

LTP Template Year A

Our vision is for all children to be...

confident individuals, successful learners and responsible citizens

... who are well equipped for future life, whatever that may hold.

Curriculum Aims

- promote high aspirations in every child encouraging determination and perseverance
- inspire and enthuse children through rich and varied learning experiences with a purposeful connection to real life
- promote active participation in learning
- develop independence through well-resourced and accessible learning environments
- recognise, share and celebrate successes and achievements of all members of the school community
- develop positive attitudes which encourage possibilities, overcome challenges
- provide opportunities to develop new skills and talents
- set and reinforce boundaries through promotion of mutual respect and self-awareness
- enable effective relationships so children feel able to make choices in learning and behaviour, within a safe and supportive environment
- work closely and in partnership with parents
- be reflective and responsive to the needs of our school community
- have fun and be happy!

Consider the aims for your curriculum throughout the year so you can focus deeply on achieving these through the content and subjects you explore.

Curriculum Drivers

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Knowledge of Community in the World Year A 2021-22	Ambition and challenge Year B 2022-23	Cultural Diversity and Arts Year A 2023-24	Outdoor Learning and Environment Year B 2024-25

Whole school / Phase Events

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Events Passport to The World London visit?	Events Residential Y5/6 Grow £1 enterprise	Events London visit? Culture day Art exhibition	Events Eco focus Science and recycling

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Values throughout the Year

CONFIDENT	SUCCESSFUL	RESPONSIBLE
<p>Aut 2 Trust - Trusting in ourselves and others to make sure we can all complete the best in our learning. Have a go, don't be afraid to fail; taking small steps and celebrating achievements; stepping out of comfort zone, challenge yourself, peer to peer support, learning from others</p> <p>Sum1 Friendship - Thinking about our relationships with other people and the importance of listening to others and using their ideas to support us. Practicing skills, using positive words and actions; sharing emotions openly and sensitively, leading activities for others, overcoming difficulties</p>	<p>Spr 1 Courage - Be brave to try out new things to support our learning even when challenging. Not giving in when challenged in learning, speak clearly in assembly and in front of others about learning, take on new challenges</p>	<p>Aut 1 Thankfulness- be grateful for the skills we have and using them to the full without being boastful. Reflect on learning of self and others, know why they got a brain sticker, use your skills to good effect, know strengths and next steps, positive approaches,</p> <p>Spr 2 Forgiveness - Reflect on self and others offering suggested ways we can improve together to overcome mistakes. Understanding class rules and making change to our behaviour if we break them, accountable for own actions</p> <p>Sum2 Respect - Accepting and giving respect through our words, choices and actions. Listen to and follow instructions, high standards of behaviour, active in their learning, responsible for own / others things in class, discussing and solving problems together, following school rules and expectations, online safety and responsible behaviour</p>

Learning Behaviours to be explicitly taught, explored and reinforced each half term.

