



Curriculum Long Term Overview
Year 3 and Year 4

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values ([website](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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2022/2023 – Rotation A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Chariot Champions History focus Inspire Knowledge and skills Community		Extreme Earth Geography focus Enrichment Challenge	Raiders and Traders History focus Inspire Knowledge and skills Challenge		Countries and Capitals Geography focus Community Enrichment Aspiration Knowledge and skills
History / Geography	Year 3: <ul style="list-style-type: none"> I can use a time line within a specific time in history to set out the order events may have happened. I can use dates and terms related to the unit studied and the passing of time. I can find out about everyday lives of people in time studied. I can compare life with that of today. I can identify reasons for the results of people's actions. I can express an opinion on whether a person or event had a positive or negative impact on people's lives. I can observe small details in artefacts. I can select and record information. 	Knowledge: <ul style="list-style-type: none"> Identify and name some of the world's volcanoes. Describe why volcanoes and earthquakes occur. Identify, describe and develop understanding key aspects of climate zones, biomes and vegetation belts. Locate and name an increasing range of the world's countries using maps to focus on North and South America. Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Year 3: <ul style="list-style-type: none"> I can sequence several events or artefacts. I can show developing understanding of chronology by realising that the past can be split into different time periods. I can understand why people may have wanted to do something. I can study the lives of significant individuals. I can understand that Britain has been invaded by several different groups, over time. I can distinguish between different sources – compare different versions of the same event. I can begin to evaluate the usefulness of different sources. 	Knowledge: <ul style="list-style-type: none"> Understand why a place is important to humans (settlements and land usage, economy and trade, available natural resources) I can understand how one place is similar and different to another using key geographical language relating to human and physical geography. I can explain why people may choose to live in one place rather than another. Locate and name an increasing range of the world's countries using maps to focus on Europe (inc Russia). Identify environmental regions and the key human and physical characteristics of 		

	<ul style="list-style-type: none"> • I can use a range of sources to find out about a period. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can use appropriate historical vocabulary to describe key features of a time period. • I can choose the best way to record a range of historical information and give a reason for my choice. <p>Year 4:</p> <ul style="list-style-type: none"> • I can place events studied on a timeline. • I can use terms related to the period and begin to date events. • I can use more complex terms relating to dates such as BCE/AD. • I can use evidence to reconstruct life of different people in time studied. • I can identify key features and events of time studied. • I can offer a reasonable explanation for some events. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Communicate geographical information through a range of methods including the use of ICT. • Observe, record and name geographical features of a location. • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. <p>Year 4:</p> <ul style="list-style-type: none"> • Develop a wider range of methods such as digital maps, plans, graphs and presentations to communicate geographical information. • Observe, record and explain geographical features of a location. • Use geographical language to describe some aspects of human 	<ul style="list-style-type: none"> • I can suggest suitable research questions. • I can use sources to justify answers. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can use appropriate historical vocabulary to describe key features of a time period. I can choose the best way to record a range of historical information and give a reason for my choice. <p>Year 4:</p> <ul style="list-style-type: none"> • I can plot history on timelines using centuries and decades. • I can recall key historical facts and some dates from a period studied. • I can look for links and effects in time studied. • I can explain the impact of significant historical figure. 	<p>and major cities across the world.</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in Europe. <p>Year 3:</p> <ul style="list-style-type: none"> • Ask and answer more complex geographical questions when investigating different places and environments. • Identify similarities, differences and patterns when comparing places and features. • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. <p>Year 4:</p> <ul style="list-style-type: none"> • Ask and respond to more complex geographical questions (including how? and why?). • Identify and describe similarities, differences and patterns when investigating
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	<ul style="list-style-type: none"> • I can look at a wider range of sources for evidence and evaluate its usefulness. • I can link observed details and research to offer reasonable explanations for some events. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. 	<p>and physical features and patterns.</p> <ul style="list-style-type: none"> • Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> • I can explain how the previous settlers of the past have shaped our lives today. • I can offer some reasons for different versions of the same event. • I can ask and answer more complex questions through independent research. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. 	<p>places, environments and people.</p> <ul style="list-style-type: none"> • Use geographical language to describe some aspects of human and physical features and patterns. • Describe how features and places change and the links between people and environments.
<p>Science</p>	<p>Living things and their habitats (Y4)</p> <ul style="list-style-type: none"> • I can group living things in different ways. • I can use classification keys to group, identify and name living things (for others to use). • I can describe how changes to an environment could endanger living things. <p>Forces and Magnets (Y3)</p> <ul style="list-style-type: none"> • I can explore and describe how objects move on different surfaces. 	<p>Forces and Magnets (Y3) (Cont.)</p> <ul style="list-style-type: none"> • I can explore and describe how objects move on different surfaces. • I can explain how some forces require contact and some do not, giving examples. • I can explore and explain how objects attract and repel in relation to objects and other magnets. • I can predict whether objects will be magnetic 	<p>Plants (Y3)</p> <ul style="list-style-type: none"> • I can describe the function of different parts of flowering plants and trees. • I can explore and describe the needs of different plants for survival. • I can explore and describe how water is transported within plants. • I can describe the plant life cycle, especially the importance of flowers. <p>Forces and Magnets (Y5)</p>	<p>Living things and their habitats (Y5)</p> <ul style="list-style-type: none"> • I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird. • I can describe the differences between different life cycles. • I can describe the process of reproduction in plants. • I can describe the process of reproduction in animals.

	<ul style="list-style-type: none"> I can explain how some forces require contact and some do not, giving examples. 	<p>and carry out an enquiry to test this out.</p> <ul style="list-style-type: none"> I can describe how magnets work. I can predict whether magnets will attract or repel and give reason. 	<ul style="list-style-type: none"> I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can identify and explain the effect of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	
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WORKING SCIENTIFICALLY:

Year 3:

- I can ask relevant scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can make a prediction with a reason.

Year 4

- I can use observations and knowledge to answer scientific questions.
- I can set up a fair test and explain why it is fair.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can identify differences, similarities and changes related to an enquiry.

Art	<p>Sculpture: Roman pottery</p> <p>Artist Focus: Grayson Perry (pottery)</p> <p>Year 3:</p>	<p>Collage: Pyroclastic flow collage</p> <p>Artist Focus: Henry Matisse (Collage)</p>	<p>Drawing (sketching): Anglo-Saxon artefacts</p> <p>Artist Focus: Vincent Van Gogh</p> <p>Year 3:</p>	<p>Painting: Self-portraits</p> <p>Artist Focus: Local artists (Broadway Arts Festival)</p> <p>Year 3:</p>
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	<ul style="list-style-type: none"> I can plan, shape, mould and make constructions from different materials. <p>Year 4:</p> <ul style="list-style-type: none"> I can produce more intricate surface patterns using a range of processes. I can adapt my work when necessary and explain why. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can use collage as a means of collecting ideas and information to build a visual brainstorm. I can collect and select textured papers to form a collaged image. <p>Year 4:</p> <ul style="list-style-type: none"> I can experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images. 	<ul style="list-style-type: none"> I can use different grades of pencil to shade and to show different tones and textures. <p>Year 4:</p> <ul style="list-style-type: none"> I can use marks and lines to show texture in my art. 	<ul style="list-style-type: none"> I can create a background using a wash. I can use a range of brushes to create different effects in painting. I can demonstrate increasing control of the types of marks made to create certain effects using paint. I can show facial expressions in my art. <p>Year 4:</p> <ul style="list-style-type: none"> I can show facial expressions and body language in sketches. I can explore different brush strokes and consider why/when they might be used. I can select colour to reflect mood.
<p>Artists and their work (throughout every topic):</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can identify the techniques used by different artists. I can compare the work of different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods. <p>Year 4:</p>				

	<ul style="list-style-type: none"> • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 			
Design Tech	<p>Roman catapults Building an item with a lever, to help launch 2p coin a distance (Roman catapult for the Roman army).</p> <p>Year 3: Make:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan, choosing the right equipment and materials. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I can select the most appropriate tools and techniques for a given task. • I can make a product which uses both electrical and mechanical components. <p>Year 4: Design:</p> <ul style="list-style-type: none"> • I can produce a plan and explain it. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I can persevere and adapt my work when my original ideas do not work. <p>Evaluate:</p>	<p>Earthquake proof buildings (electrical alarms) To design an alarm circuit for a building that will be triggered during an earthquake.</p> <p>Year 3: Design:</p> <ul style="list-style-type: none"> • I can design a product and make sure that it looks attractive. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I can make a product which uses both electrical and mechanical components. <p>Year 4: Design:</p> <ul style="list-style-type: none"> • I can use ideas from other people when I am designing. <p>Make:</p> <ul style="list-style-type: none"> • I can present a product in an interesting way. <p>Evaluate:</p>	<p>Anglo-Saxon Purses To design a money carrier for an Anglo-Saxon to carry their coins.</p> <p>Year 3: Design:</p> <ul style="list-style-type: none"> • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance. <p>Make:</p> <ul style="list-style-type: none"> • I can work accurately to measure, make cuts and make holes. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. <p>Year 4: Design:</p> <ul style="list-style-type: none"> • I can use ideas from other people when I am designing. 	<p>European Food To design and make a healthy summer desert for their family.</p> <p>Year 3: Cooking and nutrition:</p> <ul style="list-style-type: none"> • I can describe how food ingredients come together. • I can describe that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate. <p>Year 4: Cooking and nutrition:</p> <ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food. • I can describe that to be active and healthy, food and drink are needed to provide energy for the body. • I can explain that seasons may affect the food available. • I can describe how food is processed into ingredients that can be eaten or used in cooking.

