

Year 3/4 Curriculum Overview

| | | Cycle A – Objectives taught | | | Cycle B – Objectives taught | | |
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| | | Romans on the Rampage | African Adventures | Radiant Rainforests | The Victorians | Vikings Mountains and Volcanoes | Stone Age |
| | | Autumn | | Spring | | Summer | |
| Maths (One cycle only - taught in pure year groups) | 3 | Number and Place Value: <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 3-digit number Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems Addition and Subtraction: <ul style="list-style-type: none"> Add and subtract numbers mentally Add and subtract numbers with up to 3 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 Fluency, reasoning and problem solving throughout every lesson TEST | | Multiplication and Division: <ul style="list-style-type: none"> 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 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 Fractions: <ul style="list-style-type: none"> 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 Fluency, reasoning and problem solving throughout every lesson | | Measurement: <ul style="list-style-type: none"> 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 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, am/pm, 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 Geometry: <ul style="list-style-type: none"> 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; | |

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| | | | | <ul style="list-style-type: none">identify whether angles are greater than or less than a right angleIdentify horizontal and vertical lines and pairs of perpendicular and parallel lines Statistics: <ul style="list-style-type: none">Interpret and present data using bar charts, pictograms and tablesSolve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables Fluency, reasoning and problem solving throughout every lesson |
| 4 | Place value to 4 digits: <ul style="list-style-type: none">Counting in multiplesNegative numbers1000 more or less value of each digitsOrder and compare numbers beyond 1000Use different representationsRounding to the nearest 10, 100 or 1000Roman numerals to 100 Four operations: <ul style="list-style-type: none">Mental and written addition and subtraction (4-digit numbers)Mental and formal multiplication and division (TO x O)InverseChoosing efficient methods Measure: <ul style="list-style-type: none">Perimeter and area by counting. Fluency, reasoning and problem solving throughout every lesson. | Measure: <ul style="list-style-type: none">Convert between different units of measureMeasure and calculate the perimeter of a rectilinear figure in cm and mFind the area of rectilinear shapes by counting squaresEstimate, compare and calculate different measures, including money in £ and pRead, write and convert time between analogue and digital 12- and 24-hour clocksSolve problems involving time conversion Multiplication and Division: <ul style="list-style-type: none">Multiplication facts to 12x12Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.Factor pairs and commutativity in mental calculations.Multiply two digit and three digit numbers by a one digit number using formal written layout.Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Fractions: | Decimals: <ul style="list-style-type: none">Compare numbers with the same number of decimal places up to two decimal places.Round decimals with one decimal place to the nearest whole number.Recognise and write decimal equivalents to 1/4, 1/2 and 3/4"Find the effect of dividing a one or two digit number by 10 or 100,Identifying the value of the digits in the answer as ones, tenths and hundredths Measures (Money): <ul style="list-style-type: none">Estimate, compare and calculate different measures, including money in pounds and pence.Solve simple measure and money problems involving fractions and decimals to two decimal places. Measures (Time): <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <ul style="list-style-type: none">Read, write and convert time between analogue and digital 12- and 24-hour clocks. | |

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| | | <ul style="list-style-type: none"> • Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator. <p>Decimals:</p> <ul style="list-style-type: none"> • Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 100, • identifying the value of the digits in the answer as ones, tenths and hundredths • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Convert between different units of measure [for example, kilometre to metre] <p>Fluency, reasoning and problem solving throughout every lesson</p> | <ul style="list-style-type: none"> • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Statistics:</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Geometry:</p> <ul style="list-style-type: none"> • Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry. • Describe positions on a 2-D grid as coordinates in the first quadrant. • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/ right and up/ down. <p>Fluency, reasoning and problem solving throughout every lesson</p> |
| ENGLISH Reading | <ul style="list-style-type: none"> • Etymology and morphology • Use a dictionary • Understand inference - infer and predict • Retrieve and record information from a text. | <ul style="list-style-type: none"> • Write and perform poetry • Ask questions about a text. • Orally retell stories <p>Identify words and phrases in a text and how these improve the writing.</p> | <ul style="list-style-type: none"> • Identify the main idea • Summarise a text • Discuss books |
| | <ul style="list-style-type: none"> • Read further exception words and recognise unusual correspondences between spelling and sound | | |

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| | <ul style="list-style-type: none"> Recognise and read a range of genres, for a range of purposes. Identify the way that different genres are structured and the how language, structure, and presentation contribute to meaning | | |
| Handwriting | <ul style="list-style-type: none"> Letter formation Diagonal and horizontal strokes | <ul style="list-style-type: none"> Diagonal and horizontal strokes Legibility, consistency and quality | <ul style="list-style-type: none"> Diagonal and horizontal strokes Legibility, consistency and quality |
| Spelling | <p>Year 3: Prefixes – ‘un’, ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. <ul style="list-style-type: none"> Suffixes: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’ The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin) Homophones Apostrophes for contractions Proofreading Words from the 3/4 spelling list Range of spelling strategies including using a dictionary, word families . </p> <p>Year 4: <ul style="list-style-type: none"> The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ʃ/ sound spelt ‘ch’ The /ʌ/ sound spelt ‘ou’ Word ending /ure/ Prefixes: ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Suffixes: ‘-ing’, ‘-en’, ‘-er’, ‘ed’) Homophones Apostrophe for singular possession Words from the 3/4 list Range of spelling strategies including using a dictionary, word families </p> | <p>Year 3: Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes <ul style="list-style-type: none"> Suffixes: ‘-ness’, ‘-ful’, ‘less’ and ‘ly’ The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin) Homophones Apostrophes for singular nouns and contractions Words from the Year 3/4 list. . </p> <p>Year 4: <ul style="list-style-type: none"> The /g/ sound spelt ‘gu’ Words ending /tʃə/ spelt ‘ture’ (creature, furniture) Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ Prefixes ‘anti-’ and ‘inter-’ Suffixes ‘-ation’ Homophones Apostrophe for plural possession (regular and irregular)and contractions Words from the 3/4 list <p>Range of spelling strategies including using a dictionary, word families</p> </p> | <p>Year 3: Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ <ul style="list-style-type: none"> The /ɪ/ sound spelt ‘y’ other than at the end of words (gym, myth) The /ʌ/ sound spelt ‘ou’ (young, touch) Homophones Words from the Year 3/4 list. Range of spelling strategies including using a dictionary, word families </p> <p>Year 4: <ul style="list-style-type: none"> Prefixes: ‘in-’, ‘-’, ‘inter-’, ‘anti-’ Suffix ‘-ly’ including exceptions, ‘-ous’. Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like /ʒən/ spelt ‘-sion’ Homophones Apostrophe for possession, including singular and plural nouns Words from the 3/4 list Range of spelling strategies including using a dictionary, word families </p> |
| Composition | <ul style="list-style-type: none"> Paragraphs to group related information Create settings, characters and plots Evaluate and edit work | Using headings and sub-headings in non-narrative writing | |
| | <ul style="list-style-type: none"> Planning writing Drafting and re-reading Proof-reading and editing | | |

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| Vocabulary, Grammar and Punctuation | | <ul style="list-style-type: none">• Simple and compound sentences• Conjunctions including: when, if, because, although.• A or an (determiners), was or were• Conjunctions to express time and cause• Nouns or pronouns effectively• Possessive apostrophe with singular nouns• Paragraphs• Subordinate clause capital letters, full stops, question marks, commas to separate clauses, exclamation marks | | | <ul style="list-style-type: none">• Present perfect form of verbs• Verb inflections• Expanded noun phrases using modifying adjectives, nouns and preposition phrases• Adverbs to express time and cause• Fronted adverbials accurately using commas• Possessive apostrophe with plural nouns I• nverted commas to punctuate speech• Headings and sub-headings | | | <ul style="list-style-type: none">• Prepositions to express time and cause• Possessive apostrophe with singular and plural nouns Accurate use of punctuation taught so far | |
| | | Cycle one – Objectives taught | | | | Cycle two – Objectives taught | | | |
| | | Romans on the Rampage | African Adventures | Radiant Rainforests | The Victorians | Vikings Mountains and Volcanoes | Stone Age | | |
| Working scientifically Planning Observing Investigating | | Cycle 1 | | | | | | | |
| | | <p><u>Working scientifically:</u></p> <p>Planning Observing Investigating</p> <p><u>NC Objectives</u></p> <ul style="list-style-type: none">• Asking relevant questions and using different types of scientific enquiries to answer them• Setting up simple practical enquiries, comparative and fair tests• Making systematic and careful observations and, where appropriate, taking 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• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Reporting on findings from enquiries, including oral and written 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 <p><u>Key skills/knowledge</u></p> <ul style="list-style-type: none">▪ Explore the work of Scientists and appreciate the impact this has had on Science. | | | | | | | |

