

| Years 3 and 4 | | | | | | |
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| | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
| Topic | The Invaders are Coming! | Super Shang Dynasty | Ancient Egyptians | Roman Empire | It’s Not Easy Being Green | Magnificent Mayans |
| Maths National Curriculum Progression supported by Abacus Framework | Year 3 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, and a three-digit number and hundreds. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators Measure, compare, add and subtract: lengths; mass; volume/capacity. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Year 4 Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which | Year 3 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. 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| English Reading | <p>Year 3</p> <p>Share answers, arguments and opinions. Begin to apply knowledge of root words, prefixes and suffixes when reading aloud. Recognise a range of prefixes. Make inferences based on what is being said and done as well as past experiences. Retrieve and record information from non-fiction texts. Check that the text makes sense, discuss understanding and explain the meaning of words in context. Segment and blend compound words. Perform poems and play scripts aloud.</p> <p>Year 4</p> <p>Respond to the answers, arguments and opinions of others. Apply knowledge of root words, prefixes and suffixes to understand meaning. Recognise most prefixes. Read further exemption words. Identify the themes and conventions used in a wide range of books. Identify main ideas drawn from more than one paragraph and summarise accurately. Ask a range of questions to improve understanding of the text.</p> | <p>Year 3</p> <p>Make basic predictions. Read further exemption words. Recognise increasing range of prefixes. Talk about the way in which different non-fiction books are structured. Summarise information from fiction and non-fiction texts. Discuss words and phrases that capture the reader’s interest and imagination. Prepare poems and play scripts to read aloud and perform.</p> <p>Year 4</p> <p>Make reasoned predictions. Use elements of known words to decode new and unfamiliar words. Discuss the key features of main genres. Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively. Take part in discussion about books, taking turns to listen and respond. Evaluate and edit by assessing the effectiveness of own and others’ writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life.</p> | <p>Year 3</p> <p>Share and justify answers, arguments and opinions. Apply knowledge of root words, prefixes and suffixes to understand the meaning. Ask questions to improve understanding of the text. Take part in discussion about books, taking turns to listen to what others say. Segment and blend compound words.</p> <p>Year 4</p> <p>Use spoken language to imagine and explore ideas. Recognise that where a word ends in ‘e’ and suffix begins with a vowel, remove the ‘e’ first. Use a dictionary to check the meaning of words read. Draw inferences, such as inferring characters’ feelings, thoughts and motives for their actions. Listen to and discuss a wide range of texts.</p> | <p>Year 3</p> <p>Share answers, arguments and opinions. Begin to apply knowledge of root words, prefixes and suffixes when reading aloud. Recognise a range of prefixes. 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| English Writing | <p>Instructions, Information Writing, Letter Writing, Poetry to Perform</p> <p>Year 3</p> <p>Use an increasing range of prefixes. Recognise that where a word ends in ‘e’ & suffix begins with a vowel remove the ‘e’. Use apostrophes in two-word contraction. Use of inverted commas for direct speech. Use commas in lists. Use increasingly complex adjectives. Use prepositions.</p> | <p>Persuasive Writing, Recount, Information Writing, Poetry</p> <p>Year 3</p> <p>Spell words containing ‘ei’ , ‘eigh’ & ‘-ey’. Spell most homophones correctly. Use a thesaurus effectively. Use the prefix in-. Begin to use inverted commas to demarcate direct speech accurately. Use fronted adverbials. Use commas after fronted adverbials.</p> | <p>Descriptive Writing, Biography, Information Writing, Poetry</p> <p>Year 3</p> <p>Spell words with ‘sc’, Spell homophones and most near homophones. Use possessive apostrophe for singular noun. Use increasingly complex adverbial starters to open/link paragraphs. Use time connective phrases.</p> | <p>Instructions, Information Writing, Letter Writing, Poetry to Perform</p> <p>Year 3</p> <p>Use an increasing range of prefixes. Recognise that where a word ends in ‘e’ & suffix begins with a vowel remove the ‘e’. Use apostrophes in two-word contraction. Use of inverted commas for direct speech. Use commas in lists. Use increasingly complex adjectives. Use prepositions.</p> | <p>Descriptive Writing, Recount, Information Writing, Poetry</p> <p>Year 3</p> <p>Spell words containing ‘ei’ , ‘eigh’ & ‘-ey’. Spell most homophones correctly. Use a thesaurus effectively. Use the prefix in-. Begin to use inverted commas to demarcate direct speech accurately. Use fronted adverbials. Use commas after fronted adverbials.</p> | <p>Narrative, Information Writing, Poetry, Persuasive Writing</p> <p>Year 3</p> <p>Spell words with ‘sc’, Spell homophones and most near homophones. Use possessive apostrophe for singular noun. Use increasingly complex adverbial starters to open/link paragraphs. Use time connective phrases.</p> |

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| | <p>Use the forms, a and an., Write simple sentences with simple subject/verb. Simple variation in sentence structure. Begin to use the diagonal and horizontal strokes needed to join letters. Identify examples of similar writing when planning own writing. Begin to compose and rehearse sentences building a varied and rich vocabulary. Attempt to use paragraphs to group related material. Use past tense for stories. Include more detail in opening to a story. Record key words and phrases. Use bullet points and notes. Perform poems and play scripts aloud. Recognise and use similes to compare two objects with similar characteristics.</p> <p>Year 4 Use an increasing range of prefixes. Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel. The final consonant must be doubled first. Use the first three or four letters of a word to check the spelling and meaning of words in a dictionary. Recognise word families based on common words, showing how words are related in both form and meaning. Use an apostrophe to show possession. Use inverted commas to demarcate direct speech accurately. Use conjunctions to link ideas. Use complex prepositions. Use perfect verb form for time and cause, Write in the past tense. Write simple and compound sentences using a wider range of conjunctions, adverbs and prepositions. Write clearly, neatly and joined. Discuss and adapt examples of similar writing when planning writing. Compose and rehearse sentences. Use past tense for narration and simple present tense for writing speech. Include a dilemma that needs to be resolved in the story. Begin to generalise when expressing point of view. Include an introduction and a summary. Use an index to support work. Invent nonsense words and imaginary places to use in poetry. Use similes to help build up vivid images to include in nonsense poems, rhymes and riddles.</p> | <p>Use adverbial starters to open/link paragraphs. Write a range of sentences with a main clause Write in the third person. Use the diagonal and horizontal strokes needed to join letters consistently. Understand which letters, when adjacent to one another, are best left unjoined. Begin to evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Use examples of similar writing when planning own writing. Describe the appearance, and actions of characters. Use past tense for stories accurately. Make effective notes. Record important key words and phrases using a range of sources of information to support my work. Recognise an increasing range of poetry. Prepare poems and play scripts to read aloud and perform.</p> <p>Year 4 Add a prefix to a root word beginning with, ‘l’ which becomes ‘il’, ‘m’, ‘p’, ‘r’ or ‘in’ Recognise that where a word ends in ‘y’, in most words replace the ‘y’ with an ‘i’ before adding the suffix. Use the possessive apostrophe. Use an apostrophe where a plural ends in ‘s’. Use commas after fronted adverbials. Use increasingly complex conjunctions to link ideas. Expand descriptive phrases by using a list. Recognise the difference between plural and possessive –s Use standard English forms for verb inflections. Write in the present tense. Write sentences with a main and subordinate clauses. Begin to adapt style for different genres. Discuss and record developing ideas in detail when planning writing. Evaluate and edit by assessing the effectiveness of own and others’ writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life. Recognise and use the features of a Tanka poem.</p> | <p>Use increasingly complex prepositions. Recognise and use abbreviated words. Show knowledge of word families. Write simple sentences using repeated subject/verb. Some use of varied sentence structure. Write a sentence with a co-ordinate clause. Explore the use of different styles & scripts. Compose and rehearse sentences. Define paragraphs by organising ideas with related points placed next to each other. Evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Introduce and describe key characters in the opening of a story to set the scene. Describe the appearance, actions and feelings of characters. Use heading, sub- heading and introductory sentences Begin to edit and restructure work.. Recognise and use complex similes to compare. Discuss the features of a range of poetry.</p> <p>Year 4 Spell words that have unstressed vowels or double consonants. Spell words with silent letters. Use the possessive apostrophe accurately in words with regular plurals. Begin to use inverted commas to demarcate indirect speech. Use a comma to indicate clauses. Use passive verbs. Use a range of imperative verbs. Use verbs to create tension and suspense. Use expanded noun phrase, by adding modifying adjectives, nouns and prepositional phrases. Use a range of sentence openings to highlight main ideas. Begin to use relative clauses. Increase the legibility, consistency and quality of handwriting. Use a style that suits the genre. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors. Use paragraphs to show changes in time. Include description of more than one characters point of views, actions, impact on others and the direction of the story. Organise work effectively using structural features. Extract information from secondary sources. Explore unusual language effects such as onomatopoeia and metaphor to create impact, mood and emotion. Recognise and create a Cinquain poem</p> | <p>Use the forms, a and an., Write simple sentences with simple subject/verb. Simple variation in sentence structure. Begin to use the diagonal and horizontal strokes needed to join letters. Identify examples of similar writing when planning own writing. Begin to compose and rehearse sentences building a varied and rich vocabulary. Attempt to use paragraphs to group related material. Use past tense for stories. Include more detail in opening to a story. Record key words and phrases. Use bullet points and notes. Perform poems and play scripts aloud. 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| <p>Science</p> <p>Working scientifically objectives are ongoing throughout the year.</p> | <p><u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, ,keys, bar charts, and tables</p> | | | <p><u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, ,keys, bar charts, and tables</p> | | |

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| | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. | | | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. | | |
| | <p>Year 3 Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Year 4 Recognise that pushes and pulls will bring an object to rest more quickly. Describe situations where friction is helpful and where it is not. Identify the effects of friction acting between moving surfaces Predict whether two magnets will attract or repel each other, depending on which poles are facing. Describe situations where there is more than one force acting on an object. Compare and group everyday materials that are magnetic and identify magnetic materials. Identify factors than increase resistance.</p> | <p>Year 3 Recognise that light is needed to see things and that dark is the absence of light. Recognise that shadows are formed when light from a light source is blocked by a solid object. Notice that light is reflected from surfaces. Recognise that light from the sun is dangerous and that there are ways to protect the eyes. Talk about how sound travels. Use the term vibration, when describing sounds and recognise that vibrations from sounds travel through a medium to the ear. Recognise that sounds get fainter as the distance from the sound source increases. Recognise that batteries are a source of electricity. Make circuits with more one than 1 bulb. Explain simply how the number of batteries affects the amount of electricity. Talk about the effect of making or breaking contacts in a circuit. Recognise common conductors and insulators. Year 4 Describe what happens to a light source in the dark. Find patterns that determine the size of shadows. Describe the way in which light is reflected from surfaces. Describe in simple terms how light travels and what happens. Describe in detail how sound travels and how it can be changed. