

Woodpeckers Long Term Overview Cycle 1 – 2023-2024

Subject	Topic title It's getting hot		Topic Title Escape from the danger!		Topic Title The United Kingdom	
English – Class Books	The explorer- Katherine Rundell- links with rainforests Recommended reads tree. The Secret of the sun king- Emma Carroll Journey to the river of the sea- Eva Ibbotson Running wild- Michael Morpurgo Where on Earth- Rainforests Susie Brooks So you think you've got it bad- Egyptians- Chae strathie		Defenders Dark Arena- Tom Palmer Escape from Pompeii Recommended reads tree Empires end- A roman story- Leila Rasheed Romans of the Rampage- Jeremy strong Empires End- A Roman Story Earth Shattering events So you think you've got it Bad- Romans		Anglo Saxon Boy- Tony Bradman Recommended reads tree Beowulf- Michael Morpurgo The Big book of the Uk Coming to England- Floella Benjamin Katie in London	
intent	Promote a love for reading and recommending books and develop VIPERS skills		Promote a love for reading and recommending books. and develop VIPERS skills		Promote a love for reading and recommending books. and develop VIPERS skills	
English- Fiction year 3	Spag skills for the first 4 weeks taught as pure year group Capital letters Commas for list Demarcating sentences A and an - determiners Dictionary skills Direct speech Expanded noun phrases But and or- conjunctions When, if, although because – conjunctions Fronted adverbials Paragraphs Phrases and clauses Possessive apostrophe Prepositions Pronouns Simple sentences Proof reading	Taught as year group The incredible book eating boy Story- comedy	Taught as a class the whole term The Journal of Iliona - A Young Slave by Richard Platt- Diary The True Story of Three Little Pigs by Jon Scieszka Narrative Traditional tale with a twist	Taught as year group Flood- Narrative- Tragedy The River by Valerie Bloom Poetry	Taught as year group George's Marvellous Medicine by Roald Dahl Narrative Comedy Taught as a class The Colour Collector (based on The Sound Collector by Roger McGough)- Poetry	Taught as a class The whole term The Secret of Black Rock by Joe Todd- Stanton Narrative Adventure

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<p>English Fiction year 4</p>	<p>Spag skills for the first 4 weeks taught as pure year group Commas in a list When. If although because- conjunctions Demarcating sentences Dictionary skills Exciting openers Direct speech Expanded noun phrases Fronted adverbials Paragraphs Past and present perfect tense Possessive apostrophes Powerful verbs Pronouns Prepositions proofreading</p>	<p>Taught as a year group The incredible book eating boy Story-comedy</p>	<p>The Journal of Iliona -A Young Slave by Richard Platt- Diary The True Story of Three Little Pigs by Jon Scieszka Narrative Traditional tale with a twist</p>	<p>Taught as year group Escape from Pompeii- Narrative- Tragedy The River by Valerie Bloom Poetry</p>	<p>Taught as a year group The BFG by Roald Dahl Narrative Adventure Taught as a class The Colour Collector (based on The Sound Collector by Roger McGough)- Poetry</p>	<p>The Secret of Black Rock by Joe Todd-Stanton Narrative Adventure</p>
<p>English Non Fiction year 3</p>		<p>Taught as a class Nikola Tesla (invented electricity) by Azadeh Westergaard Non-fiction Biography- Instructions- mummification taught through History</p>	<p>Once upon a Raindrop by James Carter Non-fiction Script for factual tour</p>	<p>Taught as a class Earthquakes by Robin Jacobs Non-fiction Non-chronological report</p>	<p>Taught as a year group The Gardener by Sarah Stewart Non-fiction Letter</p>	<p>Should we feed animals at National Parks? by Chris Turnham Non-fiction Balanced argument</p>

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<p>English non fiction year 4</p>		<p>Taught as a class</p> <p>Nikola Tesla (invented electricity) by Azadeh Westergaard Non-fiction Biography</p> <p>Persuasive Post Instructions- mummification taught through History</p>	<p>Once upon a Raindrop by James Carter Non-fiction Script for factual tour</p>	<p>Taught as a class</p> <p>Earthquakes by Robin Jacobs Non-fiction Non-chronological report</p>	<p>Taught as a year group</p> <p>An alternative to plastic straws - Stroodles Non-fiction Persuasive advert</p>	<p>Should we feed animals at National Parks? by Chris Turnham Non-fiction Balanced argument</p>
<p>Intent</p>	<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>		<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>		<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	