	<ul style="list-style-type: none"> I can explain how I have improved my original design. 	<ul style="list-style-type: none"> I can evaluate products for both their purpose and appearance. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> I can make simple electrical circuits and components can be used to create functional products. 	<p>Make:</p> <ul style="list-style-type: none"> I can measure accurately. <p>Evaluate:</p> <ul style="list-style-type: none"> I can evaluate products for both their purpose and appearance. 	<ul style="list-style-type: none"> I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Computing	<p>Computer systems and networks: <u>Teach Computing unit:</u> Year 3 – Computing systems and networks - Computing systems and networks.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can describe what computer inputs and outputs are. I can explain the difference between input and output devices on a computer. I am beginning to type quickly using a computer keyboard. I can use a search engine to find simple information. I understand that school computers are connected. I can add an image to a document from the internet. <p>Year 4:</p> <ul style="list-style-type: none"> I can copy and paste text or images to a document. 	<p>Creating Media: <u>Teach Computing unit:</u> Year 3 – Creating media – Stop-frame animation.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I know where to save and open files. I can present ideas and information by combining media. I can design and create simple digital content for a purpose/audience. I can edit digital content and explain how it has been edited. <p>Year 4:</p> <ul style="list-style-type: none"> I recognise that you can organise files using folders. I can collect, organise and present information using a range of media. 	<p>Programming and Algorithms: <u>Teach Computing unit:</u> Year 3 – Programming B – Events and actions in programs.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can predict the outcome of a block-based program. I can modify an existing program. I can identify repeated steps in a program or algorithm. I can use a count-controlled loop to make a program more efficient. I can use a forever loop in a program or algorithm. I can identify errors in a program or algorithm and debug them. I can identify different inputs that can be used to control a program. <p>Year 4:</p>	<p>Data and information: <u>Teach Computing unit:</u> Year 3 – Data and information – Branching databases.</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can present information using a suitable chart. I can name the key parts of a database. I can find common attributes to create a branching database. <p>Year 4:</p> <ul style="list-style-type: none"> I can design a questionnaire and collect a range of data on a theme. I can choose appropriate formats to present data. I can use a computer program to sort data by common attributes.

	<ul style="list-style-type: none"> • I can crop an image and apply simple filters. • I can use a search engine to find specific information. • I recognise that school computers are connected on a network. • I can work with computer inputs and outputs. • I can use a keyboard effectively to type text. 	<ul style="list-style-type: none"> • I can design and create digital content for a specific purpose. • I can edit digital content to improve it according to feedback. 	<ul style="list-style-type: none"> • I can create a program that uses a range of inputs. • I can decompose a problem into small parts to help solve it. • I can explain when to use forever loops and count-controlled loops and use them in programs. • I recognise selection in a program or algorithm. • I can design a program for a purpose. • I can debug a program and correct it. 	
E-safety Unit	<p>Privacy and Security <u>Lesson 1 - Year 3:</u> I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured they should tell a trusted adult.</p> <p><u>Lesson 2 - Year 4:</u> I know what the digital age of consent is and the impact this has on online service asking for consent.</p>	<p>Health, Well-being, and Lifestyle <u>Lesson 1 - Year 3:</u> I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).</p> <p><u>Lesson 2 - Year 4:</u> I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>Online Relationships <u>Lesson 1 - Year 3:</u> I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p><u>Lesson 2 - Year 4:</u> I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Online Reputation <u>Lesson 1 - Year 3:</u> I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p><u>Lesson 2 - Year 4:</u> I can describe how to find out information about others by searching online.</p>

	E-Safety objectives taught throughout Year 3: <ul style="list-style-type: none"> • I can use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value. Year 4: <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 					
RE	L2.1: What do Christians learn from the creation story?	L2.9: How do festivals and worship show what matters to a Muslim?	L2.2: What is it like for someone to follow God?	L2.7: What do Hindus believe God is like?		
SMSC	Healthy Relationships (Y3) Respect (Y4)	Hazards in the Home (Y3)	Keeping Safe Online (Y3) Safe Home (Y4)	Where does food come from (Y3)? Current Affairs (Y4)		
PE	Football Year 3 <ul style="list-style-type: none"> • I am aware of space and use it to support team-mates and to cause problems for the opposition • I know and use rules fairly Year 4 <ul style="list-style-type: none"> • I can keep possession of the ball • I can vary tactics and adapt skills depending 	Gymnastics Year 3 <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria • I can explain how strength and suppleness affect performance • I can compare and contrast 	Tag Rugby Year 3 <ul style="list-style-type: none"> • I am aware of space and use it to support team-mates and to cause problems for the opposition • I know and use rules fairly Year 4	Dance Year 3 <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement • I can share and create phrases with a partner and small group • I can repeat, remember and perform phrases 	Athletics Year 3 <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction • I can take part in a relay, remembering when to run and what to do Year 4	Striking and Fielding Games – Cricket Year 3 <ul style="list-style-type: none"> • I can throw and catch with control • I know and use rules fairly • I am aware of space and use it to support team-mates and to cause problems for the opposition

	<p>on what is happening in a game</p> <ul style="list-style-type: none"> I can hit a ball accurately with control <p>Swimming- by the end of KS2</p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. 	<p>gymnastic sequences</p> <p>Year 4</p> <ul style="list-style-type: none"> I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to create, repeat and improve a sequence <p>Swimming as Aut 1</p>	<ul style="list-style-type: none"> I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. I can hit a ball accurately with control. 	<p>Year 4</p> <ul style="list-style-type: none"> I can take the lead when working with a partner or group I can use dance to communicate an idea 	<ul style="list-style-type: none"> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways <p>O&A/Bell Boating Year 3</p> <ul style="list-style-type: none"> I can follow a map in a familiar context I can use clues to follow a route I can follow a route safely <p>Year 4</p> <ul style="list-style-type: none"> I can follow a map in a (more demanding) familiar context I can follow a route within a time limit 	<p>Year 4</p> <ul style="list-style-type: none"> I can hit a ball accurately with control I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills depending on what is happening in a game
<p>Music</p>	<p>Glockenspiel Stage 1 <u>Year 3:</u></p> <ul style="list-style-type: none"> I can play clear notes on an instrument. 	<p>Enjoying Improvisation (Y3 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can create repeated patterns with different instruments. 	<p>Musical Structure (Y4 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can sing a tune with expression. I can compose melodies. 	<p>Enjoying Musical Styles (Y5 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can use different elements in my composition. 		

	<ul style="list-style-type: none"> I can read and recognise semibreves, minims, crotchets and quavers. I understand the difference between crotchets and paired quavers. I can identify a staff and treble clef. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can perform a simple part rhythmically. I can identify a staff, treble clef and time signature. I can follow and perform simple rhythmic scores to a steady beat. I can play a melody on an instrument. 	<ul style="list-style-type: none"> I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can improvise using repeated patterns. I can explain why silence is often needed in music and explain what effect it has. I can combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> I can use musical words to describe a piece of music. I can use symbols on a staff to map out my composition in a small group or on my own. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can sing songs from memory with accurate pitch. I can use notation to record compositions in a small group or on my own. I can identify major and minor tonality. I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> I can improve my work; explaining how it has been improved. I can use musical words to describe what I like and do not like about a piece of music. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can identify and describe the different purposes of music. I can explain why silence is often needed in music and explain what effect it has. I can identify musical styles from different musical eras. I can describe and compare music using musical vocabulary.
French	<p>All about me 1.1</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can respond to a simple command. I can answer with a single word. I can ask a question. I can name people. I can read and understand single words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe people. I can read and understand a short passage using familiar language. 	<p>What's the weather like 2.12</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can answer with a short phrase. I can name places. I can read and understand short phrases. I can copy a simple word or phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe a place. I can have a short conversation saying 3-4 things. 	<p>Games and Songs 1.2</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can join in with songs and rhymes. I can choose the right word to complete a phrase. I can use simple dictionaries to find the meaning of words. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can give a response using a short phrase. 	<p>Our Sporting Lives 2.10</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can name objects. I can use set phrases. I can choose the right word to complete a short sentence. I can read and understand short phrases. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe an object. I am starting to speak in sentences.