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| Science | | <p>Cycle A</p> <p>Forces and Magnets:</p> <p><u>NC objectives</u></p> <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 | <p>Cycle 1</p> <p>Rocks:</p> <p><u>NC objectives</u></p> <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 <p>recognise that soils are made from rocks and organic matter.</p> <p>Rocks: only taught ONCE in KS2</p> <p><u>Key skills</u></p> <p>Compare and group together different rocks on the basis of their appearance and simple physical properties</p> | <p>Cycle 1</p> <p>Animals inc. Humans (Yr3)</p> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p><u>Key skills</u></p> <p>Explain the importance of a nutritionally balanced diet</p> <p>Describe how nutrients, water and oxygen are transported within animals and humans</p> | <p>Cycle 2</p> <p>Light:</p> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> 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 find patterns in the way that the size of shadows change. <p><u>Key skills</u></p> <p>Recognise that they need light in order to see things</p> <p>Recognise that dark is the absence of light</p> <p>Explain why lights need to be brighter or</p> | <p>Cycle 2</p> <p>Plants:</p> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Plants: last time taught before end of KS2</p> | <p>Cycle 2</p> <p>Living things and their Habitats:</p> <p><u>NC objectives</u></p> <p>§ recognise that living things can be grouped in a variety of ways</p> <p>§ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>§ recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Key skills</u></p> <p>Explore and use a classification key to group, identify and name a variety of living things</p> <p>Compare the classification of common plants and animals to living things found in other places</p> |
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| | <p>facing. Magnets: only taught ONCE in kS2</p> <p>Key skills</p> <p>Observe magnetic forces transmitting without direct contact</p> <p>Classify which materials are attracted to magnets and which are not</p> <p>Recognise that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Identify some magnetic materials</p> <p>Explain that magnets have having two poles</p> <p>W Sc: Make and record a prediction before testing</p> <p>W Sc: take accurate measurements using different</p> | <p>Describe and explain how different rocks can be useful to us</p> <p>Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> <p>W Sc: Describe what they have found using scientific language W Sc: Classify objects in different ways W Sc: Use different ideas and suggest how to find something out W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Know 3 types of rock and explain</p> | <p>Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat</p> <p>Describe and explain the skeletal system of a human</p> <p>Describe and explain the muscular system of a human</p> <p>Explain how the muscular and skeletal systems work together to create movement</p> <p>W Sc: Describe what they have found using scientific language</p> <p>W Sc: Describe what they have found out using secondary sources</p> <p><u>Knowledge:</u></p> <p>Different types of nutrition, know 8 scientific names of main bones in the human body, skeletons and muscles help</p> | <p>dimmer according to need</p> <p>Explain the difference between transparent, translucent and opaque</p> <p>Observe that light is reflected.</p> <p>Recognise shadow formation by blocked light.</p> <p>W Sc: Identify patterns in shadow sizes</p> <p>W Sc: Describe what they have found using scientific language</p> <p>W Sc: Record their observations in different ways e.g. labelled diagrams</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Light sources, how shadows are formed, how light is reflected to allow us to see, materials that are transparent, translucent</p> | <p>Key skills</p> <ul style="list-style-type: none"> Classify a range of common plants according to many criteria (environment found, size, climate required, etc.) IS THIS relevant?? Identify and describe plant part functions. Explore plant life and growth. Investigate water transportation Explore part played by flowers in life cycles. <p>W Sc: Explain what they have found out and use their measurements to say whether it helps to answer their question</p> <p>W Sc: Set up a simple test to make comparisons</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> | <p>(under the sea, prehistoric)</p> <p>Give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment</p> <p>Recognise that environments can change, and this can sometimes pose a danger to living things</p> <p>Explain how environmental changes have an impact on living things</p> <p>Explain how people, weather and the environment can affect living things</p> <p>Explain how certain living things depend on one another to survive</p> <p>W Sc: Record data using diagrams, labels, classification keys, tables, bar graphs.</p> <p>W Sc: Explain their findings in different ways</p> |
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| | <p>equipment and units of measure</p> <p>W Sc: Explain what they have found out and use their measurements to say whether it helps to answer their question</p> <p>W Sc: Record their observations in different ways e.g. labelled diagrams, table</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Name some magnetic and non</p> <p>magnetic materials, know that</p> <p>magnets have 2 poles (N and S),</p> <p>predict whether two magnets will</p> <p>attract or repel each other, know</p> | <p>how they are formed and what they are used for, fossil formation,</p> <p>what soils are made from.</p> <p>States of Matter:</p> <p><u>NC objectives</u></p> <p>§ compare and group materials together, according to whether they are solids, liquids or gases</p> <p>§ 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)</p> <p>§ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>support, protect and move.</p> <p>Animals inc. Humans (Yr4)</p> <p><u>NC objectives</u></p> <p>§ describe the simple functions of the basic parts of the digestive system in humans</p> <p>§ identify the different types of teeth in humans and their simple functions</p> <p>§ construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Key skills</u></p> <p>Identify, name, describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the simple function of different</p> | <p>and opaque, dangers of sunlight.</p> <p>Sound:</p> <p><u>NC objectives</u></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Sound: only taught ONCE in KS2</p> <p><u>Key skills</u></p> | <p>Name the roots/stem/trunk/leaves and flowers and describe their function, name the 7 life processes, explain plant life cycle -the role of sticky stigma, style, ovary, pollen - , classify common plants (dandelion, cleaver plant, oak, sycamore) water transportation,</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p>Explore the work of famous scientists</p> <p><u>Knowledge:</u></p> <p>Know that living things can be grouped</p> <p>Animal as vertebrates (fish amphibians reptiles, birds mammals) and invertebrates (snails & slugs, worms, spiders, insects) use classification keys (flowering & non-flowering) plants, vertebrates, invertebrates), explain how the environment can change and create food chains/webs for common animals.</p> <p>environmental changes – positive and negative human impact</p> |
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| | | <p>that friction affects the speed and</p> <p>needs contact between two objects</p> <p>to have an effect.</p> <p>Electricity:</p> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <p>§ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> | <p><u>Key skills</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Group and classify a variety of materials according to the impact of temperature on them</p> <p>Relate temperature to the change of state of materials</p> <p>Use measurements to explain changes to the state of water</p> <p>W Sc: Use a range of scientific equipment to take accurate measurements or readings</p> <p>Associate the rate of evaporation with temperature to explain water cycle</p> <p>W Sc: Explain what happens over time to</p> | <p>types of teeth in humans</p> <p>Compare the teeth of herbivores and carnivores</p> <p>Explain what a simple food chain shows</p> <p>W Sc: Identify, construct and interpret a variety of food chains, Identifying producers, predators and prey</p> <p>W Sc: Identify differences, similarities or changes related to simple scientific ideas or processes</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Know the basic process of digestion, types of teeth and their functions, simple food chains, producers, predators and prey.</p> | <p>Explain how sounds are made - with something vibrating</p> <p>Explain how to change a sound - (louder/softer)</p> <p>Explain changes in pitch</p> <p>Recognise how vibrations from sound travel through a medium to an ear</p> <p>Compare sources of sounds and say how the sounds differ</p> <p>Work out which materials give the best insulation for sound</p> <p>W Sc: Investigating how different materials can affect the pitch and volume of sounds</p> <p>W Sc: Find patterns between the volume of the sound and the strength of the vibrations</p> <p>W Sc: Plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated</p> <p>W Sc: Evaluate what they have found using scientific language,</p> | | |
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| | | <p>§ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>§ recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Key skills</u></p> <p>Construct a simple series electric circuit</p> <p>Identify and name the basic part in a series circuit (cells, wires, bulbs, switches, buzzers)</p> <p>Identify whether a lamp will light in a simple series circuit, the lamp is part of a complete loop with a battery</p> <p>Associate a switch opening with whether or</p> | <p>materials such as puddles on the playground or washing hanging on a line</p> <p>W Sc: Record data using diagrams, labels, tables, bar graphs</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Recognise properties of, and how to</p> <p>group solids, liquids or gases, heating and cooling changes state, evaporation and condensation part of Water Cycle and evaporation linked to temperature.</p> | | <p>drawings, labelled diagrams, bar charts and tables</p> <p><u>Knowledge:</u></p> <p>To know that sound is caused by vibrations which travel in waves, to know what pitch and volume are and how they can be affected and how to insulate against sound.</p> | | |
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| | | <p>not a lamp lights in a simple series circuit</p> <p>Associate metals with being good conductors</p> <p>Recognise insulators</p> <p>W Sc: Plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been isolated</p> <p>W Sc: Suggest improvements to their investigations</p> <p>W Sc: Use appropriate scientific vocabulary.</p> <p><u>Knowledge:</u></p> <p>Recognise components in an electrical circuit, name some electrical conductors and insulators, understand that a switch breaks or closes the circuits.</p> | | | | | |
| History | | The Roman Empire and its impact on Britain | Benin civilization <u>NC objectives</u> | Amazon tribes and their lifestyles Rainforest and food | Queen Victoria Life in Victorian times | The Viking struggle for the Kingdom of England to the time of | Changes in Britain from the Stone Age to the Iron Age |

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| | | <p>Including:</p> <ul style="list-style-type: none"> • The story of Romulus and Remus • Comparing invaders and settlers <p><u>NC objectives</u> The Roman Empire and its impact on Britain</p> <p><u>Key skills and knowledge</u> Chronological Understanding:</p> <ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Describe dates from the past using dates when things happened • Describe events and periods using the words ancient and century • Use a timeline within a specific time in history to set out the order things may have happened • Place periods of history on a timeline showing periods of time <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Recognise the part that archaeologists | <p>a non-European society that provides contrasts with British history; Benin (West Africa) c. AD 900-1300.</p> <p><u>Key skills and knowledge</u> Chronological Understanding:</p> <ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Use a timeline within a specific time in history to set out the order things may have happened • Place periods of history on a timeline showing periods of time <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Give more than one reason to support an historical argument. | <p>Identify how different ancient tribes lived in the rainforest and how the rainforest has changed over time.</p> <p><u>NC objectives</u> a non-European society that provides contrasts with British history;</p> <p><u>Key skills and knowledge</u> Chronological understanding</p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use their mathematical knowledge to work out how long ago events would have happened. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. | <ul style="list-style-type: none"> • A significant turning point in British history, e.g. the first railways <p><u>NC objectives</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Key skills and knowledge</u> Chronological Understanding:</p> <ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened • Set out on a timeline within a given period what special events took place • Describe events and periods using BC, AD and decades <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Research/present a specific event from the past • Use research skills to help them write about historical information | <p>Edward the Confessor Including:</p> <ul style="list-style-type: none"> • Further Viking raids and invasions <p><u>NC objectives</u> The Viking struggle for the Kingdom of England to the time of Edward the Confessor 1066</p> <p><u>Key skills and knowledge</u> Chronological Understanding:</p> <ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened • Describe events and periods using BC, AD and decades • Begin to picture what life would have been like for the early settlers <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Use various sources to piece together information about a period in history. • Appreciate that wars have happened from a very long time | <p>Including:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae • Bronze Age religion, technology and travel, e.g. Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>NC objectives</u> Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Key skills and knowledge</u> Chronological understanding:</p> <ul style="list-style-type: none"> • Use mathematical skills to work out how long-ago events happened and round up time differences into centuries and decades • Describe events and periods using the words ancient and century • Describe events and periods using BC, AD and decades <p>Historical enquiry:</p> |
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| | | <p>have had in helping us understand more about what happened in the past</p> <ul style="list-style-type: none"> • Use various sources of evidence to answer questions • Research a specific event from the past • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Begin to picture what life would have been like for early settlers • Recognise that Britain has been invaded by several different groups over time • Realise that invaders in the past would have fought fiercely, using hand to hand combat • Appreciate that wars have happened from a very long time ago and are often associated with | <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives. • To know that people who lived in the past cooked and travelled differently and used different weapons. • Recognise that people's way of life was dictated by the work they did. <p>Knowledge: To be able make inferences about Benin life from a range of sources. To place key events from Benin civilisation on to a timeline</p> | <ul style="list-style-type: none"> • Research a specific event from the past. • Identify similarities and differences between given periods in history. • Knowledge and interpretation • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history. • To know that people who lived in the past cooked and travelled differently and used different weapons from ours. <p>Knowledge Understanding some of the reasons for historical deforestation</p> | <ul style="list-style-type: none"> • Use specific search engines on the Internet to help them find information more rapidly • Use various sources to piece together information about a period in history • Research two versions of an event and say how they differ • Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings <p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> • Understanding changes in social history • Develop an understanding that wealthy people would have had a very different way of living which impacted upon their health and education <p><u>Knowledge:</u> Dates of the Victorian era, name 5 key inventions of the</p> | <p>ago and are often associate with invasion</p> <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Appreciating how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that Britain has been invaded by several different groups over time • Know that invaders in the past would have fought fiercely, using hand to hand combat • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history • Recognise that people's way of life in the past was dictated by the work that they did | <ul style="list-style-type: none"> • Recognise the part that archaeologists had in helping us understand more about what happened in the past • Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings • Communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Understand that early Brits would not have communicated as we do, or have eaten as we do • Appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past • Appreciate that weapons will have changed by the developments and inventions that would |
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| | | <p>invasion, conquering or religious differences Knowledge: To know some facts about Roman Soldiers and to discuss the Roman invasion of Britain. To know who Boudica was and why she is famous. To know some of the countries which were invaded and occupied by Rome. To have an understanding of Roman legacy (Hadrian's wall, roman roads etc.) To know that Vesuvius erupted in 79AD and destroyed Pompeii. Can they look at different versions of the same event in history and identify differences? Historical Interpretation</p> <p>Black History Month 'Proud to Be' – Focus on Mary Seacole.</p> | | | <p>Victorian era that are still in use today, be able to explain the difference between modern and Victorian schools, be able to explain how rich and poor people had different lives, compare Victorian holidays with modern holidays Name 3 medical advancements that have an impact on their lives today.</p> <p>Black History Month 'Proud to Be' – Focus on Mae Jemison <i>Text: Look Up!</i></p> | <p>Modern volcano events</p> <ul style="list-style-type: none"> Give more than one reason to support an argument <p><u>Knowledge:</u> Place the Vikings in time order in relation to other time periods studied, use primary and secondary sources, understand Viking weaponry, show an understanding of how Viking homes differ to modern homes.</p> <p>Can they look at different versions of the same event in history and identify differences? Historical Interpretation</p> | <p>have occurred within a given time period</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Understand that Skara Brae is an example of a Stone Age settlement Place Stone Age in time order and be able to recognise its chronology compared to other periods they have studied To have a basic understanding of how Stone Age people lived in the (weapons, food, |
| Geo grap hy | | <p>Volcanoes!</p> <p>Including: Pompeii – describing how volcanoes impact on human lives</p> <p><u>NC objectives</u></p> | <p>Geography of Africa – landscapes, countries, rivers, lakes, seas</p> <p><u>NC objectives</u> - Describe and understand key aspects of: physical</p> | <p>Where are rainforests located? Understanding the equator Layers of the canopy</p> <p><u>NC objectives</u> - Locate the world's countries, using maps</p> | <p>Using maps to locate the British Empire in Victorian times (locational knowledge and geographical skills)</p> <p><u>NC objectives</u></p> | <p>Viking Settlements.</p> <p><u>NC objectives</u> - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p> | <p>Stone Age</p> <p><u>NC objectives</u> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p> |

