rhythms**
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 - 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
 - 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.

- Science—Living things and their habitats**
- All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: (MRS NERG)
 - Living things can be grouped according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs.
 - A classification key is a tool that is used to group living things to help us identify them.
 - Habitats can change throughout the year and this can have an effect on the plants and animals that live there.
 - Humans can have positive and negative effects on the environment:
 - positive effects: nature reserves, ecological parks

- Computing— Data and Information: Branching Databases**
- Yes or No questions
 - Making Groups
 - Creating
 - Structuring
 - Planning
 - Making a dinosaur identifier

- PHSE— It's My Body**
- understand that they can choose what happens to their own bodies;
 - know where and how to get help if they are worried;
 - understand the importance of sleep, exercise and healthy eating;
 - identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;
 - identify positive aspects about themselves;
 - discuss the choices related to health that they make each day;
 - identify choices that will benefit their health and provide a 'balanced lifestyle';
 - identify ways to protect their bodies from ill health.

- Art—Water colour paint and drawing**
- Names of tools, techniques and formal elements taught.
 - Different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.
 - Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.

- Writing**
- **Writing:** write for lots of different purposes, use interesting and imaginative words in my writing, write down sentences in an order that they make in, organise my writing for a specific style of writing, use expanded noun phrases to add detail and description, plan, proofread, edit and improve my writing to make it even better, read through my work to correct any mistakes.
 - **Vocabulary, punctuation and grammar:** I can use punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes and inverted commas for speech, write sentences that are grammatically correct (tense), begin to use paragraphs correctly and appropriately, use co-ordinating and subordinating conjunctions to extend my sentences, use adverbs and prepositions to express time and place
 - **Handwriting:** I can begin to write using the correct joining style, I know how to write so that other people can read it and use finger spaces
 - **Spelling:** I can use a dictionary to check my spellings, I can spell common, everyday words correctly, I can use spellings from the Year 3 spelling list correctly and co-independently

- Reading**
- Analyse and evaluate the use of language, including figurative language and how it success criteria for creating digital content s used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
 - Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
 - Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
 - Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
 - Retrieve, record and present information from non-fiction texts.
 - Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

- Geography—The active planet**
- What is a mountain, how is it formed and what are the key features; what are the main continental mountain ranges?
 - What is a volcano, where are famous volcanoes around the world and how can we describe where they are in relation to the northern and southern hemispheres and the equator?
 - How can we identify hills, mountains and volcanoes on OS maps and why do we use contour lines?
 - What causes a volcano to erupt and what happens?
 - What are the different types of volcanoes and what are their key features?
 - Why do people live in volcanic areas and how do people and the environment adapt?

- P.E— Tactics and gameplay/ Athletics**
- Apply and follow rules fairly.
 - Understand and begin to apply the basic principles of invasion games.
 - Know how to play a striking and fielding game fairly.
 - Run with coordination and rhythm. Show control when sprinting and jogging. Run at different speeds with control (sprint, middle distance). Begin to understand pacing.
 - Jump for distance using a short run-up. Begin to explore jumping for height.
 - Throw underarm and overarm with control. Begin to use push (shot), sling (discus), and heave (javelin) actions.