	<ul style="list-style-type: none"> I can write phrases from memory. 	<ul style="list-style-type: none"> I can explain the main points in a short passage. I can write phrases from memory. 	<ul style="list-style-type: none"> I can use a bilingual dictionary or glossary to look up new words. I can write 2-3 short sentences on a familiar topic. 	<ul style="list-style-type: none"> I can read a passage independently. I can say what I like/dislike about a familiar topic.
English genres	<p style="text-align: center;">Unit 1 Poetry: List Poem</p> <p>Poem 1: What a poem's not by John Hegley.</p> <p style="text-align: center;">Unit 2</p> <p>Text: Empire's End – A Roman Story by Leila Rasheed Model Text: Story opening from Camilla's perspective Hot task: Story opening from own perspective Genre: Fiction: Narrative (Adventure) Cross curricular link: History Creative Write: Continue story to show beginning, middle and end</p>	<p style="text-align: center;">Unit 1</p> <p>Text: Poems from a Green and Blue Planet by Sabrina Mahfouz Model text: The Bashful Earthquake by Oliver Herford Hot task: Rhyming poem - Children's choice of weather/disaster e.g. thunder, tornado, volcanic eruption Genre: Fiction: Poetry Cross Curricular Link: Geography Creative Write: Poem on geography topic of choice e.g. mountains, rivers, seas etc.</p> <p style="text-align: center;">Unit 2</p> <p>Text: What a Wonderful World Leisa Stewart-Sharpe & Lydia Hill Model text: Vincent Opyene – A Voice For Animals Hot task: Short recount on the life of David Attenborough Genre: Non-Fiction: Recount</p>	<p style="text-align: center;">Unit 1</p> <p>Text: The Anglo-Saxon Times (Newspapers from History) by Andrew Langley Model text: 'Burying a Ship' News Article Hot task: Norman Conquest (1066) News Article Genre: Non-Fiction: Newspaper article Cross Curricular Link: History Creative Write: Newspaper article on event of their choice</p> <p style="text-align: center;">Unit 2</p> <p>Text: Women in Science: 50 Fearless Pioneers Who Changed the World by Rachel Ignatofsky Model text: Biography of Marie Curie Hot task: Biography of Isaac Newton Genre: Non-Fiction: Biography Cross Curricular Link: Science: Forces and Magnets Creative Write: Biography on chosen significant individual</p>	<p style="text-align: center;">Unit 1</p> <p>Text: Maria's Island by Victoria Hislop Model text: Opening of text in first person Hot task: Diary entry from perspective of Maria Genre: Fiction: Diary entry Cross Curricular Link: Geography Creative Write: Diary entry from another character in the story</p> <p style="text-align: center;">Unit 2</p> <p>Text: Maria's Island by Victoria Hislop Model text: Setting description of Greek island Hot task: Setting description of a European capital city Genre: Fiction: Setting description Cross Curricular Link: Geography Creative Write: Setting description of a place of their choice</p>

		<p>Cross Curricular Link: Geography</p> <p>Creative Write: Recount about a significant individual of choice e.g. Greta Thunberg</p>		
Maths unit links	Place Value (how long is 1000 years?) Addition and subtraction (working out how long-ago events happened).	Addition and subtraction Multiplication and division	Measurement: length, perimeter and area (size of homes, ships). Fractions and decimals.	Decimals (including money) Time – working out time zones. Statistics – reading Atlas, taking surveys. Geometry – flags of different countries.
Links to British Values	Individual liberty – how we are allowed to be free compared to Boudicca under the Roman rules.	The rule of law: why we should listen and obey government rules. Why do we have laws? What are the school rules?	Democracy: highlight the importance of fairness. How do we have democracy in our school?	Mutual respect and tolerance – showing how we can get along and respect people of all backgrounds and nationalities.
School Values	Togetherness – how did the Roman soldiers work together.	Respect – for emergency services. Resilience – how countries and people have recovered.	Ambition – invading Britain.	Pride – having and showing pride in the place you live in. How do other countries show their pride?
Enrichment / Community	Roman dress up day filled with activities related to past learning. Inspire Knowledge and skills	Fundraising for Action Aid (Amazon Rainforest).	Anglo- Saxon specialist https://www.getthespecialists.co.uk/locations/ Knowledge and skills Challenge	Broadway Arts Festival Community Aspiration Invite in parents/grandparents who have lived in various European countries. Aspiration

				European day.
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2023/2024 – Rotation B

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Mayans <i>Geography and History focus</i>		Galapagos <i>Geography focus</i>	Legends and Longboats <i>History focus</i>		Battle of Evesham <i>Geography and History focus</i>
History / Geography	Year 3: <ul style="list-style-type: none"> • I can sequence several events or artefacts. • I can show developing understanding of chronology by realising that the past can be split into different time periods. • I can study the lives of significant individuals. • I can suggest suitable research questions. • I can use sources to justify answers. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. 		Knowledge: <ul style="list-style-type: none"> • I can develop my understanding of the wider impact humans have on the environment in a country or region outside the UK. • I can explain how a country or region outside of the UK has been spoilt or could be improved. • Identify the position and the significance of the equator and the northern and southern hemisphere. • Identify the position and significance of the Tropics of Cancer and Capricorn. Year 3: <ul style="list-style-type: none"> • Ask and answer more complex geographical questions when 	Year 3: <ul style="list-style-type: none"> • I can use a timeline within a specific time in history to set out the order events may have happened. • I can use dates and terms related to the unit studied and the passing of time. • I can find out about everyday lives of people in time studied. • I can compare life with that of today. • I can identify reasons for the results of people's actions. • I can express an opinion on whether a person or event had a positive or negative impact on people's lives. • I can observe small details in artefacts. • I can select and record information. 	Year 3: <ul style="list-style-type: none"> • Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. • Recognise and increasing number of symbols from a wider range of maps. • Collect and record evidence, i.e. construct questionnaires, field sketch, e-learning, etc). • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. 	