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| | | <p>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Key skills/knowledge</u> Geographical Enquiry: Use correct geographical words to describe a place and the events that happen there</p> <p>Physical Geography: Describe how volcanoes are created Confidently describe physical features in a locality</p> <p>Human Geography: Describe how volcanoes have an impact on people's lives Confidently describe human features in a locality Explain how a locality has changed over time with reference to human features</p> | <p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- Use the eight points of a compass, four and six-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</p> <p><u>Key skills/knowledge</u> Geographical Enquiry: Identify key features of a locality by using a map Accurately plot NSEW on a map Use some basic OS map symbols</p> <p>Physical Geography: Confidently describe physical features of a locality. Recognise the 8 points of the compass.</p> <p>Human Geography: Explain what a place is like.</p> | <p>to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Key skills/knowledge</u> Geographical Enquiry: Use correct geographical words to describe a place and the events that happen there. Identify key features of a locality by using a map. Make accurate measurement of distances within 100Km. Can they accurately measure and collect information (e.g.</p> | <p>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key skills/knowledge</u> Physical Geography: Use maps and atlases appropriately by using contents and indexes</p> <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • Name a number of countries in the Northern Hemisphere • Name and locate well known European cities | <p>natural resources including energy, food, minerals and water</p> <p><u>Key skills/knowledge</u> Geographical Enquiry: Find the same place on globe and in an atlas</p> <p>Physical Geography: Describe the main features of a village and describe the main physical differences between cities and villages</p> <p>Human Geography: Explain how people are attracted to living in cities Explain why people may choose to live in a village rather than a city</p> <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • Name 6 cities in the UK and locate them on a map • <p>Mountain/volcano localities and formations</p> <p><u>NC objectives</u></p> | <p>characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Key skills/knowledge</u> Geographical Enquiry: Identify key features of a locality by using a map Accurately plot NSEW on a map</p> <p>Physical Geography: Recognise the 8 compass points</p> <p>Human Geography: Describe human features in a locality Explain why a place is like it is</p> <p>Knowledge Identify where Skara Brae and Stonehenge are on a map – including Countries and Counties (Wiltshire/Orkney) Look at the topographical features of Skara Brae, its land</p> |
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| | <p>Suggest different ways that a locality could be changed and improved</p> <p>Geographical Knowledge: Locate and name some of the world's most famous volcanoes</p> <p>Global Goals - 3 – Good health and well being</p> <p>Knowledge To name some of the key findings on Ancient Roman life which were discovered as a result of archaeologists discovering Pompeii. To know what causes volcanoes to erupt and to name some famous volcanoes.</p> <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information?</p> | <p>Explain how a locality has changed over time with reference to human features. Find and discuss different views about an environmental issue and describe their view. Suggest ways that a locality could be changed and improved. Explain how people are trying to manage their environment.</p> <p>Geographical Knowledge: Be aware of the weather in different parts of the world.</p> <p>Global Goals - 15 – Life on land, 13 – Climate Action</p> <p>Knowledge To research and present key facts about Kenya's physical and human geographical features. To explain how life in Kenya has changed over time and how and why Maasai warriors' lifestyles.</p> | <p>rainfall, temperature, wind speed, noise levels etc.)? Physical Geography Use maps and atlases appropriately by using contents and indexes. Confidently describe physical features in a locality. Human Geography Confidently describe human features in a locality. Explain why a locality has certain human features. Explain why a place is like it is. Explain how a locality has changed over time with reference to human features. Find different views about an environmental issue? What is their view. Suggest different ways that a locality could be changed and improved</p> <p>Geographical Knowledge Name a number of countries in the Northern Hemisphere. Be aware of the weather in different parts of the world.</p> | <p>Global Goals - 1 – No poverty, 2 – Zero hunger</p> <p><u>Knowledge</u> Name and locate 5 countries in the British Empire on a map (India, Canada, Australia, Kenya, South Africa) Name 5 countries in the Northern Hemisphere (France, Canada, England, Egypt, Ireland)</p> <p>Can they use correct geographical words to describe a place and the events that happen there? GE Can they identify key features of a locality by using a map? LK Can they find the same place on a globe, atlas or map? GE</p> | <p>- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Key skills/knowledge</u> Geographical Enquiry:</p> <ul style="list-style-type: none"> • Label the same features on an aerial photograph and on a map • Use some basic OS map symbols <p>Physical Geography:</p> | <p>use and how it's changed over time</p> <p>Can they use correct geographical words to describe a place and the events that happen there? GE Can they identify key features of a locality by using a map? LK Can they compare human and physical characteristics? GS</p> |
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| | | <p>E.g., rainfall, temperature, windspeed, noise level. HP</p> | <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information? E.g., rainfall, temperature, windspeed, noise level. HP</p> | <p>Global Goals - 15 – Life on land</p> <p>Knowledge To know the layers of the rainforest. To locate different rainforests on an atlas. To be able to discuss reasons for, and the impact of, deforestation.</p> <p>Can they find the same place on a globe, atlas or map? GE Can they label the same features on an aerial photograph as on a map? GE Can they plan a journey to a place? GE Can they accurately research, measure and collect information? E.g., rainfall, temperature, windspeed, noise level. HP</p> | | <ul style="list-style-type: none"> Describe how volcanos are created Describe how earthquakes are created <p>Human Geography:</p> <ul style="list-style-type: none"> Describe how volcanoes have an impact on people's lives <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> Locate and name some of the world's most famous volcanoes Locate the tropic of Cancer and Capricorn <p><u>Knowledge</u> Name 3 countries that the Vikings came from, give reasons why they came to Britain, name and locate 6 UK places (York, Lincoln, Leicester, Nottingham, Lindsfarne, Cardiff). Explain the difference between a mountain and a volcano, locate the main mountains (Everest, K2, Snowdon,</p> | |
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| | | | | | | <p>Ben Nevis), name 3 different types of mountain formations, explain the basic cause of earthquakes, recognise and use the 8 points of the compass, four and six-figure grid references and paper/digital mapping.</p> <p>Can they begin to use four figure grid references? GS Can the accurately plot NSEW on a map? GS Can they use some basic map symbols? GE Can they compare human and physical characteristics? GS</p> | |
| Computing | | Digital literacy Information technology Computer science Algorithms and Programs <ul style="list-style-type: none"> Experiment with variables to control models. Make turns specifying the degrees. Make accurate predictions about the outcome of a | Digital literacy Information technology Computer science Algorithms and programs: <ul style="list-style-type: none"> Experiment with variables to control models Use 90 degree and 45 degree turns Give an onscreen robot specific directional instructions that | Information technology Data Retrieving and Organising: <ul style="list-style-type: none"> Choose images and download into a file Copy graphics from a range of sources and paste into a desktop publishing program Use photo editing software to crop photos and add effects | Digital literacy Information technology Computer science Information Technology: <ul style="list-style-type: none"> Use email address book Open and send an attachment To appreciate the benefits of ICT to send messages and to communicate | Digital literacy Information technology Computer science Algorithms and Programs <ul style="list-style-type: none"> Give an on-screen robot specific directional instructions that takes them from x to y? Make accurate predictions about the outcome of a | Digital literacy Information technology Computer science Digital literacy Information technology Computer science Algorithms and Programs <ul style="list-style-type: none"> Experiment with variables to control models. |

