

| 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 | 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 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. 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. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 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Measure and calculate the perimeter of a rectilinear figure in centimetres and metres. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>.</p> | <p>and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Year 4</p> <p>Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 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. 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Find the area of rectilinear shapes by</p> | <p>Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. 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 operations and methods to use and why. Recall multiplication and division facts for multiplication tables up to 12×12. 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| | | Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. | counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. | counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |
| 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>Working Scientifically 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</p> | | | <p>Working Scientifically 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</p> | | |

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

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| Cornwall Agreed Syllabus for RE 2020 – 2025 | Jigsaw RE | <p>Does joining the Khalsa make a person a better Sikh? The Amrit Ceremony and the Khals I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa</p> <p>Christianity Has Christmas lost its true meaning? Christmas, Concept: Incarnation I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me</p> | <p>Could Jesus heal people? Jesus' miracles, Concept: Incarnation I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not</p> <p>Christianity What is 'good' about Good Friday? Easter – forgiveness, Concepts: Salvation, New Covenant I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> | <p>Do Sikhs think it is important to share? Sharing and Community I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs</p> <p>What is the best way for a Sikh to show commitment to God? Prayer and Worship I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> | <p>How special is the relationship Jews have with God? Beliefs and practices I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Christianity What is the most significant part of the Nativity story for Christians today? Christmas, Concept: Incarnation I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> | <p>How important is it for Jewish people to do what God asks them to do? Passover I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p> <p>Christianity Is forgiveness always possible for Christians? Easter Concept: Salvation I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> | <p>What is the best way for a Jew to show commitment to God? Beliefs and Practices I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>Christianity Do people need to go to church to show they are Christians? Prayer and Worship, Concept: Gospel I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p> <p>Optional: Christianity Why are there four Gospels and how are they relevant to Christians today? The Four Gospels I can say something I have learnt from Jesus' actions that I would like to consider in my own life. I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it. I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.</p> |
| PE | Focussing on Physical, Cognitive skills. | <p>Social and Emotional Development <u>By the end of Year 3, pupils should be able to:</u> 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. Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify which actions are harder / easier Show an understanding of simple attacking and defending strategies</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 simple attack and defence strategies in a range of modified game situations. Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement</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 simple attack and defence strategies in a range of modified game situations. Apply physical skills with increasing confidence in a range of different activity areas Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work</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. Begin to use fundamental movement skills in combination in sequences and in small game situations. Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations. Identify which actions are harder / easier Show an understanding of simple attacking and defending strategies</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 simple attack and defence strategies in a range of modified game situations. Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work Use given success criteria to identify what they can do well and begin to suggest areas for improvement</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 simple attack and defence strategies in a range of modified game situations. Apply physical skills with increasing confidence in a range of different activity areas Show an understanding of simple attacking and defending strategies Identify similarities in their own and others' work</p> |