	<ul style="list-style-type: none"> • I can use appropriate historical vocabulary to describe key features of a time period. I can choose the best way to record a range of historical information and give a reason for my choice. • Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. • Identify similarities, differences and patterns when comparing places and features. • Ask and answer more complex geographical questions when investigating different places and environments. • Observe, record and name geographical features of a location. <p>Year 4:</p> <ul style="list-style-type: none"> • I can plot history on timelines using centuries and decades. 	<p>investigating different places and environments.</p> <ul style="list-style-type: none"> • Identify similarities, differences and patterns when comparing places and features. • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. <p>Year 4:</p> <ul style="list-style-type: none"> • Ask and respond to more complex geographical questions (including how? and why?). • Identify and describe similarities, differences and patterns when investigating places, environments and people. • Use geographical language to describe some aspects of human and physical features and patterns. 	<ul style="list-style-type: none"> • I can use a range of sources to find out about a period. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can use appropriate historical vocabulary to describe key features of a time period. I can choose the best way to record a range of historical information and give a reason for my choice. <p>Year 4:</p> <ul style="list-style-type: none"> • I can place events studied on a timeline. • I can use terms related to the period and begin to date events. • I can use more complex terms relating to dates such as BCE/AD. • I can use evidence to reconstruct life of different people in time studied. • I can identify key features and events of time studied. 	<ul style="list-style-type: none"> • I can compare life with that of today. • I can identify reasons for the results of people's actions. • I can use a range of sources to find out about a period • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can understand why people may have wanted to do something. <p>Year 4:</p> <ul style="list-style-type: none"> • Use a range of sources including digital and OS maps, atlases, globes and satellite images to research geographical information. • Recognise and use OS map symbols. • Use four-figure grid references to aid location of key landmarks. • Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting
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	<ul style="list-style-type: none"> • I can recall key historical facts and some dates from a period studied. • I can explain the impact of significant historical figure. • I can ask and answer more complex questions through independent research. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. <ul style="list-style-type: none"> • Ask and respond to more complex geographical questions (including how? and why?). • Use a range of sources including digital and OS maps, atlases, globes and satellite images to research geographical information • Identify and describe similarities, differences and patterns when investigating places, environments and people. 		<ul style="list-style-type: none"> • I can offer a reasonable explanation for some events. • I can look at a wider range of sources for evidence and evaluate its usefulness. • I can link observed details and research to offer reasonable explanations for some events. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. 	<p>reasons for them, i.e. the number of hotels build near a beach.</p> <ul style="list-style-type: none"> • Use geographical language to describe some aspects of human and physical features and patterns. • Describe how features and places change and the links between people and environments. <ul style="list-style-type: none"> • I can identify key features and events of time studied. • I can look at a wider range of sources for evidence and evaluate its usefulness. • I can display my findings in a variety of ways. • I can recall key historical facts and some dates from a period studied. • I can explain the impact of significant historical figure.
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	Observe, record and explain geographical features of a location.			
Science	<p style="text-align: center;">Rocks (Y3)</p> <ul style="list-style-type: none"> • I can compare and group rocks based on their appearance and physical properties, giving a reason. • I can describe how fossils are formed. • I can describe how soil is made. • I can describe and explain the difference between sedimentary and igneous rock. <p style="text-align: center;">Sound (Y4)</p> <ul style="list-style-type: none"> • I can describe how sound is made. • I can explain how sound travels from a source to our ears. • I can explain the place of vibration in hearing. • I can explore the correlation between pitch 	<p style="text-align: center;">States of matter (Y4)</p> <ul style="list-style-type: none"> • I can group materials based on their state of matter (solid, liquid, gas). • I can describe how some materials can change state. • I can explore how materials change state. • I can measure the temperature at which materials change state. • I can describe the water cycle. • I can explain the part played by evaporation and condensation in the water cycle. 	<p style="text-align: center;">Properties and changes of materials (Y5)</p> <ul style="list-style-type: none"> • I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). • I can describe how a material dissolves to form a solution; explaining the process of dissolving. • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate that some changes are reversible and some are not. • I can explain how some changes result in the formation of a new materials and that this is usually irreversible. • I can discuss reversible and irreversible changes. • I can give evidenced reasons why materials should be used for specific purposes. 	<p style="text-align: center;">Earth and space (Y5)</p> <ul style="list-style-type: none"> • I can describe and explain the movement of the Earth and other planets relative to the Sun. • I can describe and explain the movement of the Moon relative to the Earth. • I can explain and demonstrate how night and day are created. • I can describe the Sun, Earth and Moon (using the term spherical).

WORKING SCIENTIFICALLY:

Year 3:

- I can ask relevant scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can make a prediction with a reason.

Year 4

- I can use observations and knowledge to answer scientific questions.
- I can set up a fair test and explain why it is fair.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can identify differences, similarities and changes related to an enquiry.

	<p>Printing: Mayan Art</p> <p>Artist Focus: Joan Miro (print making)</p> <p>Year 3:</p> <ul style="list-style-type: none">• I can design and create a repeated print considering background paper. <p>Year 4:</p> <ul style="list-style-type: none">• I can print onto different materials using at least four colours.	<p>Sculpture: Sculpting Galapagos animal eyes out of clay.</p> <p>Artist Focus: Maria Sibylla Merian</p> <p>Year 3:</p> <ul style="list-style-type: none">• I can plan, shape, mould and make constructions from different materials. <p>Year 4:</p> <ul style="list-style-type: none">• I can produce more intricate surface patterns using a range of processes.	<p>Painting: Painting reflections of Viking boats on water.</p> <p>Artist Focus: Claude Monet (reflections)</p> <p>Year 3:</p> <ul style="list-style-type: none">• I can demonstrate increasing control of the types of marks made to create certain effects using paint.• I can use a range of brushes to create different effects in painting.	<p>Drawing (charcoal & pastels): Soldier portraits</p> <p>Artist Focus: Steve McQueen (Queen and Country)</p> <p>Year 3:</p> <ul style="list-style-type: none">• I can show facial expressions in my art.• I can use sketches to produce a final piece of art.• I can use different grades of pencil to shade and to show different tones and textures.
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		<ul style="list-style-type: none"> I can adapt my work when necessary and explain why. 	Year 4: <ul style="list-style-type: none"> I can explore different brush strokes and consider why/when they might be used. I can show reflections in my art. 	Year 4: <ul style="list-style-type: none"> I can show facial expressions and body language in sketches. I can use line, tone, shape and colour to represent figure and forms in movement. I can use marks and lines to show texture in my art.
Artists and their work (throughout every topic): <p>Year 3:</p> <ul style="list-style-type: none"> I can identify the techniques used by different artists. I can compare the work of different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods. <p>Year 4:</p> <ul style="list-style-type: none"> I can experiment with the styles used by other artists. I can explain some of the features of art from historical periods. 				
Design Tech	Chocolate and eco packaging. To design and make an eco-friendly chocolate bar and wrapper aimed at my peers. <p>Year 3: Design</p> <ul style="list-style-type: none"> I can design a product and make sure that it looks attractive. 	Reduce, reuse, recycle. To evaluate eco-friendly packaging. <p>Year 3: Design:</p> <ul style="list-style-type: none"> I can choose a textile for both its suitability and its appearance. <p>Evaluate:</p>	Make a long boat. To design a long boat, suitable for a Viking that can float in the sea. <p>Year 3: Design:</p> <ul style="list-style-type: none"> I can gather information about the needs and wants of particular individuals and groups. 	Design bow and arrows. To practise following step-by-step plan. <p>Year 3: Design:</p> <ul style="list-style-type: none"> I can share and clarify ideas through discussion. <p>Make:</p>

	<ul style="list-style-type: none"> I can model my ideas using prototypes and pattern pieces. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> I can describe how food ingredients come together. I can describe that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate. <p>Year 4: Technical Knowledge</p> <ul style="list-style-type: none"> I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> I know how to be both hygienic and safe when using food. I can describe that to be active and healthy, food and drink are needed to provide energy for the body. 	<ul style="list-style-type: none"> I can prove that my design meets some set criteria. <p>Year 4: Design:</p> <ul style="list-style-type: none"> I can use annotated sketches, cross-sectional drawing and exploded diagrams to develop and communicate my ideas. <p>Make:</p> <ul style="list-style-type: none"> I can present a product in an interesting way. <p>Evaluate:</p> <ul style="list-style-type: none"> I can evaluate products for both their purpose and appearance. 	<p>Make:</p> <ul style="list-style-type: none"> I can work accurately to measure, make cuts and make holes. <p>Evaluate:</p> <ul style="list-style-type: none"> I can prove that my design meets some set criteria. <p>Year 4: Design:</p> <ul style="list-style-type: none"> I can use ideas from other people when I am designing. <p>Make:</p> <ul style="list-style-type: none"> I can measure accurately. <p>Evaluate:</p> <ul style="list-style-type: none"> I can explain how I have improved my original design. 	<ul style="list-style-type: none"> I can follow a step-by-step plan, choosing the right equipment and materials. <p>Evaluate:</p> <ul style="list-style-type: none"> I can prove that my design meets some set criteria. <p>Year 4: Design:</p> <ul style="list-style-type: none"> I can produce a plan and explain it. <p>Make:</p> <ul style="list-style-type: none"> I can present a product in an interesting way. <p>Evaluate:</p> <ul style="list-style-type: none"> I can evaluate and suggest improvements for my design.
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	<ul style="list-style-type: none"> • I can explain that seasons may affect the food available. • I can describe how food is processed into ingredients that can be eaten or used in cooking. 			
Computing	<p>Computer systems and networks: <u>Teach Computing unit:</u> Year 4 – Computing systems and networks – The Internet.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can describe what computer inputs and outputs are. • I can explain the difference between input and output devices on a computer. • I am beginning to type quickly using a computer keyboard. • I can use a search engine to find simple information. • I understand that school computers are connected. • I can add an image to a document from the internet. <p>Year 4:</p> <ul style="list-style-type: none"> • I can copy and paste text or images to a document. 	<p>Creating Media: <u>Teach Computing unit:</u> Year 4 – Creating media – Photo editing.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I know where to save and open files. • I can present ideas and information by combining media. • I can design and create simple digital content for a purpose/audience. • I can edit digital content and explain how it has been edited. <p>Year 4:</p> <ul style="list-style-type: none"> • I recognise that you can organise files using folders. • I can collect, organise and present information using a range of media. • I can design and create digital content for a specific purpose. 	<p>Programming and Algorithms: <u>Teach Computing unit:</u> Year 4 – Programming B – Repetition in games.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can predict the outcome of a block-based program. • I can modify an existing program. • I can identify repeated steps in a program or algorithm. • I can use a count-controlled loop to make a program more efficient. • I can use a forever loop in a program or algorithm. • I can identify errors in a program or algorithm and debug them. • I can identify different inputs that can be used to control a program. <p>Year 4:</p> <ul style="list-style-type: none"> • I can create a program that uses a range of inputs. 	<p>Data and information: <u>Teach Computing unit:</u> Year 4 – Data and information – Data logging.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can present information using a suitable chart. • I can name the key parts of a database. • I can find common attributes to create a branching database. <p>Year 4:</p> <ul style="list-style-type: none"> • I can design a questionnaire and collect a range of data on a theme. • I can choose appropriate formats to present data. • I can use a computer program to sort data by common attributes.

