



The Creative Learning Journey Let's Move It -Apple



UNDERSTANDING THE WORLD

Working scientifically LKS2

- sc32 asking relevant questions and using different types of scientific enquiries to answer them
- sc33 setting up simple practical enquiries, comparative and fair tests
- sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Working scientifically UKS2

- sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 - sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Forces UKS2**
- sc101 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

EXPRESSIVE ARTS AND DESIGN

Design LKS2

- dt25 I can talk about my product and explain my design ideas and where they came from
- dt27 I can communicate my ideas through annotated sketches

Make LKS2

- dt32 I can select and use appropriate tools and techniques for my product
- dt33 I can measure, mark, cut and shape a range of materials accurately
- dt34 I can join, assemble and combine components with precision
- dt37 I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

Evaluate LKS2

- dt40 I have asked for the views of others, especially the intended users, to help to improve my design
- dt41 I know about some significant developments in technology that have helped to shape the world
- dt42 I can talk about some significant designers through history

Technical knowledge LKS2

- dt44 I know how to use gears and pulleys in my designs
- dt45 I know how to use cams in my designs
- dt46 I know how to use levers and linkages in my designs

LKS2

- mu11 I can sing in a group, or on my own, with expression, awareness of others and in tune
- mu12 I can play instruments with accuracy and control
- mu13 I can play instruments with fluency and expression to reflect the intentions of the music
- mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
- mu15 I can compose pieces of music using the dimensions and elements of music expressively
- mu17 I can perform from simple, standard notation

- mu18 I can use standard notation in my compositions
- mu19 I can describe, compare and evaluate different kinds of music
- mu20 I can identify music from different traditions
- mu21 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary
- mu22 I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time

Design UKS2

- dt55 I can talk about my product and explain my design ideas and where they came from
- dt57 I can communicate my ideas through annotated sketches

Make UKS2

- dt62 I can select and use appropriate tools and techniques for my product
- dt63 I can measure, mark, cut and shape a range of materials accurately
- dt64 I can join, assemble and combine components with precision
- dt67 I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

Evaluate UKS2

- dt70 I have asked for the views of others, especially the intended users, to help to improve my design
- dt71 I know about some significant developments in technology that have helped to shape the world
- dt72 I can talk about some significant designers through history

Technical knowledge UKS2

- dt74 I know how to use gears and pulleys in my designs
- dt75 I know how to use cams in my designs
- dt76 I know how to use levers and linkages in my designs

Science
During this topic pupils will make links between Science and Design and technology.
They will learn about some of the five basic machines including: levers, pulleys, and cams.
They will understand the terms force, load, weight and fulcrum.
They will understand how a force can be applied to move heavy weights.
History
They will explore how people in Ancient Civilisations made these discoveries and designed machines for specific tasks.

Design and Technology

- How do levers work?
- What are cams?
- How do pulleys help us in everyday life?
- Practical investigations into levers and linkages, cams and pulleys.
- Making a moving toy using cams:
 - Understand that different cam shapes affect the moving mechanism (follower).
 - Sketch and plan a design with a moving mechanism.
 - Create mechanism with accuracy.
 - Evaluate product throughout and in the final stages

Music

- Taught by Kim Broadhead
- Unit: At the movies (3) - explore movie music from 1920s animated films to present day movies. Learn techniques for creating soundtracks and film scores

OUTDOOR LEARNING

Pupils will continue to work alongside pupils from Bardwell School.

Let's Move It -Apple

MFL French
Mon Corps
Pupils will learn nouns and verbs that relate to parts of the body.

PSED
Pupils will work through the SEALS unit of Going for Goals covering:
- knowing myself
- setting a realistic goal
- planning to reach a goal
- persistence
- making choices
RE
Pupils will continue to investigate the big question
Does God Communicate With Man?
Key Concepts: Sacred text; Prophecy; Revelation; Incarnation
Learning Objective: to explore different views of God
Syllabus Questions addressed:
- Is religion the most important influence and inspiration in everyone's life?
- Do sacred texts have to be true to help people understand their religion?

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2
pa24 To continue to develop skills to take part in small discussions about community issues.
pa25 Continue to value contributions of others in discussion.
pa26 Continue to develop negotiating strategies.

PSED Developing confidence and responsibility and making the most of their abilities LKS2
pc32 Identify the range of skills needed in different jobs.