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<p>Maths</p>	<p>Year 3 Place Value – 3 weeks Addition and Subtraction – 5 weeks Multiplication and Division – 4 weeks</p> <p>Year 4 Place Value – 4 weeks Addition and Subtraction – 3 weeks Area – 1 week Multiplication and Division – 3 weeks</p>	<p>Year 3 Multiplication and Division – 3 weeks Length and perimeter – 3 weeks Fractions – 5 weeks</p> <p>Year 4 Multiplication and Division – 3 weeks Length and perimeter – 2 weeks Fractions – 4 weeks Decimals – 2 weeks</p>	<p>Year 3 Mass and capacity – 3 weeks Money – 2 weeks Time – 3 weeks Shape – 2 weeks Statistics – 2 weeks</p> <p>Year 4 Decimals – 2 weeks Money – 2 weeks Time – 2 weeks Shape – 2 weeks Statistics – 1 week Position and Direction – 2 weeks</p>
<p>R.E</p>	<p>Unit L2.3: What is the 'Trinity' and why is it important for Christians? (God/Incarnation)</p> <p>L2.10: For Christians, what was the impact of Pentecost? (Kingdom of God) Christians.</p>	<p>L2.7: How is faith expressed in Hindu communities and traditions? Hindus.</p> <p>L2.8: How is faith expressed in Sikh communities and traditions? Sikhs.</p>	<p>L2.11: What are the deeper meanings of the festivals? Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations</p> <p>L2.12: How and why do people try to make the world a better place? Christians, Muslims, Sikhs, non-religious people.</p>

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Intent	Make sense of belief	Make sense of belief	Make sense of belief
	<p>• recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>• offer suggestions about what texts about baptism and the Trinity mean</p> <p>• give examples of what these texts mean to some Christians today</p> <p>Understand the impact</p> <p>• describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make connections</p> <ul style="list-style-type: none"> • make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe <p>Make sense of belief</p> <ul style="list-style-type: none"> • make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth <p>• offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>• give examples of what Pentecost means to some Christians now</p> <p>Understand the impact</p> <ul style="list-style-type: none"> • make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now <p>• describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make connections</p> <ul style="list-style-type: none"> • make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean • make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Understand the impact</p> <ul style="list-style-type: none"> • describe how Hindus show their faith within their families in Britain today (e.g. home puja) • describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections</p> <ul style="list-style-type: none"> • raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons <p>Make sense of belief</p> <ul style="list-style-type: none"> • identify and describe key Sikh beliefs and values including Waheguru and Sewa • explain examples of texts such as the Mool Mantar • consider questions about the belief that all humans are equal to God <p>Understand the impact</p> <ul style="list-style-type: none"> • make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' • describe how people show their Sikh identity in dress, behaviour and values • make connections • raise questions about what it means to live a good life and examine Sikh answers • make links between their own ideas and values and those held dear in Sikh communities <ul style="list-style-type: none"> • give good reasons for their views about the importance of values such as equality, community, tradition and respect 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify and describe how festivals from at least three religions are celebrated, using the right words • explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show • consider questions about the belief that God is at work in human life, and stories which show this should be celebrated <p>Understand the impact</p> <ul style="list-style-type: none"> • make simple connections between sacred texts and the practice of religious festivals today • describe how people show devotion to God and commitment to key values in their festivals • identify similarities, differences and generalities in relation to the festivals they study <p>Make connections</p> <ul style="list-style-type: none"> • raise questions about what is worth celebrating and why, suggesting answers of their own • make links between different religions, which all celebrate the triumph of goodness over evil <p>Make sense of belief</p> <ul style="list-style-type: none"> • identify some beliefs about why the world is not always a good place (e.g. Christian ideas sin <ul style="list-style-type: none"> • make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact</p> <ul style="list-style-type: none"> • make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) • describe some examples of how people try to live (e.g. individuals and organisations) • identify some differences in how people put their beliefs into action <p>Make connections</p> <ul style="list-style-type: none"> • raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better