Enjoy Learning	Tuning in	Work Hard	Push Yourself	Don't Give Up	Improve
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	Autumn 1 Thankfulness (S)	Autumn 2 Trust (c)	Spring 1 Courage (S)	Spring 2 Forgiveness (R)	Summer 1 Friendship (c)	Summer 2 Respect (R)
Key texts – reading	Greta and the Giants The Pebble in My Pocket (Y3)	Leon and the Place Between 'Twas the Night Before Christmas (Y3)	Sam Wu is Not Afraid of the Dark My Shadow (Y3)	Operation Gadgetman (Y3)	The Dancing Bear (Y3)	The Magician's Nephew (Y3)
Writing Units	Strong Sentence Start Third person adventure stories A (Y4) Formal Letters to Complain A (Y3)	First person narrative descriptions A (Y3) Advanced Instructional Writing A – interleaved with DT Mechanisms (Y3) Performance Poetry to include poems from other cultures A (Y3)	Third person narrative (animal stories) A (Y3) Formal Letters to Complain B (Y3) Poetry on a theme (emotions) A (Y3)	Third person adventure stories B (Y4) News reports A – interleaved with Geog (Y4)	First person narrative descriptions B (Y3) Advanced Instructional Writing B – interleaved with Art (Y3) Performance Poetry to include poems from other cultures B (Y3)	Third person narrative (animal stories) B (Y3) News reports B – interleaved with History Ancient Egyptians (Y4) Poetry on a theme (emotions) B (Y3)
PSHE whole school focus	Rights, Rules and Responsibilities (Cit)	My Emotions (MMR) Anti-bullying (MMR)	Diversity and Communities (Cit)	Healthy Lifestyles (HSL) Key Experience Cooking.	Personal Safety (HSL)	Managing Change (MMR)
Science	Light + Sound Working scientifically: vibration & shadows	Forces and magnets Working scientifically: resistance & friction	Revisit & Remember Rocks States of Matter Electricity	Science Week Animals incl humans Working scientifically: height & shoe size	Plants Working scientifically: water through plants & plant dissection	Living things – habitats. Working scientifically: categorising & comparing
History	Unit 1 Suffolk 150 years ago	Unit 1 East Anglia 150 years ago		Unit 2 Ancient Egyptians (Set in the context of Rivers)		
Geography	Unit 1 Year A Unit 1 Suffolk Local Area Study Map and fieldwork skills		Year A Unit 2 A comparison of Suffolk and London Capital City Study Locational Knowledge Key Experience- Visit	Year A Unit 3 Rivers (Thames, Orwell, Nile) Human and Physical Geography	Year A Unit 4 Water Cycle Human and Physical Geography	Key experience- sleep over.
Design Tech		Mechanisms (3) How can you do a lot of work with little effort? (Interleaved with forces & magnets Autumn 2)		Food & Nutrition (3) How does food affect your mind and body? (Set in the context of PSHE)		Textiles (4) How do you keep a tea towel from slipping off a hook?
Art	Drawing and Painting (3) Colour,line,shape, painting techniques Key artists – Gainsborough Maggie Hambling, VanGogh,Dutch Key Experience-Ipswich Museum- Art Gallery		Drawing (4) Creating contour with still life and natural forms Key artist-Giorgio Morandi, Italian		Painting (4) Abstract art, developing colour mixing Key artist-Georgia O'Keefe,,Matthew Fisher American modernist	June 6-10th Sky Arts Week

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Computing/IT	Y3 Creating media – desktop publishing AUA rules	https://projectevolve.co.uk/Project evolve Online Bullying	Data + information – data logging Y4 project evolve	Creating media – photo editing Y4	Programming A – sequence in music Y3 self image + identity project evolve	Y3 Programming A –events and actions
MFL	Unit 1 - Y3	Unit 6 - Y4	Unit 2 + Y3 Numbers			Unit 7 Y 4 Sporting
Music	Great composers – Britten List + apply			Playing – recorder + perform to audience	I've been to Harlem- Year 3 Sing Up	
RE	Christianity - <i>How do Christians show that reconciliation with God and others is important?</i>	Islam - <i>How does a Muslim show their submission and obedience to Allah?</i>	Hinduism – <i>Why do Hindus want to collect good karma?</i> Key Experience – Virtual tour of temple	Christianity - <i>What do Christians mean when they talk about the Kingdom of God?</i>	Humanist - <i>Why do Humanists use the golden rule as a basis for morality?</i>	Sikhism - <i>How does the teaching of the gurus move Sikhs from dark to light?</i>
PE	Swimming/handball	Swimming/ Dance	Swimming/ Gymnastics	Swimming/ Tennis	Athletics	Striking and fielding

Key experience – Staying away Summer term 2

IT Year B Aut [computing networks Y3](#) + [yr 4 networks](#) Spr [creating media animation](#)

Sum Y4 [Programming A – repetition in shapes Y4](#) + [prog B repetition in games](#)