

Vernon Park Primary School 2023-2024
LKS2 Long Term Subject Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Values	Kindness and Empathy	Friendship and Respect	Honesty and Responsibility	Tolerance and Fairness	Support and Inclusion	Challenge and Resilience
THEMATIC TOPIC	Civilised Settlers		Ancient Egypt		Ancient Greece	
Intent	What did the first cities have in common and what were their achievements? Where did they settle?		How did the Egyptians impact modern civilisation?		How did the Ancient Egyptians impact modern civilisation?	
Implementation	History: Where were the first cities built? Why were they built there? Compare and contrast the 4 ancient civilisations. Geography: Coasts/settlements in the UK		History: How long ago did the pharaohs live? What happened during their reign? Geography: Why are water and rivers so important?		Geography: Cities, structures and changes. History: Myths, legends, heroes. How did the Ancient Greeks live? How has life changed over time?	
Impact	To compare 4 civilisations from history, understanding which sources have helped us to learn about them To understand how we use our coasts and to understand the benefit to coastal towns.		To compare ancient and modern civilisations, understanding the legacy the Egyptians left behind.		To compare ancient and modern civilisations, understanding the legacy the Greeks left behind.	
Topic Launch	<u>Who were the 4 ancient civilisations?</u> Tasting traditional food from each modern day area of the 4 civilisations. Landscape drawings of the 4 main rivers that ran through the ancient locations.		<u>Who were the Ancient Egyptians?</u> Presentation – life in Ancient Egypt Chicken Wire and Mud How has it changed Rock Pyramids Hieroglyphics Orienteering in the Environmental Area		<u>Who were the Ancient Greeks?</u> Presentation – life in Ancient Greece Food tasting Ancient stories and myths Artwork	
Collaborative Learning	Kagan Structures.					
Grammar	Pupils should:					
	<ul style="list-style-type: none"> Manipulate word, sentence and text structure for cohesion and effect. Use a full range of punctuation taught at LKS2 Use and understand the full range of grammar terminology taught at LKS2. 			<ul style="list-style-type: none"> Paragraph structure Headings and sub-headings Perfect form of verbs Apostrophes in contractions Punctuating direct speech Apostrophes for singular and plural possession Commas for cohesion in lists and after adverbials 		
	<ul style="list-style-type: none"> Word classes Prefixes and suffixes Determiners Sentence structure Time and cause conjunctions, prepositions and adverbs Pronouns Fronted adverbials Clauses 			<ul style="list-style-type: none"> Standard English 		

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	<ul style="list-style-type: none"> Suffixes and prefixes 				<ul style="list-style-type: none"> Sentence types 							
Spelling	Y3/4 spelling patterns	Y3/4 spelling patterns		Y3/4 spelling patterns	Y3/4 spelling patterns		Y3/4 spelling patterns	Y3/4 spelling patterns				
Handwriting	PenPals Scheme of Work - Cambridge University Press											
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions- Scheme of Work)											
Drama	DEAL drama structures											
English	<p>Fiction Stone Age Boy - Satoshi Kitamura</p> <p>Focus Poetry National Poetry Day theme October 2023: Refuge Kennings, Cinquains, Diamante Poems.</p> <p>Focus Non-Fiction: Non-Chronological Reports</p> <p>Class Story: Danny Wallace - The Luckiest Kid In The World</p>				<p>Fiction Egyptian Cinderella - Shirley Climo</p> <p>Focus Poetry Performance Poetry and Raps Read me out loud - Nick Toczek and Paul Cookson The Works - Paul Cookson</p> <p>Focus Non-Fiction: Explanation texts Chronological Reports</p> <p>Class Story: Polly Ho-Yen - The Day No one Woke Up</p>				<p>Fiction <i>The Firework Maker's Daughter - Philip Pullman</i></p> <p>Focus Poetry Haikus</p> <p>Focus Non-Fiction: Journalism <i>Biographies and Autobiographies</i></p> <p>Class Story: <i>Jeremy Williams - Max Count To A Million</i></p>			
	<p>Fiction Narrative - retelling in own words. Character description and development, informal letter, alternative endings, book reviews.</p> <p>Poetry National Poetry Day theme October 2023: Refuge Kennings, Cinquains, Diamante Poems.</p>		<p>Fiction Narrative - setting description, expanded noun phrases, prepositional phrases and adding drop in clauses.</p> <p>Non-fiction Information texts and their features, Non-chronological reports. The similarities and differences between ancient civilisations.</p>		<p>Fiction Narrative in role Setting and Character descriptions. Formal letters. Diary writing</p> <p>Poetry Performance Poetry and Raps</p>		<p>Non Fiction Explanation texts - who were the Ancient Egyptians Chronological Reports - 10 Plagues Diaries- Moses and the Jews escape the Pharaoh</p>		<p>Fiction Character and Setting description Action scenes with pace and suspense Formal and informal letters Direct and Reported speech Play scripts</p>		<p>Poetry Haikus syllables, rhyme and rhythm synonyms and antonyms</p> <p>Non Fiction Journalism <i>Biographies and Autobiographies</i></p>	
Maths	Year 3 Place Value and Money Addition and Subtraction Shape and Symmetry	Year 4 Number and Place Value Addition and Subtraction Properties of Shape	Year 3 Addition and Subtraction Time and Data Multiplication and Division Fractions	Year 4 Addition and Subtraction Time, Bar Charts and Pictograms Multiplication and Division	Year 3 Place Value Addition and Subtraction Measures and Data Fractions	Year 4 Place Value and Decimals Addition and Subtraction Measures and Data	Year 3 Addition and Subtraction Time, Position	Year 4 Addition and Subtraction Time, Shape and Data	Year 3 Place Value and Money Addition and Subtraction Multiplication and Division	Year 4 Number, Place Value and Sequences Addition and Subtraction Money	Year 3 Place Value and Sequences Multiplication	Year 4 Place Value Decimals Multiplication and Division Shape and Angles Fractions Time and Data