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			<ul style="list-style-type: none"> • make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas
Computing	<p>Coding – computer science (year 3 unit)</p> <p>Spreadsheets – information technology (year 3 unit)</p>	<p>E safety – digital literacy (year 3)</p> <p>Powerpoint– information technology (year 3 unit)</p>	<p>Email – digital literacy (year 3 unit)</p> <p>Touch typing– information technology (year 3 unit).</p>
Intent	<p>To understand what a flowchart is and how flowcharts are used in computer programming.</p> <p>To understand that there are different types of timers and select the right type for purpose.</p> <p>To understand how to use the repeat command.</p> <p>To understand the importance of nesting.</p> <p>To use the symbols more than, less than and equal to, to compare values.</p> <p>To use 2Calculate to collect data and produce a variety of graphs.</p> <p>To use the advanced mode of 2Calculate to learn about cell references. or design and create an interactive scene</p>	<p>To know what makes a safe password.</p> <p>To learn methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To understand the uses of PowerPoint.</p> <p>To create a page in a presentation.</p> <p>To add media to a presentation.</p> <p>To add animations to a presentation.</p> <p>To add timings to a presentation.</p> <p>To use the skills learnt to design and create an engaging presentation.</p>	<p>To think about different methods of communication.</p> <p>To open and respond to an email using an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario</p> <p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p>To practise typing with the left and right hand</p>
E-safety throughout the year	E safety – digital literacy (year 3 unit)		
Intent	<p>To know what makes a safe password.</p> <ul style="list-style-type: none"> • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. 		
Science	Electricity States of Matter	Sound Rocks	Animals, including Humans Living things and habitats

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<p>Intent</p>	<p>To define what an electrical appliance is and identify those that are mains- or battery powered.</p> <p>To identify different circuit components and explain what they do.</p> <p>To build series circuits, identifying and explaining whether they are complete or incomplete.</p> <p>To explain what electrical conductors and insulators are and give several examples of these.</p> <p>To identify several different switches and explain how switches work in a circuit.</p> <p>To apply their knowledge of electricity to different situations.</p> <p>To group and classify things (appliances) and record their findings using labelled diagrams. To use a range of (electrical) equipment and record findings using labelled diagrams.</p> <p>To make predictions, use a range of (electrical) equipment and draw simple conclusions from their results.</p> <p>With some guidance, children can decide how to set up a simple practical enquiry, make predictions and draw simple conclusions from their results.</p> <p>To report and present their results and conclusions to others in oral forms.</p> <p>To use straightforward scientific evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes.</p> <p>Solid, Liquid or Gas?</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p> <p>To compare and group materials together, according to whether they are solids, liquids</p>	<p>To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.</p> <p>To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high</p> <p>To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works.</p> <p>Rocks</p> <p>Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.</p> <p>Making systematic and careful observations by examining different types of rocks.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <p>Identifying changes related to simple scientific ideas in the context of theories about fossils.</p> <p>Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>Making systematic and careful observations in the context of investigating the permeability of different soils</p>	<p>To name the different types of teeth found in humans and explain their function.</p> <p>To explain what tooth decay is and how to look after our teeth.</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To set up and carry out simple comparative and fair tests and observe changes over time.</p> <p>To draw simple conclusions from their results and suggest improvements to investigations and record findings using drawings and keys.</p> <p>To use straightforward scientific evidence to answer questions or to support their findings.</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>To identify similarities, differences, patterns and changes relating to simple scientific</p> <p>To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.</p> <p>To gather, record and classify and present data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.</p>
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	<p>or gases by investigating gases and their uses.</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state.</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas.</p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p>		<p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research.</p>
History	The Egyptians	Romans	Anglo-Saxons and Scots
Intent	<p>To find out about ancient Egyptian life by looking at artefacts.</p> <p>To understand what was important to people during ancient Egyptian times.</p> <p>To understand and explain the ancient Egyptian ritual of mummification.</p> <p>To understand how evidence can give us different answers about the past.</p> <p>To compare and contrast the Egyptian writing with my own.</p> <p>To compare and contrast the powers of different Egyptian gods.</p>	<p>To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p> <p>To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p> <p>To understand why and how the Romans built new roads and new towns in Britain</p> <p>To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p> <p>To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p> <p>To examine Roman villa complexes in Britain and the way of life in a countryside villa</p> <p>To understand the lasting impact of the Roman Empire on Britain.</p>	<p>To describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>To describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>To describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>To explain the religious beliefs and practices of the early Anglo-Saxon people and to know and can describe some of the gods they worshipped.</p> <p>To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and to know about some of the important Christian buildings that they founded</p>
Geography	Rainforests	Extreme Earth	The United Kingdom