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| | <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. 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>Develop sequences of movement that express their own ideas</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>Use given success criteria to identify what they can do well and begin to 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>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. 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>Develop sequences of movement that express their own ideas</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>Use given success criteria to identify what they can do well and begin to 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>Jigsaw PSHE</p> <p>PSHE Association</p> | <p>Year 3</p> <p>Being In My World</p> <p>I value myself and know how to make someone else feel welcome and valued</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>I know how to make others feel valued</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can work cooperatively in a group</p> <p>I am choosing to follow the Learning Charter</p> <p>Relationships</p> <p>I can describe how taking some responsibility in my family makes me feel</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can show an awareness of how this could affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <p>I enjoy being part of a family and friendship groups</p> | <p>Year 3</p> <p>Celebrating Difference</p> <p>I appreciate my family/the people who care for me</p> <p>I know how to calm myself down and can use the ‘Solve it together’ technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words</p> <p>I can give and receive compliments and know how this feels</p> <p>Changing Me</p> <p>I can express how I feel when I see babies or baby animals</p> <p>I can express how I might feel if I had a new baby in my family</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>Start to think about changes I will make next year and know how to go about this</p> | <p>Year 3</p> <p>Healthy Me</p> <p>I can set myself a fitness challenge</p> <p>I know what it feels like to make a healthy choice</p> <p>I can identify how I feel towards drugs</p> <p>I can express how being anxious or scared feels</p> <p>I can take responsibility for keeping myself and others safe</p> <p>I respect my body and appreciate what it does for me</p> <p>Dreams and Goals</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p> | <p>Year 4</p> <p>Being In My World</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p> <p>I understand how rewards and consequences motivate people’s behaviour</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p> <p>Relationships</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <p>I can love and be loved</p> | <p>Year 4</p> <p>Celebrating Difference</p> <p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can problem-solve a bullying situation with others</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can explain why it is good to accept people for who they are</p> <p>Changing Me</p> <p>I appreciate that I am a truly unique human being</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this</p> | <p>Year 4</p> <p>Healthy Me</p> <p>I can identify the feelings I have about my friends and my different friendship groups</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>I can recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from myself and others</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I can tap into my inner strength and know how to be assertive</p> <p>Dreams and Goals</p> <p>I know how it feels to have hopes and dreams</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know how to cope with disappointment and how to help others cope with theirs</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p>I can enjoy being part of a group challenge</p> <p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p> |
| <p>History</p> <p>History Association</p> <p>Enquiry skills and chronology objectives are ongoing throughout the year.</p> | <p>Britain’s settlement by Anglo-Saxons, Vikings and Scots – links to local history study</p> <p>Year 3</p> <p>Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>Beginning to discuss the impact of significant historical events, people and places in their own locality.</p> <p>Beginning to examine and compare artefacts.</p> <p>Beginning to give simple reasons as to why</p> | <p>Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations</p> <p>Year 3</p> <p>Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Beginning to examine and compare artefacts.</p> <p>Beginning to create historically valid questions about similarities and differences.</p> <p>Beginning to know that the past can be divided into different periods of time.</p> | <p>Stone Age – links to ancient Egypt</p> <p>Year 3</p> <p>Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Beginning to become aware that the same time in history may be represented in different ways.</p> <p>Beginning to know that the past can be divided into different periods of time.</p> <p>Beginning to use dates and vocabulary</p> | <p>Roman Empire and its impact on Britain – links to Iron Age</p> <p>Year 3</p> <p>Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>Beginning to examine and compare artefacts.</p> <p>Beginning to become aware that the same time in history may be represented in different ways.</p> <p>Beginning to know that the past can be</p> | <p>The Georgians – links to significant individuals such as Alexander Pope</p> <p>Year 3</p> <p>Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>Beginning to discuss the impact of significant historical events, people and places in their own locality.</p> <p>Beginning to choose appropriate sources to answer questions about specific people and</p> | <p>Maya – a non-European society that provides contrast with British history, links to Anglo-Saxons</p> <p>Year 3</p> <p>Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Beginning to become aware that the same time in history may be represented in different ways.</p> <p>Beginning to create historically valid</p> |

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| | <p>key events happened in history.</p> <p>Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p> <p>Beginning to know that the past can be divided into different periods of time.</p> <p>Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Beginning to identify and describe changes between specific periods of history.</p> <p>Year 4</p> <p>Can discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>Can discuss the impact of significant historical events, people and places in their own locality.</p> <p>Can examine and compare artefacts.</p> <p>Can give simple reasons as to why key events happened in history.</p> <p>Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p> | <p>Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Beginning to identify and describe changes between specific periods of history.</p> <p>Year 4</p> <p>Can explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Can examine and compare artefacts.</p> <p>Can create historically valid questions about similarities and differences.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p> | <p>relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Beginning to identify and describe changes between specific periods of history.</p> <p>Year 4</p> <p>Can explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Is aware that the same time in history may be represented in different ways.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p> | <p>divided into different periods of time.</p> <p>Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Beginning to identify and describe changes between specific periods of history.</p> <p>Year 4</p> <p>Can discuss historical changes in Britain; 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| Geography | <p>Year 3</p> <p>Begin to use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>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.</p> <p>Create a survey to explore human or physical features in the local area.</p> <p>Take photographs of the local area to help them produce a simple map.</p> <p>Describe and understand different types of settlement and land use.</p> <p>Can name and locate counties and cities of the UK, identifying key human and physical features and land use.</p> <p>Year 4</p> <p>Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>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>Year 3</p> <p>Can read and interpret the globe as a flat map.</p> <p>Describe and understand different types of settlement and land use.</p> <p>Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.</p> <p>Year 4</p> <p>Make a simple scale drawing e.g. 1 sq cm = 1 sq m.</p> <p>Can identify and interpret relief maps.</p> <p>Can use the key to interpret symbols and marks on an OS map for routes.</p> <p>Can follow a route on an OS map</p> <p>Can use 4 points on a compass; North, South, East and West.</p> <p>Locate places on an OS map using a 4-figure grid reference.</p> | <p>Year 3</p> <p>Can read and interpret the globe as a flat map.</p> <p>Describe and understand different types of settlement and land use.</p> <p>Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Year 4</p> <p>Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>Describe and understand the workings of rivers, mountains, volcanoes and earthquakes.</p> | <p>Year 3</p> <p>Begin to use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>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.</p> <p>Create a survey to explore human or physical features in the local area.</p> <p>Describe and understand different types of settlement and land use.</p> <p>Can name and locate counties and cities of the UK, identifying key human and physical features and land use.</p> <p>Year 4</p> <p>Use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</p> <p>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>Year 3</p> <p>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.</p> <p>Create a survey to explore human or physical features in the local area.</p> <p>Take photographs of the local area to help them produce a simple map.</p> <p>Can name and locate counties and cities of the UK, identifying key human and physical features and land use.</p> <p>Year 4</p> <p>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>Year 3</p> <p>Can read and interpret the globe as a flat map.</p> <p>Describe and understand different types of settlement and land use.</p> <p>Locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.</p> <p>Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Year 4</p> <p>Make a simple scale drawing e.g. 1 sq cm = 1 sq m.</p> <p>Can identify and interpret relief maps.</p> <p>Can use the key to interpret symbols and marks on an OS map for routes.</p> <p>Can follow a route on an OS map</p> <p>Can use 4 points on a compass; North, South, East and West.</p> <p>Locate places on an OS map using a 4-figure grid reference.</p> |
| Art and DT | <p>Year 3</p> <p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Study the work of artists.</p> | | | <p>Year 3</p> <p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Study the work of artists.</p> | | |