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| | | <p>program they have written.</p> <p>To understand that an open ended problem can be broken up into smaller parts.</p> <p>Understand that algorithms will help the user to solve problems.</p> <p>Understand that using algorithms will also help solve problems in other subjects</p> <p>To describe and create an algorithm to achieve a specific outcome.</p> <p>To recognise an error in a program and debug it so that it works.</p> <p>To recognise the need to test and retest whilst a program is being developed.</p> <p>Using the Internet</p> <ul style="list-style-type: none"> Find relevant information by browsing a menu. | <p>takes them from x to y</p> <ul style="list-style-type: none"> Write more complex programs <p>Presentation:</p> <ul style="list-style-type: none"> Create a presentation that moves from slide to slide and is aimed at a specific audience Combine text, images and sound and show awareness of audience Manipulate text, underline text, centre text, change font and size and save text to a folder Use animation <p>Communicating:</p> <ul style="list-style-type: none"> Use spell checker <p>Using the internet:</p> <ul style="list-style-type: none"> Find relevant information by using a menu Search for image then copy and paste into a document Use 'Save picture as' to save an image to the computer Copy and paste text into a document | <p>To understand how to save and retrieve work on the Internet, the school network and a personal device.</p> <p>To understand how to communicate with others online.</p> <p>To understand that the World Wide Web is the part of the Internet that contains websites.</p> <p>To recognise resources from the Internet, the school network or a personal device.</p> <p>To understand that a hyperlink can take you directly to the world wide web</p> <p>Databases:</p> <ul style="list-style-type: none"> Sort and search a database to answer simple questions Recognise what a spreadsheet is Use the terms: cell, rows and columns | <p>To understand that appropriate messages can be sent digitally (eg email)</p> <p>To understand how to use an appropriate search engine effectively</p> <p>To understand that appropriate messages can be sent digitally (eg email)</p> <p>2email</p> <p>Computer science:</p> <ul style="list-style-type: none"> Experiment with variables to control models Use 90 degree and 45 degree turns <p>Databases:</p> <ul style="list-style-type: none"> Input data into a prepared database <p>To use software to effectively collect and present data.</p> | <p>program they have written.</p> <ul style="list-style-type: none"> Use repeat instructions to draw regular shapes on screen, using commands. To understand that repeating instructions can save time and make a program simpler. To understand that a program is built up of sequences of instructions. To understand that many programs can follow more than one route. To explain how a program will work using vocabulary such as Input and Output. <p>Database</p> <ul style="list-style-type: none"> Input data into a prepared database. | <ul style="list-style-type: none"> Make turns specifying the degrees. Make accurate predictions about the outcome of a program they have written. To predict possible outcomes of a planned algorithm. To predict and explain how a program will work. To simplify a program if necessary (to make it work more efficiently) <p>Presentation</p> <ul style="list-style-type: none"> Create a lengthy presentation that moves from slide to slide and is aimed at a specific audience. Insert sound recordings into a multi-media presentation Manipulate text, underline text, |
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| | | <ul style="list-style-type: none"> Search for an image, then copy and paste it into a document. Use 'Save picture as' to save an image to the computer. Copy and paste text into a document. Use note making skills to decide what text to copy. <p>Communicating</p> <ul style="list-style-type: none"> Know the benefits of ICT to send messages and to communicate. Use the automatic spell checker to edit spellings. <p>Knowledge: Create code to control models in Espresso. Understand the vocabulary of Algorithm. Begin to search effectively and safely. Copy, paste and save work..</p> | <ul style="list-style-type: none"> Use note-making skills to decide that text to copy Open a link to a new window <p>Open a document/PDF and view it I can use an appropriate search engine effectively (eg kidrex to search facts)</p> <p><i>Can they recognise the impact of keyword choice on search engine results (e.g., results ranked according to relevance)? · Can they evaluate content (created researched) against a given goal?</i></p> <p>Knowledge: Use coding to move objects. Use PowerPoint to present text, images, animation and sound. Copy, paste and save images..</p> | <ul style="list-style-type: none"> Enter data, highlight it and make bar charts <p>I can use software to collect and present data in a way that is easy to understand</p> <p>2chart 2investigate</p> <p>Knowledge: Edit photos and add effects. Add data and produce bar charts.</p> | <p>To present interesting and clear information.</p> <p>Using the internet:</p> <ul style="list-style-type: none"> Use a search engine to find a specific website Use tabbed browsing to open 2 or more web pages at the same time <p>Knowledge: explain how to use the internet safely. Send emails. Create a simple algorithm in Espresso Coding.</p> | <ul style="list-style-type: none"> Sort and search a database to answer simple questions. Recognise what a spread sheet is. Use the terms 'cells', 'rows' and 'columns'. Enter data, highlight it and make bar charts. <p>Using the Internet</p> <ul style="list-style-type: none"> Find relevant information by browsing a menu. Search for an image, then copy and paste it into a document. Use 'Save picture as' to save an image to the computer. Copy and paste text into a document? <ul style="list-style-type: none"> To recognise search tools to find and use appropriate website To understand that not all online images should be used To understand that information | <p>centre text, change font and size and save text to a folder.</p> <p>I can create a presentation to that is easy to understand and that is interesting</p> <p>2publish 2publish plus Presentations creator</p> <p>Using the Internet</p> <ul style="list-style-type: none"> Use a search engine to find a specific website. Use note-taking skills to decide which text to copy and paste into a document. Use tabbed browsing to open two or more web pages at the same time. Open a link to a new window. <p>Open a document (PDF) and view it.</p> |
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| | | | | | | <p>is not always reliable</p> <ul style="list-style-type: none"> • To understand that key words can help to search safely on the internet • To understand that anyone can access the internet. • To understand that personal information should not be shared online • To be aware of age-appropriateness • To understand what to do if you are worried <p>Knowledge: Instructions to move objects using coding. Input data and produce bar charts. Copy, paste and save images.</p> | <p>To communicate ideas using the right software and formats (select)</p> <p>Skills: I can communicate my ideas well using the right software and formats</p> <p>2paint</p> <p>2 create a story</p> <p>2quiz</p> <p>2chart</p> <p>2do it yourself</p> <p>How to guides</p> <p>Knowledge: Use algorithms to control models. Produce a multi media presentation. Search, note take and browse the internet.</p> <p>Algorithms and Programs</p> <ul style="list-style-type: none"> • Give an on-screen robot specific directional instructions that |
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| | | | | | | | <p>takes them from x to y?</p> <ul style="list-style-type: none"> • Make accurate predictions about the outcome of a program they have written. • Use repeat instructions to draw regular shapes on screen, using commands. <p>Database</p> <ul style="list-style-type: none"> • Input data into a prepared database. • Sort and search a database to answer simple questions. • Recognise what a spread sheet is. • Use the terms 'cells', 'rows' and 'columns'. • Enter data, highlight it and make bar charts. <p>Using the Internet</p> <ul style="list-style-type: none"> • Find relevant information by browsing a menu. • Search for an image, then copy and paste it into a document. • Use 'Save picture as to save an image to the computer. |
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| | | | | | | | <ul style="list-style-type: none"> Copy and paste text into a document? <p>Knowledge: Instructions to move objects using coding. Input data and produce bar charts. Copy, paste and save images.</p> |
| E-Safety | | | | | | | |
| <p>NC objectives</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p>Key Knowledge and Understanding:</p> <ul style="list-style-type: none"> Understand the need for rules to keep them safe when exchanging learning and ideas online Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion Understand that the internet contains fact, fiction and opinion and begin to distinguish between them Use strategies to verify information, e.g. cross-checking Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image Understand that copyright exists on most digital images, video and recorded music Understand the need to keep personal information and passwords private Understand that if they make personal information available online it may be seen and used by others Respond if asked for personal information or feel unsafe about content of a message Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy Know how to report an incident of cyber bullying Know the difference between online communication tools used in school and those used at home | | | | <p>Key Skills:</p> <ul style="list-style-type: none"> Follow the school's safer internet rules Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new Begin to identify when emails should not be opened and when an attachment may not be safe Explain how to use email safely Use different search engines <p><i>Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?</i></p> | | | |

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| <ul style="list-style-type: none"> Understand the need to develop an alias for some public online use Understand that the outcome of internet searches at home may be different than at school | | | | | | | |
| Art and Design | | Mosaics <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | African Masks (papier mache) <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | Layers of the canopy (collage) Butterfly symmetry (sewing) <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | William Morris – Printing Joseph Morris <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | Sewing (Textiles) Collage – Viking boat pictures Printing – Andy Warhol prints Portraits using pastels - Georgia O’Keeffe landscape Viking portraits Hokusai painting <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | Stone Age Art – Cave Drawings (Sketching) Stone Henge Making clay pots (cross with DT) <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. |
| | | <u>Knowledge/skills</u> Collage: <ul style="list-style-type: none"> Use ceramic mosaic. Combine visual and tactile qualities. Use montage. Knowledge: <ul style="list-style-type: none"> Compare the work of different artists. Explore and explain art from other periods of time. | <u>Knowledge/skills</u> Drawing: <ul style="list-style-type: none"> Use sketches to produce a final piece of work. Use different grades of pencil shade, to show different tones and texture. Organise line, tone, shape and colour to represent figures and forms in movement. | <u>Knowledge/skills</u> 3D and Textiles: <ul style="list-style-type: none"> Add on to their work to create texture and shape. Create pop-ups. Use more than one type of stitch. Join fabric together to form a quilt using padding. | <u>Knowledge/skills</u> Drawing: <ul style="list-style-type: none"> Use different grades of pencil shade to show different tones and textures Identify and draw simple objects and use marks and lines to produce texture Explain why they have used specific materials Sketchbooks: <ul style="list-style-type: none"> Use sketchbooks to express feelings about a subject and to | <u>NC objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. <u>Knowledge/skills</u> Printing | <u>Knowledge/skills</u> Knowledge: <ul style="list-style-type: none"> Explore work from other periods of time, Experiment with different styles which artists have used. 3D and Textiles: |