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<p>Intent</p>	<p>To identify areas of the world containing rainforests. to use maps and atlases to locate rainforests. To identify areas of the world containing rainforests To describe the key aspects of a tropical climate To describe and understand the features of the layers of a rainforest To compare the Amazon rainforest and Sherwood Forest To explain the effects humans are having on the rainforests.</p>	<p>To describe what you find underground. To explain how volcanoes are formed To explain how volcanoes, affect people's lives To explain what causes earthquakes and how they are measured. To explain what causes tsunamis and how they affect people. To explain what causes tornadoes and the effects they have</p>	<p>To name and locate the countries and cities of the UK. To use the eight compass points to describe the location of the countries and cities of the UK. To name and locate the main rivers and seas of the UK. To identify rivers and seas using an atlas or map To name and locate some of the counties of the UK. To use a map to locate some of the counties of the UK. To name and locate areas of high ground in the UK. To use a map or atlas to locate areas of high ground in the UK</p>
<p>Music (using Charanga Music School)</p>	<p>Writing music and Improvisation Harvest Festival Remembrance Day KS2 Christmas Nativity</p>	<p>Learn to play the P trumpet More musical styles Easter Celebration</p>	<p>Opening night and improvisation A spooky story- Digital music</p>
<p>Intent</p>	<p>That long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. That these symbols can be written on a staff and named with special musical names. To understand that this helps us to remember what we are going to sing and play. To explore notes, crotchets and minims To understand how these notes can fit on the lines and spaces of a staff To use your imagination when creating a composition. To use your senses to help you feel the music To write a melody or find sounds that represent the story you want to tell</p>	<p>Term 1- trumpet To learn how to play and read the notes EFG , exploring them in varied short pieces of increasing complexity. To encounter minims and crotchets and their rests To understand time signatures 4/4, 3/4. To understand dynamic changes To understand that pieces cover a range of tempos, styles and keys Term 2- trumpet To learn how to play and read the notes , exploring them in varied short pieces of increasing complexity. To encounter semibreves, minims, crotchets and quavers and their rests</p>	<p>To create and present a performance with an understanding of the songs you are singing and where they fit in the world. To present what has been learnt in the lesson with confidence. To explore the structure of songs To understand the importance of listening to music to help you perform and compose To know what an introduction, verse, and chorus are To learn about the purpose of a synthesizer and how it can be used to create an original bassline or melody To create a new track (SoundBank, Drum, Subtrakt)</p>

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	<p>To perform considering pitch, dynamics, tempo and syncopation within the Christian celebrations.</p>	<p>That music, with all its styles, has changed and shaped lives around the world.</p> <p>To understand that when you listen to music and it changes from loud to quiet or quiet to loud, this is called 'dynamics'.</p> <p>To understand that loud sounds are called 'forte', and quiet sounds are called 'piano'.</p> <p>To explore these changes in dynamics within the music</p>	<p>To choose an instrument for the SoundBank and Subtrakt tracks, which fits with the 'Spooky Story' style</p> <p>To choose a musical key, considering the 'Spooky Story' style</p> <p>To begin to understand the difference between major and minor sounds and what notes to use</p> <p>To add a note clip and input notes (kick drum, click, percussion)</p> <p>To experiment with the timing and duration of notes</p> <p>To understand and use the loop feature (extend/shorten) as the track progresses</p> <p>To add sound effects (eg reverb) to the melody instrument</p>
Art and Design	<p>Autumn – Gestural Drawing</p> <p>Portraits – self</p>	<p>Telling stories through drawing and making</p>	<p>Sculpture structure and inventiveness</p>
Intent	<p>I have seen how artists use charcoal in their work.</p> <p>I have been able to talk about the marks produced, and how I feel about their work. •</p> <p>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. •</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p> <p>I have shared my work with my classmates and talked about what I felt was successful</p>	<p>I have seen how artists are inspired by other artists often working in other artforms.</p> <p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</p> <p>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</p> <p>I can share my feedback about my classmates work.</p> <p>I can take photographs of my work thinking about focus, background and lighting.</p>	<p>I have seen how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work.</p> <p>I can enjoy the feeling of experimenting with materials.</p> <p>I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in what I have made.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</p>