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	Multiplication and Division	Multiplication and Division Money		Fractions	Place Value and Division	Fractions Decimals	and Direction Multiplication and Division Fractions	Multiplication and Division	Measurement and Data Money	Measures Multiplication Decimals	ication and Division Shape, Data and Measure Fractions Addition and Subtraction	Addition and Subtraction
	Year 3 and Year 4 Programme of Study:											
	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 			<ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 			<ul style="list-style-type: none"> Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 					

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IT and Computing	Pupils should: <ul style="list-style-type: none"> • Understand how data is stored, organised, and used to represent real-world artefacts and scenarios • Select and create a range of media including text, images, sounds, and video • Understand how networks can be used to retrieve and share information, and how they come with associated risks • Understand the activities involved in planning, creating, and evaluating computing artefacts • Understand what a computer is, and how its constituent parts function together as a whole • Understand how individuals, systems, and society as a whole interact with computer systems • Be able to comprehend, design, create, and evaluate algorithms • Create software to allow computers to solve problems • Use software tools to support computing work • Understand risks when using technology, and how to protect individuals and systems 			
	<p style="text-align: center;">Data and Information: Data Logging</p> <ul style="list-style-type: none"> -To explain that data gathered over time can be used to answer questions - To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time - To recognise how a computer can help us analyse data - To identify the data needed to answer questions- To use data from sensors to answer questions 	<p style="text-align: center;">Creating Media - Photo Editing</p> <ul style="list-style-type: none"> -To explain that the composition of digital images can be changed. -To explain that colours can be changed in digital images. -To explain how cloning can be used in photo editing. <ul style="list-style-type: none"> -To explain that images can be combined. -To combine images for a purpose. -To evaluate how changes can improve an image. 	<p style="text-align: center;">Programming - Events and actions in programs</p> <ul style="list-style-type: none"> -To explain how a sprite moves in an existing project. -To create a program to move a sprite in four directions <ul style="list-style-type: none"> -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge 	
Science	Pupils should: <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests making systematic and careful observations. • Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and write explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 			
	<u>Chemistry</u> Rocks	<u>Physics</u> Light	<u>Biology</u> Animals Including Humans - Keeping Healthy	<u>Physics</u> Electricity