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produce it. Describe why a bulb won't light and identify the problem within the circuit. Construct and record a simple series circuit, and name its basic parts, including cells, wires, bulbs, switches and buzzers. Know that a bulb lights up when there is an effective conducting material in the circuit and is part of a complete circuit. Describe what happens when making and breaking a circuit, recognise that a switch opens and closes a circuit and link to the lighting of a bulb. Identify common appliances that run on electricity. Recognise common conductors and insulators and associate metals with being good conductors</p> | <p>Year 3 Recognise that living things grow and reproduce. Describe the basic conditions that plants and animals need in order to survive. Describe and compare features of living, dead and non-living things. Describe reasons for criteria for sorting and grouping, for example, number of legs, shape of leaf. Recognise and talk about different living things found in different places, for example, ponds, woods. Use a simple food chain, identifying and naming different sources of food. Identify ways in which an animal or plant is suited to its environment, for example, a fish having fins to help it swim. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Year 4 Describe basic life processes, e.g. growth and reproduction. Identify and discuss in simple terms things that can cause illness or decay. Identify and talk about known micro- organisms Describe differences and similarities between a range of living and non- living things. Describe features of plants and animal and compare similarities and differences between sub-groups, recognising that all living things can be grouped in different ways. Explore and use classification keys to help to group, identify and name a variety of living things in the local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can pose dangers to living things.</p> | <p>Year 3 Identify and compare the uses of a range of common everyday materials and their properties. Compare and group different kinds of rocks based on appearance and simple physical properties. Compare how objects move on different surfaces. Talk about materials that are magnetic. Recognise that soils are made from rocks and organic matter. Describe processes that can be used to change the shape of some materials, Identify a range of simple reversible and irreversible changes, Recognise that some things dissolve. Year 4 Use knowledge and understanding of materials to sort and group materials. Identify and describe the features of sub-groups within a material with the same properties, Describe why materials are used for different purposes, Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled and that some can be reversed, and that some are irreversible, Measure or research the temperature at which materials change state when heated or cooled. Describe the difference between solids and liquids. Describe in simple terms the separation of solids by filtration.</p> | <p>Year 3 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Identify and describe the functions of different parts of flowering plants, including roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how these vary from plant to plant and the way in which water is transported in plants.</p> <p>Year 4 Explore in detail the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Identify and describe detail the functions of different parts of flowering plants, including roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how these vary from plant to plant and the way in which water is transported in plants.</p> | <p>Year 3 Identify and describe simple features of human and other animal skeletons, and how muscles are used for support, protection and movement. Describe in simple terms the changes that take place as animals grow. Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food, that they need nutrition from what they eat. Describe the link between an animal's diet and their type of teeth.</p> <p>Year 4 Name and describe key features of the human body, including organs, skeleton and muscles. Talk in simple terms about how animals grow & reproduce. Describe the simple functions of the human digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> |
| RE Cornwall Agreed Syllabus | <p>Year 3 and 4 L2.1 Creation – What do Christians learn from the creation story? <u>Make sense of belief:</u></p> | <p>Year 3 and 4 L2.9 How do festivals and worship show what matters to a Muslim? <u>Make sense of belief:</u></p> | <p>Year 3 and 4 L2.4 Gospel – what kind of world did Jesus want? <u>Make sense of belief:</u></p> | <p>Year 3 and 4 L2.3 Incarnation – what is the Trinity? Christmas <u>Make sense of belief:</u></p> | <p>Year 3 and 4 L2.8 What does it mean to be Hindu in Britain today? <u>Understand the impact:</u></p> | <p>Year 3 and 4 L2.6 Kingdom of God – When Jesus left what was the impact? Pentecost</p> |

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| for RE 2020 - 2025 | <p>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world <u>Understand the impact:</u> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <u>Make connections:</u> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p>L2.2 People of God – what is it like for someone to follow God? <u>Make sense of belief:</u> Make clear links between the story of Noah and the idea of covenant <u>Understand the impact:</u> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <u>Make connections:</u> Make links between the story of Noah and how we live in school and the wider world.</p> | <p>Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <u>Understand the impact:</u> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <u>Make connections:</u> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p>L2.10 How do festivals and family life show what matters to Jewish people. <u>Make sense of belief:</u> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today <u>Understand the impact:</u> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <u>Make connections:</u> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.