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| | | <ul style="list-style-type: none"> Explore work from other cultures. Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> Express feelings about various subjects and outline likes and dislikes. Produce a montage all about themselves. Use their sketchbooks to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketchbooks. Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks. <p>Knowledge: How to collage</p> | <ul style="list-style-type: none"> Write an explanation of their sketch in notes. <p>Use of ICT:</p> <ul style="list-style-type: none"> Present a collection of their work on a slideshow. Create a piece of artwork which includes the integration of digital images they have taken. <p>Knowledge:</p> <ul style="list-style-type: none"> Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge: How to make papier mache To know how to use a digital camera</p> | <ul style="list-style-type: none"> Use sewing to add detail to a piece of work. Add texture to a piece of work. Experiment with and combine materials to design and make 3D form. Begin to sculpt clay and other mouldable materials. Use early textile and sewing skills as part of a project. <p>Collage:</p> <ul style="list-style-type: none"> Cut accurately. Overlap materials. Experiment using different colours. <p>Knowledge:</p> <ul style="list-style-type: none"> Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge: To create a collage in the style of Henri Matisse</p> | <p>describe likes and dislikes</p> <ul style="list-style-type: none"> Make notes in their sketchbooks about techniques used by artists. Keep notes about the purpose of their work in their sketchbooks. <p>Painting:</p> <ul style="list-style-type: none"> Create a background using a wash <p>Printing:</p> <ul style="list-style-type: none"> Make a 2-colour printing block <p>Knowledge:</p> <ul style="list-style-type: none"> Explore work from other periods of time Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express. Experiment with different styles which artists have used. Explain art from different periods of history. <p>Artists: William Morris JMW Turner</p> <p>Knowledge: explain some features of William Morris's work (wallpaper, fabric, nature, repeated patterns,</p> | <ul style="list-style-type: none"> Make a 2 and 4 colour printing block. Create an accurate print design. Print onto different materials. <p>Painting:</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling. <p>Collage:</p> <ul style="list-style-type: none"> Cut accurately Overlap materials | <ul style="list-style-type: none"> Add on to their work to create texture and shape. Work with life size materials. <p>Sketchbooks:</p> <ul style="list-style-type: none"> Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge: Add white and black to paint to make it lighter/darker (shade), multi-tonal painting, cut and collage (Stonehenge) To know features of Stone Age cave paintings and recreate them in their work, make links between Stone Age communication and modern-day communications. Cave paintings to inspire their own drawings.</p> |
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| | | | | | <p>block printing, handmade, expensive)</p> <p>Understand that using different pencil grades will create different marks. To create and use a cardboard printing block. Be able to give their own opinion on an artist's work.</p> | <ul style="list-style-type: none"> Experiment using different colours <p>Drawing:</p> <ul style="list-style-type: none"> Show facial expressions in their drawings Begin to show facial expressions and body language in their sketches Use different grades of pencil shade to show different tones and texture Show reflections. <p>Knowledge:</p> <ul style="list-style-type: none"> Experiment with different styles which artists have used. <p>Sketchbooks:</p> <ul style="list-style-type: none"> Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks Use their sketches to produce a final piece of work Write an explanation of their sketch in notes. | |
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| | | | | | | <ul style="list-style-type: none">• Keep notes about the purpose of their work in their sketchbooks. <p>Use of ICT:</p> <ul style="list-style-type: none">• Use printed images taken with a digital camera and combine them with other media to produce artwork.• Use IT programs to create a piece of work that includes their own work and that of others.• Combine graphics and text based on their research.• Research an artist or style of art. <p>Artists: Hokusai and Andy Warhol</p> <p>Knowledge: Recognise features and some famous pieces from Hokusai and Warhol and create their own artwork in their style</p> | |
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| | | | | | | Understand primary, secondary and tertiary colours using a colour wheel. | |
| Design and Technology (inc. Cooking) | | <p>Create a model Roman chariot Pitta Pizzas</p> <p>Developing, Planning and Communicating Ideas:</p> <ul style="list-style-type: none"> Design to meet a range of requirements and explain to others. Step-by-step plan Use accurately labelled sketches. Suggest improvements. <p>Working with tools, equipment, materials and components to make quality products:</p> <ul style="list-style-type: none"> Use equipment and tools accurately. Good level of expertise. <p>Evaluation processes and products:</p> <ul style="list-style-type: none"> Explain what they have changed in their design to make it better. Evaluate their product both in appearance and the way it works. | <p>African one pot cooking (Ingredients) African drums</p> <p>Developing, Planning and Communicating Ideas:</p> <ul style="list-style-type: none"> Design to meet a range of requirements and explain to others. Step-by-step plan Use accurately labelled sketches. Suggest improvements. <p>Working with tools, equipment, materials and components to make quality products:</p> <ul style="list-style-type: none"> Use equipment and tools accurately. Good level of expertise. <p>Evaluation processes and products:</p> <ul style="list-style-type: none"> Explain what they have changed in their design to make it better. Evaluate their product both in appearance and the way it works. | <p>Rainforest interactive pop up book and Shortbread shapes</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> Take account of the ideas of others when designing Produce a plan and explain it to others Put together a step-by-step plan which shows the order and also what equipment and tools they need. Describe their design using an accurately labelled sketch and words How realistic is the plan <p>Working with tools, equipment, materials and components to make quality products:</p> <ul style="list-style-type: none"> Show a good level of expertise when using a range of tools and equipment | <p>Punch and Judy Puppets: Mini Victoria Sandwich</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> Come up with at least one idea about how to create their product. Take account of the ideas of others when designing. Produce a plan and explain it to others. Suggest some improvements and say what was good and not so good about their original design. <p>Working with tools, equipment, materials and components to make quality products:</p> <ul style="list-style-type: none"> Identify if their finished product is going to be good quality. Be conscience of the need to produce something that will be liked by others. Show a good level of expertise when using a range of tools and equipment. | <p>Viking Purses Cheese Biscuits</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> Show that their design meets a range of requirements Put together a step-by-step plan which shows the order and also what equipment and tools they need Describe their design using an accurately labelled sketch and words Choose textiles both for their appearance and also qualities Think about what the user would want when choosing textiles Consider how to make their product strong | <p>Design and Make a Stone age pot Mini Summer Puddings</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> Design to meet a range of requirements and explain to others. Step-by-step plan Use accurately labelled sketches. Suggest improvements. <p>Working with tools, equipment, materials and components to make quality products:</p> <ul style="list-style-type: none"> Identify if their finished product is going to be good quality. Be conscience of the need to produce something that will be liked by others. Show a good level of expertise when using a range of |

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| | | <p>Stiff and flexible sheet materials:</p> <ul style="list-style-type: none"> • Use appropriate materials • Measure carefully • Work accurately to make cuts and holes. • Join materials. <p>Knowledge To use an axle To join separate parts together</p> | <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Choose the right ingredients • Use equipment safely. • Describe how they combine ingredients. <p>Mouldable materials</p> <ul style="list-style-type: none"> • Use a range of advanced techniques to shape and mould. • Use finishing techniques, showing an awareness of audience. <p>Knowledge: To deconstruct and name parts of a Djembe drum and recreate a small scale version</p> | <ul style="list-style-type: none"> • Good level of expertise. <p>Evaluating processes and product</p> <ul style="list-style-type: none"> • Alter the product after checking it • Try out new and different ideas <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Explain what has been changed which made their design even better • Use mechanical and electrical components. • Alter their product after checking it. • Try out new and different ideas <p>Knowledge: To understand sliders, pop ups, split pin wheels and other interactive features</p> | <ul style="list-style-type: none"> • Work on their product even though their original idea might not have worked. <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Evaluate a product, thinking of both appearance and the way it works. • Take time to consider how they could have made their idea better. <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Measure carefully so as to make sure they have not made mistakes. • Attempt to make the product strong. <p>Knowledge: to explain what a Punch and Judy show is. To create a template for a puppet costume and produce this from fabric (using glue)</p> | <ul style="list-style-type: none"> • Devise a template • Explain how to join things in a different way <p>Textiles</p> <ul style="list-style-type: none"> • Join textiles of different types in different ways. • Choose textiles both for their appearance and also qualities. • Think what the user would want when choosing textiles. • Make the product strong. • Devise a template. • Explain how to join things in a different way. <p>Stiff and flexible sheet materials:</p> <ul style="list-style-type: none"> • Measure carefully • Attempt to make their product strong <p>Knowledge: how to thread a needle, sewing using running stitch, tying off a thread.</p> | <p>tools and equipment.</p> <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Evaluate a product, thinking of both appearance and the way it works. • Take time to consider how they could have made their idea better. <p>Knowledge: Know how to mould clay into a vessel shape. Decorate in a style consistent with Stone-Bronze Age pottery</p> |
| MFL - | | Greeting Alphabet | Numbers 1-10 | Colours and Animals | Numbers 1-20 Food Knowledge: Say numbers 1-20 and recognise them | Likes and Dislikes Hair and Eyes | Transport and Countries |

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| French | | <p>Knowledge: To be able to say 'Hello', 'Goodbye' and ask and respond to' How are you?'</p> <p>To be able recite the alphabet in French</p> | <p>Knowledge: To be able to read, write and say numbers 1-10</p> | <p>Knowledge: To be able to recognise and name (verbally and in written form) 5 colours and 5 animals</p> | <p>in written form to name 3 breakfast foods and to write a sentence using Je voudrais... Verbally link numbers to food (to be able to say in French, I would like 3 croissants, 2 sandwich etc)</p> | <p>Knowledge: To be able to express an opinion on some things (food, animals, school subjects - vocab provided) and begin to explain why. To write simple sentences in French outlining likes and dislikes. To be able to comprehend a simple reading passage and identify likes and dislikes</p> | <p>Knowledge: To be able to say, read and write 3 countries and 3 forms of transport. To be able to write a sentence saying where they live and a sentence stating likes and dislikes linked to Countries.</p> |
| | | <p>Listening and responding</p> <ul style="list-style-type: none"> Understand short passages made up of familiar language Understand instructions, messages and dialogues within short passages Identify and note the main points and give a personal response on a passage | <p>Speaking</p> <ul style="list-style-type: none"> Hold a short conversation where they are saying 2-3 things Use short phrases to give a personal response | <p>Reading and responding</p> <ul style="list-style-type: none"> Read and understand short texts using familiar language. Identify and note the main points and give a personal response. Read independently. Use a bilingual dictionary or glossary to look up new words | <p>Writing</p> <ul style="list-style-type: none"> Write 2-3 short sentences on <a familiar topic. Say what they like and dislike about <a familiar topic | | |
| Music | | <p>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend a half term with a music specialist from DPA.</p> <p><u>National Curriculum Objectives</u></p> | | <p><u>Key Knowledge and skills</u></p> <p><u>Musicianship:</u> <u>Understanding Music</u> Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.</p> | <p><u>Key Knowledge and skills</u></p> <p><u>Listening:</u> <u>Respond/Analyse</u> Share your thoughts and feelings about the music together. Find the beat or groove of the music.</p> | <p><u>Key Knowledge and skills</u></p> <p><u>Singing</u> Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs.</p> | |

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| | | <ul style="list-style-type: none"> 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 using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | <p>In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p> | <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p> | <p>Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.</p> |
| | | <p><u>Key Knowledge and skills</u> <u>Notation</u></p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C G, A, B, C, D, E E, F\sharp, G\sharp, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> | <p><u>Key Knowledge and skills</u> <u>Playing Instruments</u></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p><u>Playing the recorder</u></p> <p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F\sharp, G, G\sharp, A, B and B\flat.</p> | <p><u>Key Knowledge and skills</u> <u>Creating: Improvising</u></p> <p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p> | |
| | | <p><u>Key Knowledge and skills</u> <u>Creating: Composing</u></p> | | <p><u>Key Knowledge and skills</u> <u>Performing</u></p> | |