	<ul style="list-style-type: none"> • I can crop an image and apply simple filters. • I can use a search engine to find specific information. • I recognise that school computers are connected on a network. • I can work with computer inputs and outputs. • I can use a keyboard effectively to type text. 	<ul style="list-style-type: none"> • I can edit digital content to improve it according to feedback. 	<ul style="list-style-type: none"> • I can decompose a problem into small parts to help solve it. • I can explain when to use forever loops and count-controlled loops and use them in programs. • I recognise selection in a program or algorithm. • I can design a program for a purpose. • I can debug a program and correct it. 	
E-safety Unit	<p>Online Bullying</p> <p><u>Lesson 1 - Year 3:</u> I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><u>Lesson 2 - Year 4:</u> I can recognise when someone is upset, hurt or angry online.</p>	<p>Health, Well-being, and Lifestyle</p> <p><u>Lesson 1 - Year 3:</u> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p><u>Lesson 2 - Year 4:</u> I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p>	<p>Online Reputation</p> <p><u>Lesson 1 - Year 3:</u> I can explain how to search for information about others online.</p> <p><u>Lesson 2 - Year 4:</u> I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Copyright and Ownership</p> <p><u>Lesson 1 - Year 3:</u> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p><u>Lesson 2 - Year 4:</u> I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>
<p>E-Safety objectives taught throughout Year 3:</p> <ul style="list-style-type: none"> • I can use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value. 				

	Year 4: <ul style="list-style-type: none"> I recognise acceptable and unacceptable behaviour using technology. 					
Religious Ed	L2.3: What is the 'Trinity' and why is it important for Christians?	L2.10: How do old festivals and family life show what matters to Jewish people?	L2.5: Why do Christians call the day Jesus died 'Good Friday'? L2.6 For Christians, what was the impact of Pentecost?	L2.8: What does it mean to be Hindu in Britain today?		
SMSC	Responsibility (Y5) Democracy (Y5)	First Aid (Y4)		Independence and Personal Responsibility (Y5)	Money (Y5)	
PE	Netball Year 3 <ul style="list-style-type: none"> I can throw and catch with control I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly Year 4 <ul style="list-style-type: none"> I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills 	Gymnastics Year 3 <ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus and criteria I can explain how strength and suppleness affect performance I can compare and contrast gymnastic sequences Year 4 <ul style="list-style-type: none"> I can work in a controlled way I can include change of speed and direction 	Hockey Year 3 <ul style="list-style-type: none"> I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly Year 4 <ul style="list-style-type: none"> I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game 	Dance Year 3 <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner and small group I can repeat, remember and perform phrases Year 4 <ul style="list-style-type: none"> I can take the lead when working with a partner or group I can use dance to communicate an idea 	Athletics Year 3 <ul style="list-style-type: none"> I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do Year 4 <ul style="list-style-type: none"> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target 	Striking and Fielding Games – Cricket/ Rounders Year 3 <ul style="list-style-type: none"> I can throw and catch with control I know and use rules fairly I am aware of space and use it to support team-mates and to cause problems for the opposition Year 4 <ul style="list-style-type: none"> I can hit a ball accurately with control I can throw and catch accurately

	<p>depending on what is happening in a game</p> <p>Swimming- by the end of KS2</p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> I can include a range of shapes I can work with a partner to create, repeat and improve a sequence <p>Swimming as previous.</p>	<ul style="list-style-type: none"> I can hit a ball accurately with control 		<ul style="list-style-type: none"> I can jump in different ways <p>O&A/Bell Boating Year 3</p> <ul style="list-style-type: none"> I can follow a map in a familiar context I can use clues to follow a route I can follow a route safely <p>Year 4</p> <ul style="list-style-type: none"> I can follow a map in a (more demanding) familiar context I can follow a route within a time limit 	<ul style="list-style-type: none"> I can catch with one hand I can vary tactics and adapt skills depending on what is happening in a game
<p>Music</p>	<p>Blown Away Recorder Book 1 Year 3:</p> <ul style="list-style-type: none"> I can play clear notes on an instrument. I can read and recognise semibreves, minims, crotchets and quavers. I understand the difference between crotchets and paired quavers. 	<p>Writing Music Down (Y3 - MMC) Year 3:</p> <ul style="list-style-type: none"> I can create repeated patterns with different instruments. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. 	<p>Compose with Your Friends (Y4 – MMC) Year 3:</p> <ul style="list-style-type: none"> I can sing a tune with expression. I can compose melodies. I can use musical words to describe a piece of music. 	<p>Freedom to Improve (Y5 – MMC) Year 3:</p> <ul style="list-style-type: none"> I can use different elements in my composition. I can improve my work; explaining how it has been improved. I can use musical words to describe what I like and do not like about a piece of music. 		

	<ul style="list-style-type: none"> I can identify a stave and treble clef. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can perform a simple part rhythmically. I can identify a stave, treble clef and time signature. I can follow and perform simple rhythmic scores to a steady beat. I can play a melody on an instrument. 	<p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can improvise using repeated patterns. I can explain why silence is often needed in music and explain what effect it has. I can combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> I can use symbols on a stave to map out my composition in a small group or on my own. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can sing songs from memory with accurate pitch. I can use notation to record compositions in a small group or on my own. I can identify major and minor tonality. I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can identify and describe the different purposes of music. I can explain why silence is often needed in music and explain what effect it has. I can identify musical styles from different musical eras. I can describe and compare music using musical vocabulary.
French	<p>Growing things 1.6</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can respond to a simple command. I can answer with a single word. I can ask a question. I can name people. I can read and understand single words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe people. I can read and understand a short passage using familiar language. 	<p>Carnival of animals 2.11</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can answer with a short phrase. I can name places. I can read and understand short phrases. I can copy a simple word or phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe a place. I can have a short conversation saying 3-4 things. I can explain the main points in a short passage. 	<p>Tell me a story 2.9</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can join in with songs and rhymes. I can choose the right word to complete a phrase. I can use simple dictionaries to find the meaning of words. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can give a response using a short phrase. I can use a bilingual dictionary or glossary to look up new words. 	<p>Portraits 1.4</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can name objects. I can use set phrases. I can choose the right word to complete a short sentence. I can read and understand short phrases. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe an object. I am starting to speak in sentences. I can read a passage independently.

	<ul style="list-style-type: none"> I can write phrases from memory. 	<ul style="list-style-type: none"> I can write phrases from memory. 	<ul style="list-style-type: none"> I can write 2-3 short sentences on a familiar topic. 	<ul style="list-style-type: none"> I can say what I like/dislike about a familiar topic.
English genres	<p style="text-align: center;">Unit 1</p> <p>Text: Charlie and the Chocolate Factory: The Play by Roald Dahl (author), Richard George (Adapter)</p> <p>Model text: Scene 5: The Chocolate Room</p> <p>Hot task: Scene 6: The Chocolate River</p> <p>Genre: Fiction: Play script</p> <p>Cross Curricular Link: History</p> <p>Creative Write: Write a play script for newly invented scene</p> <p style="text-align: center;">Unit 2</p> <p>Text: Kids Fight Plastic by Martin Dorey</p> <p>Model text: Should we ban plastic to save the environment? (taken from Grammarsaurus)</p> <p>Hot task: Should we ban plastic food packaging?</p> <p>Genre: Non-Fiction: Discussion</p> <p>Cross Curricular Link: DT/SMSC</p> <p>Creative Write: Discussion text on issue of choice e.g. Were the Mayans the best inventors?</p>	<p style="text-align: center;">Unit 1</p> <p>Text: What Mr Darwin Saw by Mick Manning</p> <p>Model text: ‘Early Days’ recount</p> <p>Hot task: Recount of Darwin’s journey to the Galapagos (diary entry)</p> <p>Genre: Non-Fiction/ Fiction: Recount</p> <p>Cross Curricular Link: Geography</p> <p>Creative Write: Recount of what animals Darwin saw</p> <p style="text-align: center;">Unit 2</p> <p>Text: Darwin’s Tree of Life by Michael Bright</p> <p>Model text: Early Land Plants</p> <p>Hot task: Animals of the Galapagos Islands</p> <p>Genre: Non-Fictions: Non-chronological report.</p> <p>Cross Curricular Link: Geography</p> <p>Creative Write: Non-chronological report of chosen animal</p>	<p style="text-align: center;">Unit 1</p> <p>Text: How to train your dragon by Cressida Cowell</p> <p>Model text: How to train your dragon (taken from Grammarsaurus)</p> <p>Hot task: How to train your Viking</p> <p>Genre: Non-Fiction/Friction: Instructions</p> <p>Cross Curricular Link: History</p> <p>Creative Write: Create own set of instructions – How to train your...</p> <p style="text-align: center;">Unit 2</p> <p>Text: She Wolf by Dan Smith</p> <p>Model text: Opening extract of story</p> <p>Hot task: Opening extract from own perspective</p> <p>Genre: Fiction: Narrative (suspense)</p> <p>Cross Curricular Link: History</p> <p>Creative Write: Continue story to include middle and ending.</p>	<p style="text-align: center;">Unit 1</p> <p>Text: The War of the Worlds (Young Reading Series 3) by Russell Punter</p> <p>Model text: Opening extract (page 6)</p> <p>Hot task: Middle and Ending of story.</p> <p>Genre: Fiction (classic): Narrative (Science fiction)</p> <p>Cross Curricular Link: Science: Earth and Space</p> <p>Creative Write: Own Science fiction narrative set on planet of choice</p> <p style="text-align: center;">Unit 2</p> <p>Text: Water Cycles by DK</p> <p>Model text: Save our river (taken from Grammarsaurus)</p> <p>Hot task: Save the River Avon (letter to the local council)</p> <p>Genre: Non-Fiction: Formal letter</p> <p>Cross Curricular Link: Local History, Science Earth and space, SMSC: Current Affairs</p> <p>Creative Write: Formal letter on topic of choice e.g. letter to head teacher about a school trip.</p>