</p> | <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian <u>Understand the impact:</u> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <u>Make connections:</u> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>L2.12 How and why do religious and non-religious people try to make the world a better place? <u>Make sense of belief:</u> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <u>Understand the impact:</u> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <u>Make connections:</u> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p> | <p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <u>Understand the impact:</u> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <u>Make connections:</u> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>L2.7 What do Hindus believe God is like? <u>Make sense of belief:</u> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God <u>Understand the impact:</u> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <u>Make connections:</u> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> | <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <u>Make sense of belief:</u> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <u>Make connections:</u> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <p>L2.5 Salvation – Why do Christians call the day Jesus died ‘Good Friday’? Easter <u>Make sense of belief:</u> Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <u>Understand the impact:</u> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <u>Make connections:</u> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</p> | <p><u>Make sense of belief:</u> Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <u>Understand the impact:</u> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <u>Make connections:</u> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>L2.11 Why do some people think that life is like a journey and what significant events mark this? <u>Make sense of belief:</u> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <u>Understand the impact:</u> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <u>Make connections:</u> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> |
| | <p>PE</p> <p>Focussing on Physical, Cognitive skills.</p> | <p>Social and Emotional Development By the end of Year 3, pupils should be able to: Recognise where they are with their learning and challenge themselves Persevere with challenging tasks and react positively when things are difficult Co-operate with others on simple tasks and give and receive feedback Work effectively in small groups where roles are clearly defined Recognise when others are finding tasks challenging and provide support and encouragement Describe the basic fitness components Explain how often and how long they should exercise to be healthy Record and monitor how hard they are working</p> <p>Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3 Use a broad range of movement skills with control and consistency and relevant to the learning context.</p> | <p>Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute</p> | <p>Tennis, Athletics, Cricket, Swimming Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute</p> | <p>Social and Emotional Development By the end of Year 4, pupils should be able to: Identify and describe their own strengths and weaknesses Set appropriate and challenging targets for themselves Contribute to organising roles and responsibilities within a small group Guide a small group through a simple task Select and perform their own warm up and cool down activities, appropriate to the activity Explain how different activities help develop the different components of fitness</p> <p>Football, Gymnastics/Yoga, Outdoor Adventurous Activities (OAA), Basketball Year 3 Use a broad range of movement skills with control and consistency and relevant to the learning context.</p> | <p>Hockey, Netball, Dance, Tag Rugby Year 3 Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute</p> |

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| | <p>Begin to use fundamental movement skills in combination in sequences and in small game situations.</p> <p>Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Identify which actions are harder / easier</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> | <p>simple attack and defence strategies in a range of modified game situations.</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> <p>Develop sequences of movement that express their own ideas</p> | <p>simple attack and defence strategies in a range of modified game situations.</p> <p>Apply physical skills with increasing confidence in a range of different activity areas</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> | <p>Begin to use fundamental movement skills in combination in sequences and in small game situations.</p> <p>Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Identify which actions are harder / easier</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> | <p>simple attack and defence strategies in a range of modified game situations.</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> <p>Develop sequences of movement that express their own ideas</p> | <p>simple attack and defence strategies in a range of modified game situations.</p> <p>Apply physical skills with increasing confidence in a range of different activity areas</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Identify similarities in their own and others’ work</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> |
| | <p>Year 4</p> <p>Use fundamental movement skills in combination and with increasing confidence.</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Identify why one action/series of actions is more effective than another using given criteria for success</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> | <p>Year 4</p> <p>Combine movements in different ways to produce different outcomes.</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> | <p>Year 4</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> | <p>Year 4</p> <p>Use fundamental movement skills in combination and with increasing confidence.</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> | <p>Year 4</p> <p>Combine movements in different ways to produce different outcomes.</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> | <p>Year 4</p> <p>Apply their skills in a range of modified game situations.</p> <p>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations.</p> <p>Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome</p> <p>Use an awareness of space and others to make good decisions</p> <p>Describe what they can do well and suggest areas for improvement</p> |