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| | | <p>Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims</p> <p>Start and end on the note C (Pentatonic on C)</p> <p>Start and end on the note C (C major)</p> <p>Start and end on the note F (F major)</p> <p>Start and end on the note G (Pentatonic on G)</p> | | | <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p> | | |
| | | <p><u>Cycle A</u> <u>Charanga Units</u> Autumn 1 – Blown Away Recorder (Book 2) Autumn 2 – Developing Notation Skills. How does Music bring us closer together? (1 class DPA sessions)</p> | <p><u>Cycle A</u> <u>Charanga Units</u> Spring 1- Enjoying improvisation. What stories does Music tell us about the past? Spring 2 – Composing using your imagination. How does Music make the world a better place? (1 class DPA sessions)</p> | <p><u>Cycle A</u> <u>Charanga Units</u> Summer 1 – Learning more about Musical styles. How does Music make a difference to us every day? Summer 2 – Recognising different sounds. How does Music connect us with our planet? (1 class DPA sessions)</p> | <p><u>Cycle B</u> <u>Charanga Units</u> Autumn 1 – Blown Away Recorder (Book 2) Autumn 2 – Interesting time signatures. How does Music bring us together? (1 class DPA sessions)</p> | <p><u>Cycle B</u> <u>Charanga Units</u> Spring 1- Developing pulse and groove through improvisation. How does Music improve our world? Spring 2 – Creating simple melodies together. How does Music teach us about our community? (1 class DPA sessions)</p> | <p><u>Cycle B</u> <u>Charanga Units</u> Summer 1 – Connecting notes and feelings. How does Music shape our way of life? Summer 2 – Purpose, identity and expression in Music. How does Music connect us with the environment? (1 class DPA sessions)</p> |
| Physical Education | | <p><u>Games</u> <u>Invasion - Netball Y3</u> Introduce passing and receiving in order to keep possession of the ball.</p> <p>Develop an understanding of how</p> | <p><u>Dance Y4 - Cats</u> Explore movement through improvisation, introducing unison and matching.</p> <p>Apply a canon into our movements when</p> | <p><u>Games</u> <u>Striking and Fielding - Cricket Y3</u> Understand the objective of each team; batting and fielding.</p> <p>Develop an understanding of how,</p> | <p><u>Games</u> <u>Invasion - Tag Rugby Y4</u> Develop passing and moving to create space to beat an opponent and score a try.</p> | <p><u>Dance Y3 - Weather</u> Respond to different stimuli being able to add drama and emotion to the dance.</p> <p>Build on the thematic work in a different context creating motifs.</p> | |

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| | | <p>to win the ball back (defending).</p> <p>Using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</p> <p>Develop passing and moving, building up into mini games,</p> <p>Explore the transition between attack and defence.</p> <p>Understand not just how we shoot but also where we shoot in terms of court position and why?</p> <p>Use passing and moving, to move the ball up the court, creating an attack that results in a shot.</p> <p>To move the ball up the court, creating an attack that results in a shot at goal using the correct technique.</p> | <p>performing as two contrasting characters.</p> <p>Sustain their characters to add drama and emotion to the dance.</p> <p>Create performances with two contrasting characters.</p> <p>Extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>Bring together pupils choreography.</p> <p>Experience dancing like a 'cat' in a group performance.</p> <p>Create a performance which will include stage presence, timing, rhythm and sustaining character.</p> <p>Can pupils make their movements big and clear?</p> | <p>when and why to throw a ball overarm with power and distance.</p> <p>Develop an understanding of how to throw a ball accurately underarm.</p> <p>Develop an understanding of how to catch a cricket ball.</p> <p>Learn why they need to strike the ball with intent to score runs.</p> <p>Develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</p> <p>Experience playing mini games based on the skills of cricket.</p> <p>Do pupils know how to throw underarm? Opposite arm to opposite foot, Use non-throwing arm to aim?</p> <p>Can pupils return the ball to the target?</p> | <p>Extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games.</p> <p>Develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>Apply passing and tagging knowledge to play mini games.</p> <p>Combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> <p>Use all prior learning to perform as part of a team in a tag rugby tournament.</p> <p><u>Gymnastics - Symmetry and Asymmetry Y3</u> Apply the concept of 'excellent gymnastics'.</p> <p>Explore movements and balances in a symmetrical way.</p> | <p>Execute a wider variety of movements in extended sequences, with a partner.</p> <p>Extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>Create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Can pupils make their movements big and clear?</p> <p>Can pupils move with expression?</p> <p>Can pupils add all their movements together?</p> <p>Do pupils understand what an excellent dancer is?</p> <p>Are pupils' movements performed in unison?</p> | |
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| | | <p>Play an adapted netball tournament using the skills practised.</p> <p>Can pupils pass to their partner's target?</p> <p>Do pupils adopt the correct chest pass technique, stepping forwards into the pass?</p> <p>Can attackers without the ball move into a space to receive it?</p> <p>Can pupils outwit their opponents and keep possession of the ball?</p> <p>Can pupils work against other teams collaboratively?</p> <p><u>Gymnastics – Bridges Y4</u> Explore movements and balances creating bridges.</p> <p>Re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</p> | <p>Do pupils' movements interconnect with their partners?</p> <p>Can pupils move with expression?</p> <p>Do pupils understand what an excellent dancer is?</p> <p>Is there evidence of creativity?</p> <p>Is there clear interaction in pupils' sequences?</p> <p>Do pupils continuously try to improve their own performances?</p> <p><u>Outdoor Adventure Activities</u> <u>Orienteering Y4</u> Introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>Learn how to use a map to follow a route.</p> <p>To orientate a map, locate points on the map, then travel to</p> | <p>Can pupils stop the ball with their hands?</p> <p>Do pupils understand the difference between batting and fielding?</p> <p>Can pupils collaborate with each other and keep the score?</p> <p>Do pupils enjoy fielding?</p> <p><u>Athletics</u> <u>Athletics Y4</u> Develop their own sprinting technique.</p> <p>Learn to self-analyse their own performance to help to improve their own personal best.</p> <p>Develop pupils' application of stride length during the middle third of a race.</p> <p>Develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</p> | <p>Apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create pupils' symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Perform symmetrical paired balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Perform symmetrical paired balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.</p> <p>Can pupils perform a sequence with levelling</p> | <p>Are pupils respectful when giving and receiving feedback?</p> <p><u>Games</u> <u>Invasion - Hockey Y3</u> Develop dribbling in order to keep control and possession of the ball.</p> <p>Understand how attackers dribble and focus on keeping control of the ball and changing direction when dribbling.</p> <p>To pass and receive the ball with control to keep possession.</p> <p>Develop an understanding of how to win the ball back (defending, tackling and intercepting).</p> <p>Use understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</p> | |
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| | | <p>Move over and under individual bridges on apparatus. These ideas will be used for sequences.</p> <p>Apply an understanding of excellent gymnastics by starting to develop a sequence, using pair and individual bridges.</p> <p>Perform completed sequences with excellent gymnastic quality.</p> <p>Can pupils balance, creating a bridge?</p> <p>Can pupils execute these balances in pairs?</p> <p>Do pupils understand what constitutes a bridge?</p> <p>Can pupils identify strengths and weakness in their own and others performances?</p> | <p>them and record what they find.</p> <p>Orientate a map and locate points on the map in a set order.</p> <p>Compete in an orienteering competition.</p> <p>Working within a team, can pupils locate and find points?</p> <p>Are pupils able to orientate the map correctly?</p> <p>Can pupils co-operate with a partner?</p> <p>Can pupils identify features on the map to help them to navigate?</p> <p>Can pupils explain how they feel when working as part of a team?</p> | <p>Explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p> <p>Learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.</p> <p>Explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p> <p>Can pupils run with driving leg actions?</p> <p>Do pupils understand the term, "pace?"</p> <p>Do pupils understand the consequences of sprinting in an endurance race for too long?</p> <p>Do pupils encourage others when they are running?</p> <p>Can pupils pace themselves over 130</p> | <p>and creativity in the pupils' balances</p> <p>Can pupils identify strengths and weakness in their own and others' performances?</p> <p>Can pupils make improvements to their own and others performances?</p> <p>Are pupils collaborating effectively with their partners?</p> | <p>Explore the transition between attack and defence.</p> <p>Pupils will understand when, where and why they shoot from in order to increase their chances of scoring.</p> <p>Apply their prior learning of passing, moving and dribbling to move the ball up the pitch, creating an attack that results in a shot.</p> <p>Bring together the suggested sequence of learning into a tournament.</p> <p>Do pupils demonstrate physically and cognitively that they understand where they dribble and pass a ball and why?</p> <p>Can pupils collaborate and work together in their teams?</p> <p>Can pupils collaborate and apply the rules of the game?</p> | |
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| | | Do pupils explore a variety of ways to make bridges? | | seconds without stopping? | | Do pupils enjoy playing competitive games? Do pupils consistently try their best during a game? | |
| Religious Education | | <p>AT1 - Islam Unit 1: Muslim Beliefs What Muslims believe about God. Allah the name of the one true God who is Creator and provider of all things. Respect, appreciation & thanks for creation. Family life - the birth and naming of a child. The birth of a child is a blessing. Names are usually chosen because they have a good meaning. The Qur'an is treated with respect and contains teaching about Allah. This is planned as the introductory unit on Islam. It builds on knowledge about Muslim views of Allah the Creator in the 'Natural World' unit.</p> <p><u>Key Knowledge & Skills:</u></p> | <p>SP1 - Hinduism Unit 3: The Mandir The Mandir is a place where Hindus worship. Festivals are celebrated there. Prayer and worship are often led by a priest. Preparations for worship. The shrine and murtis. Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti. The puja/arti tray. This is the third Hindu Unit. It focuses on the place in the community where Hindus worship together. It reinforces knowledge already introduced in earlier units about worship at home and in the Mandir.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know about one local Hindu place of | <p>SU1 - Christianity Unit 7: A Local Parish Church The local parish church a place where Christians worship. Belonging to the community and what it is like being a child in the church. The church as an international fellowship of Christianity. Christians try to show their love through their actions; by loving their neighbours Christians show their care for all people. Special and regular ceremonies taking place in the church: worship, prayer and meetings. The role of the Priest / Vicar/Curate. This unit builds on knowledge from Unit 4 where students explore the place in the community where Christians worship and</p> | <p>AT1 - Buddhism Unit 1: The Buddha The Buddha's life, enlightenment, teaching and death. How the Buddha changed people's lives. Wesak – festival remembering the life, enlightenment and death of the Buddha. Images of the Buddha. This is the first unit of Buddhism for the primary phase; one of three units that together cover the Syllabus requirements for Buddhism in Key Stage 2. This unit introduces pupils to the life and impact of the Buddha.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that Buddha was a human being? Do they know that Buddhists believe | <p>SP1 - Buddhism Unit 2: Buddhist Teaching This unit covers the Buddha's teachings of:</p> <ul style="list-style-type: none"> The Four Noble Truths The Noble Eightfold Path The Five Moral Precepts, Buddhist stories. <p>This unit builds on work covered in Buddhism Unit 1.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering? Can they explore and share feelings about different types of suffering today? | <p>SU1 - Christianity Unit 8: A local place of Christian worship and the Bible Belonging to the Christian community – a second Christian place of worship, different from the focus in Unit 7. There are many different types of Christian places of worship. Special ceremonies take place there and regular worship and meetings. The Bible is used in the church. Prayer & worship. The role of the minister. Christians try to show their love through their actions. This unit builds on knowledge from Units 4, 6 and 7 about the places in the community where Christians worship and introduces pupils to the idea of different</p> |