Maths unit links	Place Value (how long is 1000 years?) Addition and subtraction (working out how long-ago events happened).	Addition and subtraction Multiplication and division	Measurement: length, perimeter and area. Fractions and decimals.	Decimals (including money) Time Statistics – reading Atlas, taking surveys. Geometry
Links to British Values	Individual liberty – Mayans expressed themselves through art, sculpture, stone carvings. Contrast this to now – social media, freedom of speech.	Democracy – to solve the plastic pollution on the island – all are involved.	The rule of law – Viking’s reputation for law breaking, the law-speaker’s responsibility to remember the laws (as they didn’t write things down).	Mutual respect and tolerance – lack of respect and tolerance, causing battles. Was this resolved afterwards or were people still as greedy?
School Values	Respect – Mayan’s respect for the dead – death rituals and pyramids.	Togetherness – working together to clear the plastic pollution and protect the animals from it and invent ways to stop it happening.	Resilience – Eiril Thorvaldsson’s (Erik the red)	Pride – Representing their place and going to battle to protect it.
Enrichment / Community	Cadbury world. A visit to Broadway sweet shop.	Animal visitor in – unusual species.	Viking shelter building.	Battle of Evesham Almonry.

2024/2025 – Rotation C

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Hunter Gatherers (10 Weeks) History focus Knowledge and skills Enrichment Challenge	Land of Hope and Glory (9 Weeks) <i>Geography focus</i> Community Aspirations Inspire		Tomb Raiders (10 Weeks) History focus Knowledge and skills Enrichment Challenge		Amazing Alps (10 Weeks) <i>Geography focus</i> Community Inspire Challenge Achieve
History / Geography	Year 3: <ul style="list-style-type: none"> I can use a time line within a specific time in history to set out the order events may have happened. I can use dates and terms related to the unit studied and the passing of time. I can find out about everyday lives of people in time studied. I can compare life with that of today. I can identify reasons for the results of people's actions. I can express an opinion on whether a person or event had a positive or negative impact on people's lives. 	Knowledge: <ul style="list-style-type: none"> Name and locate counties and a wider range of cities across the UK. Name and locate geographical regions in the UK (i.e. Cotswolds), identifying their human and physical characteristics. Begin to develop an understanding times zones and its impact on travel. Year 3: <ul style="list-style-type: none"> Plan a journey by plotting a route and identifying appropriate modes of transport. 		Year 3: <ul style="list-style-type: none"> I can sequence several events or artefacts. I can show developing understanding of chronology by realising that the past can be split into different time periods. I can understand why people may have wanted to do something. I can study the lives of significant individuals. I can understand that Britain has been invaded by several different groups, over time. I can distinguish between different sources – 		Knowledge: <ul style="list-style-type: none"> Identify and name some significant mountain regions. Identify the position of the Arctic and Antarctic Circle in relation to the area of study. Begin to develop an understanding of the significance of latitude and longitude. Year 3: <ul style="list-style-type: none"> Ask and answer more complex geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.

<ul style="list-style-type: none"> • I can observe small details in artefacts. • I can select and record information. • I can use a range of sources to find out about a period. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can use appropriate historical vocabulary to describe key features of a time period. I can choose the best way to record a range of historical information and give a reason for my choice. <p>Year 4:</p> <ul style="list-style-type: none"> • I can place events studied on a timeline. • I can use terms related to the period and begin to date events. • I can use more complex terms relating to dates such as BCE/AD. 	<ul style="list-style-type: none"> • Begin to use the eight compass points to describe locations and routes. • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. <p>Year 4:</p> <ul style="list-style-type: none"> • Plan a journey by plotting a route, identifying the countries and landmarks passed and appropriate modes of transport. • Use the eight compass points to describe locations and routes. • Use geographical language to describe some aspects of human and physical features and patterns. • Describe how features and places change and the links between people and environments. 	<p>compare different versions of the same event.</p> <ul style="list-style-type: none"> • I can begin to evaluate the usefulness of different sources. • I can suggest suitable research questions. • I can use sources to justify answers. • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • I can use appropriate historical vocabulary to describe key features of a time period. I can choose the best way to record a range of historical information and give a reason for my choice. <p>Year 4:</p> <ul style="list-style-type: none"> • I can plot history on timelines using centuries and decades. • I can recall key historical facts and some dates from a period studied. 	<ul style="list-style-type: none"> • Use a wider range of geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. <p>Year 4:</p> <ul style="list-style-type: none"> • Ask and respond to more complex geographical questions (including how? and why?). • Identify and describe similarities, differences and patterns when investigating places, environments and people. • Use geographical language to describe some aspects of human and physical features and patterns. • Describe how features and places change and the links between people and environments. 	
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	<ul style="list-style-type: none"> • I can use evidence to reconstruct life of different people in time studied. • I can identify key features and events of time studied. • I can offer a reasonable explanation for some events. • I can look at a wider range of sources for evidence and evaluate its usefulness. • I can link observed details and research to offer reasonable explanations for some events. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. 		<ul style="list-style-type: none"> • I can look for links and effects in time studied. • I can explain the impact of significant historical figure. • I can explain how the previous settlers of the past have shaped our lives today. • I can offer some reasons for different versions of the same event. • I can ask and answer more complex questions through independent research. • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry. • I can select data and organise it to answer historical questions. 	
Science	<p>Animals including humans (Y3)</p> <p>Year 3:</p> <ul style="list-style-type: none"> • I can explain the importance of a nutritious, balanced diet. • I can explain how nutrients, water and oxygen are 	<p>Light (Y3)</p> <ul style="list-style-type: none"> • I can describe what dark is (the absence of light). • I can explain that light is needed in order to see. • I can explain that light is reflected from a surface. 	<p>Animals including humans (Y4)</p> <ul style="list-style-type: none"> • I can identify and name the parts of the human digestive system. • I can describe the functions of the organs in 	<p>Electricity (Y4)</p> <ul style="list-style-type: none"> • I can identify and name appliances that require electricity to function. • I can construct a series circuit • I can identify and name the components in a series circuit

	<p>transported within animals and humans.</p> <ul style="list-style-type: none"> • I can describe and explain the skeletal system of a human. • I can describe and explain the muscular system of a human. • I can describe the purpose of the skeleton in humans and animals. 	<ul style="list-style-type: none"> • I can explain and demonstrate how a shadow is formed. • I can explore shadow size and explain. • I can explain the danger of direct sunlight and describe how to keep protected. 	<p>the human digestive system.</p> <ul style="list-style-type: none"> • I can identify and describe the different types of teeth in humans. • I can describe the functions of different human teeth. • I can use food chains to identify producers, predators and prey. • I can construct food chains to identify producers, predators and prey. 	<p>(including cells, wires, bulbs, switches and buzzers).</p> <ul style="list-style-type: none"> • I can draw a circuit diagram. • I can predict and test whether a lamp will light within a circuit. • I can describe the function of a switch in a circuit. • I can describe the difference between a conductor and insulators: giving examples of each. <p style="text-align: center;">Animals including humans (Y5)</p> <ul style="list-style-type: none"> • I can create a timeline to indicate stages of growth in humans.
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WORKING SCIENTIFICALLY:

Year 3:

- I can ask relevant scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can make a prediction with a reason.