| <p>PSHE</p> <p>PSHE Association</p> | <p>Relationships</p> <p>Year 3</p> <p>Recognise and respect that there are different types of families,</p> <p>Being part of a family provides support, stability and love</p> <p>The positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>The different ways that people can care for each other</p> <p>Identify if/when something in a family might make someone upset or worried</p> <p>What to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>What privacy and personal boundaries are, including online</p> <p>Basic strategies to help keep themselves safe online</p> <p>Bullying and hurtful behaviour is unacceptable in any situation</p> <p>The effects and consequences of bullying for the people involved</p> <p>Bullying online, and the similarities and differences to face-to-face bullying</p> <p>What to do and whom to tell if they see or experience bullying or hurtful behaviour to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>How to model respectful behaviour in different situations</p> <p>The importance of self-respect and their</p> | <p>Living in the Wider World</p> <p>Year 3</p> <p>Reasons for rules and laws in wider society</p> <p>The importance of abiding by the law and what might happen if rules and laws are Broken</p> <p>What human rights are and how they protect people</p> <p>Identify basic examples of human rights</p> <p>How they have rights and also responsibilities</p> <p>With every right there is also a responsibility</p> <p>How the internet can be used positively for leisure, for school and for work</p> <p>Recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>Strategies to recognise whether something they see online is true or accurate</p> <p>Evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>Make safe, reliable choices from search results</p> <p>How to report something seen or experienced online that concerns them or content that worry them, unkind or inappropriate communication</p> <p>Jobs that people may have from different sectors</p> <p>People can have more than one job at once or over their lifetime</p> <p>Common myths and gender stereotypes related to work</p> <p>Challenge stereotypes through examples of role models in different fields of work</p> <p>Some of the skills needed to do a job, such as</p> | <p>Health and Wellbeing</p> <p>Year 3</p> <p>The choices that people make in daily life that could affect their health</p> <p>Identify healthy and unhealthy choices</p> <p>What can help people to make healthy choices and what might negatively influence</p> <p>Habits and that sometimes they can be maintained, changed or stopped</p> <p>The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>Regular exercise has positive benefits for their mental and physical health</p> <p>The things that affect feelings both positively and negatively</p> <p>Strategies to identify and talk about their feelings</p> <p>Some of the different ways people express feelings e.g. words, actions, body language</p> <p>Recognise how feelings can change overtime and become more or less powerful</p> <p>That everyone is an individual and has unique and valuable contributions to make</p> <p>Recognise how strengths and interests form part of a person’s identity</p> <p>How to identify their own personal strengths and interests and what they’re proud of</p> <p>Recognise common challenges to self -worth</p> <p>Basic strategies to manage and reframe setbacks, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Identify typical hazards at home and in</p> | <p>Relationships</p> <p>Year 4</p> <p>About the features of positive healthy friendships</p> <p>Strategies to build positive friendships</p> <p>How to seek support with relationships if they feel lonely or excluded</p> <p>How to communicate respectfully with friends when using digital devices</p> <p>Knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</p> <p>What to do or whom to tell if they are worried about any contact online</p> <p>Differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>How to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>Manage pressures associated with dares</p> <p>When it is right to keep or break a confidence or share a secret</p> <p>How to recognise risks online such as harmful content or contact</p> <p>How people may behave differently online including pretending to be someone they are not</p> <p>How to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</p> <p>Recognise differences between people</p> <p>Recognise what they have in common with</p> | <p>Living in the Wider World</p> <p>Year 4</p> <p>The meaning and benefits of living in a community</p> <p>Recognise that they belong to different communities as well as the school community</p> <p>The different groups that make up and contribute to a community</p> <p>The individuals and groups that help the local community</p> <p>Show compassion towards others in need and the shared responsibilities of caring</p> <p>That everything shared online has a digital footprint</p> <p>Organisations can use personal information to encourage people to buy things</p> <p>Recognise what online adverts look like</p> <p>Compare content shared for factual purposes and for advertising</p> <p>Why people might choose to buy or not buy something online</p> <p>That search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>People make different spending decisions based on their budget, values and needs</p> <p>Keep track of money and why it is important to know how much is being spent</p> <p>Different ways to pay for things</p> <p>How people spend money can have positive or negative effects on others</p> | <p>Health and Wellbeing</p> <p>Year 4</p> <p>Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>Good physical health means and how to recognise early signs of physical illness</p> <p>Common illnesses can be quickly and easily treated with the right care</p> <p>Maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>Importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p>How to identify external genitalia and reproductive organs</p> <p>The physical and emotional changes during puberty</p> <p>Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>Strategies to manage the changes during puberty including menstruation</p> <p>The importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>How to discuss the challenges of puberty with a trusted adult</p> <p>How to get information, help and advice about puberty</p> <p>The importance of taking medicines correctly and using household products safely</p> <p>Recognise what is meant by a ‘drug’</p> <p>That drugs common to everyday life can affect health and wellbeing</p> <p>Identify some of the effects related to different drugs and that all drugs, including</p> |