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	and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel		I can take photographs of my work thinking about presentation, focus and lighting
Design Technology	Battery Operating Lights	Let's go Fly a Kite	Edible Garden
Intent	<p>Understand how key events and individuals in design and technology have helped shape the world in the context of looking at technological developments in the way we light our homes</p> <p>Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs) in the context of understanding how a series and parallel circuit can be used to light a bulb.</p> <p>Understand and use electrical systems in their products (for example, incorporating switches) in the context of understanding how switches can be made and used in circuits.</p> <p>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 in the context of developing design criteria for a light.</p> <p>Generate, develop, model and communicate their ideas through annotated sketches and cross sectional in the context of sketching a design for a light.</p> <p>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 in the context of choosing materials and components to make the main structure of the light</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and</p>	<p>Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.</p> <p>Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.</p> <p>Investigate and analyse a range of existing products in the context of investigating the different parts of a kite and their functions.</p> <p>Investigate and analyse a range of existing products in the context of investigating the different shapes of kites.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components to make kite shapes out of.</p> <p>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 in the context of developing design criteria for a kite.</p> <p>Generate, develop, model and communicate their ideas through annotated sketches in the context of sketching a design for a kite.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of measuring and cutting the body of the kite.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening a frame structure to support the kite</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how herbs are grown.</p> <p>Understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made from herbs.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a pesto and pasta dish.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how strawberries are grown.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a strawberry smoothie.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown in the context of growing tomatoes.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a dish made with tomatoes</p>

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	<p>ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components which will create a well finished light.</p> <p>Evaluate their ideas and products against design criteria and consider the views of others to improve their work in the context of evaluating a battery operated light.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of testing the kite and then using their own design criteria to evaluate it</p>	
P.S.H.E (Personal, Social, Health and Economics)	<p>Me and my relationships Valuing differences</p>	<p>Keeping safe Rights and respect</p>	<p>Being my best</p>
Intent	<p>Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Consider the possible consequences of breaking the rules. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Define the term 'community'; Identify the different communities that they belong to;</p>	<p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Define what a volunteer is; Identify people who are volunteers in the school community;</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy, balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood. Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p>

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	<p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other;</p>	<p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.</p>	<p>Understand and explain how the brain sends and receives messages through the nerves. Basic first aid</p>
SRE Intent within PHSE	<p>Families and people who care for me Me and my relationships Respectful relationships</p>	<p>Keeping safe Online relationships Being safe</p>	<p>Growing and changing Respectful relationships Online relationships Caring friendships</p>
	<p>Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others; Consider others' points of view;</p>	<p>Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.</p>	<p>Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. Identify different types of relationships;</p>

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	<p>Practice explaining the thinking behind their ideas and opinions.</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>		<p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>
P.E.	<p>Fundamentals</p> <p>Ball skills</p> <p>Yoga</p>	<p>Gymnastics</p> <p>Dance</p> <p>Handball</p>	<p>Swimming</p> <p>Cricket</p> <p>OAA</p> <p>Netball</p>
Intent	<p>Fundamentals</p> <p>To develop balancing and understand the importance of this skill.</p>	<p>Gymnastics</p> <p>To be able to create interesting point and patch balances.</p> <p>To develop point and patch balances on apparatus.</p>	<p>Swimming</p> <p>To develop an understanding of buoyancy and balance in the water.</p>

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	<p>To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges.</p> <p>Ball skills To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet. To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet.</p> <p>Yoga To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility and wellbeing in an individual yoga flow. To develop confidence and strength through arm balances.</p>	<p>To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To be able to transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using the skills I have learnt and including a hoop. To create a partner sequence using the skills that I have learnt and apparatus.</p> <p>Dance- THEME: Machines To create actions in response to a stimulus and move in unison with a partner. THEME: Machines To create actions to move in contact with a partner or interact with a partner. THEME: Machines To select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... To remember, repeat and create actions to represent an idea. THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location. THEME: A Trip to... To use choreographing ideas to develop our dance.</p> <p>Handball To begin to throw and catch while on the move. To move towards goal or away from a defender. To move towards goal to create shooting opportunities.</p>	<p>To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.</p> <p>Cricket To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.</p> <p>OAA To develop co-operation and teamwork skills. To develop trust and teamwork. To involve all team members to work towards a shared goal. To develop trust whilst listening to others and following instructions. To be able to identify objects, draw and follow a simple map.</p>
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		<p>To use defending skills to delay an opponent and gain possession.</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To apply skills and knowledge to compete in game situations.</p>	<p>To draw a route using directions, orientate a map and navigate around a grid. Netball</p> <p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To apply skills and knowledge to play games using netball rules</p>
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