RE - Learning From Religion LKS2
rf25 Response to the challenges of commitment in their own views and in religious traditions.
rf26 Identify how commitment to a religion is shown in a variety of ways
rf27 Discuss their own and others' religious beliefs, including worship.
rf28 Reflect on ideas of right and wrong and others' response to them.

Learning About Religion LKS2

- ra26 Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- ra27 Describe the variety of practices and ways of life in religions.
- ra28 Identify and describe the similarities in religions.
- ra30 Consider the meaning of a range of forms of religious expression.
- ra32 Develop a greater vocabulary to communicate their knowledge and understanding.

ra33 Use information about religions from a range of sources.
PSED Developing confidence and responsibility and making the most of their abilities UKS2
pc35 Begin to set personal goals.
pc36 Reflect on and evaluate their own experiences and set personal goals.

RE - Learning From Religion UKS2
rf30 Reflect on the level of commitment needed to belong to a religion.
rf31 Understand how commitment to a religion is shown.
rf32 Discuss and express their own and others' religious beliefs, including wonder.
rf33 Reflect on sources of inspiration in their own lives.

Learning About Religion UKS2

- ra34 Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- ra35 Describe the practices and ways of life in religions and understand how these stem from beliefs and teachings.
- ra36 Identify and begin to describe the similarities in religions.
- ra37 Describe differences between religions.

COMMUNICATION AND LANGUAGE

LKS2

- fl1 I can understand what is being said to me and respond correctly
- fl2 I can sing songs and say poems in another language and know what the words mean
- fl2.1 I can spell and pronounce the words correctly in the songs and poems I know
- fl5 I can pronounce words correctly so that I am understood
- fl10 I can write phrases from memory
- fl12 I know that some words are governed by gender

UKS2

- sl25 listen and respond appropriately to adults and their peers
- sl26 ask relevant questions to extend their understanding and knowledge

- sl27 use relevant strategies to build their vocabulary
- sl29 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- sl30 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl32 speak audibly and fluently with an increasing command of Standard English
- sl34 join, maintain and monitor the interest of the listener(s)
- sl36 select and use appropriate registers for effective communication.

PHYSICAL EDUCATION

LKS2

- pe4.1 I can explain how developing my skills separately has improved my performance in team games
- pe5 I can play competitive net, striking, fielding and invasion games
- pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them

Swimming and water safety LKS2

- pe10 I can swim unaided in a recognised style over a distance of 25m
- pe10.1 I can swim at least two strokes in a recognised style

UKS2

- pe11.1 I can explain how developing my skills separately has improved my performance in team games
- pe12 I can play competitive net, striking, fielding and invasion games
- pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply them
- pe17 I can swim unaided in a recognised style over a distance of 25m
- pe17.1 I can swim at least two strokes in a recognised style



The Creative Learning Journey Apple - English and Maths - Term 3



MATHEMATICS AND COMPUTING

- Number - number and place value LKS2**
- m119 recognise the place value of each digit in a four-digit number (Thousands, hundreds, tens, and ones)
 - m120 order and compare numbers beyond 1000
 - m121 identify, represent and estimate numbers using different representations
 - m122 round any number to the nearest 10, 100 or 1000
- Number - addition and subtraction LKS2**
- m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Number - multiplication and division LKS2**
- m131 multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Number - fractions (including decimals) LKS2**
- m134 count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
 - m137 recognise and write decimal equivalents of any number of tenths or hundredths.
 - m138 recognise and write decimal equivalents to 1/4, 1/2, 3/4
 - m139 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
 - m140 round decimals with one decimal place to the nearest whole number
- Measurement LKS2**
- m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Geometry - properties of shapes LKS2**
- m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
 - m150 identify acute and obtuse angles and compare and order angles up to two right angles by size
- Geometry - position and direction LKS2**
- m153 describe positions on a 2-D grid as coordinates in the first quadrant
- Number - number and place value UKS2**
- m158 read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
 - m160 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
 - m161 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Number - addition and subtraction UKS2**
- m164 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Number - multiplication and division UKS2**
- m168 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
 - m169 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
 - m171 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Number - fractions (including decimals) and percentages UKS2**
- m179 compare and order fractions whose denominators are all multiples of the same number
 - m180 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
 - m184 read and write decimal numbers as fractions [for example, 0.71 = 71/100]
 - m189 recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- Measurement UKS2**
- m191 convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
 - m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Geometry - properties of shapes UKS2**
- m198 identify 3-D shapes, including cubes and other cuboids, from 2-D representations
 - m199 know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles
 - m200 draw given angles, and measure them in degrees (°)

This term pupils will be working on:

- Fractions**
Recognise and write decimal equivalents of any number of tenths and hundredths
- Recognise and write decimal equivalents for 1/4, 1/2, 3/4.**
Divide one and two digit numbers by 10 and 100
compare and order fractions whose denominators are multiples read and write decimal numbers as fractions
recognise and use thousandths and decimal equivalents. of the same number
- Geometry - shapes**
Compare and classify geometric shapes based on their properties and sizes.
Identify 3d shapes from 2d representations
Distinguish between regular and irregular shapes based on reasoning about equal sides and angles
-know angles are measured in degrees, estimate acute, obtuse, and reflex angles
Draw given angles and measure them in degrees.
-Position and direction
describe positions on a 2d grid as coordinates.
- Calculation**
Addition and Subtraction
add and subtract numbers with up to 4/5 digits using formal written methods
- Multiplication**
-multiply three digit numbers by a one digit number using formal written layout-grid method/ long multiplication for two digit numbers
identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Number and Place Value (on the basis of)**
identify, represent and estimate numbers round any number to the nearest 10, 100 or 1 000
Read, write order and compare numbers to at least 1 000 000 and determine the value of each digit
Interpret negative numbers in context
- Measurement**
Measure and calculate the perimeter of composite/ rectilinear figures in cm and m

Apple - English and Maths - Term 3

- Narrative**
Pupils will complete their stories with historical settings by presenting their final draft to a high standard of presentation.
- Instruction Writing**
Pupils will read a wide variety of different instructions including recipes, rules for board games, construction kit instructions and directions. They will draw up a list of key features and pinpoint the use of the imperative verb form. They will look at the structure of sentences to ensure clarity. Pupils will produce a set of written instructions for a recipe to be included in a healthy eating book for children.
- Explanation Texts**
Pupils will explore the genre by reading various scientific texts from the I Wonder Why series. Key features will be identified and used. Pupils will write an explanation text relating to the basic machines they have studied this term. They will consider how the machines work, how they were developed and the impact on the ancient civilisation that developed them. Pupils will use a formal register for writing.
- Spelling and Grammar**
- use of pronouns to avoid repetition.
 - use of apostrophes within contraction.
 - apostrophes for plural possession.
 - relative clauses
 - writing adverbial clauses.
 - the role of the determiner.

LITERACY

- Reading - word reading LKS2**
- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Reading - comprehension LKS2**
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - e139 reading books that are structured in different ways and reading for a range of purposes
 - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - e148 asking questions to improve their understanding of a text
 - e151 identifying main ideas drawn from more than one paragraph and summarising these
 - e152 identifying how language, structure, and presentation contribute to meaning
 - e153 retrieve and record information from non-fiction
 - e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Writing - transcription - Spelling LKS2**
- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - e157 spell words that are often misspelt (English Appendix 1)
 - e158 place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
 - e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing - composition LKS2**
- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - e165 discussing and recording ideas
 - e166 organising paragraphs around a theme
 - e170 in non-narrative material, using simple organisational devices (for example, headings and sub-headings)
 - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
 - e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - e174 proof-read for spelling and punctuation errors
 - e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Writing - vocabulary, grammar and punctuation LKS2**
- e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - e179 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - e181 using fronted adverbials
 - e182 learning the grammar for years 3 and 4 in English Appendix 2
 - e184 using commas after fronted adverbials
 - e185 indicating possession by using the possessive apostrophe with plural nouns
 - e186 indicating possession by using the possessive apostrophe with plural nouns
 - e187 identifying how language, structure and presentation contribute to meaning
 - e188 indicating possession by using the possessive apostrophe with plural nouns
 - e189 identifying how language, structure and presentation contribute to meaning
 - e190 retrieve, record and present information from non-fiction
 - e191 retrieve, record and present information from non-fiction
 - e192 provide reasoned justifications for their views.
 - e193 continue to distinguish between homophones and other words which are often confused
 - e194 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - e195 choosing the writing implement that is best suited for a task.
 - e196 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - e197 noting and developing initial ideas, drawing on reading and research where necessary
 - e198 using a wide range of devices to build cohesion within and across paragraphs
 - e199 using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
 - e200 assessing the effectiveness of their own and others' writing
 - e201 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - e202 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - e203 using modal verbs or adverbs to indicate degree of possibility
 - e204 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - e205 using hyphens to avoid ambiguity
 - e206 using semi-colons, colons or dashes to mark boundaries between independent clauses
 - e207 punctuating bullet points consistently