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	<ul style="list-style-type: none"> · 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. · 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 and find patterns in the way that the size of shadows change. · 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 · Describe the simple functions of the basic parts of the digestive system in humans 	<ul style="list-style-type: none"> ● Compare how things move on different surfaces ● Notice that some forces need contact between two objects, but magnetic forces can act at a distance ● Observe how magnets attract or repel each other and attract some materials and not others ● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ● Describe magnets as having two poles ● Predict whether two magnets will attract or repel each other, depending on which poles are facing. ● Identify risks and precautions for working with electricity and name common appliances that run on electricity. ● Construct simple series electrical circuits, identifying basic parts, including cells, wires, bulbs and switches. ● Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ● Recognise some common conductors and insulators, and associate metals with being good conductors. 	
Geography	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America. ● Identify and find the location and characteristics of a range of the world's most significant human and physical features. ● Develop their use of geographical tools and skills to enhance their locational and place knowledge. 		
	<p style="text-align: center;">Coasts How is water shaping the UK?</p> <ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe ● Identify key physical and human characteristics, countries, and major cities ● Name and locate counties, cities and geographical regions of the United Kingdom ● Name and describe their identifying human and physical characteristics, key topographical features ● (including hills, mountains, coasts and rivers), and land-use patterns ● Understand how some of these aspects have changed over time. 	<p style="text-align: center;">Rivers How is water shaping the UK and beyond?</p>	<p style="text-align: center;">Athens How did the landscape affect the building of the ancient city?</p> <ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● 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
History	<p>Pupils should:</p> <ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informal responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		
	<p style="text-align: center;">The 4 Ancient Civilisations (Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty) What did the first cities have in common and what were their achievements?</p>	<p style="text-align: center;">Ancient Egyptians How much did the Ancient Egyptians achieve?</p>	<p style="text-align: center;">Ancient Greece How did the Ancient Greeks influence the western world?</p>

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	<ul style="list-style-type: none"> • Understand and create own chronological timelines • Understand the achievements of the earliest civilizations • Understand who the Lindow Man was and why he is important to local history • Understand how our knowledge of the past is constructed from a range of sources. • Notice similarities and difference between periods and note their importance to the people of that time • Complete a study of prehistoric people: focus on late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Understand the achievements of the earliest civilizations 	<ul style="list-style-type: none"> • Develop an overview of where and when the first civilizations appeared • Complete an in-depth study of an ancient civilisation (Roman Empire) • Complete a study over time tracing how several aspects of national history are reflected in the locality (Bronze Age and Iron Age Britain, Roman Britain) • Analyse written sources from writers from the time period. • Explore the long-term legacy of the invasion. • Make links between local listed buildings and historical events from the time of the building's construction. 	
DeT	<p>Pupils Should:</p> <ul style="list-style-type: none"> • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Select from and use finishing techniques suitable for the product they are creating. • Understand and use lever and linkage mechanisms. • 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>Design Technology: Structures Shell structures</p> <p>Food Technology: Link to Science - design a healthy menu to promote human growth and development.</p>	<p>Design Technology: Food Technology Link to Science - design a healthy menu to promote human growth and development.</p> <p>Food Technology: Research the history of pizza. Create a home-made pizza with suitable savoury toppings</p>	<p>Design Technology: Mechanical Systems Levers and Linkages</p> <p>Food Technology: Research and make a local dish - Eccles cakes, Bakewell pudding etc.</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 • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> • 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 • 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 	
Art	<p>Pupils should:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 		

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	<p><u>Storytelling Through Drawing</u></p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p><u>Exploring Still Life</u></p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.</p>		<p><u>Festival Feasts</u></p> <p>Explore artists who make sculptures of food. Develop drawing skills by drawing from still imagery and from life. Create sculptures using modelling and construction materials.</p>	
	<ul style="list-style-type: none"> • Produce creative work • Develop skills in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works • Know about great artists, craft makers and designers • Begin to produce accurate drawings of people • Begin to explore the concept of perspective • Explore effects with hue, tint, tone, shades and mood • Explore the use of colour for purposes and to express feelings 			<ul style="list-style-type: none"> • Use stories, music, poems as stimuli • Select and use materials • Explore fabric printing and painting • Explore and appreciate different artists • Work collaboratively on a larger scale • Plan and develop ideas • Sketch and paint from observation or imagination • Discuss and evaluate own work and that of others • Create pattern for purposes 		
<p>Music</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • 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 • use and understand staff and other musical notations 					
	<p>Rhythm work Understanding and use the notation cat, monkey, rest, cow, armadillo and elephant Play in class ensemble with a sense of what's going on in the whole group. Use rhythm flash cards and/or graphic scores Notation middle C - C'</p> 		<p>Improvising Using all known rhythm tags Compose a piece in ternary form ABA. Use rhythm flash cards and/or graphic scores Notation middle C - C'</p> 		<p>Talk about how music makes you feel, show understanding of the structure, tempo and dynamics Pick out key individual instruments in a piece. Sing a song from memory.</p>	
<p>PE</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Be physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 					
	<p>Fundamentals Y3/4 Ball skills Y4 Swimming Y3</p>	<p>Netball Y3/4 Gymnastics Y4 Swimming Y3</p>	<p>Basketball Y3/4 Dance Y4 Swimming Y3</p>	<p>Tag Rugby Y3/4 Athletics Y4 Swimming Y3</p>	<p>Dance Y3/4 Swimming Y3/4</p>	<p>Cricket Y3/4 Swimming Y3/4</p>