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| | <p>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</p> <p>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.</p> <p>Study the work of artists.</p> <p>Build a more complex vocabulary when discussing your own and others’ art.</p> <p>Use their own and other’s opinions of work to identify areas of improvement.</p> | | | <p>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</p> <p>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.</p> <p>Study the work of artists.</p> <p>Build a more complex vocabulary when discussing your own and others’ art.</p> <p>Use their own and other’s opinions of work to identify areas of improvement.</p> | | |
| | <p>Illustrated manuscript, Jewellery</p> <p>Year 3</p> <p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>Year 4</p> <p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and print work.</p> | <p>Shang Dynasty sculpture</p> <p>Year 3</p> <p>Further develop their ability to describe 3D forms in a range of materials, including drawing.</p> <p>Year 4</p> <p>Develop their ability to describe and model form in 3D using a range of materials.</p> <p>Analyse and describe how artists use and apply form in their work.</p> | <p>Alaa Awad, Contemporary artist</p> <p>Year 3</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Develop skills and control when using tone. Learn and use simple shading rules.</p> <p>Year 4</p> <p>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>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>Sculpture and statues, Caravaggio, Bernini and Michelangelo</p> <p>Year 3</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Analyse and describe texture with artists’ work.</p> <p>Year 4</p> <p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist’s work.</p> <p>Use a range of materials to express complex textures.</p> | <p>Constable, Turner, Gainsborough</p> <p>Year 3</p> <p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Year 4</p> <p>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.</p> | <p>Murals, Chris Drury</p> <p>Year 3</p> <p>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.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Year 4</p> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> |
| | <p>Structures (e.g. castles and pavilions)</p> <p>Year 3</p> <p>Planning for manufacture, establishing and using a design criteria to help focus and evaluate work utilising research to inform ideas</p> <p>Using more demanding practical skills</p> <p>Reflecting on the project as it progresses</p> <p>Evaluating their own and others final product</p> <p>Consolidate methods and techniques to improve stability and strength</p> <p>Year 4</p> <p>Exploring and designing within a given theme</p> <p>Selecting from a range of materials and equipment to create frame structures</p> <p>Discussing and reviewing existing structures</p> <p>Broadening knowledge of frames</p> | <p>Textiles (e.g. cushions and fastenings)</p> <p>Year 3</p> <p>Designing and planning a style, shapes and seams of a cushion, using pattern piece paper templates and models</p> <p>Sewing cross-stitch and running-stitch to join, complete seams, seal stuffing and add applique following specified design criteria</p> <p>Reviewing existing products, expressing constructive feedback on other’s work</p> <p>Understand that fabrics can be layered for effect, include strength to reinforce joins</p> <p>Year 4</p> <p>Devise a list of design criteria, planning production, annotating isometric diagrams and sketches</p> <p>Select appropriate fastening types and equipment to sew, measuring and cutting fabric accurately</p> <p>Researching and analysing methods of fastening fabric, determining the strength and use of each</p> <p>Understanding stiches and fastening and their pros and cons</p> | <p>Electrical Systems (e.g. torches)</p> <p>Year 3</p> <p>Using research and design criteria to develop ideas for the target audience</p> <p>Evaluating and adapting designs, listening to and acting on constructive feedback gathered from others</p> <p>Constructing nets as part of a product</p> <p>Year 4</p> <p>Designing for a chosen user profile, identifying key properties of a material and utilising this knowledge to inform design ideas</p> <p>Making a functional operational electrical series circuit and housing this</p> <p>Reviewing and discussing existing torches including use of and reasons behind the materials</p> | <p>Mechanisms (e.g. pneumatic systems)</p> <p>Year 3</p> <p>Generate and communicating ideas using thumbnail sketches, exploded diagrams and modelling drawing plans to house the mechanism</p> <p>Selecting appropriate materials and equipment for functional and aesthetic purposes</p> <p>Assessing how well the product works and if it matches the original design ideas and criteria</p> <p>Identifying the key inputs and outputs for the mechanism</p> <p>Year 4</p> <p>Developing designs following a list of design criteria</p> <p>Selecting the materials and tools to measure, mark, cut and assemble accurately</p> <p>Compare own to other’s designs, discussing ways to improve</p> <p>Consolidating net and template creation</p> | <p>Food (e.g. eating seasonally)</p> <p>Year 3</p> <p>Generating and adapting a recipe idea based on research, designing to simple criteria</p> <p>Safely preparing fruit and vegetables following and adapting recipes</p> <p>Tasting evaluating the product against criteria</p> <p>Year 4</p> <p>Reviewing existing products to inform design ideas</p> <p>Following, but adapting, an existing recipe, preparing food hygienically</p> <p>Reflecting on and identifying flavours from a prototype, reviewing what aspects to improve</p> <p>Understanding the cost implications</p> | |
