


**Elveden C of E Primary Academy**  
**LKS2 CYCLE B**  
**SPRING TERM 2025**

	Week 1	Week 2 & 3	Week 4, 5 & 6	Week 7 & 8	Week 9 & 10	Week 11 & 12
<b>English Writing Y3</b>	<b>First person narratives</b>	<b>Narrative third Person</b>	<b>Non-Chronological Reports</b>	<b>Instructional writing</b>	<b>Narrative Dialogue</b>	<b>Poetry</b>


<b>Reading Y3 &amp; Y4</b>						
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<b>Maths Y3 &amp; 4</b>	<b>Multiplication and division, measurement, statistics, fractions and decimals.</b>
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**TOPIC- The Terrible Tudors!**

<p><b>Science</b>  <b>Animals including Humans—</b>  <b>We will be describing the simple functions of the digestive system in humans.</b></p> 	<p><b>I am learning to explain what I already know about the digestive system.</b></p> <p>Chn to complete the digestive activity and quiz.</p>	<p><b>I am learning to explain key vocabulary associated with the digestive system.</b></p> <p>Chn create flip strips/Vocabularies for the digestive systems.</p>	<p><b>I am learning to order the parts of the digestive system in humans.</b></p> <p>Chn to design/make a digestive system apron.</p>	<p><b>I am learning to describe the simple functions of the digestive system in humans.</b></p> <p>Chn makes predictions and plans experiments.</p>	<p><b>I am learning to describe the simple functions of the digestive system in humans.</b></p> <p>Chn carry out and evaluate poo experiments.</p>
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<p><b>Science:</b> We will identifying the different types of teeth and their functions. Identify producers, predators and prey</p> 	<p>I am learning to identify different types of teeth in humans and their simple functions.</p> <p>Chn label teeth diagram.</p>	<p>I am learning to identify different types of teeth in humans and their simple functions.</p> <p>Chn make mouth models to</p> <p>Identify teeth types.</p>	<p>I am learning to describe food chains and the roles of plants and animals</p> <p>Chn make a food chain web/wheel.</p>	<p>I am learning to understand / interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Chn make their chomping food chains</p>	<p>I am learning to construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Chn revise food chains</p>
<p><b>History:</b> We will learn all about The Tudor Monarchs: Who, What, where and why!</p> 	<p>I am learning to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Chn uses sources of evidence to discover who Henry V111 really was.</p>	<p>I am learning to place events, artefacts and historical figures on a timeline using dates.</p> <p>Find out about The Tudor monarch-who , what, when and why.</p>	<p>I am learning to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Chn sequence key events in the course of the Armada and why Queen Elizabeth I, as a cautious</p>	<p>I am learning to suggest causes and consequences of some of the main events and changes in history.</p> <p>Chn creates their very own 'honest' Elizabeth I portraits.</p>	<p>I am learning to describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Chn compare/contrast different Tudor lifestyles and present their findings.</p>

<p><b>Geography- We will learn all about the physical/ human features of London as it is Today/ Tudor Times. We will learn about land use in both historical eras and explore how trade was vital to Tudors and the River Thames.</b></p>  	<p><b>I am learning to locate London on a variety of Maps, globes &amp; atlas.</b></p> <p>Chn locate London and learn what boroughs make up London. Look at the population of London-how does it compare to Suffolk?</p>	<p><b>I am learning to identify the physical geographical features of London in the Tudor times and Modern day times.</b></p> <p>Chn look at the differences/similarities of Tudor London compared to Modern Day London.</p>	<p><b>I am learning to compare the human features of London in the Tudor times to Modern times.</b></p> <p>Chn look at the differences/similarities of Tudor London compared to Modern Day London.</p>	<p><b>I am learning to describe land and river use in London in the Tudor times to Modern day times.</b></p> <p>Learn about land/river use in Tudor London compared to modern day London.</p>	<p><b>I am learning to explore the impact of trade on life in Tudor London and compare it to Modern London.</b></p> <p>Find out about trade uses on the River Thames in the Tudor Times and compare to what the river Thames is used for today</p>
<p><b>Art-We will create their very own Henry V111 Portrait, using oil paint, thinking about texture/effects . They will then design a gold, gilt frame to make it look like the Holbein original!</b></p>	<p><b>I am learning to use a developed colour vocabulary to describe what I like about Artwork.</b></p> <p>Chn explore/discuss authentic visuals of Henry the VIII. What do they like/dislike about the colours and the artistic representations of the King?</p>	<p><b>I am learning to mix a variety of colours and know which primary colours make secondary colours.</b></p> <p>Using the cross section part of Holbein's image, chn paint their section, so the colour compliments</p>	<p><b>I am learning to make and match colours with increasing accuracy.</b></p> <p>Chn paint the other half of Henry's portrait completed a whole painted portrait of him.</p>	<p><b>I am learning to create different effects and textures with paint according to what they need for the task.</b></p> <p>Chn now paint the whole portrait, using colour/brushes to add texture/effects to their painting.</p>	<p><b>I am learning to show increasing independence and creativity with the painting process.</b></p> <p>Chn create and evaluate their final Tudor portrait in the style of Hans Holbein. They will also make a gold, gilt frame to showcase their artwork in!</p>