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| | right to be treated respectfully by others What it means to treat others, and be treated, politely The ways in which people show respect and courtesy in different cultures and in wider society | teamwork and decision-making Recognise their interests, skills and achievements and how these might link to future jobs How to set goals that they would like to achieve this year e.g. learn a new hobby | school How to predict, assess and manage risk in everyday situations Fire safety at home including the need for smoke alarms The importance of following safety rules from parents and other adults How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety | others The importance of respecting the differences and similarities between people Vocabulary to sensitively discuss difference and include everyone | | medicines, may have side effects Identify some of the risks associated with drugs common to everyday life Some people using drugs can become a habit which is difficult to break How to ask for help or advice |
| History History Association Enquiry skills and chronology objectives are ongoing throughout the year. | Britain’s settlement by Anglo-Saxons, Vikings and Scots – links to local history study Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to examine and compare artefacts. Beginning to give simple reasons as to why key events happened in history. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can discuss the impact of significant historical events, people and places in their own locality. Can examine and compare artefacts. Can give simple reasons as to why key events happened in history. Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. | Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to examine and compare artefacts. Beginning to create historically valid questions about similarities and differences. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Can examine and compare artefacts. Can create historically valid questions about similarities and differences. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. | Stone Age – links to ancient Egypt Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. | Roman Empire and its impact on Britain – links to Iron Age Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to examine and compare artefacts. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can examine and compare artefacts. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. Describe and understand the workings of rivers, mountains, volcanoes and earthquakes. | The Georgians – links to significant individuals such as Alexander Pope Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. 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Beginning to give simple reasons as to why key events happened in history. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Is aware that the same time in history may be represented in different ways. Can create historically valid questions about similarities and differences. Can give simple reasons as to why key events happened in history. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Can identify and describe changes between specific periods of history. |
| Geography | Year 3 Begin to use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Begin to understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. Create a survey to explore human or physical features in the local area. Take photographs of the local area to help them produce a simple map. Describe and understand different types of settlement and land use. | Year 3 Can read and interpret the globe as a flat map. Describe and understand different types of settlement and land use. Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities. Year 4 Make a simple scale drawing e.g. 1 sq cm = 1 sq m. Can identify and interpret relief maps. Can use the key to interpret symbols and | Year 3 Can read and interpret the globe as a flat map. Describe and understand different types of settlement and land use. Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Year 4 Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Describe and understand the workings of rivers, mountains, volcanoes and earthquakes. | Year 3 Begin to use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Begin to understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. Create a survey to explore human or physical features in the local area. Describe and understand different types of settlement and land use. Can name and locate counties and cities of the UK, identifying key human and physical features and land use. Year 4 | Year 3 Begin to understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. Create a survey to explore human or physical features in the local area. Take photographs of the local area to help them produce a simple map. Can name and locate counties and cities of the UK, identifying key human and physical features and land use. Year 4 Can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. | Year 3 Can read and interpret the globe as a flat map. Describe and understand different types of settlement and land use. Locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities. Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Year 4 Make a simple scale drawing e.g. 1 sq cm = 1 sq m. Can identify and interpret relief maps. Can use the key to interpret symbols and |

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| | <p>Can name and locate counties and cities of the UK, identifying key human and physical features and land use.</p> <p>Year 4 Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. Make a simple sketch map of the human and physical features in his/her local area.</p> | <p>marks on an OS map for routes. Can follow a route on an OS map Can use 4 points on a compass; North, South, East and West. Locate places on an OS map using a 4-figure grid reference.</p> | | <p>Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.</p> | <p>Make a simple sketch map of the human and physical features in his/her local area.</p> | <p>marks on an OS map for routes. Can follow a route on an OS map Can use 4 points on a compass; North, South, East and West. Locate places on an OS map using a 4-figure grid reference.</p> |