| Computing | <p>Year 3</p> <p>Emailing</p> <p>Learn about cyberbullying and fake emails.</p> <p>Understanding the purpose of emails.</p> <p>Journey Inside A Computer</p> <p>Understanding what different components of a computer do.</p> <p>Understanding that programs execute by following precise and unambiguous instructions.</p> | <p>Year 3</p> <p>Digital Literacy</p> <p>Using technology purposefully to create, organise, store, manipulate and retrieve digital content, including searching for relevant information.</p> <p>Programming Scratch</p> <p>Using logical reasoning to explain how simple algorithms work.</p> <p>Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Solving problems by decomposing them into smaller parts.</p> <p>Using sequence, selection, and repetition in programs.</p> | <p>Year 3</p> <p>Networks And The Internet</p> <p>Identifying network components and understand how they are used to connect to the internet and how data is transferred.</p> <p>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.</p> <p>Online Safety</p> <p>Learn to distinguish between facts, opinions and beliefs on the internet</p> <p>Learn how to deal with upsetting online content</p> | <p>Year 4</p> <p>Collaborative Learning</p> <p>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understanding opportunities offered by the World Wide Web for communication and collaboration.</p> <p>Further Coding With Scratch</p> <p>Using logical reasoning to explain how simple algorithms work.</p> <p>Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Solving problems by decomposing them</p> | <p>Year 4</p> <p>Website Design</p> <p>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Understanding opportunities offered by the World Wide Web for communication and collaboration.</p> <p>Investigating Weather</p> <p>Understanding why some sources are more trustworthy than others.</p> <p>Understanding the role of inputs and outputs in computerised devices</p> | <p>Year 4</p> <p>Computational Thinking</p> <p>Understand what decomposition is and how it facilitates problem solving.</p> <p>Designing, writing and debugging programs that accomplish specific goals.</p> <p>Understand abstraction and patterns recognition.</p> <p>Online Safety</p> <p>Be discerning in evaluating content by learning about the techniques that companies use to advertise online.</p> <p>Use technology safely and responsibly by considering the risks of screen-time and technology.</p> <p>Using search technologies effectively, appreciating how results are selected and ranked.</p> |

| | | Working with variables and various forms of input and output. | Learn about how to protect our personal information using privacy settings and how to be discerning about what information we share and who with | into smaller parts. Using sequence, selection and repetition in programs. Working with variables and various forms of input and output. | | |
|-------|--|---|--|--|---|--|
| Music | <p>Year 3 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 songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Year 4 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.</p> | <p>Year 3 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.</p> <p>Year 4 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).</p> | <p>Year 3 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.</p> <p>Year 4 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.</p> | <p>Year 3 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 songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Year 4 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.</p> | <p>Year 3 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. 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Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p> |
| MFL | <p>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 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.</p> | <p>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 sentences. Begin to identify words that are masculine, feminine or neutral. Write a simple sentence.</p> | <p>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. Describe people, places and events using simple sentences.</p> | <p>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 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..</p> | <p>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, feminine or neutral. Write a simple sentence.</p> | <p>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. Describe people, places and events using simple sentences.</p> |