Year 4

- I can use observations and knowledge to answer scientific questions.
- I can set up a fair test and explain why it is fair.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can identify differences, similarities and changes related to an enquiry.

<p>Art</p>	<p>Drawing (charcoal & pastels): Stone Age cave paintings.</p> <p>Artist Focus: Wilfredo Lam</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use different grades of pencil to shade and to show different tones and textures. I can use sketches to produce a final piece of art. <p>Year 4:</p> <ul style="list-style-type: none"> I can use line, tone, shape and colour to represent figure and forms in movement. I can use marks and lines to show texture in my art. I can show facial expressions and body language in sketches. 	<p>Drawing (sketches): Sketches of Broadway</p> <p>Artist Focus: Antonio Gaudi (architect)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use different grades of pencil to shade and to show different tones and textures. I can use sketches to produce a final piece of art. <p>Year 4:</p> <ul style="list-style-type: none"> I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement. I can show reflections in my art. 	<p>Using technology: Digital portraits</p> <p>Artist Focus: David Hockney (pixilated photography)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can use IT to create art which includes my own work and that of others. I can use digital images and combine with other media in my art. <p>Year 4:</p> <ul style="list-style-type: none"> I can integrate digital images into my art. 	<p>Sculpture: Sculpting people using wire.</p> <p>Artist Focus: Anish Kapoor (sculpture)</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can plan, shape, mould and make constructions from different materials. <p>Year 4:</p> <ul style="list-style-type: none"> I can produce more intricate surface patterns using a range of processes. I can adapt my work when necessary and explain why.
<p>Artists and their work (throughout every topic):</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can identify the techniques used by different artists. I can compare the work of different artists. I recognise when art is from different cultures. 				

	<ul style="list-style-type: none"> • I recognise when art is from different historical periods. <p>Year 4:</p> <ul style="list-style-type: none"> • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. 			
Design Technology	<p>Stone Age Bread and Butter To understand what people in the Stone Age ate and what their diet consisted of.</p> <p>Year 3: Cooking and nutrition:</p> <ul style="list-style-type: none"> • I can describe how food ingredients come together. • I can describe that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate. <p>Year 4: Cooking and nutrition:</p> <ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food. • I can describe that to be active and healthy, food and drink are needed to provide energy for the body. 	<p>Building Bridges To build a strong and sturdy structure that can balance and hold the weight of other items.</p> <p>Year 3: Technical Knowledge:</p> <ul style="list-style-type: none"> • I know how to make strong, stiff shell structures. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. <p>Year 4: Technical Knowledge:</p> <ul style="list-style-type: none"> • I can persevere and adapt my work when my original ideas do not work. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can evaluate and suggest 	<p>Creating mechanical shaduf To design and make an object with a levering system to help transport objects from one place to another.</p> <p>Year 3: Design:</p> <ul style="list-style-type: none"> • I can gather information about the needs and wants of particular individuals and groups. • I can model my ideas using prototypes and pattern pieces. <p>Make:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan, choosing the right equipment and materials. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. 	<p>Create electrical game To create a puzzle/trivia game to play with my peers using an electrical circuit.</p> <p>Year 3: Technical Knowledge:</p> <ul style="list-style-type: none"> • I can select the most appropriate tools and techniques for a given task. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can prove that my design meets some set criteria. <p>Make:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan choosing the right equipment and materials. <p>Design:</p> <ul style="list-style-type: none"> • I can share and clarify ideas through discussion. <p>Year 4: Design:</p> <ul style="list-style-type: none"> • I can use ideas from other people when I am designing.

	<ul style="list-style-type: none"> • I can explain that seasons may affect the food available. • I can describe how food is processed into ingredients that can be eaten or used in cooking. • I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>improvements for my designs.</p>	<p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I can use mechanical systems such as levers and linkages or pneumatic systems to create movement. <p>Year 4: Design:</p> <ul style="list-style-type: none"> • I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas. <p>Make:</p> <ul style="list-style-type: none"> • I can make a product which uses both electrical and mechanical components. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can explain how I have improved my original design. 	<ul style="list-style-type: none"> • I can produce a plan and explain it. <p>Make:</p> <ul style="list-style-type: none"> • I can present a product in an interesting way. <p>Evaluate:</p> <ul style="list-style-type: none"> • I can explain how I have improved my original design. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • I can make simple electrical circuits and components can be used to create functional products.
<p>Computing</p>	<p>Computer systems and networks: <u>Teach Computing unit:</u> Year 5 - Computing systems and networks – Systems and searching.</p>	<p>Creating Media: <u>Teach Computing unit:</u> Year 5 – Creating media – Video production. Year 3:</p>	<p>Programming and Algorithms: <u>Teach Computing unit:</u> Year 5 – Programming A – Selection in physical computing. Year 3:</p>	<p>Data and information: <u>Teach Computing unit:</u> Year 5 – Data and information – Flat-file databases. Year 3:</p>

	<p>Year 3:</p> <ul style="list-style-type: none"> • I can describe what computer inputs and outputs are. • I can explain the difference between input and output devices on a computer. • I am beginning to type quickly using a computer keyboard. • I can use a search engine to find simple information. • I understand that school computers are connected. • I can add an image to a document from the internet. <p>Year 4:</p> <ul style="list-style-type: none"> • I can copy and paste text or images to a document. • I can crop an image and apply simple filters. • I can use a search engine to find specific information. • I recognise that school computers are connected on a network. • I can work with computer inputs and outputs. • I can use a keyboard effectively to type text. 	<ul style="list-style-type: none"> • I know where to save and open files. • I can present ideas and information by combining media. • I can design and create simple digital content for a purpose/audience. • I can edit digital content and explain how it has been edited. <p>Year 4:</p> <ul style="list-style-type: none"> • I recognise that you can organise files using folders. • I can collect, organise and present information using a range of media. • I can design and create digital content for a specific purpose. • I can edit digital content to improve it according to feedback. 	<ul style="list-style-type: none"> • I can predict the outcome of a block-based program. • I can modify an existing program. • I can identify repeated steps in a program or algorithm. • I can use a count-controlled loop to make a program more efficient. • I can use a forever loop in a program or algorithm. • I can identify errors in a program or algorithm and debug them. • I can identify different inputs that can be used to control a program. <p>Year 4:</p> <ul style="list-style-type: none"> • I can create a program that uses a range of inputs. • I can decompose a problem into small parts to help solve it. • I can explain when to use forever loops and count-controlled loops and use them in programs. • I recognise selection in a program or algorithm. 	<ul style="list-style-type: none"> • I can present information using a suitable chart. • I can name the key parts of a database. • I can find common attributes to create a branching database. <p>Year 4:</p> <ul style="list-style-type: none"> • I can design a questionnaire and collect a range of data on a theme. • I can choose appropriate formats to present data. • I can use a computer program to sort data by common attributes.
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			<ul style="list-style-type: none"> • I can design a program for a purpose. • I can debug a program and correct it. 	
E-safety Unit (Y3 Topics).	<p>Privacy and Security</p> <p><u>Lesson 1 - Year 3:</u> I can describe simple strategies for creating and keeping passwords.</p> <p><u>Lesson 2 - Year 4:</u> I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p>	<p>Online Relationships</p> <p><u>Lesson 1 - Year 3:</u> I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p><u>Lesson 2 - Year 4:</u> I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>Self-Image and Identity</p> <p><u>Lesson 1 - Year 3:</u> I can explain ways in which someone might change their identity depending on what they are doing online (e.g., gaming, using an avatar, social media) and why.</p> <p><u>Lesson 2 - Year 4:</u> I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Managing Online Information</p> <p><u>Lesson 1 - Year 3:</u> I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news, stories etc.</p> <p><u>Lesson 2 - Year 4:</u> I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>
	<p>E-Safety objectives taught throughout Year 3:</p> <ul style="list-style-type: none"> • I can use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value. <p>Year 4:</p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 			
Religious Education	<p>RE content is taught on a two-year cycle. Cycle C will repeat content from Cycle A or B, depending on what was taught the previous year.</p>			