| Art and DT | <p>Year 3 Create personal artwork using the artwork of others to stimulate them. Study the work of artists. Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements.</p> <p>Year 4 Use literacy sources to inspire art. Express thought and feelings though the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Study the work of artists. Build a more complex vocabulary when discussing your own and others’ art. Use their own and other’s opinions of work to identify areas of improvement.</p> | | | <p>Year 3 Create personal artwork using the artwork of others to stimulate them. Study the work of artists. Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements.</p> <p>Year 4 Use literacy sources to inspire art. Express thought and feelings though the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Study the work of artists. Build a more complex vocabulary when discussing your own and others’ art. Use their own and other’s opinions of work to identify areas of improvement.</p> | | |
| | <p>Illustrated manuscript, Jewellery Year 3 Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Year 4 Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and print work.</p> <p>Structures (e.g. castles and pavilions) Year 3 Planning for manufacture, establishing and using a design criteria to help focus and evaluate work utilising research to inform ideas Using more demanding practical skills Reflecting on the project as it progresses Evaluating their own and others final product Consolidate methods and techniques to improve stability and strength Year 4 Exploring and designing within a given theme Selecting from a range of materials and equipment to create frame structures Discussing and reviewing existing structures Broadening knowledge of frames</p> | <p>Shang Dynasty sculpture Year 3 Further develop their ability to describe 3D forms in a range of materials, including drawing. Year 4 Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p> <p>Textiles (e.g. cushions and fastenings) Year 3 Designing and planning a style, shapes and seams of a cushion, using pattern piece paper templates and models Sewing cross-stitch and running-stitch to join, complete seams, seal stuffing and add applique following specified design criteria Reviewing existing products, expressing constructive feedback on other’s work Understand that fabrics can be layered for effect, include strength to reinforce joins Year 4 Devise a list of design criteria, planning production, annotating isometric diagrams and sketches Select appropriate fastening types and equipment to sew, measuring and cutting fabric accurately Researching and analysing methods of fastening fabric, determining the strength and use of each Understanding stiches and fastening and their pros and cons</p> | <p>Alaa Awad, Contemporary artist Year 3 Express and describe organic and geometric forms through different types of line. Develop skills and control when using tone. Learn and use simple shading rules. Year 4 Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists’ work.</p> <p>Electrical Systems (e.g. torches) Year 3 Using research and design criteria to develop ideas for the target audience Evaluating and adapting designs, listening to and acting on constructive feedback gathered from others Constructing nets as part of a product Year 4 Designing for a chosen user profile, identifying key properties of a material and utilising this knowledge to inform design ideas Making a functional operational electrical series circuit and housing this Reviewing and discussing existing torches including use of and reasons behind the materials</p> | <p>Sculpture and statues, Caravaggio, Bernini and Michelangelo Year 3 Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture with artists’ work. Year 4 Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work. Use a range of materials to express complex textures.</p> <p>Mechanisms (e.g. pneumatic systems) Year 3 Generate and communicating ideas using thumbnail sketches, exploded diagrams and modelling drawing plans to house the mechanism Selecting appropriate materials and equipment for functional and aesthetic purposes Assessing how well the product works and if it matches the original design ideas and criteria Identifying the key inputs and outputs for the mechanism Year 4 Developing designs following a list of design criteria Selecting the materials and tools to measure, mark, cut and assemble accurately Compare own to other’s designs, discussing ways to improve Consolidating net and template creation</p> | <p>Constable, Turner, Gainsborough Year 3 Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Year 4 Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists. Food (e.g. eating seasonally) Year 3 Generating and adapting a recipe idea based on research, designing to simple criteria Safely preparing fruit and vegetables following and adapting recipes Tasting evaluating the product against criteria Year 4 Reviewing existing products to inform design ideas Following, but adapting, an existing recipe, preparing food hygienically Reflecting on and identifying flavours from a prototype, reviewing what aspects to improve Understanding the cost implications</p> | <p>Murals, Chris Drury Year 3 Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour, such as tints and shades for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Year 4 Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> |

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| Computing Kapow Primary schemes of work | Year 3 Emailing Learn about cyberbullying and fake emails. Understanding the purpose of emails. Journey Inside A Computer Understanding what different components of a computer do. Understanding that programs execute by following precise and unambiguous instructions. | Year 3 Digital Literacy Using technology purposefully to create, organise, store, manipulate and retrieve digital content, including searching for relevant information. Programming Scratch Using logical reasoning to explain how simple algorithms work. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. Solving problems by decomposing them into smaller parts. Using sequence, selection, and repetition in programs. Working with variables and various forms of input and output. | Year 3 Networks And The Internet Identifying network components and understand how they are used to connect to the internet and how data is transferred. Understanding computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Online Safety Learn to distinguish between facts, opinions and beliefs on the internet Learn how to deal with upsetting online content Learn about how to protect our personal information using privacy settings and how to be discerning about what information we share and who with | Year 4 Collaborative Learning Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration. Further Coding With Scratch Using logical reasoning to explain how simple algorithms work. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. Solving problems by decomposing them into smaller parts. Using sequence, selection and repetition in programs. Working with variables and various forms of input and output. | Year 4 Website Design Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration. Investigating Weather Understanding why some sources are more trustworthy than others. Understanding the role of inputs and outputs in computerised devices | Year 4 Computational Thinking Understand what decomposition is and how it facilitates problem solving. Designing, writing and debugging programs that accomplish specific goals. Understand abstraction and patterns recognition. Online Safety Be discerning in evaluating content by learning about the techniques that companies use to advertise online. Use technology safely and responsibly by considering the risks of screen-time and technology. Using search technologies effectively, appreciating how results are selected and ranked. |
| Music Kapow Primary schemes of work | Year 3 Developing singing technique (Theme: the Vikings) Ballads Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music. Recognising and explaining the changes within a piece of musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | Year 3 Pentatonic melodies and composition (Theme: Chinese New Year) Creating compositions in response to an animation (Theme: Mountains) Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Beginning to use musical vocabulary (related to inter-related dimensions of music) when discussing improvements to their own and others’ work. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. | Year 3 Jazz Traditional instruments and improvisation (Theme: India) Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world, and different times, have different features. Describing the timbre, dynamic, and textual details of a piece of music, both verbally, and through movement. Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. | Year 4 Adapting and transposing motifs (Theme: Romans) Rock and Roll Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of work. Beginning to improvise musically within a given style (Blues). Singing longer songs in a variety of musical styles from memory, with accuracy, control of subtle dynamic changes. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. | Year 4 Haiku, music and performance (Theme: Hanami festival) Changes in pitch, tempo and dynamics (Theme: Rivers) Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). Identifying common features between different genres, styles, and traditions of music. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences (12 bar blues). | Year 4 Samba and carnival sounds and instruments (Theme: South America) Body and tuned percussion (Theme: Rainforests) Developing melodies using rhythmic variation, transportation, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their composition. Using musical vocabulary (related to the inter-related dimensions of discussing improvements to their own and others’ work). Composing a coherent piece of music in a given style with voices, bodies and instruments. Suggesting improvements to others work, using musical vocabulary. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. |
| MFL | French Greetings, Introducing yourself, Responding to a song or story in French, Understanding simple questions Year 3 Listen to and repeat an increasing range of words and phrases. Identify initial and final letter sounds and familiar words. Begin to ask and respond to simple questions about pictures and what is heard. Begin to recall and use simple words and phrases. Year 4 | Spanish Greetings, Introducing yourself, Responding to a song or story in Spanish, Understanding simple questions Year 3 Read and pronounce familiar words and phrases accurately. Describe people and places using words and phrases. Use a range of nouns. Year 4 Begin to read and pronounce simple sentences accurately. Begin to describe events using simple | French Parts of the body, Colours, Descriptions of people, Saying what you can do well Year 3 Write simple phrases. Write and spell simple adjectives. Use a dictionary to find nouns. Describe people and places using words and phrases. Year 4 Write and spell an increasing range of adjectives. Use a dictionary to find an increasing range of nouns and adjectives. | Spanish Greetings, Pocket money, Expressing opinions likes/dislikes Year 3 Listen to and repeat an increasing range of words and phrases. Identify initial and final letter sounds and familiar words. Begin to ask and respond to simple questions about pictures and what is heard. Begin to recall and use simple words and phrases. Year 4 Listen to and respond with phrases and | French Travel, Weather, Healthy food and drink Year 3 Read and pronounce familiar words and phrases accurately. Describe people and places using words and phrases. Use a range of nouns. Year 4 Begin to read and pronounce simple sentences accurately. Begin to describe events using simple sentences. Begin to identify words that are masculine, | Spanish Animals and their habitats, Celebrating achievements and special occasions Year 3 Write simple phrases. Write and spell simple adjectives. Use a dictionary to find nouns. Describe people and places using words and phrases. Year 4 Write and spell an increasing range of adjectives. Use a dictionary to find an increasing range of nouns and adjectives. |

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| | Listen to and respond with phrases and simple sentences. Identify sounds and spell simple words. Ask and respond to questions about what is heard and said. Begin to construct and pronounce phrases and simple sentences. | sentences. Begin to identify words that are masculine, feminine or neutral. Write a simple sentence. | Describe people, places and events using simple sentences. | simple sentences. Identify sounds and spell simple words. Ask and respond to questions about what is heard and said. Begin to construct and pronounce phrases and simple sentences.. | feminine or neutral. Write a simple sentence. | Describe people, places and events using simple sentences. |
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