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| | <ul style="list-style-type: none"> Do they know that Allah is the Islamic name for God? Can they recall that Muslims believe that Allah created all things and that humans have a responsibility to care for Allah's creation? Do they know that Muslims give thanks for Allah's creation? Can they think about the different ways of feeling gratitude and expressing thank? Do they know that Muslims believe that the birth of a child is a blessing? Do they know that special names with meanings are often chosen for Muslim babies? Do they know that Muslims learn about Allah from the Qur'an? Do they know that Muslims believe the Qur'an is their 'guide'? <p><u>Key Vocabulary:</u></p> | <p>worship? What it looks like outside? What it looks like inside? How it got its name? Who goes there?</p> <ul style="list-style-type: none"> Do they know that worship is usually led by a priest, or a team of priests? Do they know that worship (puja) includes the Arti ceremony? Do they know that worship includes giving thanks to God, devotion and love? Can they explain the role of food and prasad in worship? Do they know that bhajan and kirtan are important elements of worship in the Mandir? Can they explain some of the symbols in the Mandir? Do they know and understand special rules about dress for the Mandir? Can they reflect on how worship in a temple 'appeals to the five senses'? | <p>introduces pupils to the idea of a local church. It is intended to include a visit to the local church nearest to the school.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know about one local parish church and where it is in relation to the school? Do they know that people go to churches for different reasons? Do they know information about the church collated by different groups? Do they know some members of the church community? <p><u>Key Vocabulary:</u> Christian, Vicar, Priest, parish, fellowship, Orthodox, Worship, Prayer, Bible, Wedding, Christening, Curate, Church, ceremony, hymn, baptism, confirmation, Roman Catholic,</p> | <p>that 'all things change'?</p> <ul style="list-style-type: none"> Do they know that reflection and meditation are important to Buddhists? Can they recall information about Buddha and his concern to find an answer to the problems of suffering and dissatisfaction in life? Do they know ways in which suffering can be eased e.g. know the moral drawn from the Angulimala story from the life of the Buddha? Can they reflect on how they would respond to the Buddha's challenge to change their lives? Do they know that the Buddha image communicates values e.g. tranquillity, compassion? Can they recognise that the Buddha image is not | <ul style="list-style-type: none"> Do they know that Buddha's ideas about suffering are found in the Four Noble Truths? Do they know the 8 spokes of the wheel and steps of the path? Do they know that the Eightfold Path can be grouped into 3 main sections, for body, speech and mind? Do they know that the Noble Eightfold Path is the way to end suffering and become enlightened? Do they know the importance of good values in Buddhism? Do they know that the Buddha has given some guidelines on behaviour which should form attitudes of mind called the Five Moral Precepts? Do they know that Buddhist stories exemplify Buddhist teachings? <p><u>Key Vocabulary:</u></p> | <p>Christian denominations who share beliefs but have different practices. It provides an opportunity to recall existing knowledge from Units 1 & 3 about the Bible as a source of stories about Jesus.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that not all Christian churches are the same? Do they know that Christians share beliefs but worship in different ways? Do they know that these different groups are called denominations? Do they know how the place of worship is the same and /or differs from the parish church previously studied? Can they recall one member of the church community? Do they know that the Bible is read in all churches as a source of teaching? |
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| | <p><i>Islam, Muslim, Allah, create, Creator, star, crescent moon symbol, creation, Qur'an</i></p> <hr/> <p>AT2 - Christianity Unit 6: Festival of Christmas and Advent, a time of Preparation Advent – a time of preparation for Christmas. Christmas & Epiphany. The Christingle. The Christian family worldwide. This is the first Christianity unit for Key Stage 2. It builds on pupils' knowledge about Christmas and the Christian community from Key Stage 1.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that Advent is a time of preparation for Christmas? Do they know that the Advent Ring and candle are often used to mark | <p><u>Key Vocabulary:</u> Mandir, temple, priest, bell, arti, puja, shrine, deity, Incense, bhajan, kirtan, service, meditate</p> <hr/> <p>SP2 - Islam Unit 2: Following Allah's Teaching from The Qur'an Muslims believe that Allah sent messengers and books to guide and teach people. Prophet Muhammad (pbuh) and revelation of Qur'an. The Qur'an is treated with respect. It's importance in people's lives. Islamic values. Ramadan (fasting, breaking the fast and reciting the Qur'an) Id ul Fitr - celebration of completing the fast. This unit builds on work covered in Unit 1 and further develops understanding of Muslim beliefs about Allah and His relationship with people.</p> <p><u>Key Knowledge & Skills:</u></p> | <p><i>Sunday, funeral, service</i></p> <hr/> <p>SU2 - Judaism Unit 3: Jewish Life The journey of Jewish life: Bar/Bat Mitzvah and marriage, blessings. The synagogue. Use of Kippah, tallit and tzitzit in worship. Reading the Torah. The third unit of Judaism, this builds on work previously covered on the Jewish home. A synagogue visit, in Session 2, would best start this unit. The learning objectives could be achieved by asking a class list of questions during the visit and from pupil research in the synagogue. Alternatively, a Jewish visitor could be invited to talk about the synagogue or the class could be organised to research these areas from a range of sources including use of ICT. The work could be presented as</p> | <p><i>worshipped as an idol?</i></p> <ul style="list-style-type: none"> Do they know that traditional postures and positions of the Buddha have meaning? Do they know that the Buddha spent 6 years in the forest learning meditation? Do they know about Buddha's enlightenment and the importance of the Bodhi tree? Do they know the festival of Wesak celebrates the birth, enlightenment and passing away of the Buddha? Do they know that the lotus flower is a symbol of enlightenment? <p><u>Key Vocabulary:</u> Buddha, Buddhism, Siddhartha, Gotama, challenge, prince, Bodhi tree, change, image, Bodhgaya, pilgrimage, mudra, meditation, holy, suffering, Angulimala, truth, enlightened, </p> | <p><i>Buddhism, Buddhist, moral enlightenment, noble consequence, eightfold path, change, suffering, truth, Dharmachakra, Dhamma, meditate, precepts, wheel</i></p> <hr/> <p>SP2 - Sikhism Unit 3: The Guru Granth Sahib, The Final Guru There were 10 human Gurus. The Guru Granth Sahib, the final Guru - its contents, use and central place in the Gurdwara. Akhand Path – special reading of the Guru Granth Sahib. Beliefs taught through the Guru Granth Sahib. This unit builds on work covered in previous units. It extends understanding about the contents, use and significance of the Guru Granth Sahib.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know the chronology and | <ul style="list-style-type: none"> Do they know that the Bible contains stories? <p><u>Key Vocabulary:</u> Christian, Minister, Worship, Bible, Fellowship, teaching, pastor, Church, Elders, preaching, denomination, non-conformist, evangelical</p> <hr/> <p>SU2 - Islam Unit 4: The Mosque The Mosque is a local place of worship and study for Muslims. The designs and use of the mosque. Wudu and Salah in the mosque. This unit develops pupils' knowledge and understanding of the significance of worship in the lives of Muslims. It contextualises the work covered in unit 3 about prayer into how prayer takes place in the place of worship. It provides a foundation for future units about the 5 pillars and the Hajj.</p> |
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| | | <p>the period leading up to Christmas?</p> <ul style="list-style-type: none"> Do they know that the church prepares for Christmas by lighting candles on an Advent wreath? Do they know that Christians around the world have their own ways of celebrating Christmas? Do they know about the celebration of the festival of Saint Lucia in Sweden? Do they know that Christians in Russia tell the story of Babushka? Do they know how the Christingle symbolises a celebration of the life of Jesus? Do they know how the local church prepares for Christmas? Do they know that Christianity is a worldwide religion where celebrations are influenced by local culture? <p><u>Key Vocabulary:</u></p> | <ul style="list-style-type: none"> Do they know that Allah gave the Qur'an to give His guidance? Do they know that Muslims learn from the Qur'an and treat it with respect? Do they know that Muslims follow the teachings of the Qur'an? Do they know that Allah sent the prophet Muhammad (pbuh) to give His guidance and His teaching? Do they know that Muhammad's (pbuh) example showed people how to deal with others? Do they know that Muslims fast during Ramadan? Do they know that the festival of Id ul Fitr is the celebration of the end of Ramadan and successful completion of the fast? <p><u>Key Vocabulary:</u></p> | <p>guidebooks, wall displays or group presentations. Session 3 provides the time for drawing the work together and presenting it.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know about the Synagogue? Can they consider how people are given more responsibility as they grow up? Do they know that in Judaism boys have Bar Mitzvah celebrations to show they are becoming adult members of the community? Do they know that learning to read the Torah in Hebrew is an important part of preparing for Bar Mitzvah? Do they know that in some Jewish communities girls celebrate their Bat Mitzvah? Do they know that weddings are a way in which some | <p>meditate, Wesak / Vesak</p> <hr/> <p>AT2 - Islam Unit 3: Prayer in Islam Worship and types of prayer. Prayer in Islam - requirement to pray five times daily. Preparation for prayer, prayer in the home. Places, direction and positions of prayer. This unit develops pupils' knowledge about Muslim life from Unit 1 and further develops understanding of Muslim beliefs and values.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know that there are different types of prayer? Can they recall one Muslim who was thankful for his prayer being answered? Do they know that washing before prayer is important for Muslims, who are told to do this in the Qur'an? | <p>names of the 10 human Gurus?</p> <ul style="list-style-type: none"> Do they know the significant contribution of each of the Gurus to the development of Sikhism? Do they know that the Guru Granth Sahib is the final Guru? Do they know how the Guru Granth Sahib is treated with respect in the Gurdwara and at home? Do they know that the Guru Granth Sahib is treated as a living Guru? Do they know that the Guru Granth Sahib is written in Gurmukhi? Do they know that the Mool Mantra at the beginning of the holy book, tells people what Sikhs believe about God? Do they know that it takes 48 hours to read the Guru Granth Sahib from start to end without any breaks, and that this sort of continuous reading | <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> Do they know the name of the Muslim place of worship? Do they know that the Ka'aba was the first mosque? Do they know that Bilal was the first caller to prayer? Do they know the call to prayer is named the Adhan? Do they know that the Adhan is very special to Muslims? Do they know the words of the Adhan? Do they know that the muezzin calls Muslims to prayer? Do they know how Muslims prepare for prayer? Do they know that Friday is a special day for prayer at the Mosque? Do they know that when Muslims pray they face the direction of the Ka'aba in Makkah? Do they know that the Mihrab in the |
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| | | <p><i>Christian, Jesus, Advent, Christmas, celebration, Christingle, Epiphany, wreath, St. Lucia, preparation, symbol, Babushka</i></p> | <p><i>Islam, Id ul Fitr, fast, Muslim, Halal, Qur'an, Allah, Prophet Muhammad, messenger, Ramadan</i></p> | <p><i>couples make a public commitment to each other for life?</i></p> <ul style="list-style-type: none"> <i>Do they know some customs and symbols of a Jewish wedding?</i> <i>Can they consider promises that should/could be made by a bride and groom?</i> <i>Do they know that times of change in life are often marked by ceremonies and rituals?</i> <i>Do they know that these are called rites (rituals) of passage (passing from one state into another)?</i> <p><u>Key Vocabulary:</u> <i>Judaism, Jewish, Rabbi, Bar Mitzvah, Bat Mitzvah, Kippah, Tallit, Tzitzit, Synagogue, blessing, wedding, chuppah, Mazel tov, rite of passage</i></p> | <ul style="list-style-type: none"> <i>Do they know that Prophet Muhammad (pbuh) set an example of how to wash before prayer?</i> <i>Do they know how carefully Muslims are expected to wash before prayer?</i> <i>Do they know that Muslims pray five times a day?</i> <i>Do they know the names given to these prayers?</i> <i>Do they know that all Muslims face in the direction of the Ka'aba in Makkah when they pray?</i> <i>Do they know that to Muslims the world is a mosque and people can pray in any clean place?</i> <i>Do they understand how the prayer mat provides a clean place?</i> <i>Do they know that Muslims worship in their homes and how important worship is to a Muslim?</i> | <p><i>is called an Akhand Path?</i></p> <ul style="list-style-type: none"> <i>Do they know that the Guru Granth Sahib contains Sikh teaching on equality?</i> <i>Can they share beliefs and values that are special to them?</i> <p><u>Key Vocabulary:</u> <i>Ik Onkar, Guru, Sikh, Sikhism, sacred text, Akhand, Path, Gurmukhi, Mool Mantra, Guru Gobind Singh, Guru Granth Sahib, Granthi, immortal, Gurdwara</i></p> | <p><i>mosque shows Muslims which way to face?</i></p> <ul style="list-style-type: none"> <i>Do they know that the mosque is a place of learning?</i> <i>Do they know that Muslims hear teachings from the Imam at the mosque?</i> <i>Do they know where mosques are in the local community?</i> <p><u>Key Vocabulary:</u> <i>Islam, Muslim, Allah, Prophet, mosque, Qiblah, Imam, Mihrab, Makkah, Qur'an, Zakah, wudu, Minbar, minaret, muezzin, Salah</i></p> |
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| | | | | | <ul style="list-style-type: none"> • Do they know the positions of prayer in Islam? • Can they explain what they know about prayer in Islam? <p><u>Key Vocabulary:</u> Islam, Muslim, mosque, adhan, Allah, prayer, Makkah, Mihrab, clean, wash, wudu, Qiblah, direction, stand, bow, prostrate</p> | | |
| PSHE | | PoS Refs: R1, R6, R7, R8, R9 What makes a family; features of family life • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that | PoS Refs: L1, L2, L3 The value of rules and laws; rights, freedoms and responsibilities • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children | PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 Health choices and habits; what affects feelings; expressing feelings • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them | PoS Refs: R10, R11, R12, R13, R18 Positive friendships, including online • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that | PoS Refs: L4, L6, L7 What makes a community; shared responsibilities • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them | PoS Refs: H2, H5, H11 Maintaining a balanced lifestyle; oral hygiene and dental care • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary |

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| | | <p>people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>PoS Refs: R19, R22, R24, R30</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. | <ul style="list-style-type: none"> • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>PoS Refs: L11, L12</p> <p>How the internet is used; assessing information online</p> <ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group | <ul style="list-style-type: none"> • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful | <p>there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online</p> <p>PoS Refs: R20, R23, R27, R28 Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret <p>PoS Refs: L17, L19 L20, L21 Making decisions about money; using and keeping money safe • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent •</p> | <p>PoS Refs: L13, L14 How data is shared and used • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>PoS Refs: H16, H25, H26, H27</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities |
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| | | <p>passwords, using trusted sites and adult supervision</p> <ul style="list-style-type: none"> • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour <p>PoS Refs: R30, R31</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, | <ul style="list-style-type: none"> • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>PoS Refs: L25, L26, L27, L30</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role | <p>PoS Refs: H27, H28, H29 Personal strengths and achievements; managing and reframing setbacks • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>PoS Refs: H38, H39, H41 Risks and hazards; safety in the local environment and</p> | <p>How to recognise risks online such as harmful content or contact</p> <p>How many people behave differently online and are now who they say they are</p> <p>How to report concerns or get help if anything is making them feel uncomfortable online</p> <p>PoS Refs: R32, R33</p> <p>Respecting differences and similarities; discussing difference sensitively • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone</p> <p>Knowledge: to know what makes healthy friendships on and off</p> | <p>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p> <p>Knowledge: To understand what a community is and why it is important and to give some examples of communities they know</p> <p>To know how data is stored and shared online and understand the importance of caution when sharing things online and some of the potentially negative effects</p> <p>To understand what a budget is and how money is gained and spent.</p> <p>Year 3 Key skills-</p> <p>Can they link the compliments that they give to the 'Excellent Learners' skills?</p> | <ul style="list-style-type: none"> • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing <p>PoS Refs: H10, H38, H40, H46</p> <p>Medicines and household products; drugs common to everyday life</p> <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with |
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| | <p>online</p> <ul style="list-style-type: none"> • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society <p>Knowledge: To understand families may 'look' different and be comprised of different people but know that the roles of any family is the same</p> <p>To understand how to be respectful and how to be treated respectfully</p> <p>To understand what to share and not share and the impact of boundaries not being respected and what to do if this happens to them</p> <p>Year 3 Key skills-</p> | <p>models in different fields of work e.g. women in STEM</p> <ul style="list-style-type: none"> • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby <p>To know how that rightsm responsibilities and laws are linked.</p> <p>To know that everything online is not accurate and know some strategies for evaluating information. To know how potentially harmful content and contact. To know how to get help if anything concerns them online. To understand the importance of a balanced "online" life</p> <p>To know some job sectors and roles and</p> | <p>unfamiliar places • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> <p>Knowledge: To know how to maintain a healthy lifestyle. To know what emotional well being is and give examples of how it can be affected and ways to deal with negative situations.</p> | <p>line.. To define bullying and know what to do to get help for themselves or others in bullying situations. To know that everyone is different and to know some ways in which people are individuals. To understand how to respect differences and the importance of it.</p> <p>Year 3 Key skills-</p> <p>Can they link the compliments that they give to the 'Excellent Learners' skills?</p> <p>Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals'?</p>  <p>Do they know how compliments and actions can enhance or have a negative impact on self-esteem and well-being?</p> <p>Do they recognise the different forms of</p> | <p>Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals'?</p>  <p>Do they know how compliments and actions can enhance or have a negative impact on self-esteem and well-being?</p> <p>Do they recognise the different forms of relationships e.g., friends, family?</p> <p>Are they aware of the importance of tolerance and resilience?</p> <p>Greater depth ~</p> <p>Are they able to demonstrate tolerance and resilience through overcoming obstacles?</p> <p>Do they recognise the difference between a positive and unsuccessful relationship?</p> <p>Year 4 Key skills-</p> <p>Can they adapt their 'problem solving skills'?</p> | <p>drugs common to everyday life</p> <ul style="list-style-type: none"> • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice <p>Knowledge: Know some examples of legal drugs and how to use them safely. Know how to clean their teeth effectively. Know some foods which are healthy and unhealthy.</p> <p>Year 3 Key skills-</p> <p>Can they link the compliments that they give to the 'Excellent Learners' skills?</p> <p>Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals'?</p>  <p>Do they know how compliments and actions can enhance or</p> |
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| | | <p>Year 4 Key skills- Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals' knowing that there will be different outcomes?</p>  <p>Do they recognise the difference between a positive and unsuccessful relationship? Do they recognise that feelings can have various intensities? Can they understand the need for tolerance within our community when discussing how 'We are all unique'? Do they recognise their social responsibilities within their community? Greater depth ~ Can they demonstrate an understanding of the qualities or otherwise of a relationship in a scenario that is</p> | <p>Greater depth ~ Are they able to demonstrate tolerance and resilience through overcoming obstacles? Do they recognise the difference between a positive and unsuccessful relationship?</p> <p>Year 4 Key skills- Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals' knowing that there will be different outcomes?</p>  <p>Do they recognise the difference between a positive and unsuccessful relationship? Do they recognise that feelings can have various intensities? Can they understand the need for tolerance within our community</p> | <p>Are they aware of the importance of tolerance and resilience? Greater depth ~ Are they able to demonstrate tolerance and resilience through overcoming obstacles? Do they recognise the difference between a positive and unsuccessful relationship?</p> <p>Year 4 Key skills- Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals' knowing that there will be different outcomes?</p>  <p>Do they recognise the difference between a positive and unsuccessful relationship? Do they recognise that feelings can have various intensities?</p> | <p>Do they recognise that feelings can have various intensities? Can they understand the need for tolerance within our community when discussing how 'We are all unique'? Do they recognise their social responsibilities within their community? Greater depth ~ Can they demonstrate an understanding of the qualities or otherwise of a relationship in a scenario that is different from their own experiences? Are they able to express their feelings more precisely with a greater awareness of the impact this may have on others?</p> | <p>the impact this may have on others?</p> | <p>positive and unsuccessful relationship? Do they recognise that feelings can have various intensities? Can they understand the need for tolerance within our community when discussing how 'We are all unique'? Do they recognise their social responsibilities within their community? Greater depth ~ Can they demonstrate an understanding of the qualities or otherwise of a relationship in a scenario that is different from their own experiences? Are they able to express their feelings more precisely with a greater awareness of the impact this may have on others?</p> |
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