SMSC	Responsibilities in school-Refugees/Government Community (Y5) Building confidence and challenging stereotypes (Y4)	Understanding food labels (Y3).	Diverse families in the UK and globally (Y3) Mental Health and Positive Body Image (Y4)	Changes in relationships (Y4) Current Affairs (Y4)		
PE	Netball Year 3 <ul style="list-style-type: none"> I can throw and catch with control I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly Year 4 <ul style="list-style-type: none"> I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills depending on what is 	Gymnastics Year 3 <ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus and criteria I can explain how strength and suppleness affect performance I can compare and contrast gymnastic sequences Year 4 <ul style="list-style-type: none"> I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to 	Hockey Year 3 <ul style="list-style-type: none"> I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly Year 4 <ul style="list-style-type: none"> I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game I can hit a ball 	Dance Year 3 <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner and small group I can repeat, remember and perform phrases Year 4 <ul style="list-style-type: none"> I can take the lead when working with a partner or group I can use dance to 	Athletics Year 3 <ul style="list-style-type: none"> I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do Year 4 <ul style="list-style-type: none"> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways O&A/Bell Boating Year 3	Striking and Fielding Games Year 3 <ul style="list-style-type: none"> I can throw and catch with control I know and use rules fairly I am aware of space and use it to support team-mates and to cause problems for the opposition Year 4 <ul style="list-style-type: none"> I can hit a ball accurately with control I can throw and catch accurately I can catch with one hand I can vary tactics and adapt skills depending on what is happening in a game

	<p>happening in a game</p> <p>Swimming- by the end of KS2</p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. 	<p>create, repeat and improve a sequence</p> <p>Swimming as Aut 1</p>	<p>accurately with control</p>	<p>communicate an idea</p>	<ul style="list-style-type: none"> I can follow a map in a familiar context I can use clues to follow a route I can follow a route safely <p>Year 4</p> <ul style="list-style-type: none"> I can follow a map in a (more demanding) familiar context I can follow a route within a time limit 	
<p>Music</p>	<p>Djembe <u>Year 3:</u></p> <ul style="list-style-type: none"> I can play clear notes on an instrument. I can read and recognise semibreves, minims, crotchets and quavers. 	<p>Composing Using Your Imagination (Y3 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can create repeated patterns with different instruments. I can use musical words to describe what I like and do 	<p>Expression and Improvisation (Y4 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can sing a tune with expression. I can compose melodies. I can use musical words to describe a piece of music. 	<p>Melody and Harmony in Music (Y5 – MMC) <u>Year 3:</u></p> <ul style="list-style-type: none"> I can use different elements in my composition. I can improve my work; explaining how it has been improved. 		

	<ul style="list-style-type: none"> I understand the difference between crotchets and paired quavers. I can identify a stave and treble clef. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can perform a simple part rhythmically. I can identify a stave, treble clef and time signature. I can follow and perform simple rhythmic scores to a steady beat. I can play a melody on an instrument. 	<p>not like about a piece of music.</p> <ul style="list-style-type: none"> I can recognise the work of at least one famous composer. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can improvise using repeated patterns. I can explain why silence is often needed in music and explain what effect it has. I can combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> I can use symbols on a stave to map out my composition in a small group or on my own. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can sing songs from memory with accurate pitch. I can use notation to record compositions in a small group or on my own. I can identify major and minor tonality. I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> I can use musical words to describe what I like and do not like about a piece of music. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> I can identify and describe the different purposes of music. I can explain why silence is often needed in music and explain what effect it has. I can identify musical styles from different musical eras. I can describe and compare music using musical vocabulary.
French	<p>The Four Friends 1.5</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can respond to a simple command. I can answer with a single word. I can ask a question. I can name people. I can read and understand single words. I can label a picture. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe people. 	<p>All Aboard 2.7</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can answer with a short phrase. I can name places. I can read and understand short phrases. I can copy a simple word or phrase. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe a place. I can have a short conversation saying 3-4 things. 	<p>Celebrations 1.3</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can join in with songs and rhymes. I can choose the right word to complete a phrase. I can use simple dictionaries to find the meaning of words. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can give a response using a short phrase. 	<p>Pocket Money 2.8</p> <p>Year 3:</p> <ul style="list-style-type: none"> I can name objects. I can use set phrases. I can choose the right word to complete a short sentence. I can read and understand short phrases. I can write single words correctly. <p>Year 4:</p> <ul style="list-style-type: none"> I can name and describe an object. I am starting to speak in sentences. I can read a passage independently.

	<ul style="list-style-type: none"> I can read and understand a short passage using familiar language. I can write phrases from memory. 	<ul style="list-style-type: none"> I can explain the main points in a short passage. I can write phrases from memory. 	<ul style="list-style-type: none"> I can use a bilingual dictionary or glossary to look up new words. I can write 2-3 short sentences on a familiar topic. 	<ul style="list-style-type: none"> I can say what I like/dislike about a familiar topic.
English genres	<p>Unit 1 Text: The Secrets of Stonehenge by Mick Manning. Model text: Opening extract of text Hot task: The Mystery of Stonehenge Genre: Non-Fiction: Explanation Cross Curricular Link: History Creative Write: Explanation text on topic of choice.</p> <p>Unit 2 Text: Stig of the Dump by Clive King Model text: Dialogue on page 6-8. Hot task: Dialogue based on the next part of the story. Genre: Fiction (classic): Dialogue Cross Curricular Link: History Creative Write: What do you think happened to Stig next?</p>	<p>Unit 1 Text: The London Eye Mystery by Siobhan Dowd. Model text: Opening of story – Chapter One Hot task: Resolution and Ending of mystery Genre: Fiction: Narrative (mystery) Cross Curricular Link: Geography Creative Write: Story based on a new mystery set in a UK capital</p> <p>Unit 2 Text: Scientists: Inspiring tales of the world’s brightest scientific minds by DK Model text: Biography of the Galileo Galilei Hot task: Biography of Thomas Edison Genre: Non-Fiction: Biography Cross Curricular Link: Science: Light</p>	<p>Unit 1 Text: Mummies Unwrapped by Tom Froese Model text: What is a mummy? Hot task: How exactly were mummies made? Genre: Non-Fiction: Explanation text Cross Curricular Link: History Creative Write: Explanation text on Egyptian topic of choice e.g. How to mummify a tomato.</p> <p>Unit 2 Text: The Egyptian Cinderella by Shirley Climo Model text: Opening extract (page 1-4) Hot task: Modern retelling of The Egyptian Cinderella. Genre: Fiction: Myth/Fairy tale Cross Curricular Link: History Creative Write: Create own myth/legend/fairy tale linked to the Egyptians.</p>	<p>Unit 1 Text: Mountains (World of Wonder) Model text: Protecting our peaks (page 62) Hot task: Things you can do to protect the Alps Genre: Non-Fiction: Persuasive text Cross Curricular Link: Geography/SMSC Creative Write: Persuasive text on an environmental issue of choice</p> <p>Unit 2 Text: The Brockenspectre by Linda Newbery Model text: Character description of Tomas’ father (chapter one) Hot task: Character description of ‘The Brockenspectre’ Genre: Fiction: Character description Cross Curricular Link: Geography Creative Write: Description of character of choice.</p>

		Creative Write: Biography of a chosen scientist.		
Maths unit links	Place Value (how long is 1000 years?) Addition and subtraction (working out how long-ago events happened).	Addition and subtraction Multiplication and division	Measurement: length, perimeter and area. Fractions and decimals.	Decimals (including money) Time – working out time zones. Statistics – reading Atlas, taking surveys. Geometry – flags of different countries.
Links to British Values	Individual Liberty – there were no governments and no social media. Stone Age people had complete freedom of speech. This was expressed through their cave paintings.	Democracy – what is democracy and who is out government? How does democracy work in the UK?	The Rule of Law – following the rules of burials and mummification.	Mutual Respect and Tolerance – respecting how other people live and being tolerant of their ways of life.
School Values	Ambition – Stonehenge, how was it built? What was it for? Think about the geography of the rocks used and how they transported them to Salisbury.	Pride – how do we show we are proud of where we live? What makes us proud to live in the UK?	Resilience – link to Passover (RE). They worked in harsh conditions to build pyramids – didn't give up. They had to be built.	Respect Respecting the environment and rules. How can we protect mountains? Respecting different ways of life.
Enrichment / Community	Stone Age Toolbox – The Hive Use forest school to make Stone Age homes from the Palaeolithic era. Knowledge and skills Enrichment Challenge Achieve	Sketching trip in Broadway (fieldwork, planning our own trips using OS map symbols). Community Aspirations Inspire	Egyptian themed day – come dressed as an Egyptian. Electrifying Science - Thinktank. Knowledge and skills Enrichment Challenge	Forest school – looking at the different plants in the school environment, sketching them. Community Inspire Challenge Achieve