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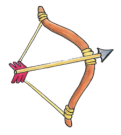
<p><b>DT: We will create an authentic Tudor Toy that had a Pneumatic system. It may have a pneumatic mouth, tongue, eyes or ears-it's up to them to design their toy and get their pneumatic systems working!</b></p> 	<p><b>I am learning to understand how pneumatic systems work</b></p> <p>Chn completes an experiment on pneumatic systems and then take part in a quiz to determine new knowledge.</p>	<p><b>I am learning to design a toy that uses a pneumatic system</b></p> <p>Chn design and make a toy for Year 1 pupils to help them understand that pneumatic systems can be used to create movement.</p>	<p><b>I am learning I can create a pneumatic system to create a desired motion</b></p> <p>Chn create their design sheets and run through exactly how their design will work and what the movement would look like.</p>	<p><b>I am learning test and finalise ideas against design criteria</b></p> <p>Chn will complete their pneumatic toys, adding decoration and detail to make it look like their design.</p>	<p><b>I am learning to create a model and evaluate my product against design criteria and the intended user and purpose.</b></p> <p>Chn evaluate their final product.</p>
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<p><b>Music: Ukulele</b></p> 					
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<p><b>Computing:</b></p> 	<p><b>Connecting Computers (Yr 3)</b></p> <p><b>The Internet (Yr 4)</b></p>				
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<p><b>PE- Invasion- Tag Rugby Swimming</b></p> <p><b>(Swim England Award)</b></p>	<p><b>I am learning. to develop passing, receiving,</b></p> <p>Chn learn how to pass/receive the ball.</p>	<p><b>I am learning to Refine passing and receiving the ball.</b></p> <p>Chn move on to passing/receiving the ball.</p>	<p><b>I am learning to master moving and creating space.</b></p> <p>Chn master passing and play in 3v3 mini games</p>	<p><b>I am learning to create space.</b></p> <p>Develop defending in game situations.</p>	<p><b>I am learning to combine passing and moving to create an attack and score</b></p> <p>Chn to play tactically, attack and score.</p>
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<p><b>PSHE- Dreams &amp; Goals</b></p> 	<p>I am learning to understand that I will need money to help me achieve some of my dreams</p>	<p>I am learning to know about a range of jobs carried out by people I know and explore how much people earn in different jobs</p>	<p>I am learning to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p>	<p>I am learning to describe the dreams and goals of young people in a culture different to mine</p>	<p>I am learning to understand that communicating with someone in a different culture means we can learn from each other</p>
	<p>I am learning to encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>				
<p><b>PSHE- Healthy Me</b></p> 	<p>I am learning to recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p>	<p>I am learning to understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p>	<p>I am learning to understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p>	<p>i am learning to understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	<p>i am learning to recognise when people are putting me under pressure and can explain ways to resist this when I want</p>

	I am learning to know myself well enough to have a clear picture of what I believe is right and wrong				
<b>RE: Hinduism</b> <b>How does the story of Rama and Sita inspire Hindus to follow their dharma?</b> 	<b>I am learning to ENGAGE with the idea of duty, roles and responsibilities</b>  Chn engage in the idea of duty,	<b>I am learning to ENQUIRE into the characters of Rama and Sita</b>  Chn learn/role play the characters of Hinduism	<b>I am learning to EXPLORE Hindu ideas of Dharma through (i) Hindu Narrative (story)</b>  Chn revise dharma through Hindu narratives and explain what it means to them in their world.	<b>I am learning to EXPLORE the celebration of Rama and Sita's example of dharma in Hindu Community</b>  Chn learn about the Hindu community and how R&S impact that.	<b>I am learning to EXPLORE the Hindu belief in 'dharma' in (iii) Hindu Living e.g. a wedding</b>  Chn explore a Hindu wedding.
<b>Cont.-</b>	<b>I am learning to EVALUATE &amp; EXPRESS what I have learnt about Dharma.</b>  Chn express CREATIVELY what they have learnt about our KQ.				

<p><b>RE: Sikhism-</b>  <b>How does the teaching of the gurus move Sikhs from dark to light?</b></p> 	<p>I am learning to <b>ENGAGE</b> with idea of someone moving you from dark to light.</p>	<p>I am learning to <b>ENQUIRE</b> into the idea of Nanak as a <b>GURU</b></p>	<p>I am learning to <b>EXPLORE</b> (1) how Nanak became a Guru (Sikh narrative)</p>	<p>I am learning to <b>EXPLORE</b> (2) how the Granth is a living Guru (Sikh community practice)</p>	<p><b>EXPLORE</b> (3) how Sikhs focus on listening to the true Guru (Sikh living)</p>
<p><b>Cont.-</b></p>	<p>I am learning to <b>EVALUATE/E</b>xpress what I have learnt about <b>Sikhism</b>.</p> <p>Chn express <b>CREATIVELY</b>s what they have learnt about our <b>KQ</b>.</p>				
<p><b>MFL: F</b>  <b>Les Legumes</b></p> 	<p>I am learning to name and recognise up to 10 vegetables in French.</p>	<p>I am learning to name and recognise up to 10 vegetables in French.</p>	<p>I am learning to attempt to spell some of these nouns (including the correct determiner/article)</p>	<p>I am learning to say simple vocabulary to facilitate a role play about buying vegetables from a market stall.</p>	<p>I am learning to say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables</p>

<p><b>MFL: Ancient Britain</b></p> 	<p>I am learning the French for “I am” ( Je suis ), “I have” ( J’ai ) and “I live” ( J’habite ).</p>	<p>I am learning to name in French, the six key periods of ancient Britain, introduced in chronological order.</p>	<p>I am learning to be able to say in French three of the types of people who lived in ancient Britain.</p>	<p>I am learning to tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</p>	<p>I am learning to name the three types of dwellings people lived in during the stone, bronze and iron ages</p>
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