	<ul style="list-style-type: none"> • Develop the fundamental skills of balancing, running, jumping, hopping and skipping. • Develop the ability to change direction with balance and control. • Opportunities to explore how the body moves at different speeds as well as how to accelerate and decelerate. • Develop a variety of ball skills without the restrictions of specific rules related to well known games. • Develop accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. • Develop catching with one and two hands as well as dribbling with feet and hands. • Apply skills to small group games • Develop competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. • Use a range of different passes in different situations to keep possession and attack towards goal. • Learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. • Learn key rules of the game such as footwork, held ball, contact and obstruction. 	<ul style="list-style-type: none"> • Create more complex sequences, by learning a wider range of travelling actions and include the use of pathways. • Develop more advanced actions such as inverted movements and explore ways to include apparatus. • Learn to keep possession of the ball using attacking skills. • Understand the importance of playing fairly and keeping to the rules. • Learn how to use skills, strategies and tactics to outwit the opposition. • Develop basic running, jumping and throwing techniques. • Understand the principles of striking and fielding. • Creating characters and narrative through movement and gesture. • Gain inspiration from a range of stimuli. • Develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.
R.E	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). · Ask questions and suggest some of their own responses to ideas about God (C1). · Suggest why having a faith or belief in something can be hard (B2). · Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). · Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). · Identify similarities and differences in the way festivals are celebrated within and between religions (A3). · Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p style="text-align: center;">Christianity What do people believe about God? (B) Why is Jesus inspiring to some people? (B)</p> <p style="text-align: center;">Judaism Families and festivals (L)</p>	

	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	Y3: What keeps us safe? Y4: How will we grow and change?	How can we manage risk in different places?
PSHE SRE Citizenship	<p>how to recognise personal qualities and individuality</p> <ul style="list-style-type: none"> · to develop self-worth by identifying positive things about themselves and their achievements · how their personal attributes, strengths, skills and interests contribute to their self-esteem · how to set goals for themselves · how to manage when there are setbacks, learn from mistakes 	<p>how people's behaviour affects themselves and others, including online</p> <ul style="list-style-type: none"> · how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return · about the relationship between rights and responsibilities · about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* · the rights that children have and why it is important to protect these* · that everyone should feel included, respected and not discriminated against; how to respond if they witness or 	<p>how everyday things can affect feelings</p> <ul style="list-style-type: none"> · how feelings change over time and can be experienced at different levels of intensity · the importance of expressing feelings and how they can be expressed in different ways · how to respond proportionately to, and manage, feelings in different circumstances · ways of managing feelings at times of loss, grief and change · how to access advice and support to help manage their own or others' feelings 	<ul style="list-style-type: none"> · how people have a shared responsibility to help protect the world around them · how everyday choices can affect the environment · how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) · the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues · how to show care and concern for others (people and animals) · how to carry out personal responsibilities in a caring and compassionate way 	<p>Y3: · how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <ul style="list-style-type: none"> · how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers · that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable · how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) · how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) · how to react and respond if there is an accident and how to 	<ul style="list-style-type: none"> · how to recognise, predict, assess and manage risk in different situations · how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) · how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence · how people's online actions can impact on other people · how to keep safe online, including

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	and reframe unhelpful thinking	experience exclusion, disrespect or discrimination · how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns			deal with minor injuries e.g. scratches, grazes, burns · what to do in an emergency, including calling for help and speaking to the emergency services Y4: about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams · how puberty can affect emotions and feelings · how personal hygiene routines change during puberty · how to ask for advice and support about growing and changing and puberty	managing requests for personal information and recognising what is appropriate to share or not share online · how to report concerns, including about inappropriate online content and contact · that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Foreign Languages French	Seasons		Fruits		Habitats	
	Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French.		Name and recognise up to 10 different fruits Ask for a particular fruit in French using 'je voudrais'. Say what fruits you like and dislike		Name and recognise different habitats Say which animal belongs to a particular habitat. Say where these habitats are in the world.	
Possible Trips and Events	Country Trust Farm Discovery Visits		Manchester Museum Egyptian exhibit. Liverpool Museum Ancient Egyptian Mummification Workshop and exhibit		Liverpool Museum Ancient Greece Workshop and exhibit	